Match or mismatch in policy and practice: Exploring global citizenship as a graduate attribute in an English university.

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Abstract

Global citizenship is widely used in English university mission statements as a key graduate outcome, yet the extant literature suggests the concept is poorly defined and is not understood by those tasked with embedding it in the curriculum. My thesis explored the understanding of, and value attributed to the concept in two departments (nursing and business) and across three levels of the university hierarchy (senior managers, lecturers and students) in a large teaching-intensive Alliance Group university in England.

I paired critical realist philosophy with Yin's (2018) case study approach to answer my two research questions and to explore three propositions that emerged from the literature review. The Shultz (2007) conceptualisation of global citizenship as a trichotomy of world views (radical, transformational and neoliberal) was used as the conceptual model against which to explore these propositions. My case was framed by a university-level strategy document and my data was collected by carrying out an analysis of departmental documents, websites and marketing and triangulating these against the analysis of thirty-five semi-structured interviews across the two departments and the three groups of participants. The pattern matching analytical technique was used to compare my propositions with the empirical data emanating from my analysis of the documents and the interview transcripts.

My findings provide a unique addition to the extant literature by suggesting that keeping top-level policy 'purposefully indeterminate' empowers and entrusts a range of policy actors within individual departments to translate and reify that policy in a way which is relevant to and understood by discrete disciplines. This in turn is likely to reduce barriers to implementation and allow more abstract concepts to take on a locally relevant meaning. Thus, my research rejects the thinking that an unclear top-level definition of policy is problematic.

My research further confirms that, while discrete departments might translate global citizenship differently and may be more aligned generally to one of the three Shultz (2007) conceptualisations of global citizenship, that these are in fact tendencies and more nuanced than the Shultz (2007) thinking that they are mutually exclusive. Therefore, my research rejects the idea that universities are either neoliberal or transformational and rather supports the view that they can exhibit both conceptualisations.

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CHAPTER 1 INTRODUCTION

1.1 Introduction

Neoliberalism has been dominant in much economic policy in the United Kingdom (UK) since the early 1980s when introduced under the Thatcher Conservative Government (Monbiot, 2016). More recently neoliberal government policy has viewed Higher Education Institutions (HEIs) as key contributors to the UK's economic productivity, which has led to the marketization of universities, encouraging them to act as businesses in competition with each other to recruit students. Centralised quality assurance measures such as the Teaching Excellence Framework (TEF), National Student Survey (NSS) and the Destination of Leavers from Higher Education (DLHE) give universities a ranking which signals to prospective students the level of quality they should expect for their tuition fees (Maisuria and Cole, 2017). Some writers suggest that neoliberal government policy has shifted the focus of universities away from adding positively to society and instilling moral and social values in students to one where being competitive and financially viable in a crowded marketplace and developing graduates with employability skills and competencies is valued in the economic market (Lilley, Barker and Harris, 2017; Maisuria and Cole, 2017; Hanson, 2010). Gibbs (2001, p.87) suggested that HEIs *'treat learners as objects of educational achievement to be counted, accredited and initiated into the performativity of a credentialised society.'* At the same time, many universities are proposing global citizenship as a desirable graduate attribute and are asserting this in their mission statements and websites (Sklad *et al*. 2016; Thanosawan and Laws, 2013).

My research is set within the context of this apparent tension between neoliberal policy and the more transformational ideal of developing students as global citizens with an awareness of global problems and the ability to challenge the status quo (Lilley, Barker and Harris, 2017; Hanson, 2010). Within this context, discourses of marketization, performance measures and managerialism appear to compete with discourses of tolerance, democracy and social justice (Clifford and Montgomery, 2017, 2015, 2014; Joseph, 2012).

Reading the mission statements of 103 English universities revealed that 39 specifically mention their aim to graduate global citizens and others express a similar ambition or use alternative terms to mean the same thing. With the exception of one university, however,

none clearly articulate what they mean by global citizenship nor how graduates might demonstrate this attribute. My interest was caught by this apparent tension between the concept of global citizenship and the prevailing political climate of isolationism, the increasingly competitive Higher Education (HE) landscape and the need to develop graduates with the skills and competences required to compete in the global labour market. Universities may state the aim of developing socially responsible global citizens but macro-environmental factors such as globalisation, increased competition across and within the sector and the introduction of tuition fees have dominated and appear to have led to a more neoliberal focus (Sklad *et al*. 2016; Thanosawan and Laws, 2013).

1.2 Research problem

Notwithstanding the prevalent use of the concept of Global Citizenship in university mission statements (Steur, Jansen and Hofman, 2016, 2012; Clifford and Montgomery, 2014), the extant literature suggests a lack of clarity and consensus as to the definition of global citizenship within HEIs (Haigh, 2014; Leask and Bridge, 2013; Devine, Green and McDowell, 2010). Furthermore, Haigh (2014), Oxley and Morris (2013), Devine, Green and McDowell (2010), Shultz (2007) and Deardorff (2011, 2006) suggested that the concept is defined differently by discipline and stakeholder group. Moreover, there is little evidence exploring whether the concept is clearly embedded in practice and understood by staff and students (Boni and Calabuig, 2017; Jooste and Heleta, 2017; Clifford and Montgomery, 2014; Bowden, 2003), and Leask and Bridge (2013) noted a dearth of cross disciplinary studies in the area of internationalisation of HE. This apparent lack of clarity, the suggestion that discrete departments and stakeholders define global citizenship differently and the question around whether the concept filters meaningfully from policy to practice, informed both my research questions and a series of propositions to be explored in my research. These are presented in Chapter Four, the methodology chapter. My study set out to explore whether the policy of graduating global citizens filtered from university level through academic staff to students via the curriculum, whether the understanding of global citizenship varied between discrete departments and whether the concept was considered to be important.

My case for the study was a broadly typical teaching-intensive University Alliance HEI in England. (The name of the university has been removed to protect the participants and

the code name LRE has been used throughout the thesis). The University Alliance consists of sixteen universities that are leaders in the teaching of professional and technical education and who focus on local, national, and international civic environments. They aim to recruit a wide diversity of students from different backgrounds, and they educate approximately 25% of all UK undergraduates. They have high levels of employability or further study on completion of degree programmes (94%) and work with employers to design programmes (University Alliance, 2020).

University-level documents from the case university state the university graduate attributes and the university position on global citizenship

> *We are working together to ensure the extra-curricular activities we offer enhance our students' academic and personal development – and allow them to develop as global citizens and make a positive difference to society*
> (LRE, 2017 p.5)

This statement in the *LRE 2020 Strategy* was used to frame the case by stating the university position clearly. In order to answer my research questions, I compared two large departments (business and nursing) from within my case site (LRE), to explore any differences in how the concept was translated from a university-level generic and abstract concept into the curriculum. Within these two departments my research methods were documentary analysis and one-to-one semi-structured interviews. The documentary and artefact analysis used a range of publicly accessible faculty and department-level strategy documents, websites and wall signage to capture the faculty and departmental position on global citizenship. For the interviews, participants were drawn from three levels of the university hierarchy, (senior managers, lecturers and students), in order to probe the understandings attributed to, and the value placed on, global citizenship.

1.3 Global citizenship

It is important to define global citizenship in the context of this study. I was not exploring global citizenship as a programme of study but rather aimed to gain an understanding of what universities mean when they assert that their graduates will be global citizens and how they intend to embed the concept in the curriculum. Thus, my thesis focused on the concept of global citizenship as a graduate attribute and an encapsulation of the skills,

knowledge, values and attitudes that students build on and gain through formal and informal experiences whilst at university and which prepare students for the world of work and as agents of public good (Tomlinson 2017, 2008; Hill and Walkington, 2016; Barrie, 2012; Bowden, 2003).

It is notable, however, that a common thread through the global citizenship literature was that, despite espousing global citizenship as a desirable graduate outcome in strategy documents, it is extremely vaguely conceptualised, and universities fail to articulate a clear definition of what this means in terms of pedagogy and how it can be embedded in the curriculum (Boni and Calabuig, 2017; Jooste and Heleta, 2017; Sklad *et al*. 2016; Lilley, Barker and Harris, 2015; Bowden, 2003). Devine, Green and McDowell (2010) contended that universities claiming their graduates are global citizens tend to emphasize study abroad opportunities and developing globally competent graduates without a clear framework to support this goal. Clifford and Montgomery (2014, p.28) asserted that *'the extent to which this might influence the goals and curricula of higher education is yet to be realised.'* This raised the question of how effectively the university-level concept of global citizenship filters down through lecturers and into the curriculum. Furthermore, Sklad *et al*. (2016) and Ippolito (2007) posited that universities assume that students are signed up to the university mission statement, which renders it unclear whether students value global citizenship.

The literature presented the conceptualisations of global citizenship from two perspectives. The first is a governance perspective which is ideological and expounds how universities present their values and mission (Shultz, 2007). The second is from the perspective of practice and is more developmental, showing how individuals develop a more sophisticated form of global citizenship, moving from a passive to a more proactive stance over time (Kelly, 2008). These conceptualisations are discussed in depth in Chapter Three, the literature review chapter.

1.4 Researcher positionality

Clearly stating the lens adopted to inform the choice of research questions, methodology and methods is extremely important. A researcher who fails to articulate and reflect on their ontological and epistemological stance could employ an incongruent choice of methodology and methods (Grix, 2010).

As both an academic and senior manager at an Alliance Group university and in my former senior management position in a large multinational company, my work has been primarily internationally focused. In industry, I worked across several geographical markets but most extensively the Middle East, Africa and South America. This role led to an appreciation that the 'western way' of conducting business is not always the most successful way to operate and I learned to appreciate the importance of mutual cultural understanding and the value of working collaboratively towards a solution. My work both as an academic and at management level within the university has also been primarily international. I have travelled for the university working with universities in China and Malaysia and worked remotely with our partners in Thailand, Vietnam, Nepal and Sri Lanka.

My philosophical approach to this research was primarily influenced by my professional status both in industry and in academia. My views are firmly rooted in the real world and I perceive the university as influenced by macro-environmental factors, which are subject to change. As such, many factors influence policy, mission statements and curricula and these factors are complex, interrelated and constantly changing. The philosophical lens through which I explored the concept of global citizenship is critical realism, which is explained in more depth in Chapter Four, the methodology chapter.

My twenty-one years of experience both as a lecturer and more recently as a senior manager in the business department at my current HEI have led to certain reflections that are anecdotal and untested. These are that while both staff and students understand that internationalisation might be important, in the current context, it is not central. Staff in the business department tend to see internationalisation as yet another element along with others such as sustainability and external engagement that they are required to embed in an already crowded curriculum. My observations in lectures and tutorials over time are that home and international students tend not to mix. Many of our international students join the university for the final year of undergraduate study, at which point most students appear to be focused on their degree classification and are disinclined to take any risks, such as group work with students they do not know, which might lower their grade. These observations are supported by the extant literature and as such are broadly applicable (Harrison, 2015; Kimmel and Volet, 2012; Harrison and Peacock, 2010). Including these practice-based observations in my thinking when fine-tuning the

propositions that emerged from the extant literature fits with my critical realist philosophy.

1.5 Overview of research strategy

The method that I chose to explore global citizenship was case study which pairs suitably with critical realism and allowed me to provide deep rich findings and to test the propositions that emerged from my reading of the literature (Tsang, 2014; Simons, 2009; Bassey, 2001) and my experiences. I decided to adopt the Yin (2018) approach to case study research as he supported exploring theory and this fits well with my critical realist beliefs of the existence of an independent reality of which human knowledge forms only a small part of the overall picture.

1.5.1 Case study definition

My case study site was a large teaching-intensive University Alliance institution in England which I anonymised using the pseudonym LRE. LRE is a Teaching Excellence and Student Outcomes Framework (TEF) gold institution. TEF was introduced by the Government in the UK in 2016, and measures claimed excellence both in teaching and student outcomes in terms of graduate-level entry into the workforce or further study (Office for Students, 2020). TEF gold is the highest award and evidences outstanding teaching and graduate outcomes as explained in the LRE 2020 strategy (LRE, 2017, p.8)

> *Our graduates ready and able to realise their full potential; well equipped to make a positive contribution to society and their chosen field of work or further study; and primed to play their part in developing a sustainable global society and knowledge economy.*

In a competitive HE context this measure of quality enables LRE to recruit well in a difficult economic climate. LRE lists five attributes that graduates need to develop to be work-ready: *'ready and able, future facing, globally responsible, enterprising and self-reliant and connected'* (LRE, 2017, p.4). The *LRE strategy 2020* (LRE, 2017) was the key policy driver used in my research but since the research took place, the university has published the *LRE 2030 strategy* (LRE, 2020f) and the graduate attributes have changed. The implications of this are discussed in Chapter Seven which presents my summary, revised conceptual model and recommendations.

At the point of writing, the total student body is 31,877 students split: 22,927 undergraduate, 8,342 postgraduate taught and 608 postgraduate research. Of the total student count, 5,282 (17%) are international. Staff numbers are 3,692, of which 1,503 are lecturing staff, 82 senior management and the balance is comprised of professional services staff. These numbers are available online for the year 2019/20 and exclude partnership institutions in the UK and overseas (LRE, 2019).

While LRE was my chosen case study site, within the case I focused on two departments, which are nested within two different faculties. The business department (Faculty of Business and Law) and the nursing department (Faculty of Health and Applied Sciences). The business department was a pragmatic choice as I work within this department and am familiar with it. I chose the nursing department as I conjectured that whilst there would be similarities, the underlying values might be quite different due to the nature of the profession. My expectation based on the extant literature and my professional experience was that the definition of, and approach to global citizenship would differ between the two departments. This expectation is supported by Clifford and Montgomery (2014) and Leask and Bridge (2013) who suggested that different disciplines have subtly different interpretations of the global citizen concept.

I confined my student participants to undergraduate students as there are higher numbers of home students at undergraduate level compared to postgraduate level, which provided me with a larger sampling frame. I also expected that by their second or third year, students might be more conversant with the LRE values and graduate attributes. Table 1.1 below shows a clear difference in the student profiles in each department.

Table 1.1 Undergraduate student information-(Lewandowski, 2019)

	Business	Nursing
UG students total	2,800	2,486
UG mature (+21 at the age of enrolment	404	1,720
EU % of UG	6.0%	0.5%
Non-EU % of UG	15.0%	0.7%
UK % of UG	79.0%	98.8%

Mature nursing students (21 or over at the time of enrolment) account for 69.0% of the total student intake at undergraduate level whereas in the business department they

account for only 14.0% which clearly shows that students studying business are on average younger than those studying nursing.

There are considerably more international students studying business, where 79.0% of students are home status compared with 98.8% of nursing students.

Table 1.2 illustrates that Black, Asian, and Minority Ethnic (BAME) UK students form a small percentage of total undergraduate students in both departments, being marginally better represented in nursing than business.

Table 1.2 BAME students at Undergraduate level (Lewandowski, 2019)

	Business and Management 18/19	Nursing and Midwifery 18/19
Asian	119	92
Black	110	180
Chinese	14	8
Mixed	110	61
Other	21	12
Total BAME	374	353
% Total undergraduate Students in department	13.0%	14.0%

By far the greatest differentiator between the two departments is gender. University-wide, 52.2% students are female and 47.8% male. In nursing 87.4% are female and 12.6% male. As such, the nursing cohorts are very heavily skewed towards female students. In business 41.1% are female and 58.9% male which shows a slight skew towards male students.

In addition to suggesting that different disciplines might have varying understandings of global citizenship, the extant literature posited that different stakeholders might define global citizenship differently (Leask and Bridge, 2013). To ensure that I had a range of different views from within each department, I chose three different levels of the university hierarchy (senior management, lecturers and students) to enable me to gain an understanding of the views of and value placed on global citizenship by these different stakeholder groups.

1.6. Structure of the thesis

The thesis is divided into eight chapters. The next chapter provides a general context to the research and gives an overview of globalisation and government policy, the global labour market, the globalisation, and the marketization of HEIs. Chapter Three is the literature review, which covers the purpose of HEIs, a discussion of graduate attributes and explores global citizenship from both a policy and a practice perspective. Chapter Four introduces my philosophy, methodology and method, which are combined into a long chapter following the approach of Yin (2018) who saw the research strategy as a comprehensive strategy. Chapter Five presents my findings in relation to my three overarching propositions and Chapter Six follows with a discussion which analyses and interprets my findings using a pattern matching approach. Chapter Seven answers my research questions, evidences additions to the extant knowledge, proposes a revised conceptual model and advances practice-based recommendations. Chapter Eight reflects on my doctoral journey and presents my conclusions and how the findings will be disseminated.

CHAPTER 2 THE HIGHER EDUCATION CONTEXT

In this chapter I set a context for my research by giving an overview of globalisation, the global labour market, Government policy, the globalisation of Higher Education Institutions (HEIs) and the marketization of Higher Education (HE).

2.1 Globalisation

With the end of the Second World War, political and economic alliances such as the United Nations, the World Bank and the International Monetary Fund were developed to enable better interaction and cooperation between nations (Pazzanese, 2017). These alliances, together with the advent of improved technology and greater mobility, have led to an increasingly economically, politically and culturally interdependent and *'interconnected global village'* (Boni and Calabuig, 2017; Salisbury and Goodman, 2009, p.12). Successful individuals often operate across local, regional, national and international borders and to navigate the challenges and opportunities presented by this dynamic global environment (Skrbiš, 2014; Thanosawan and Laws, 2013).

Torres (2015) and McGrew (1998) asserted that the interpretation of globalisation is polarised with hyper-globalisers at one end of the spectrum and sceptics at the other. Hyper-globalisers, such as Friedman (2007), argued that globalisation leads to a flat world offering equal opportunities to all. Sceptics such as Atkas *et al.* (2017), Jooste and Heleta (2017), Herod (2014) and Calhoun (2003) believed that globalisation perpetuates rather than relieves inequalities and leads to a North-South divide where poorer countries are marginalised. McGrew (1998, p.308) added a middle transformationalist position on globalisation which concurred in the main with the sceptics but posited that the social divide is no longer North/South but that each nation has *'the elite, the contented and the marginalised.'* Balarin (2011, p.356) noted the emergence of a *'new transnational class system'* including the global elite and the global marginalised.

Beck (2002) argued that world risk spreads beyond national boundaries and that our combined actions as individuals have led to factors such as climate change and this is evidenced also by the 2008 financial crisis and the current Covid-19 pandemic and therefore, we are all accountable for our world. However, a new political zeitgeist has emerged over the last decade leading to a spirit of political isolationism and nationalism.

Herring's (2016) wide-ranging newspaper article posited that the world is becoming more isolationist and gave examples of this: Brexit; Previous UK Prime Minister Teresa May's assertions that citizens of the world are citizens of nowhere; Previous US President Donald Trump advocating the building of a wall between Mexico and the USA and his mission to make America great again and to put America first; the rise of far-right parties in Europe; and in China, President Xi promoting the great revival of China. Furthermore, a darker side to globalisation has surfaced with terrorism, criminal activity and flows of weapons, drugs, money and trafficked people which further deepens inequalities between and within nations (Calhoun, 2003). This has led to a tension between the hyper-globalist neoliberal assertion that globalisation may bring equality to all and those activist and sceptics who focused on the darker side of globalisation and posited that it may lead to greater inequality. For example, the powerful states in the Global North at the centre decide on solutions to global problems or define the nature of a terrorist. The periphery, poorer and less powerful nations in the Global South often suffer further as a result of these centralised decisions (Jooste and Heleta, 2017; Herod, 2014). Balarin (2011) considered this inequality from the point of view of global marginalised citizens who appear excluded from the benefits of global citizenship which she saw as the domain of the elite who have access to travel and a good education.

2.2 The Global Labour Market

With globalisation, competencies such as intercultural competence become increasingly important and within their work, graduates might be expected to travel overseas, manage multi-cultural teams and engage with global issues such as climate change or public health (Caruana, 2014; Skrbiš, 2014; MacNab and Worthley, 2012; Devine, Green and McDowell, 2010). Graduates studying subjects such as business compete with both national and international peers for jobs, which has led to an imperative in universities to develop *'global-ready graduates'* (Thanosawan and Laws, 2013; Deardorff and Hunter, 2006, p.79). Moreover, the UK Blair Labour Government's policy of making HE more available to all, has led to more graduates competing for the same number of graduate jobs in a very congested employment market (Tomlinson, 2008; Brown, 2003). This context together with data from metrics around employment outcomes which inform the university rankings has resulted in a focus on developing job-ready graduates with personal and professional skills and experiences to effectively compete in the crowded

global employment market. This competitive labour market is likely to impact on business graduates seeking employment in the public, private or third sector, however, the market is less competitive for nursing graduates. Marangozov, Williams and Buchan (2016) analysed the nursing labour market and pointed out that demand outstrips supply and the National Health Service (NHS) health careers website stated that a nursing is the degree with the most secure degree-related employment prospects (NHS, 2021).

2.3 Government policy

Reduced government funding, fierce competition between universities both in the UK and overseas, the foregrounding of status and reputation together with the introduction of measurable performance standards and standardised testing such as the Teaching Excellence Framework (TEF) and the National Student Survey (NSS) shape the way that universities promote themselves to their stakeholders. The introduction of tuition fees and increased competition in the sector has led to universities focusing on league tables and concentrating more narrowly, commercially and pragmatically on recruitment (Moreau and Leathwood, 2006a; Ball, 1998). This is evident in some current university strategy documents where the difficult macro-environmental factors are noted. For example:

> *The higher education landscape will continue to see changes in national policy, including reforms of the regulatory environment, the introduction of a Teaching Excellence Framework (TEF), increasing emphasis on social mobility and widening participation, transparency and value for money, the encouragement of new entrants to the sector and ever more varied forms of competition. Sector changes will be set against a backdrop of austerity, devolution in England, decisions about the nature of our continued involvement in the European Union and ongoing debates regarding immigration.*
> (University of Hull, 2018, p.3).

HE policy is enacted within the prevailing political and economic circumstances and evolves as governments and macro-environmental factors change. The growth in numbers of international students coming to study in the UK was initiated by the Labour Government under Tony Blair as expressed in Prime Minister Initiatives 1 and 2 (PMI1 and PMI2) (Humfrey, 2011). In 1999, Prime Minister Blair announced PMI1, a five-year plan to attract an extra 50,000 students to the UK, bringing money into the UK HE sector (Smithers and MacLeod, 2006). This target was exceeded by 43,000 and in 2006, Blair

launched PMI2 with a target of attracting 100,000 more international students to the UK by 2011 (Blair, 2006). This policy of recruiting higher fee-paying international students appears to be designed to boost the UK economy rather than on enriching pedagogy with the rich resource represented by a culturally diverse student body (Lilley, Barker and Harris, 2015; Humfrey, 2011; Trahar, 2011; Leask, 2009; De Vita and Case, 2003).

At curriculum level, UK government policy calls for universities to focus on employability skills and to provide a curriculum, which is attuned to the economic needs of the nation (Tomlinson, 2017). This emphasis on employability and graduate destinations which form a crucial part of TEF, means that universities will need to tread a balanced path between developing job-ready graduates whilst also fulfilling the more traditional role of developing academic thought and criticality (Lilley, Barker and Harris, 2015). While this was sometimes presented as dichotomous in the literature, the reality is far more ambiguous and academic skills such as problem-solving and analytical thinking are key skills in the labour market.

2.4 Globalisation and Higher Education Institutions (HEIs)

Ball (1998) posited that globalisation and educational policy are closely entwined and therefore a policy such as decreased government funding has led universities to focus on the recruitment of higher fee-paying international students. As such, Humfrey (2011) and Trahar (2011) asserted that there has been a shift from classical internationalisation (mutual understanding) to a more exploitive cash benefit motive of bringing large amounts of capital into the country by recruiting international students.

Globalisation has had a significant impact on HEIs as evidenced by the growth in international students and the export of HE in the form of Transnational Higher Education (TNE) (Caruana and Montgomery, 2015; Montgomery, 2014). These flows of students traditionally moved from the developing to the developed world with the largest flows of students moving from Asia to the US and Europe. Between 2005 and 2013, there has been a growth in tertiary-level international students worldwide from 2.8 million to 4.1 million (UNESCO, 2015) and more recently there have been flows of students from the West to the East with countries such as China and Korea achieving an international reputation for HE in the science, technology, engineering and mathematics (STEM)

subjects, in particular engineering and computer sciences (Van der Wende, 2017; Harrison, 2015).

The export of education is the UK's fifth largest service sector export and was worth approximately £20 billion in 2016, two thirds of which was contributed by UK universities (Department for Education, 2019; O'Malley, 2019). Between 2010 and 2016, the value of UK education exports and TNE activity grew by £4 billion to £19.9 billion (Department for Education, 2019).

Within this context of globalisation with increased flows of people, knowledge and capital, universities in the UK have extended their efforts to become more international. As explained by Montgomery (2010) and Albach and Knight (2007), globalisation and internationalisation are linked but not the same thing. Globalisation covers the economic, political and societal forces and also the academic trends which form the context for 21st century HE, whereas internationalisation includes the policies and practices implemented by HEIs in response to this context. As highlighted by Montgomery (2010) and Knight (2008) the term internationalisation covers a broad range of initiatives and should go beyond merely forming collaborative partnerships with overseas institutions and recruiting international students, but should rather encompass all aspects of education and the role of the HEI in society and the integration of an international and intercultural dimension at all levels from university-level strategy through to the delivery of HE.

Internationalisation practices have been incorporated by HEIs in a variety of ways including internationalising the curriculum (IoC) (Clifford and Montgomery, 2015; Leask and Bridge, 2013; Leask, 2013; Hanson, 2010; Crosling, Edwards and Schroder, 2008). Leask (2009, p.209) defined IoC as:

> *The incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study.*

Crosling, Edwards and Schroder, (2008) suggested that many universities use IoC as a strategy to prepare graduates for work in the global economy, however, the conceptualisation of IoC is a contested one (Clifford and Montgomery, 2015; Leask and

Bridge, 2013). Other writers such as Clifford and Montgomery (2015) and Shultz (2007) suggested that there are different approaches to IoC such as: preparing graduates to work internationally (neo-liberal), resisting globalisation (radical) and encouraging graduates to reappraise their values in the light of other cultures empowering them to become agents of change in society (transformational).

Internationalisation efforts have also been evidenced by an attempt to grow study abroad schemes (Atkas *et al*. 2017; Baldassar and McKenzie, 2016; Tarrant, Rubin and Stoner, 2014). A recognition by universities that mobility schemes privilege the few who can afford to travel (Buchanan and Widodo, 2016; Soria and Troisi, 2014; Knight, 2013), has led to efforts to give those who remain at home an international experience. Crowther *et al*. (2000) noted that after ten years of universities promoting mobility schemes, fewer than 10% of UK students choose to go abroad to study at a European university. This raised the question of how to introduce an international element to the education of the majority who stay in the UK. The concept of internationalisation at home was introduced to meet this objective and revolved around harnessing the benefits of an increasingly diverse student body and an internationalised curriculum (Harrison, 2015; Soria and Troisi, 2014; Wächter, 2003; Crowther *et al*. 2000). Recognising the importance of internationalisation, as part of positioning themselves to external stakeholders in their mission statements and marketing materials, universities began to state a desire to develop graduates as global citizens (Sklad *et al*. 2016; Caruana, 2014; Thanosawan and Laws, 2013; Montgomery, 2009).

While there is a narrative of global citizenship, HEIs are also subject to the impact of macro-environmental factors such as the rise of political nationalism around the globe. This rising nationalism is being considered at the highest levels in universities as evidenced at the Times Higher Education World Academic Summit in Singapore 2018, where university leaders were asked how they could support international HE amid rising nationalist agendas (Times Higher Education, 2018). Thus, the prevailing political zeitgeist of isolationism could be perceived to be at odds with university mission statements, which expound the virtues of global citizenship.

2.5 Marketisation of Higher Education (HE)

The focus of government policy on developing graduates with skills and competencies to satisfy the knowledge economy and to boost the national economy has fuelled the marketization of HE (Rowe and Zegwaard, 2017; Tomlinson, 2017; Hill and Walkington, 2016; Barrie, 2007). Educational discourse is charged with the language of production and consumerism which has resulted in changed priorities and a set of measures and rankings (Morley, 2001). Increasingly, the quality of HE is predicated by performance measures and the quality and effectiveness of HEIs appears to be linked to graduates' financial returns in the labour market (Tomlinson, 2017). Marginson (2013) highlighted the importance of these measures and the resulting rankings, which are important in remaining competitive in the sector and in recruiting students from both the UK and overseas. As a result, while social values have not been forgotten, the performance and employability targets have dominated (Lilley, Barker and Harris, 2015).

The introduction of degree apprenticeships and the increase of university tuition fees to £9000 by the Conservative and Liberal Democrat coalition Government (2010-2015) has resulted in increasing student debt and has reinforced the student view that they are *'consumers of educational products'* (Ingleby, 2015, p.518). They perceive their degree as an investment providing a set of competencies, which allow them as individuals to stand out in an increasingly crowded job market (Sanders-McDonagh and Davies, 2018; Ingleby, 2015; Tomlinson, 2008). The increased financial risk and debt leads students to an increasingly instrumental focus on grades and skills (Gibbs, 2001; Tomlinson, 2008), '*instrumental credentialism'* (Fevre, Rees and Gorard, 1999, p.128) and *'a utilitarian and self-optimising pursuit towards maximising one's labour market potential'* (Tomlinson, 2008 p. 50). Harrison (2017, p.753) presented a more nuanced view that in times of economic turbulence students perceive HE as *'a form of* insurance *to guarantee an acceptable standard of living, rather than as an* investment *to maximise their lifetime income'* (original emphasis). The Futuretrack survey run by Warwick University (Purcell *et al*. 2008) and tracking thousands of students over time gave a more rounded view of student motivation for study and confirmed that while employment and career-related reasons are important, interest in the subject is equally important. Furthermore, the study divided programmes into three categories which were: clearly vocational, broadly

vocational and non-vocational. This highlights a complexity which appears to have been overlooked in the literature.

2.6 Chapter summary

This chapter has provided the macro context within which my research was situated and highlighted the impact of macro-environmental factors on policy decisions. The next chapter presents a critical review of the extant literature, building on this macro context.

CHAPTER 3 LITERATURE REVIEW

3.1 Introduction

This chapter builds on the discussion of the context of HE in Chapter Two and I am using a funnelling approach by starting with the broader and more macro questions which form a context for a discussion of global citizenship. The chapter opens with an exploration of the impact of globalisation and other external factors on the stated purpose of HE. There follows a discussion of graduate attributes and graduateness and an introduction to the concept of global citizenship that is explored in terms of policy enactment, how staff and students in different departments perceive and define it, the extent of its' impact on the curriculum and pedagogy. The chapter closes with a discussion of conceptualisations of global citizenship from both a governance (ideology) and a more granular practice perspective (developmental).

3.2 Purpose of Higher Education Institutions (HEIs)

The role of the HEI in Britain appears to have been repositioned as a service industry with students as consumers (Morley, 2001; Gumport, 2000). With increasing marketization, the purpose of HE, as stated in many university mission statements, is increasingly focused on graduate employability and the role graduates might play in boosting the national economy and in contributing to the knowledge economy (Muddiman, 2018; Rowe and Zegwaard, 2017; Tomlinson, 2017; Hill and Walkington, 2016; Barrie, 2007). East, Stokes and Walker (2014) and Walker (2010) noted the national importance of universities in developing a well-educated workforce which in turn promotes economic growth and global economic competitiveness. This focus on developing employable graduates has been driven by government policy calling on universities to provide a curriculum attuned to the economic needs of the nation (Tomlinson, 2017). The British Labour Party Prime Minister, James Callaghan, recognised the importance of this and also of contributing positively to society in his speech to Ruskin College, Oxford in 1976 when he said

> *The goals of our education, from nursery school through to adult education, are clear enough. They are to equip children to the best of*

> *their ability for a lively, constructive, place in society, and also to fit them to do a job of work. Not one or the other but both (*Callaghan, 1976, np).

More recent government policy as articulated in the Dearing Report (1997, p.7) stated *'This recognition of the purpose of higher education in the development of our people, our society, and our economy is central to our vision'* and as a result the quality and effectiveness of HEIs appears to be predicated by graduates' returns in the labour market (Muddiman, 2018; Tomlinson, 2017; Ingleby, 2015). This focus was explicitly described in the extant literature by some writers as a neoliberal approach to HE (Muddiman, 2018; Sanders-McDonagh and Davis, 2018; Atkas *et a*l. 2017; Caruana and Montgomery, 2015; Ingleby, 2015; Clifford and Montgomery, 2014; Joseph, 2012; Hanson, 2010; Shultz, 2007). Successful performance in this area is important to HEIs as a means of attracting students and remaining competitive, which could explain the apparent dilution of focus in other areas. While this is the case in practice, Lilley, Barker and Harris (2015) presented a more nuanced view and reminded us that employer stakeholder groups consider developing critical and ethically thinking graduates as central to the university purpose. However, the literature suggested that while the social values have not been forgotten, the economic rationale of efficiency, productivity, employability and credentialism has dominated (Muddiman, 2018; Lilley, Barker and Harris, 2015; Bourn, 2011; Rizvi and Lingard, 2010; Bridgstock, 2009; Brown, Lauder and Ashton, 2008; Crosling, Edwards and Shroder, 2008). This focus on developing employability skills has been criticized as representing a very narrow view of the purpose of HEIs (Moreau and Leathwood, 2006; Morley, 2001). Leonard (2000, p.182) observed that

> *education has been redefined as* **primarily** *a means of skilling more and more young workers and of providing professional and in-service courses in life-long (re)-learning, rather than about expanding the minds and developing the capacities of citizens* (original emphasis).

Ball (1998) and Gibbs (2001, p.87) described this type of education as *'outcome driven education'* the goal of which is to develop *'an accredited person able to use their educational outcomes (or competencies) to further their economic desires.'* This reframes education as a commodity and distances educational policy from the civic responsibility of adding positively to society by developing students with a sense of moral, civic and social duty and emphasizes the development of skills and competencies which are perceived to be valued in the economic market. With the growth of international students studying in the UK, student cohorts are increasingly multicultural and diverse, yet the attendant

intercultural benefits appear secondary to economic imperatives. De Vita and Case (2003, p. 383) painted a rather narrow and bleak picture of universities as *'profit driven certificate factories'* where internationalisation efforts consist of recruiting international students to fill the deficit caused by reduced government funding in HE, by reaping the economic benefits of recruiting higher fee-paying international students.

While policy appears to have moved to one extreme, Torres (2015) advocated that in the globalised world, the role of universities could also be perceived to broaden one's sense of rights and responsibilities beyond the purely national. Gibbs (2001, p.89) argued against the focus on employability by suggesting that *'education ought to carry the moral fabric of society in a way the economic market is not designed to do.'* Universities worldwide recognise the opportunities that internationalisation and cultural diversity bring to all students and they increasingly propose global citizenship as a desirable graduate attribute in university mission statements and websites (Lilley, Barker and Harris, 2015; Clifford and Montgomery, 2014; Denson and Bowman, 2013; Thanosawan and Laws, 2013). Sanders-Mcdonagh and Davis (2018), Clifford and Montgomery (2017, 2014) and Olssen (2016) suggested that these dual goals of employability and global citizenship engender a tension and that the current aim of HE to prepare graduates as *'future labour units for the economy'* (Clifford and Montgomery, 2017, p.1138), with a strong focus on competition and employability, is in danger of ignoring the merit that employers place on values and ethical practice. As a result, moves to internationalise the curriculum have forced policy makers to question reductionist employability agendas and to reconsider the purpose of education (Clifford and Montgomery, 2014; Ippolito, 2007). Neoliberal policies have moved the focus of HEIs away from serving the civic good towards a more corporate product that is market-driven and encourages lecturers to concentrate their curriculum on performance outcomes (Ball and Omedo, 2013). Taking this to the extreme might result in fostering employability at the expense of a student's sense of moral responsibility and thus the formative merits of university education are at risk due to the rise in professional training, employability goals and measurement (Ingleby, 2015; Lilley, Barker and Harris, 2015). Both business and nursing degrees are employability and outcome driven and Macleod Clark and Maben (1998) considered the introduction of Project 2000 as an approach to nurse education in the late 1980s and early 1990s. Before this time, nurse training took place on the ward, whereas Project 2000 positioned nurse education as a university degree with student nurses being

supernumerary to service requirements and splitting their time between supervised clinical placements and course-based learning. This focus on employability and outcomes should not, however, preclude developing students as global citizens.

Mackay and Tymon's (2016, p.431) research aimed to discover what employers were looking for in business graduates and noted a dissonance between what industry requires and current educational policy. They argued convincingly that practice-informed education can detract from instilling moral values in graduates and implied a tension exists between socially responsible global citizens and the more instrumental *'mercenaries'* interested in their own individual advancement. They warned against a narrow marketization approach, suggesting that business schools are guilty of dictating what represents valuable knowledge and commoditising it.

This debate was picked up by other writers who queried the extent to which universities could succeed in addressing their traditional formative function in a world in which there is an increasing emphasis on employability (Steur, Jansen and Hofman, 2016, 2012; Moreau and Leathwood, 2006). A growing number of voices called for the education of graduates as global citizens and noted that the future of our planet is dependent on current graduates who will become our future leaders (Clifford and Montgomery, 2017; Bourke, Bamber and Lyons, 2012; Haigh and Clifford, 2011; Shultz, 2007; Davies, 2006).

The extant literature purported that in the current political context, universities are faced with an apparent dichotomy: competitiveness and economic imperatives (recruitment of higher fee-paying international students), which tend to result in a more instrumental focus (employability and competitive edge); and graduating socially responsible global citizens who understand the impact of their actions on others and the planet (Lilley, Barker and Harris, 2017; Skrbiš, 2014; Hanson, 2010; Rizvi, 2009; Appiah, 2008; Nussbaum, 2007, 2002). While students are required to develop competencies that equip them for life and working in the complex, rapidly changing and interconnected global world, it is crucial to ensure that these competencies are underpinned by clear ethical guiding principles. These dual aims are intended to filter down from policy (strategic intent) to practice (the curriculum) and Joseph (2012) argued that academics needed to steer a path between social justice and performative instrumentalism.

A coherent argument emerged from Ingleby (2015), Clifford and Montgomery (2014) and Barrie (2007), who rejected this dichotomous view of the purpose of HEIs and posited

that the inclusion of both approaches is possible and that it is a matter of treading a balanced path. This view assumed that universities can meet the demands of policy and competitive forces, while also meeting the goals of public good, social justice and inclusivity. They further suggested that the marketized and performance-focused culture where students are seen as consumers and HEIs as service providers can be combined with *'emancipatory pedagogy'* as the two approaches are not mutually exclusive (Ingleby, 2015, p.518). It should therefore be possible to prepare students for successful professional practice, while also developing within them the attributes and moral values that will allow them to become ethical and responsible global citizens and meet their civic and moral responsibilities, whether these are local, regional, national or international. Indeed, as mentioned earlier, Mackay and Tymon (2016) and Clifford and Montgomery (2014) saw these two goals as compatible and in line with what employers expect from graduates. This is discussed further when considering the role of graduate attributes. In theory it is possible to include both in the curriculum, but it should be recognised that in practice this can be problematic, and this will be discussed later in the chapter.

To ensure that the neoliberal and the more transformative university goals are met, universities use graduate attributes to encapsulate what they consider to be important attributes to develop in the student body and to personify their particular brand of education.

3.3 Graduate attributes

Within the context of the larger debate about the purpose of HEIs and the growth of the performance-focused culture which requires students to leave university with a set of core employability skills, there is a growing body of literature which considers the role of graduate attributes and graduateness in HE. Graduate attributes are utilised to encapsulate the skills, attitudes, values and knowledge which are achieved through both formal and informal experiences at university, extend beyond disciplinary expertise and prepare graduates for the world of work and also as agents of social good (Tomlinson, 2017, 2008; Hill and Walkington, 2016; Barrie, 2012; Bowden, 2003).

Camica and Franklin (2011, p.1), suggested that *'choosing a type of education means choosing a type of society',* thus emphasizing the importance of education in shaping both future citizens and the resulting society. This implies that graduate attributes are the

articulation of the type of educational experience and contribution to society of each university and that they exemplify the values of each university and the society in which they are based.

The term graduateness is used in the literature to summarise the result of achieving the graduate attributes and refers to both professional skill development (employability) and students' personal intellectual development. Coetzee (2014, p.888) defined graduateness as:

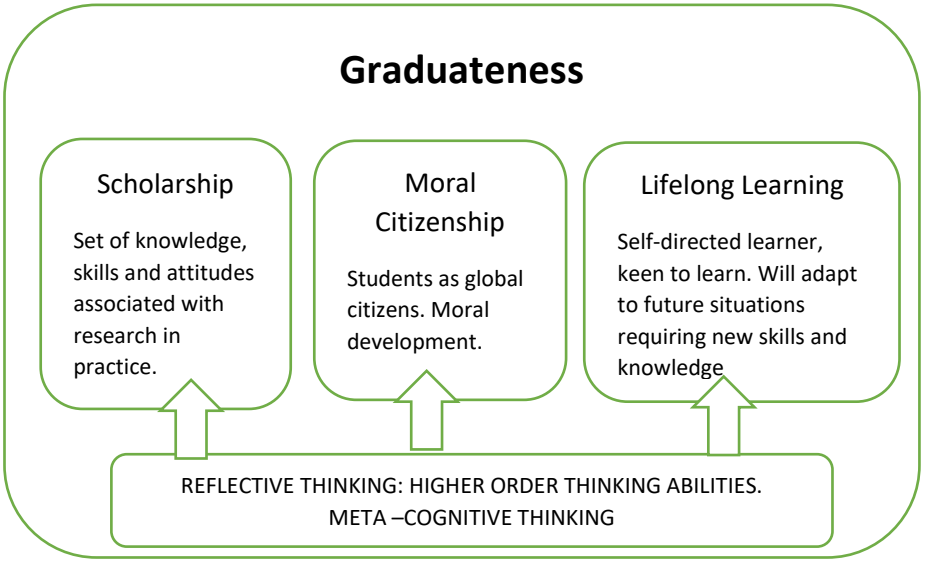
> *The quality of personal growth and intellectual development of the graduates produced by a higher education institution and the relevance of the graduateness skills and attributes they bring to the workplace.*

Although the term could be perceived as ambiguous, it suggests a more formative approach and embraces both employability and intellectual development (Steur, Jansen and Hofman, 2016; Booth, McLean and Walker, 2009; Wheelahan, 2003; Glover, Law and Youngman, 2002). As such, graduateness describes a developmental process that builds during the course of university studies and leads to a transformation in terms of attitudes and beliefs (Steur, Jansen and Hofman, 2012; Stevenson, 2003).

Coetzee (2014) suggested three attitudinal domains of personal and intellectual growth leading to graduateness and these are: scholarship, global and moral citizenship and lifelong learning. Scholarship is an attitude towards knowledge as demonstrated by problem-solving, decision-making, analytical thinking and enterprise skills. Global and moral citizenship is an attitude towards the world as characterised by responsible behaviour, presenting and applying information skills and interactive skills. Lifelong learning is an attitude towards oneself as evidenced by an ability to learn continuously and to increase one's understanding of the world and one's place in it.

Steur, Jansen and Hofman (2012) added reflective thinking as a fourth domain of graduateness, which underpins the other three domains. This is illustrated in figure 3.1 below which infers that to achieve the domains of scholarship, moral citizenship and lifelong learning, higher order thinking skills are necessary as embodied in reflective thinking.

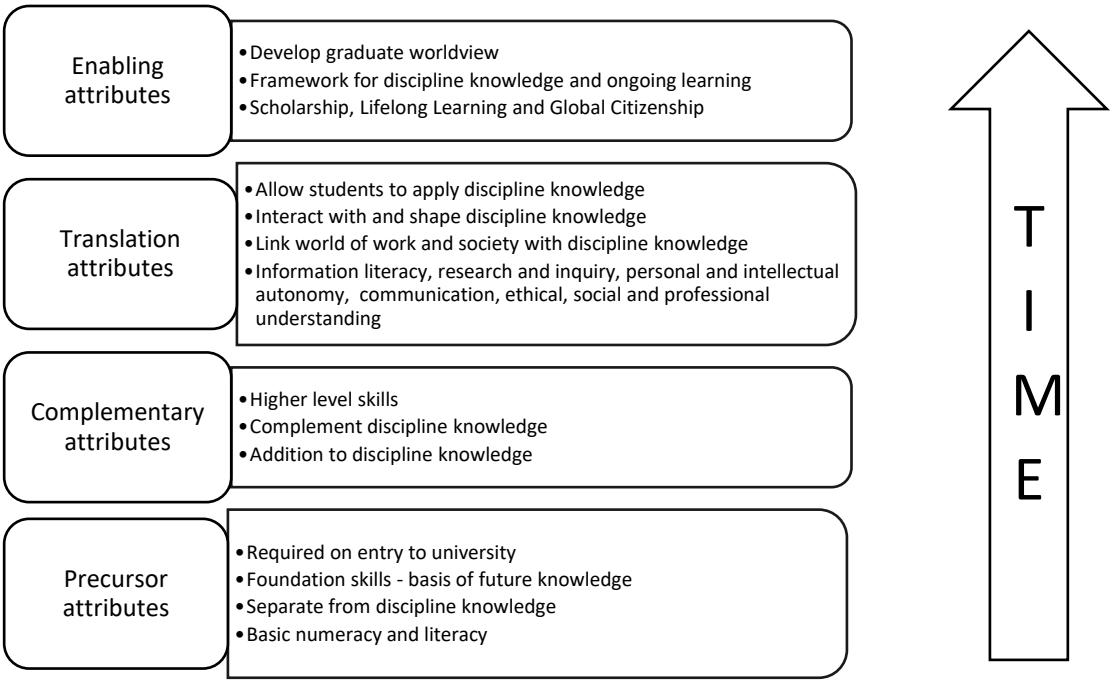
Figure 3.1 Summary of the Steur, Jansen and Hofman (2012) conceptualisation of graduateness



Coetzee (2014) and Steur, Jansen and Hofman (2012) perceived global and moral citizenship as representing graduates' attitudes towards the world and the expectation that graduates understand the importance of contributing towards society (global and local) in a *'full, meaningful, ethical and responsible way'* (Coetzee, 2014, p.889) As mentioned, Coetzee (2014) characterised global and moral citizenship with three skills: ethical and responsible behaviour, presenting and applying information skills and interactive skills. The first of the three skills encompasses ethical, accountable and responsible actions and is more transformative, socially and community-minded whereas the other two are more neoliberal in flavour and suggest the ability to present one's ideas and influence others, to be able to communicate effectively and to be individually successful. This reflects the fact that it is possible to meet both neoliberal and transformative goals.

Steur, Jansen and Hofman's (2012) conceptualisation focused on the end result of university education as expressed by graduateness but it failed to look at what precedes this. Barrie (2007) on the other hand recognised that graduate attributes develop over time and become more complex as students grow intellectually. He suggested four levels of graduate attributes or generic outcomes, which are hierarchical and build over time. These are illustrated in figure 3.2 below.

Figure 3.2 Student attributes- summary of the ideas of Barrie (2007)



Barrie's (2007) conceptualisation built from the foundation skills (precursor attributes) which are prerequisites for entry into the university through to the transformational concepts (enabling attributes) which are more complex, and which bear a close resemblance to Steur, Jansen and Hofman's (2012) four domains of graduateness. The basic 'precursor' skills should be present on entry to university or form the basis of extra support where there are gaps. Complementary skills are additional to discipline knowledge and include *'functional, atomistic and personal skills'* (Barrie, 2012, p.83). These two levels form the foundation on which higher-level skills can be built. The translation concept allows students to apply their discipline knowledge and use it in the world of work and society. This could equate to Steur, Jansen and Hofman's (2012) reflexive thinking. The end point of graduateness for Barrie (2007) was the enabling concept that is represented by the graduate's worldview and approach to life and work and incorporates the value of moral or global citizenship. This is consistent with those writers mentioned earlier who claimed the dichotomy between employability and global citizenship is false and argued that the two are not mutually exclusive. Barrie (2007) suggested three enabling attributes which mirror Steur, Jansen and Hofman's (2012) upper levels of graduateness. These are scholarship, lifelong learning and global citizenship and encompass respectively an attitude towards knowledge, towards oneself and towards the world. The inclusion of lifelong learning implies that this worldview

continues to grow and be shaped after graduation as a result of encountering and embracing new knowledge.

While these scholars suggested that graduate attributes become embedded throughout the course, others proposed that this becomes more of an implicit experience that students themselves are expected to acquire in the latter stages of their programme of study (Pillay, Ally and Govender, 2019). Jones (2013) stated that graduate attributes are determined by context and require local meanings and she noted the difficulties in transposing generic skills and attributes from one context to another. She advised that both disciplinary and departmental cultures are important when translating graduate attributes and that the way in which a department presents them can impact whether staff promote or resist them. She indicated, for example, that if graduate attributes are merely listed on each subject description, they are likely to be seen as a bureaucratic hurdle rather than as essential. Shephard *et al*. (2017) further implied that with more affective attributes such as global perspective, staff may neither share nor understand the values with which they are meant to comply.

Jones (2009) further highlighted the difficulty in distilling complex, value-laden attributes into clear learning outcomes and in including them in teaching practice. She gave the example of large programmes where the lectures are delivered by full-time academic staff whereas the tutorials are often taught by part-time staff, who have not designed the curriculum and, who may not understand the importance given to embedding the graduate attributes. As such, although there is a theoretical framework for embedding graduate attributes into the curriculum from the beginning of the programme of study, in reality it appears that barriers sometimes inhibit this inclusion.

Having considered the wider context within which HEIs operate and which directs policy and also the importance of graduate attributes as a way of exploring an institution's vision and values, the literature review now focuses on the particular graduate attribute of global citizenship.

3.4 Global citizenship

The concept of global citizenship is not a new one and the moral conceptualisation of global citizenship dates back to the ancient Greeks and Stoics who believed that citizenship consists of a series of concentric circles starting with the self and moving out

to cover all humanity (Clifford and Montgomery, 2014). In 450 BC Socrates declared that his country of origin was *'the world'* and 100 years later, Diogenes the Cynic declared himself to be a *'citizen of the world'* (Bowden, 2003, p.349).

My analysis of 103 English university strategy documents revealed that global citizenship is articulated explicitly by one third of them as a strategic objective and as an important indicator of a graduate achieving graduateness. HEIs are clearly aware of their responsibility to develop students who think critically and ethically which is evidenced by the wide use of the term global citizen by universities (Steur, Jansen and Hofman, 2016, 2012; Clifford and Montgomery, 2014; Thanosawan and Laws, 2013; Barrie, 2012).

The concept is, however, not immune from the aforementioned tension between neoliberal and transformational goals. Global citizenship or the use of similar terms in these strategy documents span ideas of global competitiveness, employability skills and reputation through to the more ethical, humanistic and transformative ideas of developing ethical and critical thinking graduates (Clifford and Montgomery, 2017; Joseph, 2012). Global citizenship is a complex concept with contrasting bodies of literature suggesting that the definition focuses either on individual success, employability, skills and competitiveness or on social justice and world peace (Atkas *et al*. 2017; Bowden, 2003). Clifford and Montgomery's (2014) participants wondered whether a concept based in the ideals of social justice, diversity and equality was compatible with the prevailing neoliberal government policy and a capitalist economy based on competition. This suggests a dichotomous approach, yet there is an emerging body of literature convincingly suggesting that universities should be able to satisfy both definitions by developing graduates with cross-cultural competences, allowing them to compete in a global marketplace while also focusing on social justice and engendering within them the values of responsible global citizenship. With the increasingly global labour market, it is important for students to be ethical and globally responsible citizens who appreciate diversity, possess critical thinking skills and are able to work collaboratively with people from different cultures. Students will need both the competencies and skills to deal with the challenges of working and living in our complex global world and also the underpinning of a clear set of guiding ethical principles which allow them to be agents of change and to make a positive difference in the world (Jooste and Heleta, 2017; Skrbiš, 2014; Rizvi, 2009; Appiah, 2008; Nussbaum, 2007, 2002; Calhoun, 2003).

Roman (2003) acknowledged the dichotomy and viewed it from an interesting angle, purporting that global citizenship could be seen from above (doing things to other people) or from below (a more collaborative and humanistic approach). The discourse from above focuses on competitiveness, efficiency, consumerism and production whereas the discourse from below is counter-hegemonic and stresses values such as civic and global responsibility, social justice, environmental awareness, community and a shared sense of belonging, which can transcend borders. These different views will be discussed in more depth when considering the conceptualisation of global citizenship.

At a governance level, the literature around global citizenship is limited to the struggle of HEIs between their civic duties and their corporate identities and requirements to remain financially viable (Clifford and Montgomery, 2017). These conceptualisations tend to be ideological and see global citizenship as being founded in the values of the individual or organisation where different approaches tend to be antithetical. What is apparent is that although global citizenship is used extensively, there is limited evidence exploring how it might translate into practice and thus, what it means in terms of curriculum and pedagogy is confusing (Boni and Calabuig, 2017; Jooste and Heleta, 2017; Bowden, 2003) and *'the extent to which this might influence the goals and curricula of higher education is yet to be realised'* (Clifford and Montgomery, 2014, p.28). Much of the global citizenship research has taken international mobility as its core rather than exploring how the concept might be incorporated into the curriculum (Lilley, Barker and Harris, 2015). The definition is rarely rationalised or problematized and equally absent is a discussion as to how institutions might measure their success or otherwise in graduating global citizens (Atkas *et al*. 2017; Boni and Calabuig, 2017; Clifford and Montgomery, 2017, 2014; Jooste and Heleta, 2017; Sklad *et al*. 2016; Lilley, Barker and Harris, 2015; Morais and Ogden, 2011). Atkas *et al*. (2017, p.66) suggested that many HEIs see global citizenship as an *'obtainable status'* that can be earned by completing a tick list of qualities rather than a *'critically reflexive mind-set and skill-set to be developed.'*

Throughout the literature, different terms were used to express something similar to the concept of global citizenship such as:

a. Cosmopolitanism, elite cosmopolitanism or moral cosmopolitanism (Atkas *et al*. 2017; Boni and Calabuig, 2017; Caruana, 2014; Haigh, 2014).

b. Global competence (Atkas *et a*l. 2017; Boni and Calabuig, 2017; Jooste and Heleta, 2017; Deardorff and Hunter, 2006).
c. Intercultural or cross-cultural competence (Atkas *et al*. 2017; Deardorff, 2006).
d. Cultural or emotional intelligence (Crowne, 2013).
e. Multiculturals (Crowne, 2013).
f. Global ready graduates (Deardorff and Hunter, 2006).

While this study acknowledges the existence of these different terms, they will not be explored as they are beyond the boundary of the research. What they illustrate, however, is the complexity of this debated area due to the wide range of different terms used to explore something similar to global citizenship, the lack of clarity in defining the concept and the broad recognition of a need for some sort of intercultural element to HE.

There is a body of literature (Clifford and Montgomery, 2017, 2015; Hartung, 2017; Leask and de Wit, 2016; Sklad *et al*. 2016; Hanson, 2010; Rizvi, 2009) which distinguished the term global citizenship from the other similar terms, positing that the word citizenship suggests moral obligations and civic responsibilities. This literature suggested that global citizens are likely to understand the interconnectedness of the world whilst also acknowledging its inequalities. This moves the focus of the concept away from the individual towards a sense of responsibility to others and differentiates global citizens from cosmopolitans who were described as a wealthy elite able to move freely around the world but not necessarily taking any action to support moral or humanistic causes. In this thesis I have adopted the meaning expressed by these writers to explain cosmopolitanism but acknowledge that the concept has, like global citizenship, been fiercely contested in terms of definition. The Stoic philosophers, for example, defined cosmopolitanism as considering humankind as more important than allegiance to a particular state (Rizvi, 2009).

Other writers posited that global citizenship is not an obtainable status but rather viewed the concept in expansive terms as ways of being and thinking that develop throughout one's life (Kelly, 2008; Schattle, 2007; Deardorff, 2006; Hunter, White and Godbey, 2006; Chen and Starosta, 2000). This is convincing and supports the views of Barrie (2007) that attributes develop over time and continue to develop after graduation. In today's multicultural world, achieving levels of intercultural sensitivity which allow individuals to engage with and respect difference is central to global citizenship as '*these days you don't*

need to leave home to be a global citizen, or to put it more modestly, to see yourself as a global citizen in continual formation' (Schattle, 2007, p.3).

The concept of global citizenship has been criticized in the literature and these criticisms clustered around two areas, which are whether it is possible to be a citizen of the world and a suggestion that the concept represents a form of neo-colonialism and the hegemony of the Global North. This thesis assumes that the world is divided into the Global North and the Global South, which represent two economic areas. The Global North represents the economically developed world including areas such as Europe, North America and Australia and the Global South represents the less economically developed world and includes Africa, India, South East Asia, China and South America.

Taking the first criticism, from a political perspective there have been debates regarding whether it is possible to be a citizen simultaneously at local, national and global levels. Some writers such as, Jooste and Heleta (2017) and Shattle (2008) questioned whether it is possible to be a global citizen as this suggests the existence of a global state with a global political structure, and a centralised global government. They also suggested that the word citizen is used to denote a relationship between an individual and a nation state and the benefits and responsibilities that come with that. As such, these writers queried whether one can really be a citizen of the world.

In contrast, other writers such as Caruana (2014) and Clifford and Montgomery (2014) conceptualised global citizenship from a less literal and more abstract viewpoint and believed that one can be a citizen at a local, national and global levels simultaneously and that these levels are not mutually exclusive because where global trade exists, people are expected to work locally and internationally. These writers took account of the complexity of our world and perceived the citizenship element as encapsulating moral obligations rather than a sense of belonging to a nation state.

The second criticism is that the concept of global citizenship was developed by scholars in the Global North and excluded those from the Global South. Those supporting this view believed that the status of global citizenship belongs to those in the privileged North whose wealth gives them access to travel (Clifford and Montgomery, 2014; Andreotti, 2011; Bowden, 2003). Bowden (2003, p.360) suggested that *'to be in a position to claim to be a global citizen is a privilege that is reserved for the modern affluent bourgeoisie'* and Clifford and Montgomery's (2014) participants saw the concept as a middle-class

privilege suggesting that when the basic needs are missing, global citizenship is less important. Bowden (2003, p.355) posited that the South is excluded by this concept whereas richer nations of the global North are *'citizens of the cosmopolitan, globalised, liberal democratic Western world that constitutes the centre.'* Klein (2006, p.114) suggested that if we do not acknowledge this global inequality, then we will

> *Have the illusion that we really can enjoy the incredible mobility that technology affords us and not see what an incredible privilege it is and that a huge majority of the world's population are shut out and face forces and barriers wherever they try to move, where we are facing open borders and possibilities.*

As such, the ideal of global citizenship is likened to the Global North's missionary zeal in civilizing missions which is supported by the fact that global citizenship discourse has been dominated by writers in the Global North and global citizenship represents the universities of the Global North privileging certain types of knowledge and learning, denoting a new form of colonialism (Clifford and Montgomery, 2014; Andreotti, 2011; Bourn, 2011; Hill, 2000). Atkas *et al.* (2017) and Andreotti (2006) warned that care must be taken to ensure that students from the Global North do not feel they are on a civilising mission to those in the Global South. The criticism highlighted an inequality of power in a world where outsiders are welcome, provided they conform to values of the Global North. The more powerful, richer nations are able to shape the global economy whereas others are *'relatively weak and or becoming weaker and are largely condemned to ride on the waves generated by the planets more powerful economic actors'* (Herod, 2014, p.162). At its most extreme and in line with the zeitgeist of isolationism, the picture is even bleaker with Karlberg (2008, p.319) describing those in the poorer nations as *'global subjects'* and Calhoun (2003) speaking of borders and walls to keep people out of the richer countries. These arguments could be perceived to be particularly relevant in today's world where countries are retracting their borders and becoming more nationalistic. They also hint at the underlying complexity to the concept, for example an individual campaigning against the death penalty might take their moral values to try to influence views, laws and practices in another culture where the death penalty exists. Many would understand this as worthy and morally responsible and ethically guided behaviour however, it could equally be portrayed by others as neo-colonial and by implication therefore unethical. This is suggested by writers such as Jooste and Heleta (2017), Deardorff *et al.* (2012), Andreotti (2006) and Calhoun (2003), who criticised global

citizenship suggesting that it makes the assumption, usually by those in the Global North on behalf of the rest of the world, about the best forms of global social change. The fact that internationally there are different customs, values and norms renders it questionable whether it is possible or even desirable to have a common set of values across the globe. Those in the Global North espousing global citizenship values are neither culture nor value free and by defining the values attached to global citizenship the North naturalises Northern values as global values.

3.5 Attitudes towards and barriers to the embedding of global citizenship in the curriculum

Within the literature there is a suggestion that the term global citizen is defined differently by discipline, philosophical and political position and stakeholder group (Haigh, 2014; Oxley and Morris, 2013; Devine, Green and McDowell, 2010; Shultz, 2007; Deardorff, 2011, 2006). This chapter will now consider policy enactment, the discipline, staff and student perspectives on global citizenship, before considering how global citizenship is embedded in the curriculum

3.5.1 Policy enactment

Policy enactment was defined by Braun, Maguire and Ball (2010) as the interpretation of policy by policy actors who translate it rather than merely implementing it. This enactment is a creative process, and these actors are proactive rather than passive subjects in the messy and complex policy process. Ball *et al.* (2011, p.625) noted that staff enacting policy are *'not naïve actors, they are creative and sophisticated and they manage, but they are also tired and overloaded much of the time*.'

The extant literature about policy enactment suggested that varied and sometimes contradictory policies are imposed on institutions or departments and the sheer number of policies that land can make the enactment of policy extremely complex (Braun, Maguire and Ball, 2010). Faculties, schools and departments are expected to respond to multiple policies and to implement and be held accountable for them together with other demands and expectations. This complexity drives departments to *'produce, to some extent, their own 'take' on a policy, drawing on aspects of their culture or ethos, as well as on situated necessities'* (Braun *et al*. 2011, p.586). Departments are required to interpret

and then translate policy and to develop their own policy to build on national or institutional policy in a way that suits their organisational culture and ways of working and this results in a prioritisation of those policies that seem to match their objectives (Braun *et al*. 2011). The suggestion is that disciplines might receive and interpret policy, in this case embedding graduate attributes and global citizenship, differently and that some disciplines may not give the same level of priority to the enactment of a particular policy as others do.

Ball *et al.* (2011) further suggested that actors take up different positions towards policy and proposed seven types of policy actor (narrators, entrepreneurs, outsiders, transactors, enthusiasts, translators, critics and receivers) involved in making meaning of policy and that dependent on their level of investment in the particular policy, individuals might alter their policy actor type. Furthermore, a change in the mix of actors involved in interpreting a policy is likely to lead to different outcomes and as staff change so the policy is revalidated and changed. As such, Ball *et al.* (2011) inferred that the process of enacting policy is iterative and, as the translation is inflected by staff interests and values, the interpretation and the translation can become disconnected. Dependent on the priorities of the department and the value placed on the policy, staff (policy actors) might champion it, ignore it, resist it or try to thwart it. Braun *et al*. (2011) noted different stances taken in the different schools in their study, with some policy actors taking a confident stance by either making the policy their own or refuting it, whereas others were less confident and acted upon policy because they felt they must.

3.5.2 Discipline

It has been suggested that students and staff develop their academic identity as a part of the community they join when they start their programme of study (Jawiz, 2009). Goldie (2012, p.641) gave the example that '*to practice medicine, students need to develop a professional identity i.e. ways of being and relating in professional contexts.'*

Moreover, the extant literature suggests that student dispositions exist before students embark on their programme of study and these dispositions can inform their choice of programme. Skatova and Ferguson (2014) suggested four different reasons for choosing a degree programme: career concerns, subject interest, opportunity to help others and an easy option to get into university. They further inferred that a career-minded person is

likely to choose a vocational degree with a clear career path and potential for good earnings, whereas someone studying an arts degree may not be as concerned with a particular career path but has an interest in their subject. Muddiman (2018) stated that instrumentality as a student disposition is manifest by students being focused on gaining a qualification, which leads to a well-paid graduate job. She posited, however, that this disposition is not the same across all disciplines, although this is not fully explored in the extant literature. She noted that this attitude is more prevalent amongst those choosing a business degree, whereas, as humanities have a less defined career path that these subjects are more likely to be chosen for an interest in the subject. The Futuretrack survey (Purcell *et al*. 2008) presented three categories of degree: clearly vocational, broadly occupationally related and non-vocational. Nursing falls into the first category, as most nursing students will become nurses. In the UK there is a shortage of nurses and nursing is the degree most likely to lead to employment with 94% of graduates working within six months of finishing their degree (NHS, 2021). Business falls into the second category as occupationally related skills are developed but they will be more broadly applicable as a student studying business may enter a number of different careers. The extant literature suggested two key reasons for studying nursing. Firstly, to enter a respected profession with job security and career progression opportunities and secondly, the opportunity to contribute to society and the community by caring for others (Wilkes, Cowin and Johnson, 2015; Williams, Wertenberg and Gushuliak, 1997). The Futuretrack survey (Purcell *et al*. 2008) proposed that career concerns range from securing a well-paid job to entering a profession which requires a certain skillset. It could be surmised therefore, that nursing students might also be very career focused as they are required to develop certain skills to become a registered nurse and enter a respected profession.

Barrie (2012) advocated that graduate attributes transcend discipline, however, he advised that particular disciplines understand and translate generic graduate attributes differently. Disciplines have their own discourse, shared understandings and ways of thinking and are *'culturally constructed, bound and constricted'* (Leask, 2013, p.109). As such, Clifford and Montgomery (2015) posited that staff perceive discipline knowledge as the most important which suggests in turn that constructs such as global citizenship would be given less prominence unless they were specifically linked to the curriculum. Discipline knowledge therefore exerts a strong influence on how the knowledge is taught

and, in those subjects, which are accredited, the stringent requirements to secure accreditation can preclude the introduction of concepts such as global citizenship into the curriculum. This is because staff feel under time pressure and resist it, perceiving that it will involve significant change and that there is simply insufficient space within the programme structure to include it (Bond *et al*. 2017; Clifford and Montgomery, 2015, 2014; Crosling, Edwards and Shroder, 2008).

However, Barrie's (2007) graduate attributes model suggested the translation concepts are rooted in discipline whereas the enabling attributes transcend discipline. This implies that the higher-level conceptualisations do transcend discipline and are applicable to all graduates which is supported by Steur, Jansen and Hofman's (2012) conceptualisation of the four domains of graduateness which positioned moral citizenship within higher order thinking skills. Although this is the case in theory, the reality is that institutional engagement is required to enable radical change in the curriculum and global citizenship needs to be translated meaningfully and clarified to embed it in the curriculum (Clifford and Montgomery, 2015). It appears that policy needs to be flexed to fit with different disciplines and it is beholden on senior managers to work with departmental staff to agree to the approach.

Martin (2015) and Leask (2013), posited that, traditionally, communication of the institutional vision is poor, and policy and strategy are weakly defined in relation to the curriculum and programme learning goals within an institution. Bond *et al*. (2017) recommended clear communication at an institutional level about the importance of graduate attributes and of creating space for discussion about how to embed them into the curriculum. Global citizenship in particular lacks a clear conceptual and operational definition, which, given its frequent use in HEI mission statements, needs to be addressed to ensure that academic staff understand how to filter it down through to the curriculum (Morais and Ogden, 2011).

3.5.3 Staff

Although there has been some research about staff views of global citizenship, Leask and Bridge (2013) noted a paucity of cross-disciplinary staff research and therefore a gap exists in the literature around understanding how the concept is rationalised and defined by staff in different disciplines.

Gacel- Ávila (2005) recognised the dichotomous purpose of universities and suggested that it is problematic for academics to balance the requirements of neoliberal policy with ideas of social justice and global citizenship. Trahar (2011, p.18) spoke of *'a gap between the rhetoric and engagement of the academics'* and Clifford and Montgomery (2014) posited that while staff are supportive of the idea of global citizenship from an ideological standpoint, they find the ideas of social justice and equality incompatible with capitalism and neoliberal government policy. This suggests that staff find it difficult to align the concept with the overarching HE and university policy which stresses the importance of competition and neoliberal ideas and it is therefore difficult to embed the concept into the curriculum (Clifford and Montgomery, 2015). As staff play an essential role in enacting policy within the curriculum, they need to possess the skills and knowledge to interpret the policy and be willing to put it into practice. However, the extant literature presented considerable staff barriers to embedding global citizenship into the curriculum.

For graduate attributes to be reflected in programme learning outcomes, Bond *et al*. (2017), Clifford and Montgomery (2015, p.54) and Crosling, Edwards and Shroder (2008) called for commitment from senior management and *'focused leadership'* rather than over-bureaucratic management. Furthermore, an unclear institutional vision and no clear definition of global citizenship as a graduate attribute has meant that lecturers lack a common understanding of graduate attributes and their relevance to the curriculum (Barrie, 2012; Badcock, Pattison and Harris, 2010; De La Harpe and David, 2012). Different departments, levels of the hierarchy and professional services staff appear to define these graduate attributes differently and may have divergent goals and priorities which leads to a confusion in the articulation and operationalisation of global citizenship (Skrbiš, 2014; Haigh, 2014; Deardorff, 2011, 2006; Devine, Green and McDowell, 2010). Where changes are introduced, staff often feel that they have not been consulted and are reactive and powerless (Bond *et al*. 2017; Clifford and Montgomery, 2015; Crosling, Edwards and Shroder, 2008).

The lack of institutional clarity around graduate attributes arguably results in staff being resistant to changes in the status quo and sceptical about their validity (Clifford and Montgomery, 2014; Barrie, 2012). This is compounded by increasing workloads and the lack of incentives to spend time and effort redeveloping curricula (Crosling, Edwards and Shroder, 2008). Furthermore, to change teaching methods and styles is time consuming (Bond *et al.* 2017; Crosling, Edwards and Shroder, 2008) and these changes are often

achieved via work overload (Dewey and Duff, 2009). Staff resistance comes also from a concern that they lack the skills required to reform the curricula and implement a more transformative method of teaching and a sense of unease amongst staff when dealing with ambivalence and new ideas (Clifford and Montgomery, 2015; Hanson, 2010).

3.5.4 Students

Very little has been written in the extant literature in relation to how students define global citizenship and whether they understand and value it as a graduate attribute. Ippolito (2007) suggested that there is a danger of universities assuming that students are signed up to universities' mission statements, but this is yet to be explored. The increase in numbers of international students studying in the UK has led to a diversity in university cohorts and yet intercultural interactions which support global citizenship aims appear to be lacking. Harrison and Peacock (2010) explored the apparent lack of intercultural interactions between home and overseas students and discovered that home students were not comfortable working with international students because they felt that their marks would suffer and that pedagogy in the UK differed from pedagogy elsewhere. Language barriers and a lack of shared social references made interaction difficult and uncomfortable. This implied that UK students more generally might not be signed up to the intercultural ambitions and aims of universities and that contextual factors such as the introduction of tuition fees, higher numbers of graduates and the resultant increased competition for graduate jobs has led to an instrumental focus by graduates in achieving a good degree classification which they have internalised as their passport to gaining competitive edge in the employment market (Atkas *et al.* 2017; Mackay and Tymon, 2016).

3.6 Conceptualisations of global citizenship

I will now consider the ways in which global citizenship has been conceptualised in the literature. The concept is presented from both a governance perspective, (ideological i.e., how the university states its mission and values) and from the perspective of practice, (developmental and how the concept is embedded in the curriculum).

3.6.1 Governance

The conceptualisations of global citizenship from a governance perspective broadly mirror

the macro debate presented earlier when discussing globalisation and graduate attributes. The familiar dichotomous tension between a neoliberal conceptualisation and a more humanistic, transformational conceptualisation is evident in the global citizenship literature. When viewed from the more macro governance perspective, it appears that most writers considered a fairly binary approach to the concept and as such, the aims of universities are often narrowly presented in the literature as a dichotomy. These apparently dichotomous aims are positioned as either economic imperatives around recruitment, rankings, performance measures and reputation or alternatively as graduating socially responsible global citizens (Lilley, Barker and Harris, 2017; Hanson, 2010) and ignore the fact that global citizenship attributes are valued in the job market (Mackay and Tymon, 2016).

Shultz (2007) argued that there are three discrete conceptualisations of global citizenship reflecting three ideological positions: neoliberal, transformative and radical. In her view, a neoliberal ideology emphasizes a focus on satisfying the global knowledge economy by developing graduates who are able to be internationally and interculturally mobile and who acquire knowledge, skills and dispositions. The focus is on the individual, competitive positionality and employability (Atkas *et al.* 2017). The transformative ideology emphasizing common humanity, is based on inclusive values and focuses on *'embracing diversity and finding shared purpose across national boundaries'* and a belief that *'a better world is possible'* Shultz (2007, p.255). The radical ideology encourages global citizens to challenge existing social structures and the hegemony of economic globalisation, which lead to inequality and social injustice. This approach targets globalisation and is intent on *'breaking down these global structures of oppression.' (*Shultz, 2007, p.253). The world is viewed through the lens of social justice and human rights like the transformative approach but takes a more direct activist approach.

Atkas *et al*. (2017) and Shultz (2007) suggested that institutions grounding themselves in the neoliberal conceptualisation tend to value individual success in a capitalist economic society and are preparing their students for future employability, defending their competitive position and driving transnational mobility and their graduates tend to be privileged and elite individuals for whom the world is borderless. Universities focusing on a transformative conceptualisation tend to value collaboration and the interconnectedness of the world and equality, justice and human rights are central to this

conceptualisation, with transformative thinking and collaboration promoted to find new ways of solving the global problems of this century.

As with globalisation, some writers simplistically positioned these different conceptualisations of global citizenship as inherently mutually exclusive with the neoliberal and radical conceptualisations being particularly ideologically incompatible (Lilley, Barker and Harris, 2017; Shephard *et al.* 2017; Shultz, 2007).

While Shultz (2007, p.248) stated that *'educating for global citizenship is increasingly named as the goal of education'* she suggested how global citizenship is conceptualised varies. She posited that most HEIs are firmly neoliberal in their approach as a result of policy and the current competitive context and that their graduates are motivated by self-interest. It could be surmised that the introduction of tuition fees and the fact that HE attracts higher numbers of students than in the past who are competing for the same number of graduate jobs, has fuelled consumerisation and the marketization of HE with students arguably becoming more instrumental in their approach to learning in terms of how it will benefit them and allow them to stand out in a more competitive job market. This somewhat narrow view suggests that students competing for jobs are one-dimensional and cannot combine being ambitious and self-interested with having a positive impact in the world.

Marginson (2011) competently inferred that this stated dichotomy is too simplistic and proposed three imaginaries that can co-exist in HEIs and which whilst exhibiting tensions, are not mutually exclusive. The three imaginaries cover political, economic and social interests and are summarised in table 3.1 below.

Table 3.1 Summary of Marginson's (2011) three imaginaries in HE

Imaginary 1	**HE as an economic market**	*'A system for producing and distributing economic values and for augmenting value created in other sectors'* Marginson (2011, p.421) In this neoliberal imaginary, education is seen as a product and universities as businesses. HE satisfies the needs of the economic market and the knowledge economy
Imaginary 2	**Higher education as a field of status ranking and competition**	*'Unlike commercial markets, university status ladders are conservative reproducing the pecking order from generation to generation'* Marginson (2011, p.422) HEIs are in competition with each other to recruit students and to maintain their status and ranking. Desire for status is greater than the desire for money. The second imaginary is also neoliberal, and status and competition overlap with the economic market.
Imaginary 3	**Networked and more egalitarian university world**	*'Patterned by communication, collegiality, linkages, partnerships and global consortia.'* Marginson (2011, p.422) Egalitarian and inclusive. The university is collegiate and has partnerships with other parties.

In Marginson's (2011) view, imaginaries one and two overlap and currently dominate HE reforms and policy, whereas the third imaginary is more transformative. As the current political and economic context has led to universities focusing on economic concerns, the third imaginary is somewhat overpowered and global citizenship mentioned in strategy documents appears to carry less weight in university agendas.

Marginson (2011) accepted that in order to survive, universities need to create value and be competitive and yet at the same time he posited that they can espouse the views of global citizenship and promote equality and a more networked and partnership approach on a global basis. It appears, however, although these high-level goals can co-exist within a university at a strategic level, it has proved more difficult at a departmental or programme level to encapsulate the meaning of global citizenship clearly and to embed it at practice level in the curriculum.

3.6.2 Practice

Notwithstanding that university governance and values are evident in their mission statements and the section above considers how global citizenship might be conceptualised from a governance perspective, the internally facing conceptualisation as to what this means to the staff, students and curriculum is less clear.

Haigh (2014) suggested that the dual aims of universities need to be embedded in the curriculum which should both: build cross-cultural competences in graduates to allow them to compete in a global marketplace (the neoliberal view encompassing marketization, performance-focused and credentialised education) and also develop ideals of responsible global citizenship focusing on social justice (transformational, humanistic and social). As such, he did not see the two aims as mutually exclusive.

Tarrant (2010) considered three different types of global citizen which mirror the Shultz (2007) ideological conceptualisations of global citizenship and could illustrate the types of global citizen that graduates might become. These three types are illustrated in table 3.2 below.

Table3.2 Summary of Tarrant's (2010) three types of global citizen.

A personally responsible global citizen	Might give blood or volunteer in times of crisis
A participatory global citizen	Active in community organizations
A justice-orientated global citizen	Critically assesses social, political, and economic structures to understand underlying problems

It could be argued that dependent on the circumstances or occasion, individuals could take on any one of Tarrant's (2010) characterisations of global citizenship. Small actions such as giving blood, recycling or reducing plastic use equate to the personally responsible global citizen by making a difference to global issues on a small scale. At the other end of the spectrum, the same individual might be campaigning actively against something they disagree with fundamentally as part of an activist group. Thus, these different types of global citizen are not necessarily mutually exclusive.

Rather than looking at a dichotomy in terms of types of global citizen, which may or may not be mutually exclusive, other writers believed that the introduction of the values of global citizenship into the curriculum is a process that builds with time (Kelly, 2008; Deardorff, 2006). Kelly (2008) related this to time spent at university, whereas Deardorff (2006) saw it as a lifelong process which continues after graduation and by implication, she suggested global citizenship is not an achievable status but rather something that we are all heading towards to different degrees.

Kelly's (2008) conceptualisation of global citizenship can be closely linked to Barrie's (2007) graduate attributes conceptualisation as they both envisaged the acquisition of

attributes taking place over a period of time. She posited that students might start with a more instrumental and neoliberal individual approach to global citizenship, which then becomes more refined over time and the values of social justice, ethics and civic global responsibility are added to the basic competencies. Kelly (2008) suggested three levels of development, namely, Homo Economicus (globally portable), Homo Globalis (globally competent) and Globo Sapiens (wise global citizen). In Kelly's (2008) view the first two only scratch the surface of the attributes that HEIs might want to develop in graduates and are based around a neoliberal, economic and market dominated vision of globalisation. The more developed concept is Globo Sapiens, which is the stage at which global citizens think critically and take responsibility for the impact of their actions on the world. She suggested that developing to this level challenges the status quo and might put some academics and students outside of their comfort zone. This is a different way of expressing the three imaginaries that Marginson (2011) saw as not mutually exclusive and this position is constructed from the viewpoint of the development of graduates over time. Kelly's (2008) conceptualisations appear to be more aligned with the development of business students than nursing students or those studying what Purcell *et al.* (2008) label non-vocational disciplines. This conceptualisation is tabulated in table 3.3 below and illustrates how a graduate may start off as homo economicus and develop skills and dispositions to become a wise global citizen.

Table 3.3 Tabulation of Kelly's 2008 conceptualisations shown as a hierarchy starting with homo economicus and developing through to globo sapiens.

	Characteristics/ attributes	Graduate characteristics
Homo Economicus	• Market dominates / instrumental • Leadership and communication skills • Depth of work experience	• Focused on employability • Develop for future career • Employers embrace this • Borders are porous for skills and capital (not refugees and social justice) • Economy and individual success central • Knowledge workers.

	Characteristics/ attributes	Graduate characteristics
Homo Globalis	As above plus • Market dominates • Substantive knowledge • Capacity for personal growth • Ability to act as cultural mediator • Ability to develop international / interpersonal relationships	As above plus • Globally competent • Work effectively across different cultures • Economic purposes central • No mention of moral or ethical values
Globo Sapiens	As above plus: • Wise global citizen • Values based • Able to understand the other. • Show evidence of global consciousness • Contemplating changing current way of life. • Be capable of transgenerational thinking • Work for healthier futures	As above plus • Values based approach • Socially responsible global citizen • Ability to think reflectively and reflexively • Collaborate to solve global problems.

3.7 Chapter review

The literature evidences the wide use of global citizenship in university mission statements and strategy documents as a policy to be embedded in the curriculum and thus, it forms an important part of university internationalisation strategies. Some writers, however, when looking at the purpose of education, took a somewhat one-dimensional view that it is not possible to achieve neoliberal policy driven aims at the same time as global citizenship, suggesting that the two are mutually exclusive. Other writers acknowledged the complexity of the concept and the barriers to embedding it in the curriculum, yet inferred that neoliberal aims and those of global citizenship could be combined and that employers seek to employ graduates who are ambitious and career-oriented, but who also think analytically, questions their assumptions and are morally responsible citizens.

The extant literature evidences a variety of challenges around global citizenship: it is poorly conceptualised; if it is not espoused by lecturers, then it is unlikely to be consistently and meaningfully embedded in the curriculum; the concept is understood

differently by discrete departments and stakeholders; the concept is not seen as relevant in some disciplines; and it is considered as less important than other graduate attributes.

An exploration of policy enactment literature suggests that this is a messy and complex process which is dependent on the positive attitude of policy actors towards the policy. Furthermore, with multiple policies to enact, the embedding of global citizenship may be a lower priority in some departments than in others. The literature infers that where the concept is not clearly defined, staff are resistant to any change due in part to lack of time to revisit the curriculum and scepticism about the validity of global citizenship.

A review of the existing conceptualisations of global citizenship included a governance level conceptualisation illustrating a trichotomy of approaches to global citizenship (Shultz, 2007) and practice-based conceptualisations showing global citizenship developing over time as represented by Kelly (2008), Barrie (2007) and Steur, Jansen and Hofman (2012).

The areas emerging from the literature that I wanted to explore were: whether the understanding of global citizenship differed in discrete departments; whether that understanding filtered from policy to practice; and whether global citizenship was felt to be important by academic staff and students in the context of their motivation to study. The Shultz (2007) model presented 3 conceptualisations of global citizenship which she inferred were mutually exclusive. Thus, the model provided the most suitable framework against which to explore any differences in interpretation of global citizenship across different departments. Moreover, these three conceptualisations are also used in other internationalisation or globalisation contexts such as Clifford and Montgomery's (2015) observation of different approaches to IoC and the McGrew (1998) alternative views on globalisation. Furthermore, from a pragmatic perspective, the models showing that global citizenship develops over time would be most suited to a longitudinal study, following a cohort of students over the three years of undergraduate study and capturing student data in the first and final years. This would not have fitted within the timescales of doctoral study. The use of the Shultz (2007) model as a conceptual framework will be developed further in the next chapter.

CHAPTER 4 METHODOLOGY

4.1 Introduction

This chapter introduces my philosophical approach, methodology, research method and method of data analysis. For ease of reading, I have used the following sections: philosophical lens (critical realism); methodology (case study); method (semi-structured interviews and documentary and artefact analysis); method of data analysis (thematic analysis and pattern matching); quality criteria; and ethical considerations. My case study methodology followed Yin's (2018) approach to case study and in order to remain true to Yin, I decided on this unusually long chapter as Yin endorses a '*comprehensive research strategy*' (Yazan, 2015, p.138).

When considering my research approach, it was important to reflect on my positionality which was discussed in Chapter One on page four. My senior management position within the university is a pivotal one between university and faculty-level senior management and academic staff and students. My interest was in how people come to understand the abstract concept of global citizenship and how it is translated by different discipline groups within what is a very complex, dynamic and messy social world. Global citizenship is a concept that, with my international background, I consider to be valuable, whereas others may not find it as important. I could have approached the research by carrying out an analysis of the curriculum, to ascertain whether or not the concept translated from policy to practice, however, in line with the critical realist perspective, I was more interested in delving beneath the surface from different viewpoints to understand what might be the barriers to its enactment as a policy. Equally I could have carried out research looking at one group of participants, but I was keen to understand the different understandings that discrete disciplines had of the concept.

4.2 Philosophical Lens - Critical Realism

My philosophical approach to this research was primarily influenced by my professional status and practitioner experience both in industry and at LRE. My views are firmly rooted in reality, and I perceive organisations as complex, dynamic and subject to macro-environmental factors which are in a permanent state of flux and influence university policy, mission statements and curricula. As my thinking developed through working on

this thesis, I understood that my philosophical lens was most closely aligned to critical realist thinking which I believed was more appropriate for this research study than either a positivist or an interpretivist approach.

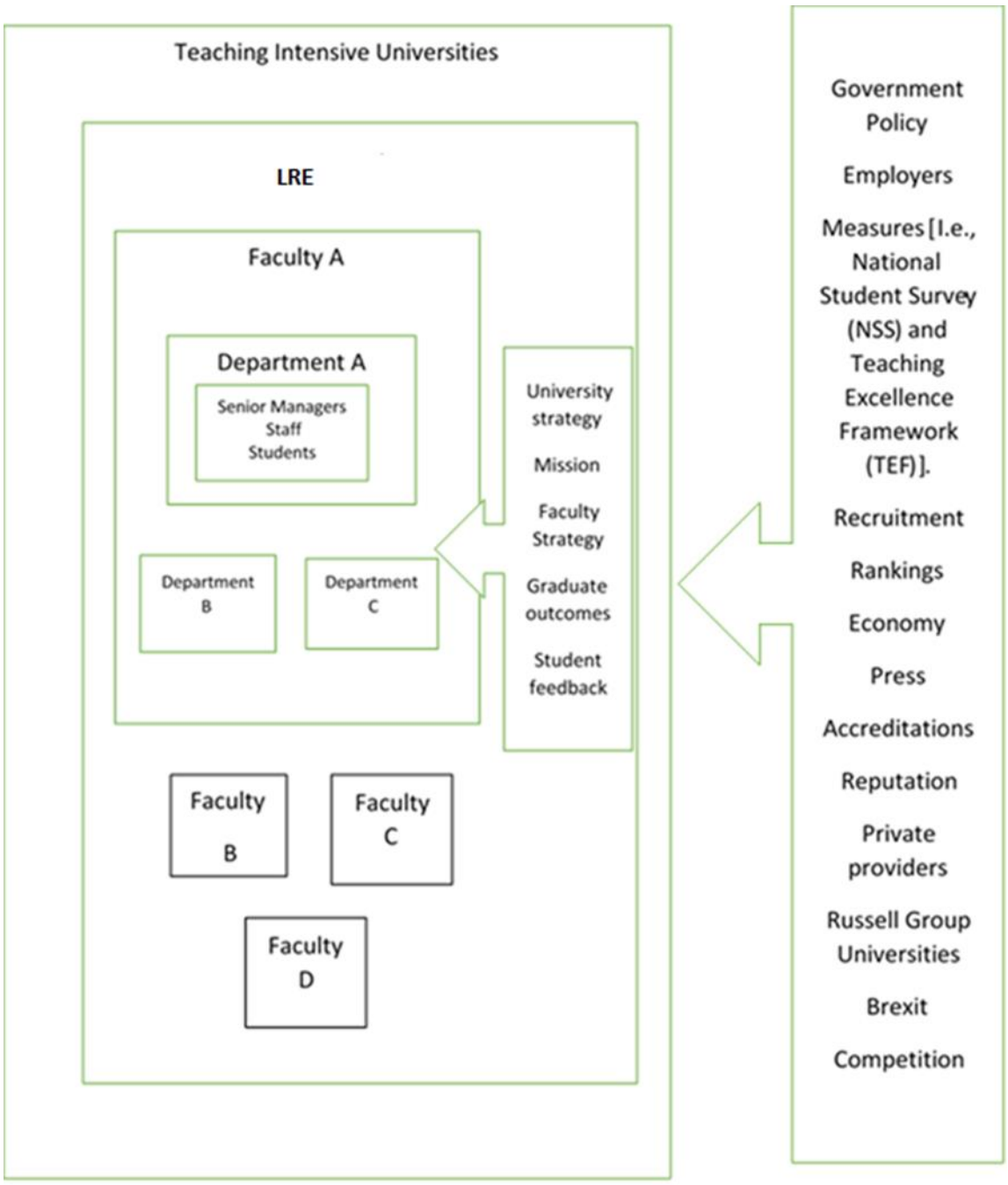
In philosophical terms, critical realism is a relatively recent approach to ontology, epistemology and axiology and was developed by Roy Bhaskar as a critique of positivism which had dominated the social sciences from the 1930s (Easton, 2010). The basic realist assumption is that a world exists independent of our thoughts about it (Sayer, 2000) and critical realism is positioned not as a compromise but rather as a solid alternative to both positivism and interpretivism (Danermark *et al*. 2002) and was defined by Sayer (2000, p.2) as the *'third way'* which aims to both understand and also explain social systems (Grix, 2010). Bhaskar (1978) suggested that every event is dependent on causal powers within the social structure and these are not always observable and as such individuals do not always see the whole picture. My research aimed to both understand what global citizenship meant to my participants but also to explain the mechanisms in place which led to graduates developing the attributes of global citizenship and this supported my critical realist philosophy.

My rejection of positivism stemmed from my understanding of reality in the social world as open, dynamic and subject to change which contrasts with laboratory experiments which take place in closed systems, with controlled conditions to reduce any confounding effects, enabling the replication of experiments. In recognising that experimental conditions are impossible, critical realists acknowledge that research findings cannot fully represent this dynamic reality but rather they attempt to represent it (Popay *et al*. 2003). Pawson and Tilley (2000) in their Context, Mechanism, Outcome model (CMO) took the Realist Evaluation approach by suggesting that in the dynamic social world, the context will change and as such the causal mechanisms enacted will also be variable which will in turn lead to a different outcome. As a result, the empirical testing that is normal with positivist research is not suited to research situated in the complex and changeable social world and is not the best way to explore propositions concerning causal power (Danermark *et al.* 2002). This recognition that experimental conditions were impossible in the dynamic social world together with an understanding that my empirical research did

not constitute reality (truth) and represented tendencies rather than laws, led to my rejection of positivism (Popay *et al*. 2003).

The social world to critical realists is made up of open systems which are situated within and have nested within them other open systems. Each system has permeable boundaries which interact with other open systems in the environment. My research site, a large teaching-intensive Alliance Group university, was situated within a messy social system where it was difficult to isolate individual variables (generative mechanisms) that lay within and without this open system. Figure 4.1 below illustrates how the university as an open system is situated within a larger open system. Furthermore, within the university there are other open systems such as faculties and departments and different stakeholders such as senior management, academic staff, students and professional services. All of these systems interact and are affected by a variety of generative mechanisms such as competition, government policy, employers, codes of practice, accreditations and strategies. The system is dynamic and variable and as such, a change in policy such as the introduction of tuition fees or macro-environmental factors such as Brexit, impact on the strategy and tactics of the different systems.

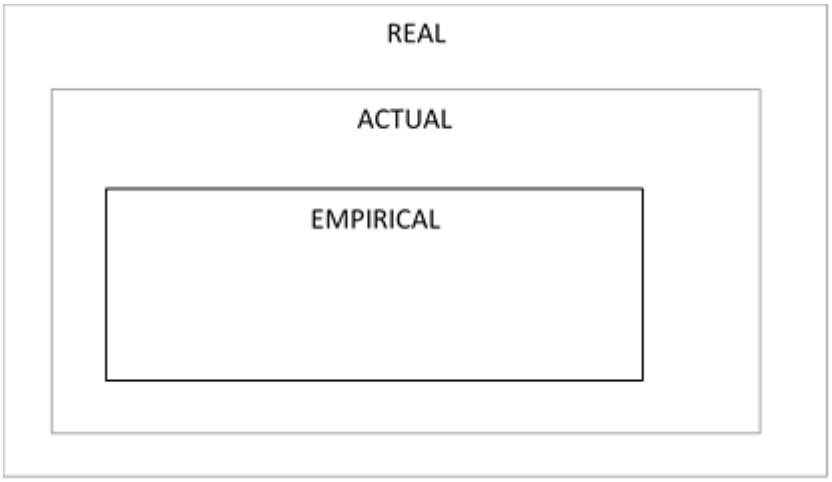
Figure 4.1 Complex open systems at LRE showing nested systems and generative mechanisms. Researcher's own.



My rejection of interpretivism came from my understanding that, while I valued the viewpoint of participants, I acknowledged the existence of an independent reality which they did not always observe. Critical realists separate knowledge (the transitive) from reality (the intransitive) and believe that the relationship between reality and our knowledge of it is made up of three ontological domains: The real (mechanisms that cause events to happen); the actual (events that happen whether we observe them or not); and the empirical (events we observe or experience) (Sayer, 2000).

Figure 4.2 below illustrates Tsang's (2014) description of the nested nature of the stratified ontology of critical realism (empirical, actual and real worlds) and emphasizes the critical realist perspective that the empirical world as observed by individual research participants is only a small proportion of the actual and real worlds.

Figure 4.2 The nested nature of stratified ontology – summary of the ideas of Tsang (2014)



By including the empirical, critical realists acknowledge that the world is socially constructed, yet they believe reality is not reducible to our knowledge of it (epistemology), as human experience captures only a small part of a bigger reality. Danermark *et al.* (2002, p.200) explain this critical realist stance: *'knowledge is socially defined'* and *'the social world (…) becomes little or nothing more than the (inter) subjective accounts, interpretations and viewpoints of those studied: a socially constructed world of sorts.'*

Participants' views are flavoured by their subjective interpretation of events based on their own prior experience and the extant literature suggested that distinctive disciplines and stakeholders articulate and understand global citizenship in different ways (Haigh, 2014; Devine, Green and McDowell, 2010). While I was interested in individual participants' understandings and how they differed, I was also interested in what that meant causally for policy and practice. My overall aim was to investigate the differences in understanding, definition of, value placed on and the operationalisation of global citizenship across two similar and yet contrasting departments. Furthermore, by interviewing three levels of the university hierarchy, I also planned to explain why these differences might occur in terms of what students valued compared with what academic

staff and senior managers imagined students would value. This positioned me as a critical realist as my interest was in understanding not only the viewpoints of different participants towards global citizenship but also to unearth how global citizenship can be developed in students and embedded in the curriculum.

Furthermore, I concur with critical realist thinking that generative mechanisms such as context and macro-environmental factors in the social world underpin observed behaviours and that a change in generative mechanisms would lead to different outcomes. For example, the move towards internationalisation in universities could have been caused by a number of different mechanisms such as: an economic imperative (resulting from reduced government funding which encouraged the recruitment of higher fee-paying international students to fill the shortfall); or students and employers demanding skills-based education and intercultural skills (Sklad *et al.* 2016; Deardorff, 2006).

Whereas positivist thinking seeks to explain and interpretivist thinking seeks to understand, critical realists seek to do both by combining both the how (interpretivist understanding) and the why (positivist explanation).

4.3 Case study methodology

As discussed in Chapter Three, the extant literature suggests that, while many institutions claim to graduate global citizens, there is limited evidence exploring how this might translate into practice. The literature further suggests that the concept is complex and not widely understood. As such, in order to explore the extent to which concepts such as global citizenship filter from policy to practice, I decided that case study research would be appropriate.

The case in my study was an institution and was anonymised, with the pseudonym LRE used throughout this thesis. The LRE *strategy 2020* (LRE,2017) was used as the policy document to frame the study and to evidence the university goal to graduate global citizens. Using the institution as the case enabled me to explore in depth how global citizenship was understood, whether it was seen as important and whether it does filter from policy through to practice within the institution. A full definition of my case can be found in section 1.5.1 in Chapter One.

Creswell (2003) defined case study research as a single bounded entity, which is studied in detail using a variety of methods. Case study methodology allowed me to gain an in-depth and multi-faceted understanding of how the complex concept of global citizenship was defined and operationalised within two large departments at the research site using multiple sources of evidence. As such, case study allows in-depth study as opposed to coverage and assumes that things are not as they seem on the surface (Stark and Torrance, 2005). This mirrored my critical realist philosophical position.

The body of case study literature highlighted the varying conceptualisations of a case study and suggested that opposing approaches to case study research may be espoused according to one's epistemological standpoint. Three methodologists in particular recurred in the literature as prominent advocates of case study methodology in educational research: Robert Yin, Sharan Merriam and Robert Stake. Aligning with one of the approaches enables researchers to adopt a defensible and robust approach to case study research. Although Yin is a qualitative researcher, he tends towards the positivist end of the research spectrum in contrast to Meriam and Stake who identify as constructivist (Yazan, 2015). Although Yin (2018) did not articulate his affinity with positivism, his focus on a researcher achieving quality by means of: construct validity, internal validity, external validity and reliability throughout the whole research process evidences this leaning, which led Crotty (1998) to suggest that positivism underpinned Yin's approach to case study research. Yin (2028) further disagreed with the perceived dichotomy between qualitative and quantitative approaches and rather believed there was much middle ground between the two (Yazan 2015). Yin (2018) emphasized the importance of reviewing the relevant literature and of developing theoretical propositions to test before starting any data collection and recommended a tight and structured holistic design process as opposed to the more flexible approach adopted by Merriam and Stake (Yazan, 2015). Yin's desire to test theory against empirical findings matched my intent to use the case study methodology to explore my propositions.

Merriam (1998) and Stake (1995) differed from Yin and asserted that qualitative case study research is constructivist as they believed that knowledge is constructed rather than discovered. Stake (1995) differed from Merriam (1998) in that he believed that both the researcher and the reader interpret and construct knowledge from the findings. Merriam (1998, p.22) also had constructivist leanings as she claimed that *'reality is not an*

objective entity; rather, there are multiple interpretations of reality.' She also believed that *'reality is constructed by individuals acting with their social worlds'* (Merriam, 1998, p.6). Thus, both methodologists were interested in the way people make sense of the world.

In contrast, my critical realist beliefs support the existence of an independent reality of which human knowledge forms only a small part of the overall picture, which positions me as epistemologically discordant with Merriam (1998) and Stake (1995) and more consonant with the views of Yin (2018).

4.3.1 Yin's (2018) case study approach

Yin (2018, p.15) advocated the use of case study research to investigate *'a contemporary phenomenon (the 'case') in depth and within its real-world context, especially when … the boundaries between phenomenon and context may not be clearly evident.'* This expanded on the Creswell (2003) definition of case study research, by situating the case study within its' context and suggesting that the boundaries between the case and the context are blurred. This matched my critical realist view that the social world is made up of open systems with permeable boundaries. Yin (2018) rationalised case study research as a methodology to understand a real-world case at a set point in time within a particular context, which is subject to change. This concurred with Pawson and Tilley's (2000) CMO model which suggested that the context might change, impacting both the mechanisms and the outcome and accepted the fact that the social world is complex and thus, it is only possible to describe tendencies rather than to make predictions. As such, following Yin's (2018) approach to case study research allowed me to attempt to understand and explain the disputed concept of global citizenship within the current turbulent socio-political context. Furthermore, the case study approach is suited to organisations and to explanatory questions which supported my critical realist desire to get beneath the surface and to understand and explain what causes certain reactions to the concept of global citizenship (Yin, 2018; Easton, 2010).

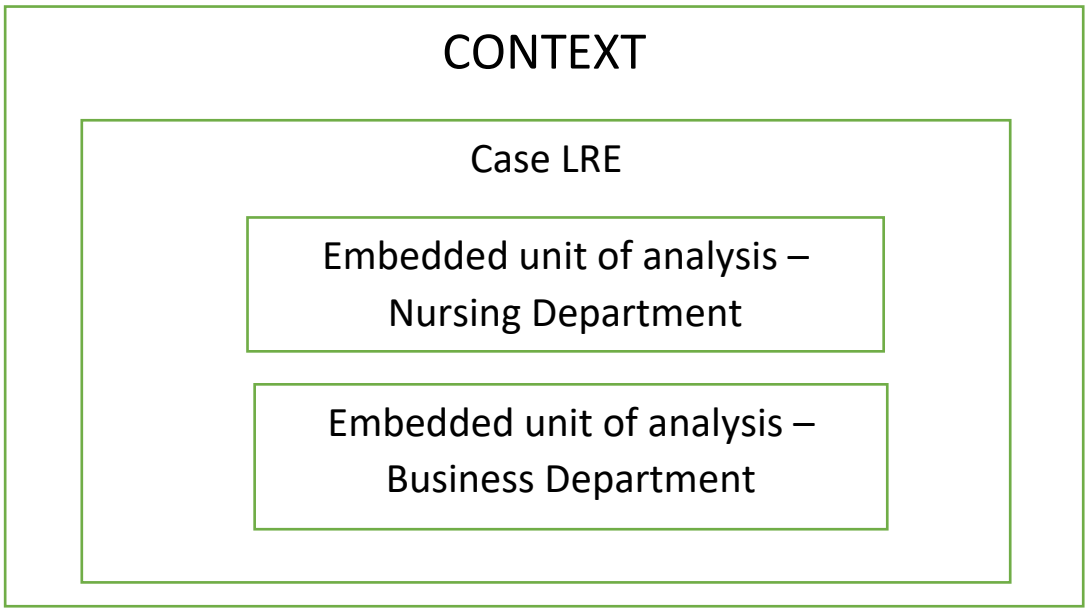
Tsang (2014) believed that the pairing of critical realism and case study research is suitable for empirical generalisation and theoretical generalisation and to present rich, deep findings from within a single setting to inform more general practice

(particularization), to build on the extant literature and to test theory (Simons, 2009; Bassey, 2001). My research was designed to explore the propositions that I had developed from my reading of the literature and my own extensive experience in practice both at my institution and in my previous business role. In addition, Yin (2018) suggested that case study research is appropriate for questions that seeks to explain how or why something is the case. As such, the case study method is suitable for my research which aimed to understand and explain how and why different groups of participants in two departments defined and operationalised global citizenship and to add to the current debate.

4.3.2 Single case embedded design

As stated in 4.3 above, the case in my study was LRE as an institution and the LRE *strategy 2020* (LRE,2017) was the policy documents framing the study and evidencing the university goal to graduate global citizens. In order to explore whether this abstract concept was understood differently in discrete departments within the university and whether policy was filtering from university-level through to students, I focused on two departments within the university. This case study research design was described by Yin (2018) as single case (embedded) design as illustrated in figure 4.3 below. The single case was the institution and the two embedded units of analysis were the business department and the nursing department.

Figure 4.3 Single case embedded design. Researcher's own based on Yin (2018)



My justification for using a single case for this research was that the findings were likely to be broadly applicable beyond LRE, which matched my critical realist philosophy of uncovering tendencies rather than making predictions. I planned to explore my propositions and the use of single case study research was supported by Yin (2018, p.53) as a *'critical test of existing theory.'* In order to understand the perceptions of global citizenship from the viewpoints of different stakeholders, I chose to carry out my research in two large departments at LRE which I believed would have contrasting views. This decision was supported in the extant literature which suggested that particular disciplines understand and interpret global citizenship differently (Clifford and Montgomery, 2014; Haigh, 2014; Leask and Bridge, 2013; Devine, Green and McDowell, 2010; Barrie, 2007). The intent remained to understand the whole case in its real-world context, however, the embedded case study design allowed me to delve more deeply and to analyse and contrast different perspectives. This approach allowed for theory testing in a qualitative manner and was ideal for considering a complex, real-life organisation which would be impossible to analyse using an experiment or a survey (Scholz and Tietje, 2002).

Furthermore, Leask and Bridge (2013) suggested that distinct stakeholders might define global citizenship differently. To ensure that I had a range of views from within each department, I drew my participants from three different groups: senior managers, lecturers and students and contrasted their views with an analysis of departmental documents and marketing materials to enable me to gain an understanding of the views of and value placed on global citizenship by these different stakeholder groups in comparison with what the university was saying about the concept.

4.3.3 Research questions and theoretical propositions

Within the extant literature, there appeared to be several debated or unanswered questions which interested me and which if explored would add to this body of literature.

As previously stated, while global citizenship is widely used in university mission statements, its meaning is widely debated (Steur, Jansen and Hofman, 2016, 2012; Clifford and Montgomery, 2014; Thanosawan and Laws, 2013; Barrie, 2012). As such, lecturers struggle to understand how this abstract concept relates to their discipline curriculum (Barrie, 2012; Badcock, Pattison and Harris, 2010; De La Harpe and David, 2012). If lecturers do not understand the concept, they are unlikely to consider it

important and it is doubtful, therefore, that it will be meaningfully translated into practice (Boni and Calabuig, 2017; Jooste and Heleta, 2017; Clifford and Montgomery, 2015; Jones 2009; Bowden, 2003).

Furthermore, the literature suggests that the understanding of global citizenship varies by department and stakeholder (Haigh, 2014; Oxley and Morris, 2013; Devine, Green and McDowell, 2010 ; Shultz, 2007). There also appears to be a tension between neoliberal and transformational definitions of the concept (Clifford and Montgomery, 2017; Joseph, 2012; Roman, 2003) and the Shultz (2007) model suggested three conceptualisations of global citizenship, (neoliberal, transformational and radical), which she posited are mutually exclusive.

Based on these debated areas in the literature and in line with Yin's (2018) recommended approach to case study design, two research questions and three propositions emerged from the literature as stated in table 4.1 below. The questions aimed to explore the understanding of and the value placed on global citizenship across two different departments and through three levels of the university hierarchy.

My meaning when using the world value in the second research question is not designed to express the idea of principles, ethics or morals, but rather to express whether participants find the concept important or useful.

Table 4.1 Research questions and theoretical propositions developed from the literature and from my practice to explore in the primary research

RESEARCH QUESTION	THEORETICAL PROPOSITIONS
1. HOW DO PARTICIPANTS UNDERSTAND THE CONCEPT OF GLOBAL CITIZENSHIP? a. Does this understanding vary between two departments? b. Is there a shared understanding from policy to practice?	**Proposition 1. Distinct departments and levels of the university hierarchy might understand and articulate the concept differently.** **Proposition 2. Senior Managers in both departments are likely to be closely aligned to the university mission and have a clear understanding of what global citizenship means to LRE. They are likely to assume that lecturers and students share their views. In reality, interpretations are likely to differ.** a. Business students are likely to be neoliberal, instrumental and employment focused in their interpretation of global citizenship as global employability or intercultural skills. b. Nursing students are likely to be transformational in their interpretation of global citizenship as common humanity and equity. c. Business lecturers are likely to sit somewhere between neoliberal and transformational in their understanding of global citizenship. d. Nursing lecturers are likely to be transformational in their understanding of global citizenship due to the humanistic nature of their work and their code of conduct.
2. WHAT VALUE DO DIFFERENT PARTICIPANTS PLACE ON GLOBAL CITIZENSHIP AS A GRADUATE OUTCOME? a. Does the understanding of what students want to gain from studying at university vary by department? b. What value do different participants place on global citizenship as a graduate attribute compared with the other stated graduate attributes?	**Proposition 3 As a less tangible graduate attribute than the others, global citizenship as expressed by global responsibility is likely to be less understood and valued than the other stated LRE graduate attributes.**

Yin (2018) advocated case study research as a way of testing existing theory and as such, the three propositions arising from the literature were designed to be tested in the research. The extant literature suggests that discrete disciplines define global citizenship differently and the Shultz (2007) model illustrates three mutually exclusive conceptualisations of global citizenship. The Shultz (2007) conceptual framework underpinned propositions one and two which suggest that business students are lecturers are likely to be more neoliberal than the more transformational nursing students and lecturers. As such, two of the Shultz (2007) conceptualisations of global citizenship are explored. The propositions and the Shultz (2007) model informed the interview guide for each group of participants (Appendix One).

4.4 Data collection methods

As stated in section 4.3.2 above, my research is framed by the *LRE 2020 Strategy* document (LRE, 2017), which suggests that the university will graduate global citizens and my data collection methods were designed to answer my research questions which are presented in table 4.1 above.

My data collection took the form of documentary and artefact analysis combined with semi-structured interviews. Both were carried out in the two departments and the semi-structured interviews included the three groups of participants from each department. This allowed me to triangulate the data from multiple sources which Yin (2018) considered to be a key strength in case study research to provide depth and allows for converging lines of inquiry which lends credence and validity to the findings. I carried out the semi-structured interviews first for pragmatic reasons, as I needed to ensure that these happened during term time and between placements for the nursing students. I also had to fit the interviews around two knee replacements each of which meant I was away from the university for three months while I recuperated.

The document and artefact analysis took the form of a range of faculty and departmental strategy documents, programme web pages, marketing materials, wall signage and programme specifications to explore differences in the way the two departments positioned themselves and whether global citizenship was mentioned. This analysis

allowed me to explore the institution understanding and articulation of global citizenship at faculty and department level across two discrete departments, whereas the semi-structured interviews allowed me not only to compare the understanding of global citizenship in the two departments but also to explore whether it was filtering down from policy through to students and whether it was considered to be important. The use of both of these methods allowed me to answer the research questions and to explore the three propositions which emerged from the literature review.

The in-depth semi-structured, one-to-one interviews were designed to explore my propositions and were underpinned by the Shultz (2007) conceptual model. During the semi-structured interviews, I started with a general discussion and moved towards a discussion of the LRE graduate attributes and global citizenship to capture the participants immediate and unprompted consideration of them and to ascertain what their understanding was and in fact whether they were aware of them. Having done this, I introduced two prompts to stimulate further and deeper thinking by the participants. The first one was a list of the LRE graduate attributes: ready and able; future facing; globally responsible; enterprising; and self-reliant and connected. The participants were invited to comment on them and then to rank these in order of importance according to their perception. The second prompt was a sheet with seven definitions of global citizenship drawn from the extant literature (Appendix Two) and representing elements from the three conceptualisations of global citizenship as presented in the Shultz (2007) framework. These prompts were included to encourage participants to revisit their initial views and to think more deeply about global citizenship in particular and to enable participants to give a more informed view.

Table 4.2 below is a data table summarising the data collected for this study and linking each piece of data to the research questions.

Table 4.2 Data table summarising the data collected for this study linked to the research questions.

The Case is the University and the LRE 2020 strategy (LRE, 2017) is used to frame the case by presenting the university-level view of global citizenship. The embedded units of study are the two departments and the data collected represents different viewpoints and answers different elements of the research questions.						
Method	Research Question addressed	Represents view of	Document/ artefact/ participant	Business Dept.	Nursing Dept.	Total
Document and artefact analysis	Research Q 1: HOW DO PARTICIPANTS UNDERSTAND THE CONCEPT OF GLOBAL CITIZENSHIP? a. Does this understanding vary between two departments?	Senior members of the dept.	Strategy document	1	1	2
		Departmental senior managers and others (i.e. programme team, employers, students, quality team and marketing)	Programme specification	2	1	1
			Marketing webpages	3	2	5
			Wall signage	3	5	8
			TOTAL	9	9	18
Semi-structured interviews	Research Question 1: HOW DO PARTICIPANTS UNDERSTAND THE CONCEPT OF GLOBAL CITIZENSHIP? a. Does this understanding vary between two departments? b. Is there a shared understanding from policy to practice? Research Question 2: WHAT VALUE DO DIFFERENT PARTICIPANTS PLACE ON GLOBAL CITIZENSHIP AS A GRADUATE OUTCOME? a. Does the understanding of what students want to gain from studying at university vary by department? b. What value do different participants place on global citizenship as a graduate attribute compared with the other stated graduate attributes?	Members of the department – enactors and receivers of the policy	Senior Managers	2	2	4
			Lecturers	10	6	16
			Students	7	8	15
			TOTAL	19	16	35

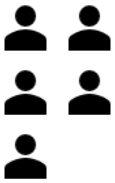
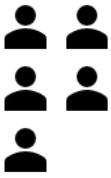
4.4.1 Sampling strategy

Interview sampling strategy:

A large sample size is generally not required for case study research because rich deep seams of data are sought rather than prevalence or statistical significance. The very richness of the data, however, can be problematic as too much data becomes intensive and unmanageable (Ritchie *et al.* 2014). Qualitative researchers are criticized for failing to justify their sample sizes, yet there is scant literature discussing sample sizes in qualitative research and as a novice researcher this made my decision on an appropriate sample size difficult (Merriam and Tisdell, 2015). My research sought the majority view rather than looking for outliers and as I was following Yin's (2018) approach to case study research, it was important for my findings to have validity. As such, the sample size needed to be considered and data saturation, the point at which no new themes or information would be unearthed, is a useful indication of an appropriate sample size. At this stage theoretical generalisation is possible (Boddy, 2016; Marshall *et al*. 2013), however, there were very few guidelines stating how many interviews are required to reach saturation and recommended numbers vary. For a single study involving individual interviews the following numbers were suggested: Ritchie *et al*. (2014) under 50, Marshall *et al*. (2013) between 15 and 30 and Rowley (2012) 12 half hour interviews.

Table 4.3 below summarises my choice of sampling method, the number of participants I aimed to recruit for each group and how I recruited participants.

Table 4.3 sampling strategy

Level in hierarchy	Number of participants/ focus groups **per department**	Non-probability sampling method	Participant type.	How achieve. (only using my student email address)
Senior Management		Purposive Semi-structured, one-to-one interview	Dean, Associate Dean or Head of Department level.	Email the senior managers directly having chosen two in each department.
Lecturers	 Minimum 5, maximum 10	Convenience (business department) / Snowball (nursing department) Semi-structured, one-to-one interview	Any lecturers in either department *N.B. In the business department I excluded anyone I directly line managed.*	Email to lecturers at both H and I grade in the departments and interviewed the first to respond. (Within the nursing department I emailed the few lecturers I knew, and they enabled introductions).
Students	 Minimum 5, maximum 10	Convenience / snowball Semi-structured, one-to-one interview	Second and third year undergraduate home status students. *NB in the business department I excluded any students I had taught or might teach.*	Spoke at end of 2nd and 3rd year undergraduate lectures and followed up those initially interested with email giving more details. (It was more difficult to recruit business students and so I used snowball sampling).

My sample size of thirty-five interviews sat comfortably within the estimates given in the extant literature and the number of interviews could be justified by the fact that I was looking at a heterogeneous population – three different participant groups across two departments. This cross departmental research and my single case embedded design required a larger sample size than might be normal for a single case study. Furthermore, as discussed previously, Yin (2018) advocated the importance of multiple sources of evidence in case study research which led to my inclusion of different departments and participant groups to give a richer picture of what was happening in the institution and to be able to triangulate the data. As a novice researcher I took a pragmatic approach in choosing my sample size as I was concerned that I would not be able to recruit participants and therefore

I was recruiting and interviewing concurrently, which meant that I carried out more staff and student interviews than my minimum of five to gain a wider spread of age, experience and gender. I also noted that after five or so interviews, no new data was emerging as the views within each department were in fact very similar and as such, felt that I had reached data saturation. I was also more interested in discovering any subtle differences in interpretation between the two different departments rather than within the same department. The approach that I took in recruiting participants is detailed below.

Senior Managers: The sampling method for this group was purposive as I invited two members of each department to voluntarily take part in the study. As the sample population, (defined in this case as Deans, Associate Deans and Heads of Department), was small, I concluded that two senior managers per department would be sufficient for the purpose of my study.

Lecturers: The sampling pool for this group was much larger and I felt that between five and ten participants from each department would give me a clear indication as to how lecturers understood, articulated and operationalised the development of global citizenship in the student body.

As an academic in the business department, I was known to my colleagues and was able to carry out convenience sampling. I emailed all lecturers (omitting anyone I directly or indirectly line-managed) using my student email address and invited them to take part.

As I had anticipated, finding nursing participants was a difficult process as I was not known in the department. I used snowball sampling to recruit sufficient numbers of academic staff by contacting the few members of staff that I knew within the nursing department. They were kind enough to inform their colleagues about my research and to make some introductions. Across both departments I interviewed a total of 16 lecturers which gave me a range of age, gender and experience.

Students: For the student sample I concluded that between five and ten participants from each department would provide me with sufficient in-depth information to explore my

propositions. I defined my student sample as second and third year 'home status' undergraduate students. Home students were chosen due to the paucity of research considering the attitudes of home students towards internationalisation (Denson and Bowman, 2013).

I chose to concentrate on second and third year undergraduates as I expected them to have a clearer understanding of the LRE graduate attributes and the ability to consider where global citizenship had been developed during their studies. Initially I intended to focus on third year undergraduates, but as it proved difficult to recruit students, I widened my sample to include second year undergraduates. I recruited students by talking to them en masse at the end of lectures and took the contact details of those who showed initial interest. I emailed all of those who gave me their details with an information sheet and interviewed the first students to respond. It was easier to recruit nursing students (I had to politely refuse some once I had sufficient numbers) than it was to recruit business students and so I resorted to snowball sampling to recruit sufficient numbers of business students. In total I interviewed 15 students across the two departments.

Document and artefact sampling strategy

In order to triangulate my findings from the interviews, I carried out an analysis of a variety of documents and marketing materials from within each department. These artefacts are noted in table 4.4.

Table 4.4 Documents and marketing materials used in the documentary and artefact analysis.

	BUSINESS DEPARTMENT	NURSING DEPARTMENT
Strategy Documents	• Faculty of Business and Law Strategy	• Faculty of Health and Applied Sciences strategy
Programme Specifications	• BA Business and Management • BA Marketing	• BSc Nursing
Marketing Materials	• Undergraduate prospectus • Wall signage • Course web page BA Business and Management • Course web page BA Marketing	• Undergraduate prospectus • Wall signage • Course web page BSc Nursing

My sampling strategy when choosing the documents was purposive as my intention was to analyse documents which provided a range of student and staff facing communications and which by their very nature would be representing the university strategy, vision and mission. Bowen (2009) suggested that quality rather than quantity is important, and my sampling decision was based on ensuring that I chose the most relevant and appropriate set of documents for the study's purpose (Drisko and Maschi, 2015). I selected the same range of documents from each department to cover a range of communication channels including faculty strategy documents, the undergraduate prospectus and programme web pages for prospective students, programme specifications for current students and signage around the university. The documents chosen covered a range of student facing communications and also strategy documents which were available on the web or in hard copy in the reception area, but which might not necessarily be viewed by students.

4.4.2 Semi-structured interviews

Semi-structured interviews allowed me to take an active role in collecting data and to probe deeply to explore my propositions around a loose thematic framework whilst also being flexible enough to change direction based on the participant's experiences and to note any new ideas arising (Mason, 2018; Holloway and Jefferson, 2000). The method also gave both participants and I the opportunity to clarify questions and answers which increased the validity of the findings. My approach was deductive, as the process of exploring my propositions through semi-structured interviews allowed me to probe key themes and to uncover differences and similarities in the understanding of global citizenship. Interviewing different groups in contrasting departments allowed me to compare multiple perceptions (Stake, 1995) and create thick description (Denzin, 1994) within the bounded setting of LRE.

I conducted three pilot interviews in August 2018 (one for each participant group), and these allowed me to remove any ambiguity from my questioning and to rehearse the sequencing of questions (Wellington and Szczerbinski, 2007). This increased the validity of my research by allowing me to remove poorly articulated questions (Yin, 2018) and provided me with the opportunity to hone my interviewing skills and practice using a Dictaphone. On replaying the recordings of the pilot interviews, I realised that I was

speaking too much and that I needed to refrain from filling any gaps in the conversation, as the gaps usually signified that the participant was thinking about their answer and any new concepts that were introduced.

All interviews took place at a mutually agreed time at the university in a quiet and neutral room away from any distractions except for the senior management interviews. These took place in the staff participant offices. I arrived early for the student and lecturer interviews to set up the room before the participant arrived and to appear relaxed. I found recording the interviews helpful as, rather than taking notes, I was able to listen actively and maintain eye contact which engendered rapport and rendered the interviewing process more natural (Harvey, 2011). Recorded interviews had the benefit of providing an accurate account in the participant's own words and allowed for the use of direct quotations and by removing poor recall (Yin, 2018), increased the validity of my research. The drawback of recording interviews was that participants might have been less open which could have inhibited their responses and reduced reliability. I countered this by holding student and lecturer interviews in a neutral room and by chatting before starting the interview to engender a more relaxed ambiance. Each interview lasted between 25 and 60 minutes and my interview guide enabled me to maintain the flow and cover the main themes. I followed any emerging themes, and the interviews became more like *'guided conversations'* (Yin, 2018, p. 118).

I transcribed each interview verbatim for accuracy and to immerse myself in the data which was a time-consuming process (Saunders, Lewis and Thornhill, 2019). However, I found transcribing the interviews shortly after holding them extremely useful, as I was able to reflect on what was being said and to add any thoughts on the transcript which added to the richness of the data (Wellington and Szczerbinski, 2007).

4.4.3 Documents and artefacts

The analysis of documents and artefacts is particularly applicable for qualitative case studies and is a systematic approach for reviewing and evaluating documents. The combination of document analysis with semi-structured interviews allowed me to triangulate my findings

which increased their credibility and reduced bias by corroborating findings across data sets (Bowen, 2009). By analysing the documents and artefacts, I wanted to gain extra information and insights to add to the knowledge base and to verify findings from the other sources. The focus was on the words rather than the visuals to understand how the policy was enacted in the written word. As these were departmental strategies, websites, documents and signage, they evidenced how the departments were enacting global citizenship.

These documents and artefacts were all pre-existing public texts and I felt that the range of documents would evidence whether global citizenship and the graduate attributes might be included in the text to see the extent to which the departments were enacting the policy and whether the attributes were being interpreted and translated for their local context.

4.5 Data analysis methods

4.5.1 Interview Analysis

I used framework analysis and considered my participants' answers in the light of the extant literature and my research questions and from this emerged a series of themes which became my variables. These were labelled where appropriate Neoliberal (N), Transformational (T) and Radical (R) in accordance with the Shultz (2007) conceptualisation of global citizenship.

Case study research allows for rich, deep data which in the case of my research came from multiple sources in two different departments. With this richness of data, a systematic approach to analysis was important to render the data manageable, to ensure there was a clear audit trail and the data analysis process was transparent, which increases the rigour of the process and results in greater credibility of the findings (Smith and Firth, 2011). Framework analysis provided a systematic approach and is often adopted to manage and analyse a large qualitative database (Ritchie *et al.* 2014; Gale *et al.* 2013; Crowe *et al*. 2011). The framework guides novice and experienced researchers systematically through the data building a structure of evidence to support analysis and is enabled by following the key steps in the data management process (Ritchie *et al.* 2014).

Table 4.5 Summary of the Ritchie et al. (2014) – key steps in the data management process

FAMILIARISATION	Immersion in data to gain an overview of substantive content, identifying key topics and areas of interest
IDENTIFYING AND CONSTRUCTING INITIAL THEMATIC FRAMEWORK	Consider which topics to include and organise views under headings. A mix of emergent themes and those derived from research question.
INDEXING AND SORTING	Apply labels to chunks of data. My interview guide resulted in data which was already well-ordered thematically which aided this process
REVIEWING DATA EXTRACTS	Consider alternative ways of organising the data to produce more coherent groupings
DATA SUMMARY AND DISPLAY	Write precis for each sub-theme

Table 4.5 above illustrates the steps I took to manage my data and I used NVivo v11 as a cataloguing system to keep my data together and allow for ease of coding.

My familiarisation step started during the process of interview transcription where I made brief notes on the transcript as I listened to the recording to check my accuracy and captured initial themes and thoughts. Although transcription was a lengthy process, I found it invaluable as by personally typing up the transcripts verbatim, I began to immerse myself in the data and to identify emerging themes that reflected my propositions. I made notes on the hard copy of the typed transcripts whilst listening to them again and made note of any pauses (Lapadat and Lindsay, 1999).

As the second stage of the framework analysis the three key themes were noted as:

1. Understanding of global citizenship.
2. Value placed on global citizenship.
3. Filtering down of global citizenship from strategy to practice.

Within these overarching themes, nodes (variables) emerged and were catalogued in NVivo v11 under the key themes. As my interview guide was developed based on the literature and the propositions I wanted to explore, there were many connections but what interested

me, however, was the different approach to the themes within the two different departments.

The indexing and sorting part of the framework allowed me to identify emerging themes from my empirical data which would be tested against the propositions I had developed after my reading of the literature. My interview guide resulted in data which was already well-ordered thematically which helped this process. Within each theme there emerged clear nodes and sub-nodes which could be mapped against what each participant said (Mason, 2018; Ritchie *et al.* 2014).

4.5.2 Document and artefact analysis.

I carried out the document and artefact analysis by organising the information into categories related to the research questions (content analysis) and as the document analysis was supplementary to my interviews, I used the pre-defined codes from my interview transcripts to integrate the data into my findings (Bowen, 2009). I read through the communications and catalogued the key themes emerging from the documents against the nodes that had emerged from the analysis of my interviews. Thus, I organised the documentary and artefact data against my pre-existing themes.

Yin (2018) suggested five techniques for analysing qualitative data and advocated pattern matching as the most suitable method for case study data. Having broken down my data under the themes I used pattern matching as my analytical technique to compare a predicted pattern (my propositions) with the empirical data emanating from my semi-structured interviews (my nodes) and my documentary and artefact analysis. If the patterns matched, the proposition was confirmed and where the patterns did not match, a rival proposition was developed. (Sinkovics, 2019; Almutairi, Gardner and McCarthy 2013; Hak and Dul, 2008; Pettigrew, 2001).

4.6 Case study quality criteria

To ensure the rigour and quality of my research, I adhered to Yin's (2018) four quality criteria which he advocated are applied to all stages of the research. These criteria are: construct validity, internal validity, external validity and reliability.

4.6.1 Construct validity

Yin (2018) advocated the collection of multiple sources of data as the convergence of evidence strengthens construct validity. My triangulated approach to data collection and analysis using multiple sources of evidence thus afforded my research more rigour as I considered multiple perceptions of the same phenomena. I underpinned these interview sources by including a documentary and artefact analysis of key university strategy, marketing and curriculum documents which are listed in section 4.4.1 above. The use of probing questions and a semi-structured approach in the interviews allowed me to uncover any new areas of data arising whilst exploring my propositions. Construct validity was further strengthened by allowing participants to check their transcripts for accuracy.

4.6.2 External validity

While case study research reveals rich seams of data, the method was criticised by some as difficult to generalise (Blaikie 2009; Stake, 1995). Flyvbjerg (2006) refuted this argument referring to Popper's famous 1959 example of the observation of a single black swan being sufficient to falsify the statement that all swans are white and suggested that case study research is ideal for detecting black swans due to the richness of the data. Wellington and Szczerbinski (2007) agreed that whilst each case is unique, this does not preclude learning and the application of those learnings elsewhere. Flyvbjerg (2006) and Bassey (2001) further suggested that unless a case is atypical then it can represent the typical. One could therefore assume that LRE is broadly representative of other similar universities and thus the learnings from this case could be applicable elsewhere and the deep rich findings generated would provide a useful basis for deeper understanding of global citizenship in other similar universities across the sector. The critical realist purpose of my case study research was to provide explanations which may be useful in other institutions and to add

to the existing literature by considering two contrasting disciplines and focusing on home students.

Yin (2018, p.20) posited that case studies are not generalizable in the statistical sense but rather analytically. In other words, he suggested that they are *'generalizable to theoretical propositions and not to populations or universes.'* Therefore, case study research should aim to expand and generalise theories rather than to extrapolate probabilities, which concurs with my critical realist view that only tendencies rather than predictions are possible in the dynamic social world. Bassey (2001, p.5) referred to *'fuzzy generalisations'* by which he inferred that generalisations are neither likely to be true nor likely to be untrue in every case. Flyvbjerg (2006, p.224) agreed that

> *Predictive theories and universals cannot be found in the study of human affairs. Concrete, context-dependent knowledge is, therefore, more valuable than the vain search for predictive theories and universals.*

Statistical generalisation to inform practice across universities was not the intended output of my case study but rather I aimed to understand the definition of value attributed to and operationalisation of global citizenship across two contrasting departments and to relate these back to Shultz's (2007) conceptual model by exploring my propositions and providing insights for LRE and other similar universities into how to define and operationalise graduate attributes. As such, I was not seeking to suggest that business and nursing departments everywhere are always the same as those in my research nor for all time, but rather that there is a general principle that all disciplines will tend to have different approaches to integrating global citizenship into the curriculum.

4.6.3 Internal Validity

Internal validity was ensured by conducting pilot interviews to test the appropriateness of my questions. It was further enhanced by the use of pattern matching logic as my method of data analysis, as this involved the comparison of the research findings (the empirical data pattern) with the predicted pattern in the form of my propositions which were developed based on a reading of the literature before data collection took place. When the

propositions and the empirical data have similar patterns, this increases the internal validity of the research (Yin, 2018).

4.6.4 Reliability

I ensured reliability by attempting to minimise bias by discussing my decisions with my supervisory team and by being as transparent and explicit as possible about any conceivable bias. Finlay and Gough (2003, p.4) coined the term *'methodological self-consciousness'* which involves positioning oneself within the research process as a researcher. Recognizing methodological self-consciousness or reflexivity was important to show how my position within the research might impact on my interpretation of participant data. Due to my position at LRE, I had strong views about global citizenship which I needed to restrain to ensure that I captured unbiased participant responses. As my case study involved my analysis and interpretation of what participants said, it was important for me to show clarity and transparency in my interpretation and conclusions and the steps I took to manage the risks and challenges of insider research by taking a critical attitude toward understanding the impact of my subjectivity on the research project (Finlay and Gough, 2003). Due to the fact I was an insider researcher, it was inevitable that I would be situated in the research and as such reflexivity was necessitated to account for this and also for my values and previous international experience. This will be discussed in section 4.7.3 below.

In order to improve the reliability of my data I recorded the interviews to capture the participants' exact words, I probed to clarify answers and used member checking by sending participants a copy of their transcript to check it for accuracy (Mikecz, 2012; Karnieli-Miller, Strier and Pessach, 2009; Creswell, 2003). Justifying the analysis of my findings to my supervisory team (critical friends) ensured that I was not supporting a preconceived position regarding the area of global citizenship and that the findings genuinely corroborated or otherwise my propositions (Yin, 2018).

4.7 Ethics

My research was designed, carried out and analysed following the British Educational Research Association (BERA, 2018) guidelines and my ethics application (Appendix Three) was approved by LRE's ethics committee prior to any research taking place. Wellington and

Szczerbinksi (2007) suggested considering four aspects to ensure the research is ethical: research design, methods and procedures used, data analysis and reporting of the research. I considered each stage of my project very carefully to ensure that my approach was ethical.

I took account of the new GDPR requirements, in particular: gaining, recording and storing securely appropriate informed consent from research participants, providing participants with appropriate privacy information prior to collecting data, providing secure and compliant data management throughout the lifecycle (storage, usage, retention, publication deleting) and anonymization. An information sheet (Appendix Four) was sent to participants with the initial email of invitation from my student email address. The information sheet followed the BERA (2018) guidelines in informing participants what their participation involved, why they had been asked to participate, what would happen with their data (including its use for secondary studies) and how long it would be kept.

I gained voluntary consent from each participant and a consent form (Appendix Five) was signed by both participant and me immediately prior to the interview. At the beginning of each interview, I summarised the information and answered any questions arising. I explained to participants that they were free to withdraw up to 12 months after their interview without any repercussions, as detailed in the information sheets and the consent form.

4.7.1 Anonymity

BERA (2018) detailed the importance of treating each participant's data confidentially and anonymously and my discussion below covers the issues I faced and the way in which I endeavoured to ensure the rights of participants were respected. I took the decision to anonymise my case study institution in order to better protect the anonymity of my participants and referred to the case throughout as LRE University. I took out all references to its geographic location (apart from saying it was a university in England) and to the city where the university is based. Where the university or the city was referred to on visuals within the documentary analysis, I blanked out the words so that they could not be seen.

BERA (2018, p.21) stated that participants are entitled to confidentiality and anonymity unless they *'willingly waive their right'* and thus each participant's data was kept securely on a password protected computer in line with LRE data storage regulations and each participant was given an individual code (Appendix Six) which disguised their identity. The richness of data in one-to-one interviews can lead to identifying factors being disclosed and where participants mentioned details which might have identified them, I removed these from the transcripts and replaced them with XXXX. Furthermore, all participants were offered the opportunity to review their transcripts and to amend anything that they felt was inaccurate or identified them. For students and lecturers, there was a sufficiently large body from which to recruit participants to be able to guarantee anonymity.

Ensuring anonymity was more problematic for the senior managers as with such a small sample frame, it was impossible to guarantee that they would not be identified. Senior managers were aware of the risk and had consented to this fact in advance of the interview as the risk was clearly stated on the consent form. To mediate the risk, I gave them a code and to reassure them further, gave them the opportunity to check and amend their interview transcript and feel more in control of their data and their ability to protect themselves from negative repercussions arising from something they had inadvertently said (Lancaster, 2017; Creswell, 2003). I was not anticipating that there would be any issues as I sought an understanding of a situation which was common across similar universities rather than making a judgement about an individual institution, processes or staff. None of the senior managers amended their transcripts.

All data was stored in line with the new General Data Protection Regulation (GDPR) regulations and LRE' s data storage regulations on a password protected external hard drive and kept in a locked cupboard in my locked single office. Interviews were recorded digitally and immediately after each interview, the recording was downloaded and erased from the digital recorder and together with the ensuing transcript was labelled with an individual code and saved on the external hard drive. Processed data would be kept for up to five years in a secure location in order to be available for further publications. The data was only shared with the Director of Studies and the other members of the supervisory team for secondary analysis purposes.

4.7.2 Power Relationships

Differences in relationships can have an impact on research data in particular insider research, where the lines between researcher and professional can be blurred (Atkins and Wallace, 2012). My research included participants from within my department and I had to be aware of power relationships which varied according to the participants. The elite participants were senior to me and one was my direct line manager. For business lecturers, I would have been perceived as a member of the senior management team even though none of the lecturers that I interviewed were directly or indirectly line-managed by me. I was careful to contact business students who had not been and would not be taught by me, to minimise any power asymmetry. All lecturer and student interviews were held in a neutral room away from any reminders of my position in the institution.

Anyan (2013) stated that transparency is important, particularly in insider research. I attempted to be transparent in describing the purpose of my research by explaining that I would be exploring participants' understanding of graduate attributes and how these attributes were operationalised in the curriculum. I did not specifically mention global citizenship for fear of influencing answers to the earlier questions in my interview guide as I wanted a spontaneous rather than prompted response.

Karnieli-Miller, Strier and Pessach (2009) noted a lack of equality during the interview itself, as the participant has most power in choosing whether and how to answer questions and what to include in their answers. During the analysis, however, the interviewer has the most power as they are interpreting the data (Anyan, 2013; Kvale, 2006). The semi-structured individual approach helped to equalise the balance during the interview by allowing me to probe where necessary and afterwards, the use of verbatim transcription, member checking and critical friends enabled me to reduce as far as I could any interviewer bias.

I identified that there might be particular power issues in terms of interviewing elite participants and also managing the student/lecturer relationship in my research and these are discussed below.

Elite Participants:

Lancaster (2017) acknowledged the complexity of interviewing 'elite' participants, stating that they are not homogeneous and the dynamic between interviewer and interviewee tends to be fluid and context dependent. She further noted that elite interviewees are skilled at fielding questions and are more likely to be aligned with institutional strategy. This was not problematic in my research, as I was aiming to understand the difference in interpretation between the authors of (senior managers) and the users of (lecturers and students) strategy. The senior managers' proximity to the strategy and their involvement in crafting at least the faculty or departmental strategy was useful to me as a contrast to the users of the strategy.

Access to elite participants can be difficult due to their busy schedules and ethical concerns about confidentiality (Brooks, Te Riele and Maguire, 2014). My 'elite' participants were senior managers within LRE faculties and had powerful knowledge due to their proximity to the university strategy and the fact that they form the link between the faculties and the Directorate (Vice Chancellor and his team). The literature about elite interviews often referred to senior politicians or CEOs (Mikecz, 2012; Harvey, 2011; Walford, 2012; Conti and O'Neil, 2007) whose position leads to difficulties accessing both the individual and their true feelings due to their skill in interview situations (Brooks, Te Riele and Maguire, 2014). Access to the elite participants in my study was unproblematic due to my management position which meant that the senior managers in both faculties already knew me, having met me in cross-university meetings. As such, I was able to contact them directly and the fact that they knew and trusted me also meant that building rapport was not an issue on this occasion.

My concerns about possible interviewer bias and making assumptions due to my insider knowledge were allayed as when listening to the transcript recordings I realised that these elite participants were very happy to talk at length around my questions with minimal interjection from me with just the odd prompt to delve deeper and ensure understanding both during the interviews and during the member checking stage.

I was moderately concerned about professional and personal stakes, as there was one management relationship which might have impacted on potential promotion and therefore I could have been seen to be vulnerable as the participant was in a more powerful position. The interview guide helped me to ensure that this did not impact on my questioning and that I framed questions and probed for answers in both departments in a uniform manner.

Asymmetric power relations

As a member of academic staff, I acknowledged that recruiting students as participants could also be problematic due to the fact that they might have felt obliged to take part or worried about the consequences if they did not (Brooks, Te Riele and Maguire, 2014; Atkins and Wallace, 2012). To minimise this risk, I attended second and third year lectures in both departments and introduced myself as a doctoral researcher rather than a member of staff. Having given a brief background to my research and what would be required of participants, I invited the students to volunteer to take part and clarified that by volunteering they were purely giving me permission to email them with further information (the information sheet) so that they could make an informed decision as to whether they were willing to be a research participant. Those who were happy to proceed could email me to agree a mutually convenient time to meet in a booked room on the campus where they were studying. To enhance participant understanding of the requirements, the information and consent sheets were written simply and free of jargon.

It was also important for me to consider the power dynamic between my colleagues and I as my role could have changed the way they answered questions as they may have perceived me as an outsider in my capacity as a senior manager. To reduce the impact of this, I ensured that I did not interview anyone that I performance managed and was careful to put the participants at ease. I interviewed academic staff in a neutral room rather than my office and set the chairs at right angles rather than opposite each other to suggest a less confrontational and more equal, informal and relaxed ambiance and to engender empathy (Atkins and Wallace, 2012; Karnieli-Miller, Strier and Pessach, 2009).

4.7.3 Insider research

A professional doctorate is normally completed on a part-time basis and one's place of work becomes the research site (Mercer, 2007). Atkins and Wallace (2012, p.48) suggested that research that takes place within the researcher's place of work is conducted as a *'researching professional'* rather than as a *'professional researcher' and* they list the advantages of insider research such as ease of access and understanding the context. There are, however, also possible challenges such as any criticism of existing practice leading to tension between colleagues (Atkins and Wallace, 2012). In the past, the objective stance of an outsider was seen as beneficial in terms of avoiding *'over identification'* yet, more recently the empathy engendered by insider insight or *'common wounds'* has been suggested as more suitable for qualitative research (Gair, 2012, p.138). My teaching and management roles at the university had in the past mostly focused on the successful transition of our international direct entrant students to study in the UK but more recently, I had looked at the challenge of encouraging our home students to benefit from the presence of international students. I therefore came to the research with my own views on the subject of global citizenship and its importance.

An insider researcher must remain as unbiased as possible and avoid making assumptions based on their familiarity with the context and the participants (Merriam *et al*. 2001). Pillow (2003) considered researcher subjectivity and the fact that individuals unavoidably view data and findings from their own subjective viewpoint. Finlay and Gough (2003, p.40) stated that researchers bring to the research their own *'emotions, intuitions, experiences, meanings, values, commitments, presuppositions, prejudices and personal agendas.'*
There is a risk of verification bias in the form of confirming a researcher's views or preconceived notions but Flyvbjerg (2006) suggested that case study research by its very nature of seeking in depth information is an opportunity to test these preconceptions. I was keen to explore the propositions which had emerged from my reading of the literature, but I sought to minimise any bias by: using a semi-structured interview guide to explore key themes and allow new themes to emerge, actively listening to the participants, being reflexive and not expressing my views during or before the interviews and probing to ensure I was clear as to the intended meaning of any statements. In order to capture each

participant's exact words, I recorded the interviews digitally and transcribed them verbatim. I used member checking as a final check to ensure the interviews were accurate and asked further questions where I required clarification (Finlay and Gough, 2003). Furthermore, by my use of triangulation, I sought views of senior managers, academic staff and students across two departments and considered these in the light of strategy, marketing and programme documents, which allowed a more balanced view.

The view of a researcher as either an insider or an outsider has been disputed in the literature as more than a simple dichotomy (De Cruz and Jones, 2004) and better conceptualised as a continuum, which Mercer (2007, p.1) described as *'wielding a double-edged sword.'* As an insider researcher I was not detached from my research and have discussed above measures that I took to minimise bias. Within the business department, I was an insider, but equally, when interviewing academic staff, they may have seen me as an outsider as part of the senior management team and therefore, my position could be described as conflicted. Equally within the nursing department, I am an outsider, yet I would argue to a certain extent an insider as an employee of the university.

In the next chapter, I present my data under the three overarching themes identified: understanding of global citizenship, the perceived value of global citizenship as a graduate attribute and the filtering down of global citizenship from policy to practice.

CHAPTER 5 PRESENTATION OF FINDINGS

5.1 Introduction

Chapter Five presents my data from the analysis of departmental and marketing documents and webpages and of the interview transcripts. The documentary and artefact findings are presented first as the closest representation of the university-level position on global citizenship. The interview findings are then discussed, and this data is organised under three key areas which link with my propositions and unpack global citizenship as a graduate attribute within two different departments and across three distinct groups of participants. These areas are:

1. Understanding of global citizenship (unprompted and prompted).
2. Perceived value of global citizenship as a graduate attribute.
3. Filtering down of global citizenship from policy to practice.

5.2 Document and artefact findings

The document and artefact findings illustrate the extent to which awareness of the graduate attributes and global citizenship is targeted through messages both before students arrive at LRE and during their time at the university.

My document analysis of Faculty and Departmental strategy documents, web pages, marketing materials, programme specifications and signage, reveals that there are differences in the way in which the two departments in my research position themselves and the extent to which the graduate attributes and global citizenship are presented. These findings represent the faculty and departmental view and provide a context within which to review the interview transcripts. They are likely to be closest to the university-level understanding of global citizenship. Table 5.1 below presents the codes used for the different types of documents analysed.

Table 5.1 Key showing the labelling used for documents and marketing materials in the two departments.

	BUSINESS	NURSING
PROSPECTUS	P1	P1
PROGRAMME SPECIFICATIONS	PS1 (Marketing) PS2 (Business Management)	PS3 (Nursing)
PROGRAMME WEBPAGE	PW1 (Marketing) PW2 (Business Management)	PW3 (Nursing)
DEPARTMENTAL STRATEGY DOCUMENTS	DS1	DS2
WALL POSTERS ETC.	WP1	WP2

Table 5.2 below presents the three propositions developed from the literature and against these are the variables (nodes) which emerged from both the interview and the document and artefact data and which I used to code the data from both sources. I have labelled these nodes Neoliberal (N), Transformational (T) and Radical (R) in accordance with which of the Shultz (2007) three conceptualisations of global citizenship that they are most closely associated. Where an attribute might span two different conceptualisations, both letters are used. Where the node does not relate to a particular conceptualisation, it is left blank. In the document and artefact analysis, there were no variables emerging that represented the radical conceptualisation. The table also details by department the number of sources (documents or artefacts mentioning each node) and references (the number of times the node is mentioned) and which sources mentioned it. Propositions one and two both relate to understanding and so the variables down to the bold horizontal line across the table relate to both propositions. Proposition three relates to the value placed on global citizenship and the variables under the thick horizontal line relate to that. The coding of the interviews is presented in table 5.4 in section 5.3 below, and the data is plotted against the same variables for comparison.

Table 5.2 setting out the theoretical propositions, variables, number of sources and references for the analysis of the documents and marketing materials in the two different departments studied

THEORETICAL PROPOSITIONS	VARIABLES (NODES) N= Neoliberal T = Transformational R = Radical	SOURCES AND REFERENCES IN BUSINESS DOCUMENTS	SOURCE Business P = prospectus PS = programme specification PW = programme webpage DS = Departmental strategy WP = wall poster	SOURCES AND REFERENCES IN NURSING DOCUMENTS	SOURCE Nursing P = prospectus PS = programme specification PW = programme webpage DS = Departmental strategy WP = wall poster
Proposition 1. Distinct departments and levels of the university hierarchy might understand and articulate the concept differently: a. Business students are likely to be neoliberal, instrumental and employment focused in their interpretation of global citizenship as global employability or intercultural skills. b. Nursing students are likely to be transformational in their interpretation of global citizenship as common humanity and equity. c. Business lecturers are likely to sit somewhere between neoliberal and transformational in their understanding of global citizenship. d. Nursing lecturers are likely to be transformational in their understanding of global citizenship due to the humanistic nature of their work and their code of conduct. **Proposition 2. Senior Managers in both departments are likely to be closely aligned to the university mission and have a clear understanding of what global citizenship means to LRE. They are likely to assume that lecturers and students share their views. In reality, interpretations are likely to differ.**	Culturally aware (T and N)			2 sources, 2 refs	PW3, PS3
	Adapt (T and N)	2 sources, 3 refs	WP1, PS1	2 sources, 5 refs	PW3, PS3
	Accountable (T and N)			1 source, 1 ref	PS3
	Think outside box (T and N)	4 sources, 9 refs	PS1, PW3, WP1, DS1		
	Respect (T)			2 sources, 6 refs	PW3, PS3
	Compassion (T)			2 sources, 5 refs	PW3 PS3
	Inclusive (T)	1 source, 2 refs	WP1	2 sources, 2 refs	PW3, P1
	Sustainable (T)	1 source, 1 ref	PS2		

THEORETICAL PROPOSITIONS	VARIABLES (NODES) N= Neoliberal T = Transformational R = Radical	SOURCES AND REFERENCES IN BUSINESS DOCUMENTS	SOURCE Business P = prospectus PS = programme specification PW = programme webpage DS = Departmental strategy WP = wall poster	SOURCES AND REFERENCES IN NURSING DOCUMENTS	SOURCE Nursing P = prospectus PS = programme specification PW = programme webpage DS = Departmental strategy WP = wall poster
Proposition 3. As a less tangible graduate attribute than the others, global citizenship as expressed by global responsibility is likely to be less understood and valued than the other stated LRE graduate attributes.	Employability skills (N)	7 sources, 32 references	PS1, PS2, P1, PW1, PW2, WP1, DS1	4 sources, 14 refs	PW3, PS3, P1, WP1
	Good job (N)	7 sources, 26 refs	PS1, PS2, P1, PW1, PW2, WP1, DS1	4 sources, 14 refs	PW3, WP2, P1, PS3
	Broad subject (N)	5 sources, 18 refs	PS1, PS2, P1, PW1, PW2	1 source, 2 refs	WP2
	Competence	2 sources, 3 refs.	P1, WP1	3 sources, 7 refs	P1, PS3, PW3
	Critical thinking	3 sources, 12 refs	PS1, PS2, PW1	2 sources, 6 refs	PS3, PW3
	Discipline knowledge	4 sources, 10 refs	PS1, PS2, PW1, P1	1 source, 2 refs	PW3
	Professional	3 sources, 7 refs	PS1, PS2, PW1,	3 sources, 8 refs	P1, PW3, PS3
	Ethical (T)	1 source, 3 refs	PM2		
	Make a difference (T)	3 sources, 12 refs	WP1, PS2, DS1	5 sources, 8 refs	WP2, PW3, PS3, P2, DS2
	Global insight (T)	2 sources, 3 refs	WP1, PS2	2 sources, 2 refs	PW3, PS3

It should be noted that the data was extracted from information which was available on websites or marketing materials around the campuses. No attempt was made to find documents which were not for public viewing. The business department is currently working towards gaining accreditation with the Association to Advance Collegiate Schools of Business (AACSB) and as a result, there were more detailed strategy documents available in the business department as matching the departmental strategy to the university strategy and mapping programmes to that strategy is a requirement of the accreditation. That is not to say that the nursing department does not have clear strategy documents but rather that these may be more internally facing rather than for external consumption. As there were more documents available for the business department, the numbers of sources and references between departments should not be compared but rather give an indication from within a department as to which elements were emphasized in the documents and marketing materials.

The documentary and artefact findings start with the undergraduate prospectus and marketing and wall signage around the buildings which apply to both departments before looking in more detail at materials which are specific to each department.

LRE undergraduate prospectus, (LRE 2020)

In the undergraduate prospectus, university-wide statistics stated that 95% of LRE graduates are in employment or further study six months after graduation and 79% in professional or managerial roles. The importance of standing out in the competitive world was stressed stating that *'knowledge alone isn't enough. You need presence, proven skills, and real experience to stand out from the crowd'* (LRE, 2020, p.6). There was also a general statement about the LRE focus on getting students ready for the future that they want and stressing links with industry. *'Courses designed to meet industry needs? Work experience? It's all covered. You can be confident that you'll leave us an adaptable, well rounded, work-ready graduate'* (LRE, 2020, p.6) and *'LRE xxxxxx courses are often designed in partnership with industry, so you can be sure that the skills you're gaining are what real employers are looking for'* (LRE , 2020, p.14). There was also a focus on accreditation *'over 80 of our courses come with professional accreditation from industry bodies. So … you know you're getting the skills and knowledge employers need.'* Enterprising was mentioned in terms of having *'an enterprising approach to life'* (LRE, 2020, p.14).

Marketing around the buildings.

As part of the AACSB accreditation, the business department has had to focus on developing a vision mission and values and these were prominently displayed in the business building as shown in figure 5.1 below. A similar mission statement was not evident at the nursing department campus.

Figure 5.1 Business department vision, mission, values and distinctiveness on display in the atrium of the business building.

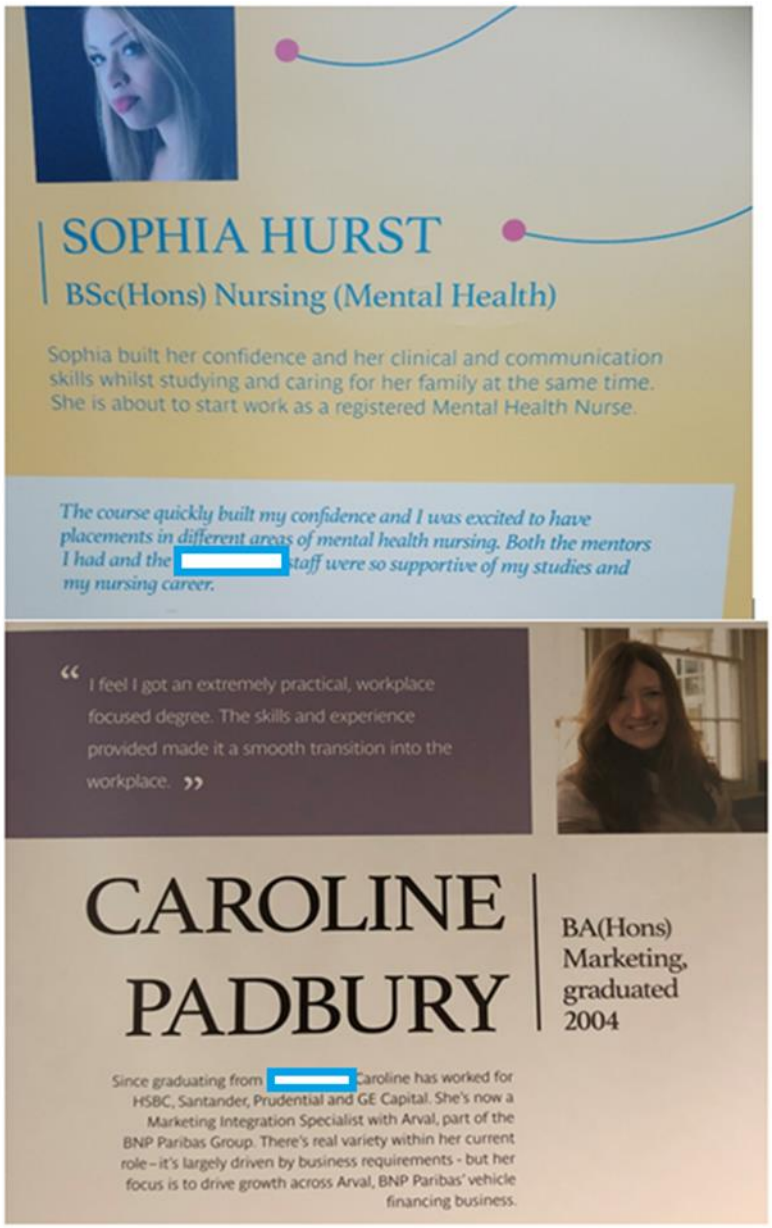
Within these statements, the importance of having a positive impact in the world was clearly stated on three occasions, reflecting the ideas of global citizenship.

In both departments, there were statements which reflect the university values on the signage in different corridors of the building as shown in figure 5.2 below.

Figure 5.2 Marketing signage in the nursing and business departments reflecting the values of the university

There were also posters on the walls of both departments depicting alumni giving testimonials emphasizing why they had enjoyed their programme of study and detailing where their degree had taken them in terms of their career as shown in figure 5.4 below.

Figure 5.3 Student testimonial posters in the two departments



The student graduating from the nursing department focused on the skills she gained which will enable her to be a competent nurse. The student graduating from the business department comments on how the degree enabled her to transition smoothly into the workplace because of the practical nature of the degree. The companies that she has worked for are well known banks which suggest she has been successful in the competitive jobs market due to her degree.

Figure 5.4 below shows a display mounted in a prominent position next to a large map of the world in the business department illustrating the faculty's global connections with partner institutions.

Figure 5.4 globally connected display in the business department

The business department

The business department is focused on relationships with business and in developing graduates with the skills and competencies required for successful career as an individual as is shown on course webpages.

> *BA (Hons) Business and Management is driven by the needs of organisations, with an emphasis on skills development. It equips you with the knowledge and experience you need to succeed in your career* (LRE, 2020a)

The Faculty vision and mission is explained in the Business and Law School strategic plan (LRE, 2017a, p.4) is *'to be internationally renowned for enterprising and practice-led teaching and research that benefits our students and society.'* Although the focus was on preparing students for the global world of work, developing a sense of citizenship underlays this. The strategic plan was very much focused on partnerships with business and globally recognised accreditation bodies and how this supports students to prepare for the workplace. Global citizenship was specifically mentioned in terms of faculty ambitions to graduate *'future-facing and enterprising problem-solvers with effective communication and collaborative skills*

and an awareness of the social responsibilities and role as global citizens' (LRE, 2017a, p.6).

A review of the BA Business and Management (LRE, 2020b) and BA Marketing (LRE, 2019a) programme specifications showed that the graduate attributes and global citizenship were referred to both directly and indirectly.

The Business and Management programme overview claimed it would *'challenge students in their ways of thinking, behaving, learning and issues of ethics and ethical decision making, sustainability and global citizenship are embedded throughout'* (LRE, 2020b, p.2). These ideas were picked up again in the educational aims. There was also a focus on employability and the need to adapt along with the *'changing external environment in which they operate and in engaging with business'* (LRE, 2020b, p.2).

The BA Marketing programme specification was more explicit and actually mentioned the graduate attributes twice and the second time, explained exactly where in the programme the graduate attributes are delivered.

> *In addition, the educational experience on the programme will enable students to develop the LRE graduate attributes: Self-reliant and connected e.g. Marketing in Society and Research Methods for Marketing and Events; Ready and able e.g. Management Skills; Enterprising e.g. Enterprise and Entrepreneurship; Globally responsible e.g. Marketing in Society, Global Marketing Management; Future-facing e.g. Contemporary issues in Marketing* (LRE, 2019a, p.7).

In the marketing programme specification, however, global citizenship was not directly mentioned although the idea of contributing positively to society was, as one of the programme aims is to enable students to *'contribute to society at large by enhancing life-long learning skills, global awareness and personal development'* (LRE, 2019a, p.2).

The externally facing LRE webpages for BA Marketing (LRE, 2020c) and BA Business and Management (LRE, 2020a) were also analysed. In both programmes, the broad nature of the degrees was stressed, and the wide range of career opportunities open to students on graduation. The webpages mentioned companies where students have either secured placement or gained employment on leaving LRE, such as Disney, The Guardian, Coca Cola,

the Rugby Football Union and GlaxoSmithKline. The links that the department has with industry were also stressed *'strong links with employers, including large multinationals like Disney, Intel and GlaxoSmithKline. We also have links with smaller local enterprises, charities and agencies'* (LRE, 2020c). The business degree allows students to keep their options open and this was clearly stated

> *This course is for those who want a business career but aren't ready to specialise yet. It's flexible and practical, giving you lots of choice and the chance to hone interests through specialist modules* (LRE, 2020a).

The BA Business and Management webpage (LRE, 2020a) stated that the degree is for those who want to enter business but *'aren't ready to specialise yet'* and offered skill development and real experience to enable graduates to *'develop attributes valuable to any business.'* The real-world experience was foregrounded and in particular developing employable graduates as *'employability is central to the course and ensures you graduate 'work ready', with the skills and experience to succeed in your career.'* Skill development was seen as the way to stand out in the competitive marketplace

> *You'll develop your communication and presentation skills and IT and numeracy skills, with a strong focus on data interpretation and analysis. Your improved problem solving, critical thinking, analysis, evaluation and innovation skills will help you stand out as a graduate* (LRE, 2020a).

In the LRE undergraduate prospectus, the business programme pages stressed the opportunities that open up as a result of the programme *'will open up a wide range of employment pathways, giving you the skills and confidence to take the next step in your career'* (LRE, 2020, p.56). Employer partners were mentioned as big employers such as IBM, PWC, Intel, Hewlett-Packard and L'Oreal and testimonials from students endorse this *'my marketing placement really made me stand out when I was applying for a graduate role, and I know for a fact that if I hadn't done that I wouldn't be working for Bosch now'* (LRE, 2020, p. 117).

The nursing department

The requirements of nursing students are somewhat different as graduates need to meet the standards of the Nursing and Midwifery Council (NMC, 2020) before they can practice as a nurse. As a result, the programmes in the department have a strong practical focus and

need to be in line with the NMC professional standards. The department aims to develop students with the practical experience and expert knowledge required to make a positive difference to the lives of their patients. To achieve this, the department develops strong links with external organisations on a local, regional, national and international basis and the departmental ambitions stated in the faculty 2020 vision document are to be *'regionally rooted and globally connected'* (LRE, 2020d). Employability is strong in the department with 99% of students in work or further study six months after graduating (LRE, 2020).

The faculty strategic priorities mentioned neither global citizenship nor internationalisation but instead there was a focus on making a difference to society *'making substantial contributions to society'* (LRE, 2020d) and furthermore, the social responsibility element was implicit in the very nature of nursing and the NMC standards, with the opportunity to make a real difference to a patient's life, health and wellbeing by means of safe, effective and compassionate nursing.

> *You make sure that those receiving care are treated with respect, that their rights are upheld and that any discriminatory attitudes and behaviours towards those receiving care are challenged* (NMC code, 2020, p.6).

The NMC has recently published a new set of standards (the Future Nurse curriculum) (NMC 2020) against which the nursing curricula need to be mapped in order for students to be able to meet the requirements of the NMC. The code does not specifically mention globalisation or global citizenship and while it mentions global health twice, the emphasis in the code is on being culturally aware and to '*respect and uphold people's human rights*' (NMC code, 2020, p.6) and *'make sure you do not express your personal beliefs (including political, religious or moral beliefs) to people in an inappropriate way'* (NMC code, 2020, p.18). The department is going to re-evaluate the curricula in line with these revised standards.

The BSc nursing programme specification (LRE, 2017b, p.2) described the type of nurses that graduates of the programme would become as:

> *Caring competent, committed, compassionate, courageous and capable nurses with exceptional communication skills. This will allow individuals to be accountable practitioners based on an ethos of lifelong learning. The ability to deliver evidence-based care, to challenge opinions, to evaluate*

> *their own work and to cope with the demands of the dynamic nature of nursing'* and to make a difference *'who will have the courage to transform, challenge and promote best practice.*

The BSc nursing course webpage (LRE, 2020e) stated that student nurses would develop the competence, confidence, critical skills and people skills to become a *'caring, competent and critically thinking nurse.'* By choosing nursing, students will have a *'rewarding career that'll change lives'* by *'improving access to healthcare, wellbeing, social inclusion and quality of life.'* Adaptability was also stressed in terms of student nurses learning to *'adapt and respond to changes in society and developments in care.'* The importance of building relationships with both service users and their families was stressed together with building *'therapeutic relationships with people in diverse cultural contexts.'*

The course webpage also detailed the range of pathways open to newly qualified nurses covering different contexts such as specialist positions in hospitals, community nursing, GP surgeries, schools or working with patients in their homes. The promotion paths and continual professional development opportunities were also mentioned with the opportunity of combining nursing with a post-qualifying course or by specialising in a particular area to progress to more senior nursing positions such as a consultant nurse, nurse specialist, researcher or local services manager.

The nursing pages in the undergraduate prospectus (LRE, 2020, p.122) emphasized changing lives *'get set for a challenging but rewarding role that'll change lives, including your own'* and *'you'll graduate as a resilient, confident professional, ready to embark on a life-long career.'* Links with the real world were stressed in terms of gaining professional skills

> *Our long-established partners include leading hospitals such as xxxxxx Eye Hospital and xxxxxx Royal Hospital for Children, as well as NHS trusts, social enterprises and voluntary enterprises. You're guaranteed diverse and valuable placement opportunities* (LRE, 2020, p.122)

The applicability of a nursing degree to a range of different contexts within which to practice as a nurse was noted

> *Graduates are in high demand in the UK and throughout the world, and movement between roles and settings is encouraged. You could work in a hospital or in the community, for the NHS, the armed forces, the prison service or private and voluntary sector employers* (LRE, 2020, p.122).

The analysis of the documents and websites evidences the fact that the business department is very focused on the breadth of career choices open to graduates and on developing work-ready graduates with the skills to transfer easily into the workplace and the alumni testimonials and companies mentioned illustrate the success that graduates of the department have had. The business department mentions the graduate attributes, the university values and global citizenship in its materials and in the mission statement there is a clear intent to graduate job ready students who will be able to make a difference in the world. The nursing department focuses on developing competent professionals who will develop the skills to meet the requirements of the NMC and as part of their caring and compassionate role, transform lives. Global citizenship is not specifically mentioned, however, the values of the NMC are very close to those of global citizenship. While the degree focuses in on one career (nursing), the context and roles in which this can be carried out are broad.

5.3 Interview Findings

In order to anonymise the individual transcripts, codes were used to identify participants by department and level of the hierarchy. These are summarised in table 5.3 below and presented in full in Appendix Six and extracts of several interview transcripts are available in Appendix Seven. To clarify further, B is used for the business department and N for the nursing department. The different participant groups are labelled as follows: SM = Senior Manager; L = Lecturer; and S = Student. The number refers to which participant it was in the order in which they were interviewed. For example, LN5 stands for the fifth nursing lecturer to be interviewed.

Table 5.3 Key showing the labelling used for research participants in different departments and in different groups of participants

	Business and Management	Nursing and Midwifery
Senior Managers	SMB1 and SMB2	SMN1 and SMN2
Lecturers	LB1-LB10	LN1-LN6
Students	SB1 –SB7	SN1 –SN8

Table 5.4 below presents the three propositions which emerged from the literature and against these I have plotted the variables (nodes) which emerged from both the interview and documentary and artefact findings and which I used to code my findings. As in table 5.2 (document and artefact findings), the variables are labelled N (neoliberal), T

(transformational) and R (radical) to mirror the three conceptualisations of global citizenship presented in the Shultz (2007) model. The variables are assigned the label which best fits with their alignment to a particular conceptualisation. Where they relate to more than one conceptualisation, both labels are used and if they do not relate to any of the conceptualisations, they are left blank. The table also details by department, the number of sources (individual interview transcripts) and references (how often the variable is mentioned) to a particular variable and which sources mentioned it.

Table 5.4 Setting out theoretical propositions, variables and number of sources and references for the semi-structured interviews

THEORETICAL PROPOSITIONS	VARIABLES (NODES) N = Neoliberal T = Transformational R = Radical	NUMBER OF SOURCES AND REFERENCES IN TRANSCRIPTS (Business department)	SOURCE B = Business SM = Senior Manager L = Lecturer S = Student	NUMBER OF SOURCES AND REFERENCES IN TRANSCRIPTS (Nursing department)	SOURCE N = Nursing SM = Senior Manager L = Lecturer S = Student
Proposition 1. Distinct departments and levels of the university hierarchy might understand and articulate the concept differently: a. Business students are likely to be neoliberal, instrumental and employment focused in their interpretation of global citizenship as global employability or intercultural skills. b. Nursing students are likely to be transformational in their interpretation of global citizenship as common humanity and equity. c. Business lecturers are likely to sit somewhere between neoliberal and transformational in their understanding of global citizenship. d. Nursing lecturers are likely to be transformational in their understanding of global citizenship due to the humanistic nature of their work and their code of conduct. **Proposition 2. Senior Managers in both departments are likely to be closely aligned to the university mission and have a clear understanding of what global citizenship means to LRE. They are likely to assume that lecturers and students share their views. In reality, interpretations are likely to differ.**	Travelled (N)	8 sources, 11 refs	LB3, LB8, SMB1, SMB2, SB1, SB2, SB4, SB5	3 sources, 5 refs	SN2, SN5, SN7
	Culturally aware (T and N)	14 sources, 20 refs	LB1, LB2, LB3, LB4, LB5, LB6, LB7, LB8, LB9, LB10, SMB1, SB3, SB4, SB5	11 sources, 17 refs	LN2, LN3, LN4, SMN1, SMN2, SN1, SN4, SN5, SN6, SN7, SN8
	Adapt (T and N)	4 sources, 7 refs	LB6, SB1, SB3, SB7	7 sources, 11 refs	LN3, LN4, SMN2, SN4, SN5, SN6, SN7
	Accountable (T and N)	9 sources, 16 refs	LB1, LB2, LB4, LB9, LB10, SM1, SB1, SB3, SB6	7 sources, 8 refs	LN2, LN3, LN4, LN5, LN6, SMN1, SN5
	Think outside box (T and N)	4 sources, 4 refs	LB4, LB6, LB7, SB2	0	
	Respect (T)	4 sources, 6 refs	LB1, LB3, LB6, SB5	9 sources, 18 refs	LN1, LN2, LN4, LN5, SN1, SN2, SN4, SN5, SN7
	Compassion (T)	0		3 sources, 6 refs	LN3, LN6, SMN2
	Inclusive (T)	9 sources, 18 refs	LB5, LB6, LB10, SMB1, SMB2, SB1, SB2, SB4, SB7	11 sources, 20 refs	LN1, LN4, LN5, LN6, SMN1, SMN2, SN1, SN2, SN4, SN5, SN7
	Sustainable (T)	3 sources, 7 refs	LB4, SMB1, SB1	5 sources, 6 refs	LN1, SMN1, SN3, SN5, SN7
	Equity (T)	5 sources, 6 refs	LB1, LB4, LB5, SMB1, SB3	6 sources, 10 refs	LN2, LN5, LN6, SMN2, SN3, SN7
	Activist (R)	6 sources, 9 refs	LB1, LB2, LB6, SB2, SB4, SB6	5 sources, 7 refs.	LN2, LN4, LN5, SN2, SN4

THEORETICAL PROPOSITIONS	VARIABLES (NODES) N = Neoliberal T = Transformational R = Radical	NUMBER OF SOURCES AND REFERENCES IN TRANSCRIPTS (Business department)	SOURCE B = Business SM = Senior Manager L = Lecturer S = Student	NUMBER OF SOURCES AND REFERENCES IN TRANSCRIPTS (Nursing department)	SOURCE N = Nursing SM = Senior Manager L = Lecturer S = Student
Proposition 3. As a less tangible graduate attribute than the others, global citizenship as expressed by global responsibility is likely to be less understood and valued than the other stated LRE graduate attributes.	Employability skills (N)	15 sources, 40 refs	LB1, LB2, LB4, LB5, LB6, LB7, LB8, LB9, LB10, SB1, SB3, SB4, SB5, SB7, SMB2	15 sources, 38 refs	LN1, LN2, LN3, LN4, LN5, LN6, SMN2, SMN1, SN1, SN2, SN4, SN5, SN6, SN7, SN8
	Good Job (N)	16 sources, 32 refs	LB1, LB2, LB3, LB4, LB5, LB6, LB7, LB8, LB9, LB10, SMB1, SMB2, SB1, SB2, SB3, SB6	6 sources, 8 refs	LN2, LN3, LN4, LN5, LN6, SN4
	Broad subject (N)	8 sources, 17 refs	LB1, LB10, LB4, LB5, LB7, SMB1, SB4, SB5	0	
	Instrumental (N)	5 sources, 7 refs	LB1, LB2, LB9, LB10, SB4	0	
	Competence	4 sources, 6 refs	LB6, LB7, LB9, SB1	10 sources, 16 refs	LN1, LN2, LN5, SMN1, SMN2, SN2, SN3, SN4, SN6, SN7
	Critical Thinking	4 sources 4 refs	LB4, LB7, SB1 SB6,	4 sources, 5 refs	N4, LN1, SMN1, SN5
	Discipline knowledge	2 sources, 2 refs	LB6, SB1	4 sources, 4 refs	SN2, SN3, SN4, SN7
	Professional	1 source, 1 ref	LB3	5 sources, 5 refs	LN2, LN4, LN5, SMN1, SMN2
	Ethical (T)	0		1 source, 1 ref	LN4
	Make a difference (T)	0		10 sources 22 refs	LN3, LN4, LN5, LN6, SMN1, SMN2, SN1, SN2, SN4, SN6
	Global Insight (T)	3 sources, 4 refs	LB5, LB6, SMN2	1 source, 1 ref	SMN1

5.3.1 Understanding of global citizenship

PROPOSITION 1

Distinct departments and levels of the university hierarchy might understand and articulate the concept differently

a. *Business students are likely to be neoliberal, instrumental and employment focused in their interpretation of global citizenship as global employability or intercultural skills.*
b. *Nursing students are likely to be transformational in their interpretation of global citizenship as common humanity and equity.*
c. *Business lecturers are likely to sit somewhere between neoliberal and transformational in their understanding of global citizenship.*
d. *Nursing lecturers are likely to be transformational in their understanding of global citizenship due to the humanistic nature of their work and their code of conduct.*

Unprompted definition of global citizenship

With no prompts such as definitions to inform their answers, participants were asked how they understood global citizenship and their answers were grouped under eleven variables which emerged from the interview transcripts and are listed here: Travelled (N), Culturally aware (T and N), Adapt (T and N), Accountable (T and N), Think outside box (T and N), Respect (T), Compassion (T), Equity (T), Sustainable (T), Inclusive (T), Activist (R).

Overall, there was a lack of clarity amongst staff as to what global citizenship meant and whether students would actually relate to the term.

> *I think lofty language is fine, it looks great and it is good in a strategy document but what does it actually mean? And if people can't see where they fit into it, then they will not be motivated to do anything* (LB1).

Students were unfamiliar with the term and were also not sure what it meant.

> *I suppose I wouldn't have ever come across the term before. But I would suppose that for someone who was of my background, I would consider someone who was a global citizen to perhaps have travelled. Because the word global kind of gives you an idea of the world* (SN2).

It was further considered to be a buzzword included in strategy documents because it looked good.

> *It is a very odd kind of term because it's not like a colloquial term, it feels like something, I don't know, almost premade. I feel like when my old travel company tried to sell tours, they would use terms like this to make you feel included* (SN4).

There was a staff perception that the term might alienate students by suggesting they needed to change the world, whereas in reality, small actions would have a big impact.

> *We almost imply that everyone when they have finished here will go out and change the world and you are setting the bar so high that it just becomes totally irrelevant to them, whereas actually we need to set the bar much lower and talk about how everyone can make a small difference and that cumulatively all these small differences make a big difference, but we don't all have to go out and change the world* (LB1).

Even senior managers appeared to be unclear as to what global citizenship meant at university-level and in fact whether it was a suitable concept.

> *The concept of global citizenship is an extremely indeterminate one as far as I am concerned, coupled with my impatience with anything which looks like dogma. It is difficult to know whether there is quite a LRE point of view of it. I would prefer global responsibility rather than global citizenship because there is a whole load of things to unpick such as what is a citizen* (SMB1).

One senior manager further suggested that the concept was open to different interpretations dependent on one's profession and values.

> *I think that global citizenship means lots of different things for different people and the citizenship is embedded in the values of and behaviours inherent within a profession* (SMN1).

<u>Business lecturers and senior managers</u>

In terms of understanding, business lecturers and senior managers were focused on global citizens being culturally aware, accountable, inclusive and travelled. The way in which these terms were articulated in the transcripts emphasized the individual having the skills they would need to be successful. As such a global citizen was described variously as *'someone who travels a lot'* (LB8) and *'someone who is employable in a global context … and who can just be accepted in different cultures'* (SMB2).

There was, however, also an understanding of needing to look beyond the local and towards the global and to consider the impact of one's actions.

> *Someone who isn't insular. They don't just focus on what's going on either in their institutions or in their country or their small organisation but look at how that might impact on everyone else across the world. For example, looking at supply chains and not just assuming that what you do is fine, you have got to check that at every stage in a process you are being a responsible member of an organisation* (LB9).

The citizen element suggested to participants '*someone who is a member of a community and has both rights and responsibilities within that community'* (SMB1), and furthermore introduced the idea of taking responsibility for one's actions and on how these actions might have a broader impact.

> *The idea of citizen, you are almost using that to bring in aspects of responsibility and our individual roles in society and how that works, then acknowledging on a global scale that we are all part of a global citizenship, so the decisions we make, the behaviours we take and how that translates into what a business does and the impact that it has on a broader scale needs to be considered* (LB10).

There was a staff view that students understood being a global citizen in a very different and more simplistic way than staff. Staff believed that students interpreted it as being successful and employable globally.

> *We talk about students being internationalised, being taught in a global environment where they can learn from people from other nationalities but the students themselves, I don't think they see it quite like that. I think that they think that being a global citizen is again someone who is employable in a global context* (SMB2).

Nursing lecturers and senior managers

Within this group of participants, there was a more even spread across the different variables when considering what global citizenship meant, although accountable and inclusive were most mentioned followed by culturally aware, respect and equity. They felt that nurses needed to be *'aware of the responsibility they have'* (SMN1) and to *'respect others' views, values and norms*' (LN1). Nursing was described as 'a *values driven profession, not just about values in a very traditional sense but it is values in respecting a person'* (SMN2).

The values of global citizenship were felt by staff to align very closely with those of nursing and in particular to the values of the Nursing and Midwifery Council (NMC, 2020).

> *There has been quite a school of thought talking about how global citizenship links to inclusivity and that is very clear within the programmes and within the philosophy of what we are doing. If you look at the NMC and the professional bodies, they don't necessarily use the term global citizenship, which I think is quite interesting, but they all talk about being globally aware, globally connected and connected to local communities and organisations. So, they will talk about those kinds of values and behaviours. I think that is something that is embedded in nursing and midwifery in the same way* (SMN1).

The focus of the comments appeared to be around caring for and respecting others and *'being mindful about how our actions impact on the global society'* (LN2). Respect was mentioned more frequently in terms of being aware of and respecting difference.

> *I think they would need to develop cultural competence as the number one and have a really decent understanding of beliefs and values globally to understand and not inflict their own ideologies and ideals on others. Or if they were trying to improve healthcare, to understand that white hierarchy can be quite damaging when you just zoom into a different country and demand your way of thinking rather than negotiating how to manage that healthcare system* (LN4).

Business students

The business students mentioned travelled and inclusive most frequently when describing a global citizen. They described a global citizen as *'someone who can integrate themselves fully with those from different backgrounds and cultures'* (SB7) or *'someone who works or has worked in several countries'* (SB4). The general focus appeared not to be about adapting to or respecting other cultures but more to do with needing, in a global world, to travel and work effectively with others to be successful in a more neoliberal sense.

> *A team of people that have got potentially different backgrounds and different experiences and so they can contribute different things to their team* (SB2).

When talking about inclusiveness, business students were interested in understanding how a multi-cultural team might work together in order to be successful.

> *Being able to understand that this person has a different culture and set of beliefs and perhaps being able to recognise that and go okay, we've got differences and similarities so let's work on how we can work together to be successful* (SB5).

A few business students did state that they felt it was important to think globally, however they linked this global thinking with problem solving and, in particular with environmental concerns.

> *Well, when it comes to being a global citizen, I think global warming is one of the biggest factors today and so I think being ethical in your actions is definitely a factor that will help to mitigate some of those issues* (SB6).

Nursing students

When considering what a global citizen is, nursing students felt they should be culturally aware, respect others' views and inclusive in an outward-looking sense, such as thinking about the impact of one's actions on others. '*If you are only looking at yourself, I don't think you can be a global citizen or a particularly good citizen at all really'* (SN4). These participants also interpreted global citizenship as linked with being environmentally friendly.

> *I think for me, environmentally, you have got to think about not being wasteful. There is a lot of wastage in the NHS. So even when medicine has been dispensed, even if it comes back sealed, you have to dispose of it. It cannot be given to someone else which is to me ridiculous. So, making people aware that if you have got a person who is in an isolated and infection-controlled room, don't take in things unnecessarily because then they will have to just be thrown away when that patient leaves* (SN7).

Unprompted understanding (personification)

Once participants had expressed their views of attributes of global citizenship, they were asked to suggest people who might represent their view of a global citizen. Again, this is labelled as unprompted, because at this stage the participants had not seen any extant definitions of global citizenship. The results are shown in table 5.5 below.

Table 5.5 Examples of global citizens from the research transcripts

BUSINESS PARTICIPANT	EXAMPLE OF GLOBAL CITIZEN	NURSING PARTICIPANT	EXAMPLE OF GLOBAL CITIZEN
SMB1	All heading towards it	SMN1	The Barnett Trust, Edith Cavell organisation, Ocean Bottle Company
SMB2	Shell/ BP employees, The UN	SMN2	Mary Seacole, 9/11 firefighters
LB1		LN1	No-one has really achieved it
LB2	The Church	LN2	Nelson Mandela
LB3	Indian student worked in Milan and Paris developing Versace in Mumbai and Frankfurt	LN3	Clare Bertzinger, David Nott.
LB4	Unilever CSR, Cadburys CSR, NGOs, Fairtrade, David Attenborough	LN4	No one has achieved this yet
LB5	Spanish student who had study year abroad in Malaysia. She learnt to speak Malay.	LN5	David Attenborough
LB6	NGOs, Bill and Melinda Gates, Kofi Annan.	LN6	Nelson Mandela, Mahatma Ghandi
LB7	Foreign staff at LRE who switch languages easily and adapt to our culture		
LB8	Associate Dean International Partnerships		
LB9	Geneviève LeBaron		
LB10			
SB1	Richard Branson, The Queen	SN1	Hospital housekeeper who can speak several languages
SB2	Barak Obama	SN2	Greta Thunberg
SB3	Royalty	SN3	Angela Merkel
SB4	Barak Obama, Nelson Mandela	SN4	David Attenborough, Archbishop Desmond Tutu
SB5	Tim Cooke, Geoff Bezos, Elan Musk, Theresa May, The Queen	SN5	German teacher at school who could communicate in many languages
SB6	No one person	SN6	Muslim nurse who adapts to different cultures easily
SB7	No one person	SN7	Dutch friend who has lived in many overseas countries and integrates well into each culture
		SN8	Indian guru at Sivinanda Ashram – working for world peace

A few participants felt that no one person could actually achieve the attributes of a global citizen but that we were all heading towards it.

Business Participants

On the whole business staff and students identified people or organisations who operated successfully on a global basis whether that was in business i.e. Richard Branson *'because of the expansion of his company and his personal brand … and his personal network expands across the globe'* (SB1), or Royalty *'A lot of people all over the world identify with the Queen'* (SB5), or politicians such as Barak Obama *'He travelled to lots of different countries'* (SB2). Organisations identified were mainly businesses such as Shell and BP, '*Those people have to be pretty much global citizens because they have to be able to take their business into a lot of different environments'* (SMB2), but senior managers and lecturers included organisations and individuals involved in cause-related marketing and in promoting better working conditions such as Bill and Melinda Gates *'I think a lot of work that they are doing is for the poor countries. So, it is not just about gaining but also about giving it back'* (LB6). Furthermore, organisations or individuals who transfer their capabilities and expertise to benefit others were mentioned, such as Geneviève LeBaron *'she is encouraging companies to look at their supply chains and to figure out where there might be examples of not slavery as we see it but in terms of invisible labour'* (LB9). Unlike business students, senior managers and lecturers mentioned a mixture of businesses and individuals and organisations working towards a fairer world which showed a more sophisticated and critical understanding of global citizenship.

Nursing participants

By contrast, nursing participants mainly chose individuals or organisations who were humanitarian advocates or were concerned with tackling global issues such as climate change. They noted those who had represented the oppressed and powerless and had advocated social justice such as Nelson Mandela *'Because he was interested in more than himself, championing of rights and challenging and things like that. To me would typify a global citizen'* (LN2) or Angela Merkel '*who was letting in refugees even though some of her countrymen were against it and she was seeing everyone as citizens who needed protecting'* (SN3). They also mentioned those who were working to resolve and raise awareness of global issues, such as Greta Thunberg *'She is challenging the status quo in terms of how we live life now'* (SN2). It was clear that participants from this department were very much focused on selfless individuals, such as the humanitarian surgeon David Nott who *'put his*

life at risk to save the lives of people who had been blown up' (LN3) or those who ignored their own safety to help others *'Anyone putting aside real legitimate issues and fears, anxieties about their own safety who ran towards and helped others. Whether it is global or local it really does not matter*' (SMN2).

Prompted understanding – reaction to definitions from the literature

In order to delve deeper into the participant understanding of global citizenship, a selection of definitions from the extant literature were provided as prompts designed to spark reactions. The definitions were purposefully chosen to reflect the three conceptualisations that Shultz's (2007) model presents – neoliberal, transformational and radical. The definitions, tabulated below, were mixed up when shown to respondents but for the purpose of presenting the findings, have been grouped according to the view of global citizenship that they represent.

Table 5.6 Tabulation of the definitions used in the research to prompt reactions and comments from participants regarding global citizenship

NO	CONCEPTUALISATION	DEFINITION
1	Neoliberal	*'Global citizens are globally aware, able to travel and have the skills to work anywhere in the world'* (Davies, 2006).
2		*'Global citizens are concerned with increasing the transnational mobility of knowledge and skills and the ability to participate in the global economy'* (Atkas *et al.* 2017).
3	Transformational (with some neoliberal tendencies)	*'Global citizens have an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment'* (Hunter, White and Godbey, 2006).
4		*'A global citizen is someone who can participate fully in a globalised society and economy and (work) to secure a more just, secure and sustainable world than the one they have inherited' (*Oxfam nd).
5	Transformational	'*Global citizens are proactive, capable of making change happen and live ethically in both the global and the local, the distant and the proximate simultaneously'* (Caruana, 2014).
6		*'Global citizens think transformatively, imagine other possibilities and perspectives, question assumptions reflexively, think as the "other" and walk in their shoes and engage in critical and ethical thinking'* (Lilley, Barker and Harris, 2017).
7	Radical	*'Global citizens are concerned with social justice and human rights and are proactive in challenging the hegemony of economic globalisation and fight oppression'* (Atkas *et al.* 2017)

The consensus across both departments at lecturer and senior manager level was that none of the definitions entirely captured what it was to be a global citizen as expressed by this lecturer *'I don't see that any of those are not part of it in some way'* (LB5) and this senior manager *'you sort of need to put bits of them together really'* (SMN1). The main concern across the departments was that the definitions were too narrow and only expressed one element of global citizenship. '*I think number two is like a global worker, purely about knowledge and skills and economy. To me that is just one facet of what it is to be a global citizen'* (SMN1).

Having read the definitions, one participant argued that the term itself was not terribly helpful and preferred the term globally responsible citizen instead.

> *Globally responsible citizens is more helpful, because you can be a citizen without necessarily being a good one. So, I think it would be easier to define a globally responsible citizen than a global citizen. I mean a global citizen is a citizen of the world, whereas a globally responsible citizen, that does mean that they are acting in a particular way. They may or may not be achieving particular things but there is something about the quality of what they are doing* (SMB1).

None of the definitions entirely satisfied what individuals felt was an ideal definition, yet it was clear that different departments had slightly different preferences as is presented below.

Definitions one and two (neoliberal)

The two definitions classed as more neoliberal in their focus were generally disliked by the nursing participants because they were felt to be *'a bit more management'* (LN4) and too narrow *'I don't like number two because that is not what global citizens are to me at all. It is not about people who are able to travel and build their skills and work anywhere'* (SMN1). The idea that if you cannot travel, you cannot be a global citizen was rejected.

> *I don't think you have to travel and have the skills to work anywhere in the world to be a global citizen. If you are unable to travel or you don't want to travel, that doesn't mean you are less of a global citizen* (SN4).

There was also a concern that the focus was too much on individuals and what they could achieve for themselves by being a global citizen rather than a more humanistic view of doing things for the general good. '*I feel that global economy means that governments and*

corporations just want to make money and it is not focused on individuals and communities' (SN2).

Nursing participants perceived the focus on the individual as too narrow and felt the outward looking social side and sense of responsibility was missing.

> *I feel this is missing something about the social side of it. I feel that it shouldn't just be about the economy and it is quite individual… it seems to be more about individual success rather than looking at it as a whole concept*' (SN7).

Both definitions were also felt to be rather business focused and as such, less applicable to nursing students. '*From a nursing point of view it is too businessy'*(SN6).

A minority of nursing students, who were keen to work overseas, were attracted by the idea of being able to work anywhere in the world. '*Well, it would be nice to have the skills to work anywhere in the world'* (SN3).

There was more interest, however, in mobility relating to the transfer of skills in both directions. '*It is about sharing the knowledge both ways. So, we can learn from them and they can learn from us* (SN4).

Business lecturers agreed that having the right skills to work anywhere in the world was important to their students, however, they also felt that the definitions lacked the responsibility element of citizenship.

> *If you are able to travel and to have the skills to work anywhere in the world, those are useful skills, but I don't see that as being closely related to being a global citizen and having responsibilities* (LB1).

They also felt that the definitions were too individual and lacked the idea of giving back to society. '*I think that these two are more about the individual and what they can get out of being a global citizen rather than what they can do for others'* (LB9).

A couple of business lecturers, however, felt that these two definitions were more closely aligned to what they believed students would be looking for.

> *I think that is what our graduates want to be in terms of being a global citizen. They would want to travel, to work anywhere and do those kinds of things* (LB9).

Definitions three and four (transformational but with clear neo-liberal elements)

Definition three was particularly liked by nursing participants especially the idea of '*having an open mind and understanding cultural norms'* LN2 and *'actively seeking to understand'* SN4. This idea of understanding and respecting views whilst not imposing one's own values on others, was a common theme through the nursing transcripts. *'So, actively trying to understand other peoples' cultural norms. Rather than accepting that they have to do it our way'* (LN4). As expressed by one respondent *'I can see these fitting with nursing*' (LN4), the definitions appeared to chime with skills essential to being a good nurse.

> *We do have to understand cultural differences and to be able to communicate effectively and we deal with expectation management all the time* (SN2).

The emphasis in the fourth definition on the economy was, however, not liked by the nursing participants. *'I don't like the emphasis on economy and work'* (LN5).

Business participants also related to the part of definition three which promoted the idea of having an open mind and not imposing one's ideas on others and *'actively trying to understand other people's cultures'* (SB2). Lecturer participants were concerned about the rather imperial idea of imposing their views on others rather than respecting different cultures.

> *There are some societies where they are extremely traditional and so this idea of a global citizen as a sort of western ambassador means you go there and change something* (LB3).

Business students perceived the definition as more to do with the ability to work with people who may not necessarily share the same values and views.

> *I guess a global citizen is able to interact with people from different backgrounds and different walks of life and to have those skills is clearly very important* (SB1).

The student view, however, appeared to be more concerned about skills required for success when working globally and the definition was felt by staff to have this emphasis as expressed by LB9 to be *'more about the individual and what they can get out of being a global citizen.'*

Definition four, however, was the most popular with the business participants as expressed

by LB5 *'I think maybe number four is a nice synopsis of it'* and they felt it went furthest towards expressing the whole idea. *'I think it's probably the best one I would say in terms of it encapsulates the entirety of the whole thing'* (LB10).

Student participants liked the thought of passing on a better world to those who come after us. '*I feel that is quite a nice view on it. So being proactive and wanting to change the world and leave it better than you found it'* (SB3).

Although most liked the definitions, some participants saw them as somewhat limited to one element of being a global citizen. '*That could be a bit limited you know… it is just about one element of being a global citizen'* (LB7).

Definitions five and six (transformational)

The nursing participants particularly liked the idea of global citizens being ethical and capable of making change happen. '*I like the idea of number five…in terms of nursing I feel like we are definitely capable of making change happen'* (SN2).

Although making change happen was liked by most participants, there was a concern that any change needed to be well thought through and not imposed on others.

> *I think change can be scary for people and also unfair on people and so I think it needs to be done but it needs to be done carefully and with consideration* (SN3).

Both staff and students in the nursing department felt that the sixth definition was the most suitable for nurses *'That absolutely fits with nursing'* (LN6). The idea of ethics and questioning assumptions particularly resonated with this group. '*Well, I guess a lot of nursing is based on questioning assumptions and it is very important to think of ethics. Nursing is filled with ethical dilemmas'* (SN3).

The idea of being proactive and ethical was also like by the business participants. '*I like proactive, capable of making change happen'* (LB1).

Furthermore, business students who were fairly instrumental and individual in the unprompted discussion of what a global citizen might be, were more sophisticated in their thinking when prompted by the definitions.

> *I like the question assumptions, but I feel like phrasing it differently would work better. So, with empathy to other situations, understanding other situations and understanding it so not judging it* (SB3).

Definition seven (radical)

This more radical definition was felt by the nursing participants to be relevant, yet some felt it was too narrow and political. '*It is still relevant and pertinent, but it is just looking at social justice and human rights so very political'* (LN1).

Furthermore, the radical nature of the terminology such as fighting and challenge was felt to be rather strong, militant and activist.

> *Fighting is a bit too violent. It sounds too activist. So, you can believe in something but you are not necessarily going to go out there and protest on the streets* (SN6).

A minority, however, felt that this definition fitted within a nursing context but that it did not have to be global in impact but rather people working together to solve issues whether local or global. Senior managers believed that *'the NMC healthcare providers want practitioners who will challenge the status quo and norms'* (SMN2). This is very much with a view to the newly qualified nurses championing change and improving the way in which the NHS works in future.

> *Of all of the comments, that for me is the closest. What do I want? I want young people who are qualified that are going to use their skills to champion and improve things* (LN2).

While nursing students liked this viewpoint of supporting those less powerful than themselves, these views appeared to be a more personal view of global citizenship rather than how it might relate to nursing.

> *Someone has to stand up and push back haven't they? Someone has got to stand up and speak for the people that are vulnerable I suppose. There are different ways of fighting oppression* (SN1).

The business lecturers appreciated the values of this definition but felt that 18- year-old students would not be able to relate to it.

> *The idea of social justice, human rights and oppression is to do with being a global citizen but not in the context of the students that we currently have studying* (LB5).

There was also a view that activism could range from small actions in one's own environment through to activists campaigning for larger scale global issues.

> *I think there's a whole spectrum in terms of the fact that there are going to be people who are actively campaigning and doing things on a global scale and there are perhaps going to be other people who do things in their own lives and their own work environments which might be quite small and incremental but still being aware of how that fits into the general picture* (LB4).

Overall, however, the business participants agreed with the nursing participants that *'this seems like a more politically geared definition'* (SB6) and that it was too politically loaded, limited and narrow. '*It is just about social justice and human rights which is just an element of being a global citizen'* (LB7).

The idea of fighting oppression was seen as a rather colonial concept as both students and lecturers posited that oppression might mean different things in different cultures.

> *The different values and different cultures in every country and what we would see as oppression and what other countries would see as oppression. It would vary from one country to another what they view as oppression* (LB7).

As such the definition was seen to be very much in the vein of western nations deciding what is appropriate for other nations.

> *This seems like a more western context and it doesn't seem like a very neutral one. So, fight oppression and social justice, although they are important, a lot of countries and nationals would not see it the same way* (SB6).

There was a concern about imposing one's values on others but also a sense that those in what the participants perceived to be the 'powerful' countries had a responsibility to support those who were less powerful.

> *It is the responsibility of people who are in globalisation because you know there are those countries that are winning and those that are losing, and it is the responsibility of those countries that are in powerful positions to do this successfully and properly* (SB1).

Business participants generally agreed with the nursing participants that the terms challenge and fight were rather strong and militant. *'The definition about fighting oppression. I don't think that is a term that I can associate with. It sounds a bit radical'* (SB5).

5.3.2 The perceived value of global citizenship

PROPOSITION 3

As a less tangible graduate attribute than the others, global citizenship as expressed by global responsibility is likely to be less understood and valued than the other stated LRE graduate attributes.

What students state they want from their studies

Student participants were asked what they wanted and senior managers and lecturers what they believed students wanted to achieve from their studies. Using framework analysis to consider the participants' answers in the light of the extant literature, a series of themes emerged which became my key variables: employability skills (N), good job (N), broad subject (N), instrumental (N), competence, critical thinking, discipline knowledge, professional, ethical (T), make a difference (T), global insight (T). As previously, the nodes are labelled N (neoliberal) and T (transformational) in line with Shultz's (2007) conceptualisations of global citizenship. Any words where there was no affiliation to either neoliberal or transformational ideas were not labelled. None of the emergent themes were linked to the radical conceptualisation.

Both departments valued employability skills highly, however, an analysis of the transcripts revealed a difference in emphasis. Business participants were more focused on individual success and securing a good well-paid job, whereas the nursing participants were more focused on performing the job with competence. Practical skills and problem-solving skills were therefore felt to be very important for nurses whereas for business a broader range of different skills were valued.

Business Department

Business degrees were felt by staff and students to be broad in nature, which was attractive to students, many of whom were unclear as to what their career might be and they believed this breadth would keep their options open as confirmed by these statements: *'I did*

business because it is very broad' (SB5) and *'I just want more doors open'* (SB4). Education was considered an investment to make graduates stand out in the crowded graduate labour market. One lecturer summed this up saying '*University is a sort of investment to make graduates more competitive in the job market'* (LB2).

Furthermore, business students were interested in *'those extra qualities which would make them stand out when they go on to interviews'* (LB7) and in differentiating themselves in a competitive job market *'I think they are interested in what makes them different from all of the other people who are applying for jobs'* (SMB2).

There was also an understanding that students were fairly instrumental in their approach to study and their end goal was primarily to gain what they considered to be a good graduate job as expressed by this student *'I came because I knew I was going to get a better job out of it'* (SB1). One lecturer summed up the general view that students were instrumental in their quest for a good job.

> *They want a job. They want a well-paid job. Ultimately that is what it is about, I think. So, they are thinking what they need to do in order to get that well paid job* (LB1).

Thus, the focus of the business department appeared to be more closely aligned with neoliberal, individual and instrumental elements than the transformational elements.

Nursing Department

Nursing participants also felt that employability skills were very important, but the emphasis differed from business participants. For nursing students, specific practical skills were key in order to show competence as a nurse and to meet the requirements of the NMC as without this, it was not possible to become a registered nurse.

Nurses were described as needing to *'think on their feet'* (LN1) and be looking for *'a transferable toolkit, because you never know what you have to respond to'* (LN5). They also stressed the importance of practical skills *'like putting in catheters'* (SN7) and the ability to resolve problems. '*I want to be able to say right, you do this, you do this and you do this and I will do this and fix the situation'* (SN7).

Competence and professionalism were also deemed to be very important for nurses. Competence was articulated in terms of the ability to do the job well and professionalism in terms of adhering to the values of the NMC. One senior manager explained this as *'you have to demonstrate competency and meet standards and you have to be of good character and then and only then can you apply to join the register and use the title'* (SMN2). As such competence was considered as key in order to deliver a good standard of care.

> *Nursing is very competency based. We need them to come out and be able to do a task of care and there is a sense that we need to ensure that when students leave here, they are able to undertake the skills and competences in order to deliver the care and provide outstanding care* (SMN1).

In contrast to the business students, making a difference was also a very strong focus of the nursing participants who felt an important part of being a nurse was *'to be able to make a difference'* (SN6) and to help others. Whereas business students focused on individual skills for career progression and a good salary, the nursing students were much more values based and wanted to develop the skills to help others and show compassion. On considering what was required of a nurse, one lecturer expressed this as *'the attributes we are looking for from them are value based so we are looking for people who want to care, who are compassionate'* (LN3). As such, their responses were more humanistic, collaborative and less individual. This strong vocational drive and the importance of compassion came through very clearly in the student responses. '*I felt that nursing could fulfil me in terms of going to work and making a difference to peoples' lives'* (SN2).

Lecturers, as former practitioners, also stated the importance to them of being able to make a difference to the lives of others.

> *Within my various roles, I have been fortunate enough to make a difference to somebody's life for a very short time. Clearly you are never going to be rich, although hopefully reasonably well off but it is that desire to make a difference* (LN6).

The nursing participants overall were more closely aligned to transformative values rather than neo-liberal values.

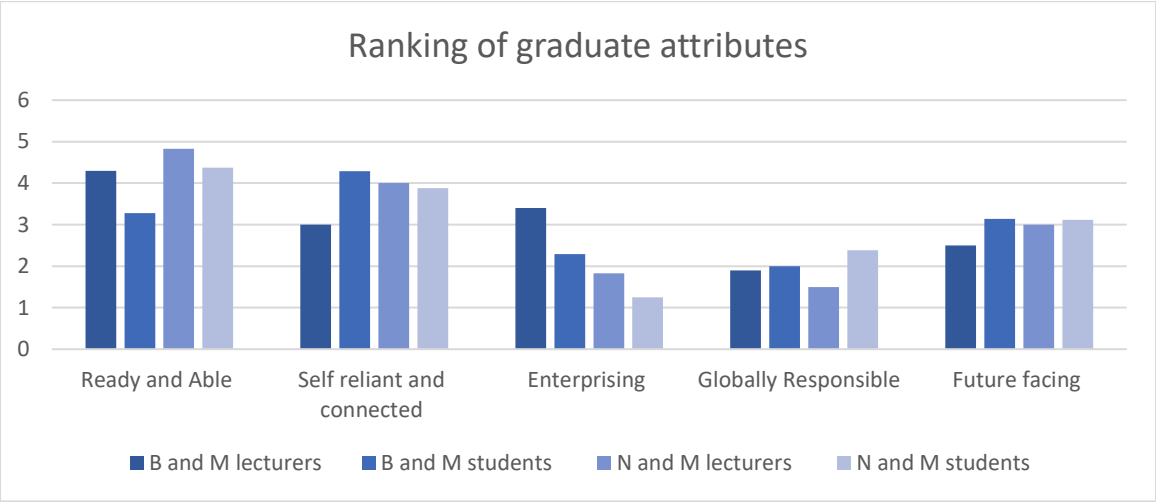
How global responsibility as a graduate attribute is valued compared with other graduate attributes

It was clear from the transcripts that students in both departments were unaware of the graduate attributes as evidenced by this student *'so these are actually set by the university are they? I have never seen them before'* (SB1). Business lecturers were generally more aware of the LRE graduate attributes than the nursing lecturers but although most business lecturers were aware of the graduate attributes, they did not necessarily understand what they meant. '*Well, I recognise them but whether I really know what all of them mean is debatable'* (LB1).

One of the nursing senior managers was asked whether the nursing lecturers would know the graduate attributes to which the participant responded, *'in the main they do' (*SMN2). It became apparent, however, that the nursing lecturers were not aware of them. '*I had not seen the framework before even though I now have seen that there is quite a lot on the LRE website on it*' (LN1).

Students and lecturers were shown the graduate attributes and asked to rank them with 5 being the most important to them and 1 being the least important. The graph below was developed by using the average score for each group of participants for each attribute and albeit not generalizable, gave a comparative indication of what was important to this small sample.

Figure 5.5 A graph showing the average score of each graduate attributes broken down by lectures and students within the two departments. An average of the ranking of each graduate attribute by group of participants was taken with 5 being the most important and 1 being the least important.



The graph showed that globally responsible was ranked the lowest by all groups with the exception of the nursing students who ranked enterprising lower. Ready and able and self-reliant and connected were the most highly ranked attributes.

Ready and able was considered to be the most important graduate attribute in both departments and across lecturers and students. Both business and nursing participants felt that being ready and able was a pre-requisite. '*If you were to leave university and you weren't ready and able, then something has gone very wrong along the way'* (SB1).

Where the two groups of participants differed, was in why they perceived ready and able to be important. For business participants, the importance of being ready and able was linked very much to success in the job market and based around individual career aspirations. '*if they are looking to be ready and able, they are very prescriptive about what they need to do to get there. So being instrumental if you like'* (LB2).

For nursing participants, being ready and able was interpreted as having the competence and confidence to be able to practice as they would not be able to qualify and be accredited by the NMC without this. *'If we did not meet those NMC requirements those students were not going to get their pin. The term registered nurse is protected by the law*' (LN3).

Enterprising and globally responsible were considered to be the least important graduate attributes and were understood less well than the others. Globally responsible was

perceived to be the least important for the business students whereas for nursing students, enterprising was the least important. Neither attribute was fully understood by participants in terms of how it might relate to them.

A small minority of business participants understood enterprising to be enterprising mind-set. *'I think it is still quite important being an enterprising person in terms of being able to make decisions for yourself'* (SB5).

For the majority, however, the term was misunderstood, and it was seen as entrepreneurship and interpreted as a business start-up and as such received a low ranking as at graduation, staff and students felt that it would not really be the most important graduate attribute. *'I would like to be in a job for 5 or 10 years and then I will decide what I really want to do and then I will go on and do something myself'* (SB5).

In the nursing department, a minority understood that having an enterprising mind-set would be important for nurses in future, however in the same way as the business participants, they felt that on graduation it was not so important. *'Even though it is very important within nursing, as a graduate, I feel they need to be able to hit the ground running'* (LN1).

The majority, however, misunderstood the term and felt quite strongly that it did not fit with their nursing values as expressed by this student *'I am thinking more of a capitalist model there of enterprising, of ways of making money'* (SN4). The majority of lecturers also felt uncomfortable with the term.

> *At one point I very much got the impression that the university was linking this into entrepreneurship which actually closed us down as a quite vocational departments because that does not really align with who we are* (LN5).

Globally responsible was also a term that was unclear to participants in both departments as expressed by this lecturer *'whatever that is. I am not sure in my own mind what that means yet'* (LB1). The business participants acknowledged that it might be important at some stage in the future *'I know it is important but for me it is not really at the forefront'* (SB3) and for those going into a local business, it might not be relevant. *'They find it difficult to*

relate this to what they will be doing initially. Most of them are thinking domestically initially' (LB10).

Only one business student ranked globally responsible first, however this was because of their individual concern about climate change and the fact that they felt it necessary to collaborate with others in order to solve global problems and referred to *'collective global action so things like climate change'* (SB6). However, the same student was equally interested in how it would help them as an individual and stated *'if you are offered an international opportunity, grasp it'* (SB6).

In the main business lecturers thought that students would view globally responsible as something more individually focused in terms of providing them with what they need to be more successful in their choice of career rather than in terms of how they might help others by being globally responsible.

> *Being responsible is probably one of the most important attributes because I think just from a general point of view today everyone knows rights but nobody seems to know about responsibilities. So, in some ways I would like to put that top but I think from a student perspective I don't think they would put it top or anywhere near the top because they cannot see how it would benefit them* (LB1).

With regards to business students, it appeared that they were either focusing on green issues *'I mean is that around sustainability and that sort of thing?*' (SB3) or on being an international worker *'I want to work in a big organisation and they are global so it is important to have those skills'* (SB2). This indicated a lack of critical awareness.

The attribute was interpreted differently by nursing participants and was articulated as the fact that nurses *'have to be globally responsible around cultural issues'* (LN2). Nurses care for patients from many different cultures and thus need to suspend judgement and respect different norms and values.

> *Even though people come from other countries, they too have those norms and values. So, it is about respecting those and being aware of those and meeting as best we can those patients' needs* (LN1).

Some nursing participants had a more global view of nursing, in particular around public health and they supported a two-way transfer of knowledge, *'more shared learning'* (LN5)

and the opportunity to work with overseas partnerships. These views were, however, in the minority.

> *An awareness of how public health in this country affects the public health in another country and an awareness of how the public health in another country affects the public health in this country* (LN5).

As with the business participants, some nursing participants assumed that globally responsible was linked to caring for the environment. It should be noted that at the time of interviewing the student nurses, Extinction Rebellion (a global environmental movement) and Greta Thunberg (a Swedish teenager who is an environmental activist) were prominent in the news and so environmental issues might have been top of mind. In many cases, however, this environmental concern was due to the understanding that the NHS used and disposed of a lot of plastics.

> *In the NHS everything is plastic and disposable to help reduce the spread of infection, however, that does mean there is a lot of wastage* (SN7).

The main difference between the views of the two departments was that nursing students generally saw global responsibility as less to do with how it would impact them as individuals and more to do with how our actions impacted on the rest of the world.

> *How we source our produce and how we treat people in other countries. Social justice and justice for the world as well. We are really seeing how our impact is changing the whole world* (SN4).

5.3.3 Filtering down of global citizenship and the graduate attributes into the curriculum (enactment of policy)

PROPOSITION 2

Senior managers in both departments are likely to be closely aligned to the university mission and have a clear understanding of what global citizenship means to LRE. *They are likely to assume that lecturers and students share their views and that it filters through lecturers into the curriculum. In reality, interpretations are likely to differ.*

Participant perception as to the filtering down of global citizenship and the graduate attributes into the curriculum

In both departments it was felt that more could be done to incorporate the idea of global citizenship into the curriculum. The view of nursing participants was quite specific that more could be done in particular in terms of decolonising the case studies and examples used which were very much based on white British patients. *'I don't think there is enough… When you look at the material we are using it is very westernised and very white British middle-aged patients'* (LN1).

The thinking was less specific amongst business participants. *'I would like to think that we did lots. I think we could do an awful lot more'* (SMB2).

Both departments in general were keen for the curriculum to foster an understanding not just of the immediate locality but also further afield and an acceptance that different people will have different values and views on issues.

> *Getting people to think about consequences to have a kind of broader canvas of knowledge against which to understand not just what goes on in your locality but what is going on in different parts of the world and people having different perspectives* (SMB1).

Nursing participants noted distinct areas such as case studies where global elements were incorporated to a degree but not always with a clear intent. Overall the feeling was that there needed to be more in particular as nurses care for people with different cultural expectations on a day to day basis.

> *There does need to be more of that for students who are not white British and who maybe come from other countries to show that we are looking at all aspects of nursing and all aspects of patients that we will be looking after* (LN1).

Nursing students mentioned a first-year module that helped them to understand the importance of communication and diversity. Students noted the difficulty in pitching this module at the right level due to the wide range of ages and life experience on the programme,

> *One of our first modules was communication in a diverse world. So, they put communication and diversity together. It was a bit simplistic but that may be because I am in my 40s* (SN4).

Overall, however, students believed there were insufficient intercultural elements in the programme of study. *'I don't actually feel that it really sets you up to be able to cope. It just says what to watch out for which I don't actually think is very beneficial'* (SN3).

This was a mismatch with the views of nursing lecturers, who admitted more could be done, yet felt that there were *'a lot of discussions around different cultures, needs and faiths'* (LN2).

Erasmus placements were also offered for students to gain experience of nursing in another country either in Europe or further afield but although many were interested, the take up appeared low. *'Currently there is the opportunity for nurses to go on an Erasmus placement… but that is only for a few students*' (LN1).

In the past, the nursing student body was mainly from the UK, however, as numbers of local students decreased as a result of the introduction of tuition fees, the department was now actively recruiting from overseas leading to a greater mix of nationalities within the cohort.

> *This had not happened in the past because all the places were taken up and there was no room for international students until the fee system changed …we have got the capacity now to look at international students* (SMN1).

However, one student nurse suggested that the NMC *'is about respecting people regardless'* (*SN4)* and thus reflected many of the values of global citizenship and one nurse suggested as a result *'it is probably something that is drip-fed*' (LN3).

International students were more numerous within the business department, particularly in the final year of undergraduate study. It was felt, however, that the opportunity afforded by this mixed cohort was overlooked in part because staff did not have the confidence and skills to enable intercultural interactions.

> *I don't know how much we work to help people to really understand the different nationalities that they encounter. We can draw on all of the experiences of all of the students. That is where you really see internationalisation taking place in the classroom. The barriers are probably the skills of the staff in facilitating the discussion* (SMB2).

Business lecturers also felt that it was important for them to become global citizens and to decolonise their teaching.

> *If we as members of staff have signed up to this LRE strategy, we need to become global citizens. We need to address that in our teaching, not picking the same old brands for an assignment. We need to demonstrate that we value international brands* (LB5).

While the opportunity for intercultural interactions existed within the business student body, staff and students mentioned the resistance of both home and international students to mixing because the international students felt that they were disadvantaged by lack of powerful knowledge and the home students were more instrumental and focused on individual success and assumed that working with international students would have a detrimental impact on their grades.

> *LRE get quite a lot of international students and so it is nice to have that mix in your workshops. If I am being honest, they normally keep to themselves in their own groups. People don't really want to work with international students because obviously everyone is here to get a good grade* (SB1).

This suggested that domestic students failed to understand the benefits of working with international students due to their instrumental focus on achieving good grades, a view which was reinforced by staff. '*They are purely focused on achieving what they need to achieve. What does this do for me? What is the benefit of this for me?*' (LB2).

The idea of globalisation was introduced in modules on the different business programmes but in a way that was more concerned with how to do business in other countries. *'We have international business modules that give them a sense of how business works on a global scale'* (LB10).

International placements and study abroad schemes were also made available, but the emphasis was very much on securing domestic placements and as such, the take up was fairly low.

> *International placements are very difficult to get hold of and we focus far more on domestic placements. I think study year abroad often is a harder sell for students. Students want a year in industry. Why wouldn't they do a placement rather than a study year abroad?* (LB10).

Students were aware of the opportunities for an international placement but felt that it would not benefit them as much as a work placement in the UK. *'There are opportunities here at LRE but there isn't anything that I have thought I really want to do because it would benefit me or further me'* (SB3).

Having presented my findings, in the next chapter I discuss my findings and consider the extent to which my findings support my propositions and where they do not support my propositions, I develop rival propositions.

CHAPTER 6 DISCUSSION

The propositions explored in this thesis relate to the understanding of and the value placed on global citizenship and the extent to which it filters down from policy via managers and lecturers into the curriculum. In this chapter, I discuss each proposition individually, summarising the extent to which my findings support my propositions and where they might be challenged and developed into rival propositions and I consider this within the context of the extant literature.

6.1 Understanding of global citizenship

PROPOSITION 1

Distinct departments and levels of the university hierarchy might understand and articulate the concept differently

a. *Business students are likely to be neoliberal, instrumental and employment focused in their interpretation of global citizenship as global employability or intercultural skills.*
b. *Nursing students are likely to be transformational in their interpretation of global citizenship as common humanity and equity.*
c. *Business lecturers are likely to sit somewhere between neoliberal and transformational in their understanding of global citizenship.*
d. *Nursing lecturers are likely to be transformational in their understanding of global citizenship due to the humanistic nature of their work and their code of conduct.*

This proposition was developed from the extant literature, which suggested that different departments and stakeholders understand and define global citizenship according to their discipline and underlying motivations (Clifford and Montgomery, 2014; Haigh, 2014; Leask and Bridge, 2013; Deardorff, 2011, 2006; Devine, Green and McDowell, 2010; Shultz, 2007).

The part of the proposition suggesting that distinct departments understand and articulate the concept differently is fully supported by my findings. The suggestion that levels of the university hierarchy understand it differently is not fully supported. This will be discussed below.

6.1.1 Discussion of findings (departmental differences)

My findings evidenced a clear difference in interpretation of the concept of global citizenship between the two departments when considered using the framework of Shultz's (2007) three conceptualisations of global citizenship (neoliberal, transformational and radical). As suggested, the business department tended towards a neoliberal interpretation (skills required for global working) and the nursing department towards a transformational interpretation (making a difference to the lives of others). The university-wide definition of the concept was not made clear in strategy documents and therefore, any interpretations appear to have been guided by motivations for study and career aspirations and discipline knowledge.

Considering the difference in interpretation between the two departments, the majority of business students viewed global citizenship as an obtainable skillset that would enable them to operate successfully when working globally. Their interpretation of the concept appeared wedded to their motivation for study in terms of securing a good, well-paid job. The focus was on acquiring intercultural skills to ensure personal success rather than on respecting and adapting to the views of others. Business lecturers and senior managers had a broader and more nuanced understanding of the concept. While they stated the importance of graduates acquiring a skillset in order to compete and be successful in the global labour market, they tempered this with an interrogation of the term citizen and envisaged someone with both rights and responsibilities, who might be accountable for their actions on a global scale.

The responses of nursing students, lecturers and senior managers diverged from those of the business staff and students and matched the proposition in being more transformational in approach in line with the profession and, respecting the views and norms of others, adapting and suspending judgement emerged as strong themes rather than a focus on individual success. This was reflected in their motivation for studying nursing. Their understanding of global citizenship revolved around considering the impact of their actions on others, and values such as respecting diversity, equity, making no judgements and helping others were very apparent in the transcripts. This strong value set resonated well with the attributes of global citizenship although the language used to

express it was particular to the nursing discipline. The requirements of the NMC (2020) have resulted in a strong and shared vision of all members within the nursing department.

The analysis of documents and marketing materials also evidenced a difference between the two departments. The overarching university messages supported the graduate attributes such as ready and able by giving statistics showing the number of graduates employed or in further education six months after graduating and mentioned developing graduates with an enterprising mind-set and delivering practice-based learning to enable them to develop key skills.

The nursing department strategy, programme and marketing documents and websites focused on the essential skills required to become a competent registered nurse and in developing graduates who will make a difference to the lives of their patients and who accept and respect diversity without judgement. These values align very closely with those stated in the nursing interview transcripts and as mentioned earlier, this alignment is likely to be because of the strong shared vision within the nursing department which is shaped by the requirements of the NMC (2020). Global citizenship was not specifically mentioned although global connections were, and the focus was on respecting the cultural diversity that nurses encounter in their day-to-day jobs.

Much of the business department messaging in the strategy, programme and marketing documents focused on developing graduates who will be successful in their individual careers. The messaging evidenced healthy employment figures and alumni securing excellent positions in industry. Yet, the departmental strategy stressed in equal measure the transformational goal and stated the mission of benefitting society by developing graduates who have a positive impact in the world. Furthermore, global citizenship was specifically mentioned in strategy documents and programme specifications. The transformational element was less evident in the prospectus and business course webpages, suggesting that on entry, business students (and their parents) would be attracted to a degree leading to a well-paid job and which builds the skills to stand out in a very crowded and competitive labour market. Through the course of their studies this thinking is likely to become more nuanced as they consider sustainability, equality, diversity and inclusion and ethics for example. As such it appears that, while messaging about graduate employability is important in terms of attracting students, the department does not merely have that as a

goal but understands that employers also value students as global citizens who will do good in the world.

There were nuanced differences between the two departments in the way in which they depicted themselves, but the business department in particular was more obviously aligned with the university strategy, possibly due to the discourse used and the fact that the Association to Advance Collegiate Schools of Business (AACSB) accreditation requires business schools to align themselves (and to prove that alignment) with university-wide strategy.

The explanatory sentences a. and b. under the proposition suggest that the business students will be more instrumental and employability focused in their motivation than nursing students who are assumed to be more outward looking and less individually focused. The extant literature evidenced that students studying different disciplines exhibit certain motivations which are apparent prior to starting their programme of study at university and that they already have a certain disposition and set of values, which will develop further as will their analytical and critical thinking skills as they progress through their studies. Studies in the literature revealed a difference in rationale between students when choosing a degree course. Skatora and Ferguson (2014) took a reductionist approach by proposing four motivations in choosing a programme of study: career concerns, subject interest, an opportunity to help others and an easy option to get into university. Muddiman (2018) suggested that business students are instrumental in their goals and want a well-paid career and as such, their motivation is primarily career concerns. On the other hand, Williams, Wertenberger and Gushliak (1997) and Wilkes, Cowin and Johnson (2015) inferred that students choose nursing through a desire to help others and because it is a respected profession with opportunities to progress. The difference in understanding of global citizenship between the two departments is likely to be impacted by the students' motivation to study. These different motivations were reflected in my findings as the business students wanted to keep their options open and chose business as it is a broad subject that they believed would lead to a range of different careers and a better job. The nursing students expressed the desire to join a respected profession and were attracted to a vocation where they could help others and make a difference to their lives. This is not to suggest that all business students are mercenary in their approach, as business students

may use the skills they develop to work for a charity or a values-based organisation. With a very competitive labour market for business students and with more graduates competing for graduate-level jobs than in the past, employability skills are key and do not preclude the values of global citizenship.

In addition to students having different motivations, programmes of study can be categorised into groups as evidenced by the Futuretrack study (Purcell *et al*. 2008), which divided programmes into three groups: clearly vocational, broadly vocational and non-vocational. Nursing sits in the clearly vocational category as most nursing students have a clearly defined goal, which is to become a registered nurse. Business degrees, on the other hand, are classed as broadly vocational as the options on graduation are varied and the knowledge acquired more widely vocationally applicable.

My proposition suggests that business students are employability focused and instrumental in their motivations and infers that nurses are not. My findings revealed that both business and nursing students choose their programme of study motivated by career concerns but that these are expressed quite differently. When asked why they chose to study business, the business students stated that they were unclear as to what they wanted to do career wise and as the discipline was broad, it would keep their options open. They felt that a business degree would enable them to secure a better job and they wanted to gain skills that would make them more employable and allow them to stand out in a competitive labour market. Business lecturers felt that this made students instrumental in their approach to study as their focus appeared to be on how to get the highest degree classification to enhance their career prospects with no mention as to how they might use these skills to have a positive impact in the world. While students did not instinctively mention the more transformational elements, these were very evident in the strategy documents and programme specifications for the department where a good balance between neoliberal and transformational aspects was evident. The course web pages and prospectus, on the other hand, focused more on individual success and this could be assumed to be due to this being more important to students in the shorter term and when choosing their degree. Anecdotal evidence from colleagues suggested that at open days, both parents and students ask about employability rates on completion of a degree.

Nursing students were also instrumental in their desire to acquire the required skills, however, their rationale for selecting the course differed to that of the business students. As a nurse, competence is essential, and this is evidenced by a series of practical skills required to meet the NMC (2020) regulations and to become a registered nurse. In my research, competence and professionalism were deemed key by both nursing staff and students and in clear contrast with the business students, nursing students chose nursing because they wanted to enter a profession and to make a difference to the lives of others. There is also currently a shortage of nurses (NHS, 2021) and as such when nursing students successfully complete their degree, they do not have to face the competitive job market that the business students do. These findings do not infer that business students are not interested in making a difference but rather that their initial focus is on personal success and securing a good job in a very competitive job market regardless of the sector.

While differences were clear between the departments, once the prompts were used in the interviews introducing the definitions of global citizenship sourced from the extant literature, participants from both departments evidenced a broader understanding of global citizenship. These prompts allowed participants to respond to different standpoints, to develop their own understanding further and to refine their views. The business students in particular became more transformational and nuanced in their thinking and reacted against the narrower neoliberal definitions of global citizenship by discussing ideas such as empathy and leaving the world a better place than they found it. This evidenced the fact that although the business students appeared neoliberal in their views, when prompted, their understanding was more nuanced and broader, encompassing some of the ideas that came more naturally to the nursing students as a result of their motivation for study and choice of profession. When choosing nursing, students are purposively narrowing their career path and focusing on a particular profession, whereas the business students are broadening their career options by taking a more general path which will equip them for a range of different careers. These nuances infer that the motivations and values between the two departments are less dichotomous than Shultz's (2007) model suggests.

The departmental and marketing documents, websites and artefacts also revealed that the different conceptualisations are not mutually exclusive by suggesting that someone can be

ambitious and career-focused while also using their skills to improve society and challenge conventional thinking.

6.1.2 Discussion of findings (hierarchical differences)

The part of the proposition suggesting that distinct levels of the hierarchy might articulate global citizenship differently is not fully supported by my findings. There was a more coherent view from senior managers through to students in the nursing department which appeared to be due to the importance of the NMC code of practice (NMC, 2020) which resulted in a clearly shared vision of what makes a good nurse. Nursing has a clear vision and set of values because all degrees are designed to develop nurses and they are shaped by the values and language of the NMC (2020) requirements. Most students enter a nursing degree to become a nurse and it is on graduation that choices in terms of context (hospital or community) or role (all nurses start as a staff nurse and choose clinical or management pathways to progress) become available. By contrast, within the business department there were more nuanced differences between staff and student participants. This could partially be a result of the fact that the business discipline is much broader than nursing and in itself encompasses other disciplines such as marketing, human resource management and operations management, each with their own particular worldview. This would in turn lead to a more fractured vision within the department due to the broader range of career options available post-graduation. Whereas nursing graduates are homing in on a profession, business graduates are being given a broad education which leads to a range of different options. Therefore, the shared vision is not as clear as for nursing which could explain why the academics and students in the nursing department had very similar views, whereas those of the business students and lecturers diverged. As will be discussed later in this chapter, this is likely to be both because of the type of person who elects to become a nurse and also due to the importance of the NMC (2020) code in shaping the values that nurses consider to be core to their practice. Thus, where business is a broad church encompassing a wide range of career choices, nursing is a specific profession with a strong shared vision.

Business students' examples of global citizens were primarily successful businesspeople, the royal family and widely known, well-travelled politicians, which revealed that their initial understanding of the concept was from a fairly narrow neoliberal perspective foregrounding individual success and ability to travel.

Business staff also listed successful businesspeople as global citizens but included those who give back to society by their individual actions or who work for social enterprises or non-governmental organizations (NGOs). As such, the business staff view was less narrow than that of business students, yet they recognised that generally business students would be more focused on their individual success and career prospects. While this is the case it should be stressed that a desire for personal success does not preclude doing good in the world. Furthermore, it is unsurprising that business people were the main global citizens suggested, as the questions were asked within the context of the business discipline.

My findings illustrated that the business department matches the proposition which suggests that staff and students might interpret the concept of global citizenship differently. The students appeared to have a narrower and more individually neoliberal interpretation of the concept whereas staff had a broader and more nuanced view combining both neoliberal and transformative elements. The nursing department by contrast evidenced a more uniform understanding of global citizenship across the hierarchies, as respecting the views of others and adapting to meet these changes. These views were augmented by their personification of global citizenship, where those who put the needs of others before themselves were suggested. Examples of global citizens included global problem-solvers and humanitarian advocates representing social justice and supporting those less powerful or less fortunate than themselves. It was interesting to note that there was very little difference between the views of nursing students, lecturers and senior managers.

My findings add to the extant literature by suggesting that interpretations of global citizenship are likely to differ because the concept is considered through the lens of a particular discipline. My findings support the assertion in the literature that global citizenship is understood differently by discrete disciplines (Leask, 2013; Barrie, 2012) and also the views of Braun *et al*. (2011) that departments will enact policy according to the culture and language of the individual disciplines. Furthermore, my findings add to the literature by departing from the views of Shultz (2007) that different conceptualisations of

global citizenship are mutually exclusive. Thus, while a discipline might have a tendency towards a certain conceptualisation based on the motivations of students in taking that subject and the discipline itself, that the reality is more complex and the conceptualisations more nuanced. As such, in my research, the business discipline had a tendency to be more neoliberal and the nursing discipline to be more transformational, but this is a tendency rather than a certainty. It is dependent on the context as the same individual might also evidence other manifestations of global citizenship in different situations and equally it would not be true to say for example, that all business students are neoliberal. Some may use their business skills to work for a charity or NGO and be concerned with driving change and ensuring equality.

Nursing students are studying to enter a profession and are instrumental in their need to meet the requirements of the Nursing and Midwifery Council in order to become a registered nurse in the UK. Their underlying motivation, however, is transformational and their focus is on improving others' lives.

6.1.3 Pattern Matching in relation to proposition one

My findings support the proposition that the two groups of participants have discrete interpretations of the concept of global citizenship which appears to be underpinned by the motivation for studying the discipline, a view supported in the extant literature which suggested a variety of interpretations of global citizenship (Haigh, 2014; Oxley and Morris, 2013; Deardorff, 2011, 2006; Devine, Green and McDowall, 2010; Shultz, 2007).

My minor variation from the proposition comes in reviewing the explanatory sentence b. I had noted that I believed that business students would be instrumental, however it was evident that nursing students were also career-focused and instrumental in their motivations but as discussed, this was as a result of the fact that they wanted to join a profession which had a requirement that they meet the standards of the NMC. I would suggest that the explanatory sentence b. referring to nursing students is therefore changed slightly to state

The proposition that different levels of the hierarchy have a different understanding of global citizenship is partially supported. The interpretation of global citizenship through the hierarchy is primarily influenced by particular disciplines and therefore the understanding is very similar. The main difference is that the understanding is more encompassing and sophisticated at lecturer and senior manager level. This was particularly the case in the business department where the discipline is fragmented with different sub disciplines, whereas the understanding of the concept in the nursing department was more consistent across the hierarchies due to the strong influence of the NMC code.

As a result, a rival proposition has been developed which captures more accurately the findings.

Distinct departments might understand and articulate global citizenship differently and the understanding of global citizenship is broader and more nuanced at more senior levels of the hierarchy than at student level.

6.2. Enactment of Policy

PROPOSITION 2

Senior managers in both departments are likely to be closely aligned to the university mission and have a clear understanding of what global citizenship means to LRE. They are likely to assume that lecturers and students share their views and that it filters through lecturers into the curriculum. In reality, interpretations are likely to differ.

The assumption underlying this proposition was that senior managers will be looking outwards at education policy and the educational context of the time and will be involved in the shaping of university policy including the introduction of concepts such as global citizenship. Senior managers might assume that by including the concept of global citizenship as part of their strategic intent, it will filter down through lecturers into the curriculum.

6.2.1 Discussion of findings

This proposition was not fully met by my findings. The assumption that senior managers are aligned to the university mission and have a clear understanding of global citizenship was not fully supported in my research. A consideration of whether there is a shared understanding from policy to practice revealed the possibility that at policy level the concept is left purposefully indeterminate and thus open to interpretation to allow each department to translate and implement policy as appropriate to the disciplines within the department. Whether or not those tasked with interpreting the policy were clear that this was required of them was not uncovered. As was clear from the extant literature regarding policy enactment, this is a complex and messy process and those tasked with ensuring policy is enacted are faced by multiple demands on their time (Braun, Maguire and Ball, 2010). Successful implementation of policy is dependent on the skill and will of those tasked with implementing it. My analysis of the faculty and departmental documents and the programme learning outcomes evidenced that senior managers and their teams had embedded the graduate attributes and global citizenship into their thinking and strategy in different ways. The business department specifically mentioned global citizenship in both the strategy documents and the programme outcomes, however, the lecturer and student interview transcripts suggested that the concept was insufficiently explained in terms of what that actually meant for staff and students and my findings revealed that neither group was clear what it meant within their discipline nor what relevance it might have for their teaching. The nursing department did not specifically mention global citizenship, however, the values of nursing as expressed through the curriculum, the strategy documents and the NMC (2020) closely matched many of the attributes of global citizenship, such as ethical, inclusive and respecting the views of others. As such the values of global citizenship were embedded in the nursing department as a result of the values of the NMC (2020).

Senior managers are likely to be familiar with the university mission, but this does not necessarily mean that they have a clear understanding of all parts of it, nor that they are in full agreement with all aspects. As Braun, Maguire and Ball (2010) pointed out, managers are busy and need to enact multiple policies simultaneously and different priorities are likely

to exist in different departments. Senior Managers felt that global citizenship could and should be interpreted differently by individual departments as supported by the extant literature (Leask and Bridge, 2013; Deardorff 2011, 2006). While they were unclear of what the concept meant at university-level, senior managers were more able to articulate it clearly at departmental level due to the departmental values and in the case of the nursing participants due to the influence of the NMC code of practice (2020). An agreed definition was not, however, readily available and it appeared to be a personal articulation rather than a departmental approach to then cascade down to curriculum level. Senior managers felt that global citizenship did not necessarily have or even need to have an explanation at university-level, a fact which was supported by the literature about policy and its enactment. They believed that global citizenship is open to interpretation by the reader, which allows the university to signal to external stakeholders such as the Government, research funders and businesses the values of the university and the type of education offered. It should be noted that it was my assumption that the Vice Chancellor and his team kept the term purposefully indeterminate so that the departments could attach relevant interpretation to it, although my sample did not include a member of the university Directorate (the university-wide senior leadership and executive decision-making group led by the Vice Chancellor). Leaving the term open to local interpretation, empowered the departments to translate global citizenship meaningfully within the context of different disciplines. For the nursing students it would be translated to align with the values of the NMC (2020) and the attitudes that nursing students would need to adopt to become an excellent nurse. For the business students it would be linked with how that might help them to become more employable in the short term and in the longer term to make a difference in the world.

My findings showed that the enactment appeared to falter at the translation stage which is designed to turn top level policy (graduate attributes and global citizenship) into something meaningful within the departments. As noted in the literature (Shephard *et al.* 2017) affective values such as global citizenship are more difficult to translate and measure. Senior managers were unaware of what global citizenship meant at university-level and as my study progressed and my thinking developed, I realised that the concept did not have to have a clearly defined meaning at university-level. In fact, keeping this open to

interpretation enabled the faculties and departments to translate this and embed it as was appropriate for the department.

Following the ideas of Braun *et al*. (2011), policy actors within the nursing department appear to have taken a confident stance and adapted the university-level policy (global citizenship and graduate attributes), contextualising it to suit nursing. One of the senior manager participants in my research assumed that his team of lecturers would understand the concept and the graduate attributes (a fact which was not borne out in the findings). This showed that while the translation was taking place, this may not have been sufficiently well communicated to those who put it into practice. In the case of nursing the fact that the NMC (2020) values are close to those of global citizenship enabled this translation to occur relatively easily.

In the business department, senior managers had included the top-level graduate attributes and the concept of global citizenship as stated at university-level in both their faculty strategy and programme specifications. While the policy had clearly been embedded in core documents, the contextualised meaning appeared to be missing. As the department is broken down into different disciplines, this appeared to have rendered a departmental level translation more difficult to achieve. As a broader discipline than nursing and covering a wider range of careers including working for social enterprises and charities through to commercial enterprises such as Amazon, embedding global citizenship is arguably a more difficult job for senior managers in the business department. The departmental documents and marketing materials evidenced something very close to global citizenship being promoted to stakeholders and so my belief is that the values are present and understood by lecturers and staff but that it is the expression global citizenship itself, which with its lack of clear definition, is not necessarily understood or accepted by staff and students. The business department messaging claims to develop graduates who will make a positive impact in the world and the nursing department that new nurses will drive innovation and change in healthcare and deliver patient care which respects different cultures. As such, the values are clearly there and filtering down but without being necessarily related back to an understanding of global citizenship. This suggests that the translation is happening, but this has not been sufficiently well explained to staff.

These findings illustrate that the enactment is actually taking place successfully in both departments, however, this translation is not being related back to the concept of global citizenship. The departments have in fact translated the concept to fit their curriculum, but staff and students seem unaware of this fact. The final act of relating the contextualised translation back to global citizenship seems to be missing which means that the translation has taken place but more by accident than design. From a programme perspective, this is less of a concern for the nursing department as the translation has taken place to map against the NMC (2020) code and as such, it has effectively been enacted although neither the teaching team nor students can relate that back to the university-level graduate attributes. Thus, to a certain extent the attributes and in particular global citizenship have filtered through to the programme specifications and marketing materials but translated into terms that are meaningful for staff and students and not using the term itself. In other words, the policy has been enacted and the translation has taken place but this has not been explained to staff.

Where the translation breaks down however, is in terms of filtering into the curriculum. When considering the assumption that the concept filters through lecturers into the curriculum, the extant literature recognised that global citizenship is conceptualised in an open-ended way and there is no clear definition as to what it means in terms of pedagogy and the curriculum nor how it is achieved (Boni and Calabuig 2017; Sklad *et al.* 2016; Lilley, Barker and Harris 2015).

My findings revealed that lecturers in both departments had a notion of the concept but did not understand how others wanted them to interpret or operationalise it or how they should make it relevant to their students. This lack of comprehension supports the views of Clifford and Montgomery (2014) who suggested that global citizenship is not yet filtering through to the curriculum in a meaningful, transformative way. Any interpretations tended to be personal rather than understood from an institutional, departmental or discipline perspective.

Secondly it was apparent that lecturers and students perceived global citizenship as a buzzword or an intangible term that students would neither understand nor relate to. Once the prompts were shown in the form of definitions, staff and students better understood what it meant and picked the words that were relevant to them such as inclusive, social

justice, equity and cultural understanding, however, they were still not relating it directly to their discipline. It seems that the concept without a discipline context is insufficiently clear for staff and students to understand its relevance to their discipline and without this clarity, global citizenship cannot be embedded in the curriculum with certainty (Clifford and Montgomery, 2014).

Furthermore, Clifford and Montgomery (2014) posited that without a clear discipline translation of the concept of global citizenship, there is likely to be resistance to the inclusion of global citizenship in the curriculum from some institutions who are invested in the status quo and from individual lecturers who may not be engaged with the concept or who feel that it encourages a colonial privileging of Western views on education. They further proposed that subject knowledge might be more important to some colleagues who might not find time in the curriculum or have the confidence to introduce a transformative curriculum and to critically engage with ideas such as social justice and marginalisation. This was not explored in my research, but in the light of my findings, it might be surmised that if staff do not understand the value of global citizenship to their discipline and their students, then they may resist embedding it in the curriculum.

The fact that the nursing colleagues did not understand fully how global citizenship related to them is, I feel, less problematic because their senior management team have looked at the NMC (2020) code and taken that as their starting point and mapped this sufficiently to top level policy for it to be appropriate to their discipline. As such, it is less important that the staff are unaware of the top-level terms, as these have already been translated into values and attributes relevant to the discipline. For example, prioritise people as one of the four themes of the NMC requires nurses to preserve the dignity of patients and to treat them with respect, uphold their rights, challenge any discrimination and avoid making assumptions which mirrors statements made in the definitions of global citizenship (NMC, 2020).

With the broader range of business degrees with varying career options, this translation process is arguably more complex, which might suggest why the top-level attributes have been included in faculty and departmental strategies. This shows a willingness to enact policy, however how it might be embedded in the curriculum appears to be insufficiently contextualised. With the requirements of AACSB of mapping faculty strategy to the

programme learning outcomes, this is likely to be addressed going forwards but in the shorter term, business lecturers struggled to understand how they could include global citizenship in their curriculum and this resulted in an element of resistance towards it.

6.2.2 Pattern matching in relation to proposition two

Proposition two suggested that senior managers would be familiar with the university mission and as such would have a clear understanding of what global citizenship means to LRE and that their assumption would be that their understanding of the concept would be shared by lecturers and students and would filter through lecturers into the curriculum whereas in reality, this is not likely to be the case.

My findings supported the fact that policy enactment is messy and complex and that a great deal depends on the leadership team enabling policy actors within their departments to translate and implement policy in a way which fits with departmental aims and values (Braun *et al*. 2011). Senior managers were familiar with the strategy and mission of the university and saw it as their role to work with their teams to interpret high-level concepts such as global citizenship in a way that is relevant and valuable to their departments and to translate this into practice.

It is important to stress that the concept appears to have been left purposefully indeterminate at university-level to enable local translation, however, this opportunity for departments to translate policy needs to be clearly articulated by the university Directorate.

Thus, while the proposition has been supported in theory, in practice this is more complex than the proposition suggests and as such a rival proposition has been developed for clarity.

Global citizenship at university-level is purposefully indeterminate and senior managers are expected to interpret and translate it in a way that is relevant to individual disciplines so that lecturers can embed it in the curriculum and students can understand how it relates to their programme of study.

My findings build on the writing about policy enactment of Ball *et al.* (2011), Braun *et al.* (2011) and Braun, Maguire and Ball, (2010). The addition to the literature is the fact that

top-level policy should not be too prescriptive as this could lead to staff barriers to its enactment. Furthermore, as suggested by Shephard *et al.* 2017, affective values such as global citizenship are more difficult to translate and measure. Thus, by leaving university-level policy what I have labelled *'purposefully indeterminate',* policy actors from within the departments are empowered and entrusted to translate policy in a way which makes sense for, is understood by and is valued by lecturers and students in that department. This allows policy to be more intrinsically linked with and relevant to individual disciplines and this means it is more likely to be accepted by departmental members. This is further supported by the discussion in 6.3 the value attached to global citizenship.

6.3 The Value attached to global citizenship

PROPOSITION 3

As a less tangible graduate attribute than the others, global citizenship as expressed by global responsibility is likely to be less understood and valued than the other stated LRE graduate attributes.

6.3.1 Discussion of Findings

The final proposition was developed to explore the idea in the extant literature (Sklad *et al.* 2016; Ippolito, 2007) that global citizenship, as a vaguely conceptualised construct is neither understood nor valued by students. This proposition was supported by my findings in terms of both the lack of clarity around the definition of global citizenship and the low value placed on it in comparison with other graduate attributes.

My research findings evidenced that student participants were unaware of the five LRE graduate attributes as expressed at university-level, (ready and able, self-reliant and connected, globally responsible, future-facing and enterprising). That is not to say that students had never seen the graduate attributes, as they are likely to have been presented at induction sessions and first year lectures. Furthermore, as was shown in the marketing materials and statement of values around the campus, students are exposed to the university values as translated by the departments but are not necessarily actively aware of them, nor do they necessarily link what is said back to the graduate attributes. The student

participants, however, appeared not to have registered them or actively engaged with them as not a single student claimed they had seen them. This infers that they were neither particularly understood nor valued.

Lecturer participants were vaguely aware of the graduate attributes but could neither recite them nor were they particularly engaged with them as they were unclear as to their relevance and meaning. The exception was a couple of business department programme leaders who stated that they introduced them at induction but when probed, they were not sure what they were or what they really stood for, which suggests that they did not necessarily identify with them. The BA Marketing programme specification mentioned the graduate attributes and evidenced where these were developed on modules within the programme, however, module leaders appeared unaware of this. This suggests that even when they were included, this was not clearly communicated to staff.

Global citizenship was an unfamiliar concept to participants in both departments and they felt a clear university-wide definition was lacking. This concurs with the ideas of some writers who presented global citizenship as conceptualised in an open-ended way and lacking a clear explanation as to how it might be embedded in the curriculum (Boni and Calabuig, 2017; Jooste and Heleta, 2017; Sklad *et al.* 2016; Lilley, Baker and Harris, 2015; Bowden, 2003). As a result, with neither clarity of expression nor a definition that is relevant and of perceived value to distinct departments, it is unlikely that the values of global citizenship will be knowingly filtered down through the curriculum to students.

On probing the understanding of graduate attributes and the participant ranking of them in terms of which were considered most important for students, it was evident that enterprising and global citizenship (expressed as globally responsible) were not understood and hence were not particularly valued as concepts. Apart from student nurse participants, globally responsible was most commonly ranked as the least important graduate attribute. Participants generally felt that all graduates need to be ready and able as a prerequisite, whereas the attribute of globally responsible was not seen as an immediate concern, as many first jobs were felt to be locally focused. Nursing students ranked enterprising last mainly because they associated it with business and therefore perceived it to be irrelevant to them. After discussion, when the idea of it being more to do with an enterprising mind set was introduced, the participants considered this as very important for a nurse and said

they would have ranked it higher had they understood what it meant. This shows the importance of translating the graduate attributes to give them relevance in a particular discipline. Both groups of student participants were alienated by the word global. For business students, unless they wanted a career with an international company, this was seen to be not immediately relevant. For the nursing students the idea of inclusivity and respecting difference without judgement was more important than global. This is not to say that the concept was not valued but rather that they saw the other graduate attributes as more readily applicable to their studies, more relevant in the short to medium term and more easily understood.

As discussed earlier in the chapter, at university-level graduate attributes are by necessity very generic and lack application to particular disciplines. My assumption is that the departments are empowered to translate the generic graduate attributes and global citizenship in a way that is meaningful to particular disciplines and thus valued by staff and students. It is understandable that enterprising and globally responsible were ranked lowest because as less tangible concepts than the other three graduate attributes, their meaning was not apparent to students. Furthermore, students are unlikely to choose a university because they signed up to the university mission and graduate attributes and their choice is likely to be more pragmatic and based on location, the programme of study and recommendations. In order for students to relate to and value the graduate attributes, they must have a tangible and relevant meaning to them. As such, the importance of situating them within the context of a programme of study and using the language of the discipline is core to them being valued.

6.3.2 Pattern matching in relation to proposition three

Proposition three suggests that global citizenship as expressed by the graduate attribute globally responsible is less understood and less valued than the other graduate attributes.

This proposition is supported by the findings which clearly showed that staff and students did not understand what global citizenship meant and as a result ranked it lower than the others (with the exception of nursing students who ranked enterprising lower). It was the case with both of these attributes that participants did not fully understand them. Once translated into 'local' language, these might have been accorded a higher value. Other

graduate attributes were, on the other hand, more obviously universally applicable and expressed in common speech and so more easily understood. I would therefore nuance this proposition in that the graduate attributes as currently expressed are a combination of top-level concepts and easily interpreted statements which was supported by my findings.

While the proposition is supported, my feeling is that it needs to be nuanced to reflect the situation more accurately as noted below.

> *University-level graduate attributes are generic and purposefully indeterminate and have little connection with staff or students in particular disciplines. Until they are translated using the language and values of that discipline, they are unlikely to be understood or valued by staff or students.*

The addition to the literature is that, while many lecturers might feel that global citizenship is an important attribute, they do not necessarily understand what it means nor how it relates to their discipline and thus, it would be difficult for them to embed it in the curriculum. My research suggests that by keeping the concept *'purposefully indeterminate'* at university-level, a wide range of policy actors from within individual departments and their disciplines can be tasked with translating the concept in a way which makes sense to that department. Thus, my research suggests that the fact there is no common definition of global citizenship is not problematic but rather the reverse. For the concept to be esteemed and understood, it needs to be relevant to individual departments.

6.4 Summary of discussion

In the main my propositions are met by my empirical findings and as such, overall the patterns match. There are, however, some minor modifications which have been included to give clarity or nuance and which have been noted below in table 6.1 which gives the original propositions in the left-hand column and the changes made in the right hand column as rival propositions highlighted in bold italics.

Table 6.1 Original and rival propositions

	Original Propositions	Rival propositions
Proposition 1	Distinct departments and levels of the university hierarchy might understand and articulate the concept differently a) Business students are likely to be neoliberal, instrumental and employment focused in their interpretation of global citizenship as global employability or intercultural skills. b) Nursing students are likely to be transformational in their interpretation of global citizenship as common humanity and equity. c) Business lecturers are likely to sit somewhere between neoliberal and transformational in their understanding of global citizenship. d) Nursing lecturers are likely to be transformational in their understanding of global citizenship due to the humanistic nature of their work and their code of conduct.	***Distinct departments might understand and articulate global citizenship differently and the understanding of global citizenship is broader and more nuanced at more senior levels of the hierarchy than at student leve****l.* a) Business students are likely to be neoliberal, instrumental and employment focused in their interpretation of global citizenship as global employability or intercultural skills. ***b) 'Nursing students are studying to enter a profession and are instrumental in their need to meet the requirements of the Nursing and Midwifery Council in order to become a registered nurse in the UK. Their underlying motivation, however, is transformational and their focus is on improving others' lives'.*** c) Business lecturers are likely to sit somewhere between neoliberal and transformational in their understanding of global citizenship. d) Nursing lecturers are likely to be transformational in their understanding of global citizenship due to the humanistic nature of their work and their code of conduct.
Proposition 2	Senior managers in both departments are likely to be closely aligned to the university mission and have a clear understanding of what global citizenship means to LRE. They are likely to assume that lecturers and students share their views and that it filters through lecturers into the curriculum. In reality, interpretations are likely to differ.	***'Global citizenship at university-level is purposefully indeterminate and senior managers are expected to interpret and translate it in a way that is relevant to individual disciplines so that lecturers can embed it in the curriculum and students can understand how it relates to their programme of study.'***
Proposition 3	As a less tangible graduate attribute than the others, global citizenship as expressed by global responsibility it likely to be less understood and valued than the other stated LRE graduate attributes.	***University-level graduate attributes are generic and purposefully indeterminate and have little connection with staff or students in particular disciplines. Until they are translated using the language and values of that discipline, they are unlikely to be understood or valued by staff or students.***

CHAPTER 7 SUMMARY, ADDITIONS TO THE EXTANT KNOWLEDGE, REVISED CONCEPTUAL MODEL AND PRACTICE BASED RECOMMENDATIONS

In this chapter, I answer my two research questions and summarise my findings before introducing two revised conceptual models, which build on existing knowledge using my data. I then make recommendations for practice based on the analysis of my research.

7.1 Research question 1

How do participants understand the concept of global citizenship?
a) *Does this understanding vary between two departments?*
b) *Is there a shared understanding from policy to practice?*

Global citizenship as a concept was poorly understood in both departments and participants found it confusing and could not clearly articulate what this meant from their discipline point of view. My research evidenced that there was a difference in understanding between the two departments. Regarding the question as to whether there was a shared understanding from policy to practice, this was the case in the nursing department but less so in the business department. The shared understanding in the nursing department was primarily due to the strong values of the nursing profession and the importance of the Nursing and Midwifery Council code (NMC, 2020) to the nursing discipline. The NMC (2020) value set resonated well with the values of global citizenship although the language used to express it was particular to the nursing discipline. The fact that nursing degrees lead to a clearly defined profession and the central position occupied by the NMC (2020) code within nursing programmes of study, led to more similarity from policy to practice in the nursing department than there was in the business department. The business department encompasses a wider range of career possibilities and as such, a shared understanding was more difficult to achieve. This appeared to be as a result of the business discipline being broader than nursing due to the wide range of sub-disciplines within the business

department. These sub-disciplines each have their own professional identity and language and vision and thus, marketing and human resource management, for example, both of which sit within the business department, are likely to be different. Business student participants noted that they chose a business degree because it was broad and would keep their career options open. Therefore, in some but not all cases, there is a clearly shared understanding from policy to practice.

7.2 Research Question 2

What value do different participants place on global citizenship as a graduate outcome?

a. Does the understanding of what students want to gain from studying at university vary by department?

b. What value do different participants place on global citizenship as a graduate attribute compared with the other stated graduate attributes?

This question explored whether participants valued the concept of global citizenship and placed this within the context of what students wanted to gain from studying at university. My data evidenced that while the motivation for study in both departments was career-focused, the underlying rationale differed by department. Furthermore, global citizenship as a graduate attribute was on average less valued than the other graduate attributes.

When asked what students wanted to gain from studying at university, the data showed the motivation was primarily career-focused which could be explained by the fact that nursing degrees were categorised by Purcell *et al.* (2008) as clearly vocational and business degrees as broadly vocational. Those degrees classed by Purcell *et al.* (2008) as non-vocational might, by contrast, show different motivations such as interest in the subject as they do not point to a particular career. Nursing students had chosen a particular vocation and wanted to gain skills and competences to enable them to meet the requirements of the NMC (2020) code of practice and become a registered nurse. Business students chose business because they were unsure as to their future career but felt that a business degree would keep their options open, allow them to secure a well-paid job and give them skills which would give

them competitive edge in the congested labour market. Thus, while both groups were employment-focused, the rationale varied.

When asked to rank the graduate attributes in order of importance, globally responsible (assumed to be synonymous with global citizenship for this research) was placed lower than the other four graduate attributes suggesting that is it is of less perceived value than the others. The exception to this was the nursing students who ranked enterprising lowest as they translated this as being too business focused.

Globally responsible was seen to be of less immediate importance and relevance to the students at the start of their career. This appeared to be partially because the concept was not understood but also because students could not see the direct relevance to their careers. Other graduate attributes, such as ready and able, were more easily understood and more obviously applicable to participants in both departments which would give an alternative explanation for the lowest ranking of global citizenship which was by contrast a less tangible concept.

7.3 Summary

The two departments in my research were chosen as I believed they would evidence differences in the interpretation of global citizenship and the findings have borne this out. From the research it was clear that discipline knowledge, discipline language and the discipline vision are important in shaping an understanding of global citizenship and that different disciplines are likely to interpret the concept according to their own values. The nursing profession has a very clear and distinct vision, whereas the business vision is less defined and broader because it relates to a broader range of careers. The business participants tended towards a neoliberal perspective and the nursing participants towards a transformational perspective, however, the reality is much more nuanced than this and depends on the context. It could be assumed that these discipline differences would be the case across other universities, as the studies of Muddiman (2018), Wilkes, Cowin and Johnson (2015) and Williams, Wertenberger and Gushliak (1997) support my findings of the different motivations for study between business and nursing students.

It appeared that without a local translation, policy such as graduate attributes and global citizenship does not easily translate into practice. The nursing department centres on the values and requirements of the NMC (2020) and with a strong vision were able to take top-level LRE policy and make it their own by adapting it and using language appropriate to nursing. The business department enacted top-level policy as is evident from their strategy and marketing materials but with a more disparate vision and broader range of subjects which makes it more difficult to translate the concept meaningfully at departmental level and tends to result in a more generic translation.

LRE has processes and quality measures to enable the university-level policy to be translated by senior managers in the faculties into the disciplines and through lecturers into the curriculum. These include the Programme Enhancement Review (PER), which takes place for each programme on a rolling six yearly basis and is a means by which programmes are formally updated and reviewed for their currency and quality by a panel of internal and external stakeholders. In between these PERs, small to medium changes and improvements can be made to the programmes after approval by the Faculty Curriculum Review Group (FCRG). The validation of new programmes or major changes to existing programmes are presented as a business case to the University Curriculum Panel (UCP) which is chaired by members of the University Directorate (the Vice Chancellor and his team). Once approved for development at this panel, programme teams develop a programme harnessing the expertise of colleagues, external academic and practice-based experts and alumni before presenting the programme at the University Validation Panel (UVP) which approves the programmes deemed to be appropriate.

Furthermore, LRE has the Academic Practice Directorate (APD), a centralised department responsible for supporting academic colleagues across the university in the design and delivery of outstanding programmes. This team developed *the enhancement framework for academic programmes and practice* (LRE, 2020g) which reflects the key principles of LRE. The enhancement framework has four elements, one of which is inclusive and global and which encompasses global citizenship claiming that LRE *'actively engages students in achieving appropriate global citizenship skills and competences, knowledge and behaviours'* (LRE, 2020g). This team is involved in any PERS and also in the validation of new

programmes and will be keen to ensure that the enhancement framework is embedded into our programmes which in turn supports the enactment of university-level policy.

The processes are present to enable the operationalisation of policy, however, as evidenced in the extant literature, there are often staff barriers to this. These barriers are cited as including: lack of leadership (Bond *et al*. 2017), lack of clarity in expressing policy and a subsequent scepticism as to the relevance of graduate attributes to particular disciplines (De La Harpe and David 2012; Badcock, Pattison and Harris, 2010), exclusion of staff from decision-making (Bond *et al*. 2017; Clifford and Montgomery, 2015) and a lack of time and space in the curriculum (Crosling, Edwards and Shroder, 2008). While staff barriers were not the focus of my study, these barriers were mooted by staff in my data. Suggestions as to how to manage these barriers will be presented in the practice-based recommendations in section 7.5 below. Lecturers are key to the successful embedding of graduate attributes and concepts such as global citizenship into the curriculum. If they do not understand the relevance of the concept, then they will be unable to influence part time tutors and students as to the importance of the concept.

7.4 Contributions to scholarly knowledge

7.4.1 University-level policy should be 'purposefully indeterminate'

As discussed in Chapter Three, the literature chapter, much of the extant literature critiques global citizenship for being extremely vaguely conceptualised and for lacking a clear definition. The implication is that what the concept means for pedagogy and how it might be embedded in the curriculum is unclear. The extant literature presents this as problematic. Furthermore, Morais and Ogden (2011) suggested that global citizenship needs an operational definition at policy level which suggests that academic staff would be passive receivers of university-level policy, translated centrally. My study rejects this criticism and instead recommends that university-level policy is left open to interpretation which puts the accountability back into the departments to give it an operational definition. This local translation of top-level, abstract policy allows it to be understood within the context of each particular discipline and thus to be seen as an important addition. As such, I recommend that university-level policy is left as what I have termed *'purposefully indeterminate'* to

entrust and enable a range of policy actors within each department to mutually collaborate to reify policy such as global citizenship using discipline language in order to ensure that the definition and enactment is relevant to and understood by individual disciplines. Thus, my findings recognise the importance of allowing individual departments to make sense of this abstract concept for the staff and students. This local translation of top-level policy allows it to be understood within the context of each particular discipline and thus to be seen as an important addition. As a range of departmental actors will have reified the policy, they are likely to feel mutually accountable and this is likely to reduce staff barriers as the language used to define the concept will be relevant to their discipline.

7.4.2 A critique of the Shultz (2007) model – mutually exclusive conceptualisations of global citizenship

My findings lead me to reject the suggestion that the three conceptualisations of global citizenship are mutually exclusive. The Shultz (2007) model usefully suggests tendencies and dispositions but is too simplistic in the context of my research in suggesting a somewhat static mutually exclusive trichotomy of approaches (neoliberal, transformational and radical) to global citizenship were the three approaches function in isolation from one another. My study supports the suggestion in the literature that these approaches do not need to be mutually exclusive and evidences rather that, while certain disciplines might exhibit certain tendencies due to student motivations to study and the attributes of particular careers, these tendencies are dependent on the particular context and the prevailing macroenvironmental factors and as such, liable to change. Therefore, a nursing student may have a tendency towards being transformational, however they can equally evidence the ability to be neoliberal or radical dependent on the context. An example of the impact of macroenvironmental factors was evidenced in my research findings. Due to my knee surgery, the interviews for the nursing students took place six months after those for the business students. At the time of the nursing interviews, the extinction rebellion protests were taking place, and Greta Thunberg was in the news. As a result, the nursing students were much more attuned to ideas of sustainability and saving the environment than they might have been before these events took place. My views are more aligned to those of Marginson (2011) who infers that rather than being mutually exclusive, the conceptualisations are dependent on the context and the individual. This thinking fits with

my critical realist philosophy which acknowledges the messiness and dynamism of the social world where the context changes and the causal mechanisms will also vary leading to a different outcome (Pawson and Tilley, 2000). While I feel Shultz's (2007) model is a useful guide, it lacks the complexity required to account for individual viewpoints and varied contexts and does not take account of any grey or overlapping areas.

My study revealed clear differences in the understanding of global citizenship across the departments, but the social world is messy and difficult to compartmentalise neatly and thus, to advocate a neat dichotomy between the two departments would not represent reality. I would not propose, therefore, that all business students are totally neoliberal in their approach, nor that nurses are not interested in their personal career progression. Business students may tend towards a neoliberal disposition but might equally be activists against climate change or another cause that they feel passionate about. Furthermore, they might want to utilise their business knowledge and skills to benefit a charity or voluntary organisation. In essence, neoliberal factors may influence any graduate competing with others for a particular job or a nurse deciding to leave the NHS and work for a private provider or an agency to increase their financial gain. Furthermore, if a graduate works for a global commercial corporation competing against other players in the market, this does not preclude the coming into play of transformative influences, as the same graduate may promote Fairtrade and an ethical supply chain or develop the company's response to the need to be socially responsible. Radical influences could also impact on an individual's decision-making either due to their personal values encouraging them to protest against political decisions such as Brexit or protesting with others in support of the global environmental movement Extinction Rebellion. Alternatively, there may be a mixture of two conceptualisations such as neoliberal and radical when fighting for one's rights, such as nurses demanding a pay rise in line with the rest of the public sector workers.

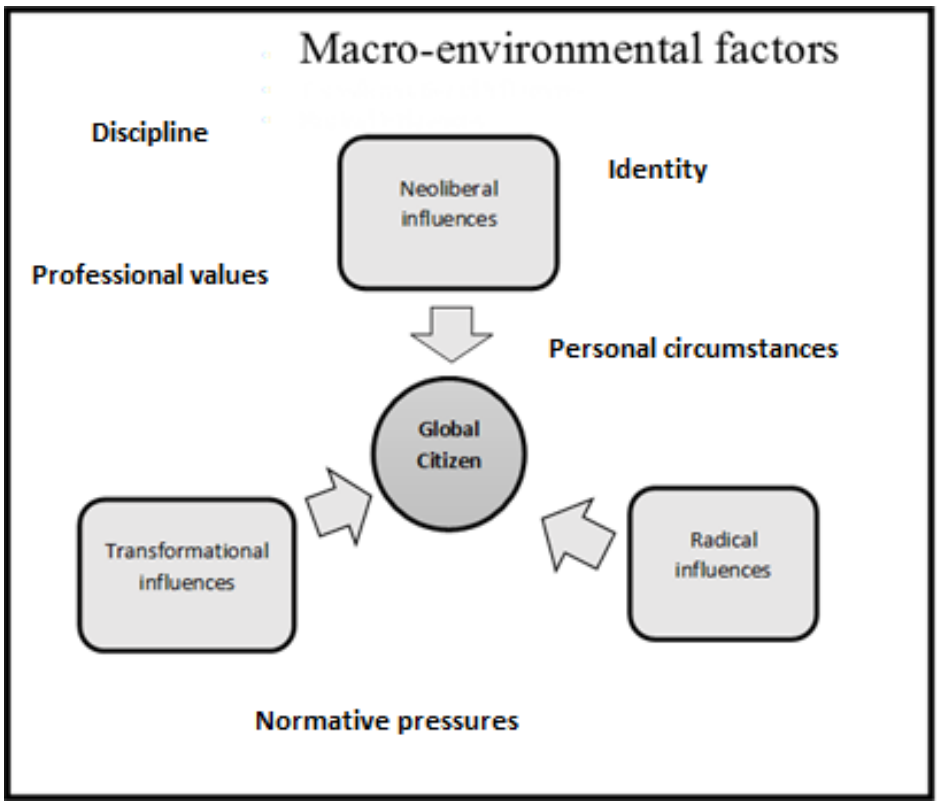
The analysis of documents and marketing materials also revealed that tendencies are not mutually exclusive. For example, the business department clearly stated the personal benefits of studying a business degree in terms of securing a good job while also stressing the more transformative elements of social responsibility and making a positive impact in the world. Fundamentally, I am suggesting that the three conceptualisations are not mutually exclusive but that an individual might be a radical, transformative or neoliberal

global citizen dependent on the particular context. Personal, professional, discipline, identity and normative pressures are likely to impact on this. In conclusion, Shultz's (2007) model is a useful benchmark illustrating tendencies, but the reality is more complex and nuanced and varies dependent on the context.

7.5 Revised conceptual models of global citizenship

Figure 7.1 depicts a revised conceptualisation of global citizenship illustrating my belief, based on my findings, that although an individual might have a tendency towards a certain type (radical, neoliberal or transformational) because of the nature of their work and their discipline, that these types are not mutually exclusive because dependent on the context, the individual might show different tendencies both in their professional and private life.

Figure 7.1 Revised conceptualisation of global citizenship



In the centre of figure 7.1 is the developing global citizen who is influenced by neoliberal, radical or transformational forces dependent on the situation within which they are operating. Beyond these more immediate influences on the individual are the macro-

environmental factors which include areas such as government policy, economic factors and socio-cultural changes which will also influence the way in which an individual reacts. Within this broader context, I would also include more immediate contextual influences such as personal circumstances, discipline, profession, normative pressures and identity. This fits with my critical realist philosophy of a messy social world which is a series of open systems with permeable borders which interact with other open systems in the environment.

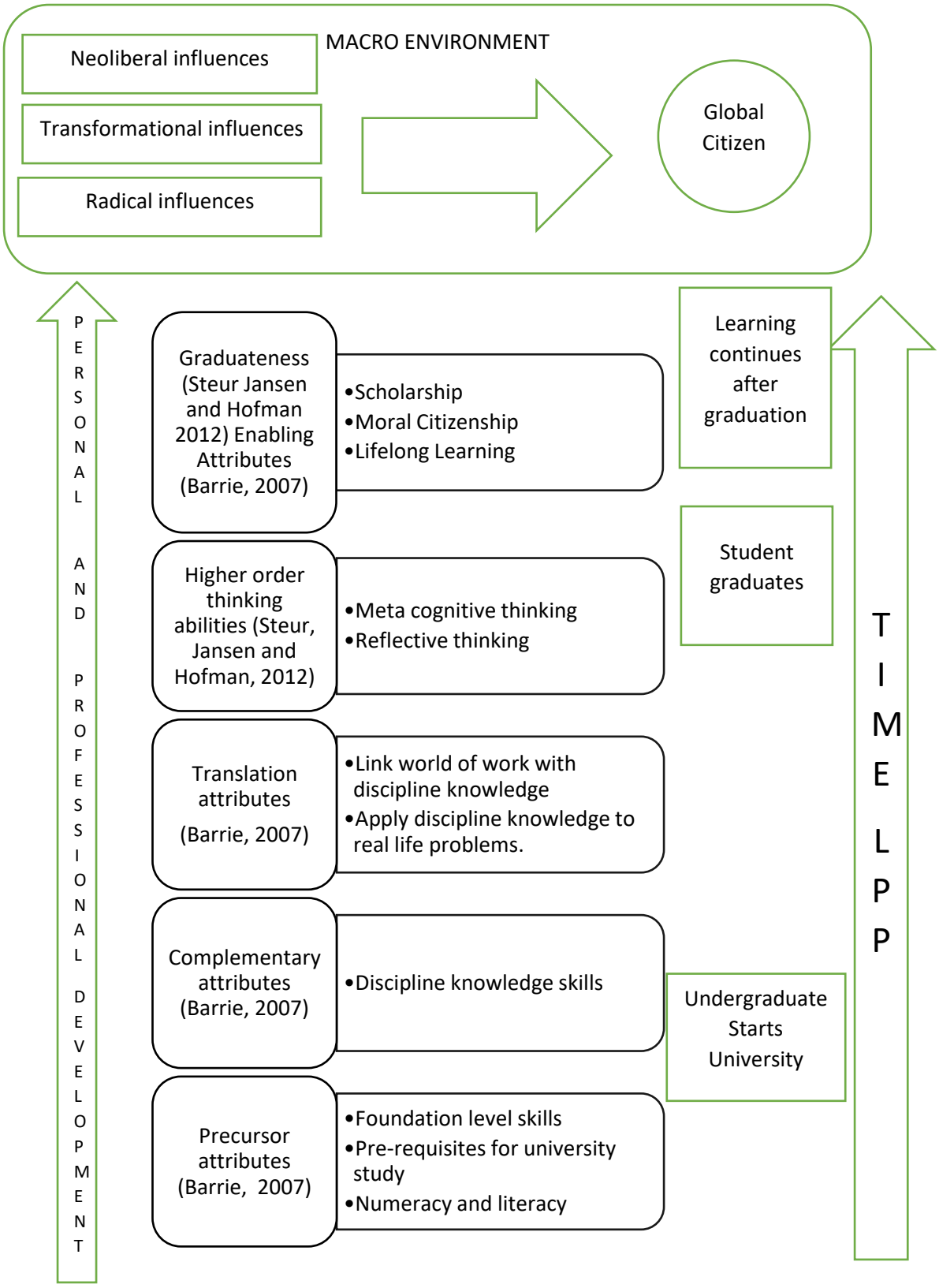
Global citizenship is not an obtainable status

If lecturers and tutors understand global citizenship from their discipline viewpoint, they would be able to impart this over time via the curriculum. As such, I concur with the ideas of writers such as Steur, Jansen and Hofman (2012), Kelly (2008) and Barrie (2007) who understood global citizenship not as a tick list of skills one collects but rather as part of lifelong learning, suggesting that the relevant values develop and become more nuanced over time and with life experience. Students develop global citizenship values while at university and these continue to develop throughout the course of their lives. I prefer the models of Steur, Jansen and Hofman (2012) and Barrie (2007) which are more broadly applicable to all disciplines whereas the weakness of the Kelly (2008) model is that it advanced the premise that first year students are more neoliberal in focus and develop more transformational attributes over time. I feel that this position is less applicable to nursing students, as shown by both my findings and the extant literature considering motivations for study (Muddiman, 2018; Wilkes, Cowin and Johnson, 2015; Skatora and Ferguson, 2014; Williams, Wertenberger and Gushliak, 1997). My research illustrated that students are looking for different things dependent on their programme of study and Kelly's (2008) assumption that students start as neoliberal and develop into global citizens is, in my view, too simplistic and excludes programmes such as nursing where my data shows that students were much more transformational at the start of their studies, due to the nature of the profession that they wanted to join and their motivation for study.

There are those individuals who go a long way towards global citizenship, such as David Nott the humanitarian surgeon, however throughout our lives, we have the opportunity to refine our thinking and to learn from the 'other'. I do not believe it is possible to graduate a global

citizen, but rather to develop critically reflexive graduates with a value-set which considers the implications of one's actions, listens to the views of others and enables collaborative working to resolve issues. Furthermore, the literature inferred that as policy actors change, the interpretation of policy changes also (Ball *et al.* 2011) and as such, a discipline would evolve in its understanding of and translation of global citizenship. The resulting conceptual model in figure 7.2 builds on elements of the Barrie (2007) and Steur, Jansen and Hofman (2012) models and incorporates the LPP of Lave and Wenger (2008) to illustrate the student developing throughout their programme of study towards graduateness.

Figure 7.2 Revised conceptual model showing the student developing over time and moving towards graduateness and continuing to develop as a global citizen after graduation



This conceptual model illustrates how students, regardless of the values and motivations they have when they start at university, develop more sophisticated and higher-level thinking abilities and head towards a state of *'graduateness'* (Steur, Jansen and Hofman, 2016, p.6), including global or moral citizenship which continues to develop as part of lifelong learning. The student moves towards graduateness starting with the foundation blocks of knowledge and skills in their discipline to developing the ability to link that knowledge to real life problems and to the world of work (nursing or business in the case of my study). Towards the end of their degree, students should have developed higher-level thinking skills where critical reflection is possible and they achieve graduateness. As part of lifelong learning, graduates continue to develop the attributes of global citizenship after graduation and the way in which this manifests itself will vary and is dependent on the context at the time and, as such, the individual may show radical, transformational or neoliberal tendencies.

It should be noted that when I first started this research project, the LRE *2020 strategy* (LRE, 2017) was the key policy driver to which I was referring. At that time the graduate attributes were expressed as: ready and able, enterprising, self-reliant and connected, globally responsible and future-facing. My findings revealed that neither lecturers nor students were clear what these meant in the light of their discipline. Two of the attributes (ready and able and self-reliant and connected) were arguably too simply defined for university-wide graduate attributes and yet at the same time others such as globally responsible, future-facing and enterprising were felt to be fairly meaningless without a discipline context. There appeared to be an element of staff irritation towards and resistance to them as they could not see their value which could form a barrier to their introduction into the curriculum.

Since commencing my research, the LRE *2030 strategy (*LRE, *2020f, p.6)* has been introduced and the stated aim of the strategy is to develop *'graduates not just ready for their chosen pathway, but also poised to embrace opportunities: as confident problem solvers, responsible global citizens and effective life-long learners.'* This appears to meet both the neoliberal and transformational elements of Shultz's (2007) conceptual model and suggests that LRE does not see them as mutually exclusive.

The graduate attributes have been changed and are expressed as developing ready and able graduates who are *'ambitious, collaborative, innovative, inclusive and enterprising'* (LRE, 2020f, p.4) which evidences how policy changes with the changing environment and with new policy actors, as since starting my research, there have been changes to the Directorate team. I was interested to note that in this updated strategy, the graduate attributes are further explained (LRE, 2020f, p.4):

- *Ambitious - We are not afraid to shape, challenge and tackle the big issues, to take the initiatives and pave the way.*
- *Inclusive - We make* LRE *xxxxxxx a supportive and inspiring place to learn and work – somewhere where diversity of experience and perspective is encouraged and learning and research is shared and accessible.*
- *Innovative - We create new opportunities for the people who work and study with us. We embrace different ideas and pioneer new and sustainable ways of doing things.*
- *Collaborative - We have strong connections locally and globally. We help people and organisations be the best they can, building trust throughout your university community and beyond.*
- *Enterprising - We instil a thirst for new knowledge, its creation and application, empowering our students and staff to demonstrate a creative questioning approach, a 'can-do' confidence, and ability to navigate uncertainty.*

This brief explanation of what each graduate attribute means is still sufficiently open-ended to allow it to be translated and applied as appropriate in each discipline which is helpful although I am less comfortable with the fact that the inclusive element is very inwardly focused, whereas from a global citizenship point of view I would like to see this looking outwards also. The enterprising attribute is interesting in that it moves away from the business understanding that the nurses found so off-putting and could more easily be linked to an enterprising mind-set which is what the nurse participants felt to be more important to them.

7.6 Recommendations for practice

A combination of the findings of my research together with key points from the literature led to a series of recommendations for practice. These are summarised in table 7.1 below and will be developed further in the remainder of the chapter.

Table 7.1 Summary of recommendations for practice

Recommendation number	Recommendation
1	Top-level policy should remain purposefully indeterminate to allow for relevant local translation.
2	Ensure that senior managers within faculties are empowered to translate top-level policy in the form of graduate attributes and global citizenship in a way which is relevant to, valued by and understood by the discipline staff. Staff translating these concepts will require time to consider how best to do this.
3	Senior management to show their commitment to and support of the LRE 2030 strategy (LRE, 2020f) by empowering staff and giving them the time to reify policy
4	The views of employers as to the value of global citizenship in their employees would be particularly useful for the business department translation of the concept and would add to the validity of the concept in the eyes of staff and students.
5	To successfully translate policy and embed it in the curriculum, staff need to feel involved in and accountable for the enactment rather than having it imposed upon them. Involving a broad range of policy actors from within the discipline to interpret and translate the graduate attributes and global citizenship and to link them to the curriculum is likely to reduce staff barriers and scepticism.
6	Global citizenship would benefit from a top-line supporting sentence, explaining the university interpretation of the concept. The onus will then be on the individual departments to elaborate on what this means at discipline level.
7	Departments to be given the freedom to include space in the programmes for students to reflect on their studies and their personal development as is appropriate for them.
8	Having an understanding of motivations to study for different disciplines will help with the messages that are developed to attract students to the university

7.6.1 Top level policy / graduate attributes

Recommendation

My recommendation is that top-level policy remains purposefully indeterminate to allow for relevant local translation. While the LRE graduate attributes are now more abstract, the challenge is to consider how they might filter down into the individual faculties and departments and to consider whether and how this freedom to interpret policy using the language of and the values of the discipline is actually taking place.

At university-level, the University Directorate (the Vice Chancellor and his team) set the overall university strategy and mission together with new university values of *'ambitious, collaborative, innovative, inclusive and enterprising'* (LRE, 2020f, p.4). This university-level strategy is influenced by external factors such as government and higher education policy, competition and the position of the university in the rankings. The Directorate set policy and they expect the senior managers at faculty and departmental level to reify, translate and enact that policy on a local basis. Not having interviewed members of the Directorate, I am assuming, that faculty and departmental senior managers are free to translate policy in a way which makes sense for the disciplines within that faculty.

The new LRE graduate attributes are supported with short sentences explaining what they mean at university-level. This additional explanation is helpful to those tasked with enacting policy and confirms what the top-level values mean in terms of expectations of graduateness and how LRE evidences these values and yet they are still left sufficiently open for individual departments to contextualise them within their disciplines and programmes. My data showed that neither staff nor students were clear as to the meaning of or value of the graduate attributes and as those who are expected to include global citizenship in their teaching, they would not be able to embed the graduate attributes into the curriculum without this understanding. Furthermore, my findings highlighted the fact that without a tangible and relevant meaning to the discipline, students were unable to relate to and value the graduate attributes and so this local translation using the language of the particular discipline is core to them being valued.

7.6.2 Implementation of policy

University-Level policy

Recommendation:
Ensure that senior managers within faculties are empowered to translate top-level policy in the form of graduate attributes and global citizenship in a way which is relevant to, valued by and understood by the discipline staff. Staff translating these concepts will require time to consider how best to do this.

As explained, the university has formal processes to enable the implementation of policy from university-level through to the programmes of study and this implementation appears to be left open for faculties, departments and schools to translate the policy in a way which makes sense to their staff and students. In order for this enactment to take place, there are several areas that surfaced in the extant literature and my data and which need to be addressed. These include ensuring that senior managers and staff in the departments are aware that they are tasked with enacting policy in a way that makes sense to their disciplines, taking account of staff barriers that were implied in my data and noted in the literature and giving staff the time to consider how to enact policy locally in a way that is understood by and valued by students.

My recommendation for the effective enactment of policy is that the Directorate need to communicate clearly to senior managers in the departments that they are empowered to interpret policy as is appropriate within their departments.

It appears that the systems to allow this enactment to occur are currently in place, however, what is possibly lacking is giving the departments the time to consider these concepts and how best to interpret and embed them.

Translation of policy – departmental management

Recommendation:

1. Senior Management to show their commitment to and support of the *LRE 2030 strategy* (LRE, 2020f) by empowering staff and giving them the time to reify policy
2. The views of employers as to the value of global citizenship in their employees would be particularly useful for the business department translation of the concept and would add to the validity of the concept in the eyes of staff and students.

As mentioned, in order for the concept of global citizenship to be valued by staff and students, it is necessary for this policy to be translated locally to give it relevance to individual disciplines.

My interviews with departmental senior managers suggested that this local translation is incomplete or that they were unaware of that responsibility. This could, however, be due to the fact that, with multiple policies to enact, they may not have prioritised it or simply not have supported that concept and instead focused on enacting other policy. A reading of policy literature illustrated that when managers are faced with multiple policies to enact, they choose those which are most appropriate to them and focus on those (Braun *et al*. 2011).

Senior managers within the faculties can show their commitment to and support of the new *LRE 2030 strategy* (LRE, 2020f) and graduate attributes by empowering their teams to translate global citizenship in a way that is relevant to the individual disciplines and hence students. By granting staff the time to consider how the concept might best be translated and embedded in curricula will be a clear signal that the senior managers support the policy and that they value staff views as to how best to implement it

Staff scepticism as to the value of global citizenship and the graduate attributes is likely to be countered by linking them clearly to the curriculum, thus giving them a local value and currency. By allowing a team the time to work together to translate the concept into something meaningful to students and staff would reduce these barriers. Including industry

contacts as part of the team would help to ground the concept in the real world and to illustrate to students and staff that employers value the attributes of global citizenship in their employees. Including the views of employers is likely to give global citizenship and the graduate attributes more validity in the students' eyes and there appears to be a gap in the literature for a piece of research which considers how employers might envisage and value global citizenship in their employees. This would be particularly interesting in areas which are more broadly vocational such as business, as nursing already has clarity from the NMC (2020). I recommend carrying out some research with employers to test what the LRE graduate attributes and global citizenship mean to them and to reflect this back to students in key messages.

Departmental enactment of policy

Recommendation
To successfully translate policy and embed it in the curriculum, staff need to feel involved in and accountable for the enactment rather than having it imposed upon them. Involving a broad range of policy actors to interpret and translate the graduate attributes and global citizenship and to link them to the curriculum is likely to reduce staff barriers and scepticism.

Staff play a key role in enacting policy within the curriculum and for policy to be enacted successfully, senior managers will need to be aware of possible staff barriers. The barriers mentioned in the literature include a lack of commitment and leadership from senior managers (Clifford and Montgomery, 2015), a lack of staff consultation (Bond *et al.* 2017; Clifford and Montgomery, 2015) and a scepticism as to the value of graduate attributes (Clifford and Montgomery, 2014; Deardorff 2011, 2006). My findings and the extant literature emphasized the importance of local translation of policy by broad programme teams so that it has relevance within the different disciplines. Wenger's (2006) three dimensions of practice: mutual engagement, joint enterprise and shared repertoire could be usefully developed as a framework to enable the members of the team to work together to enact policy. Annala and Mäkinen (2017) illustrated that any staff barriers towards the implementation of concepts such as global citizenship can be reduced by the mutual

engagement and active participation of a wide range of members of the team to give them a sense of mutual accountability and to enable them to translate policy into something meaningful for that discipline. In their research, Annala and Mäkinen (2017) involved professors, lecturers and students in the redesign of the curriculum.

In order to avoid staff resistance, it is important that staff feel both involved in and accountable for the decisions that are made more locally rather than having things imposed upon them. The work of Annala and Mäkinen (2017) suggested involving a broad range of people in the team (including professors, junior members of staff, students, employers and professional services) to avoid these barriers and this would be helpful at LRE. Encouraging staff members to become active members of teams and giving them the opportunity to voice their opinions and to mutually agree the best approach would be ideal. This approach was successful recently at LRE with the Faculty Education Recovery Groups (FERGs) which formed as part of the university-wide response to the Covid-19 pandemic. By giving faculty members at all different levels the opportunity to be part of these FERGs, staff felt empowered and able to challenge centrally made decisions and to discuss how any changes would best be implemented in the departments. A surprising number of people, including students, joined these groups and they coalesced around the FERG that was of greatest interest to them. This type of approach would be useful in reifying concepts such as global citizenship and in considering how the graduate attributes might be interpreted at departmental and programme level.

The way in which policy is enacted is likely to vary by department. Since my interviews with nursing participants took place, the nursing department has ceased to exist and the department has now become amalgamated with allied health professions, social work and public health into the School of Health and Social Wellbeing. Furthermore, the nursing programmes have been reaccredited and as such are likely to have been more closely aligned to the university strategy and graduate attributes as part of the PER process, while also meeting the requirements of the NMC (2020).

The business department is currently seeking to gain the Association to Advance Collegiate Schools of Business (AACSB) accreditation which requires the university and faculty strategy and graduate attributes to be mapped against the programme learning outcomes. As the

business department has a wider range of programmes than the nursing department and those programmes are arguably more disparate, it is a larger task to work through all programmes to ensure that their learning outcomes map to the strategy and the graduate attributes. AACSB accreditation does, however, provide the department with a useful framework against which to enact policy.

At departmental / school level, the faculty strategy would be translated by the Heads of Department / Heads of School and their teams into individual departmental / school strategies ensuring alignment with the University and Faculty strategies. Once the departmental level interpretations are complete, the programme teams would need to work together to ensure that their programmes reflect departmental strategy, meet the requirements of any accrediting bodies and incorporate the graduate attributes and global citizenship translated to be relevant to their particular discipline.

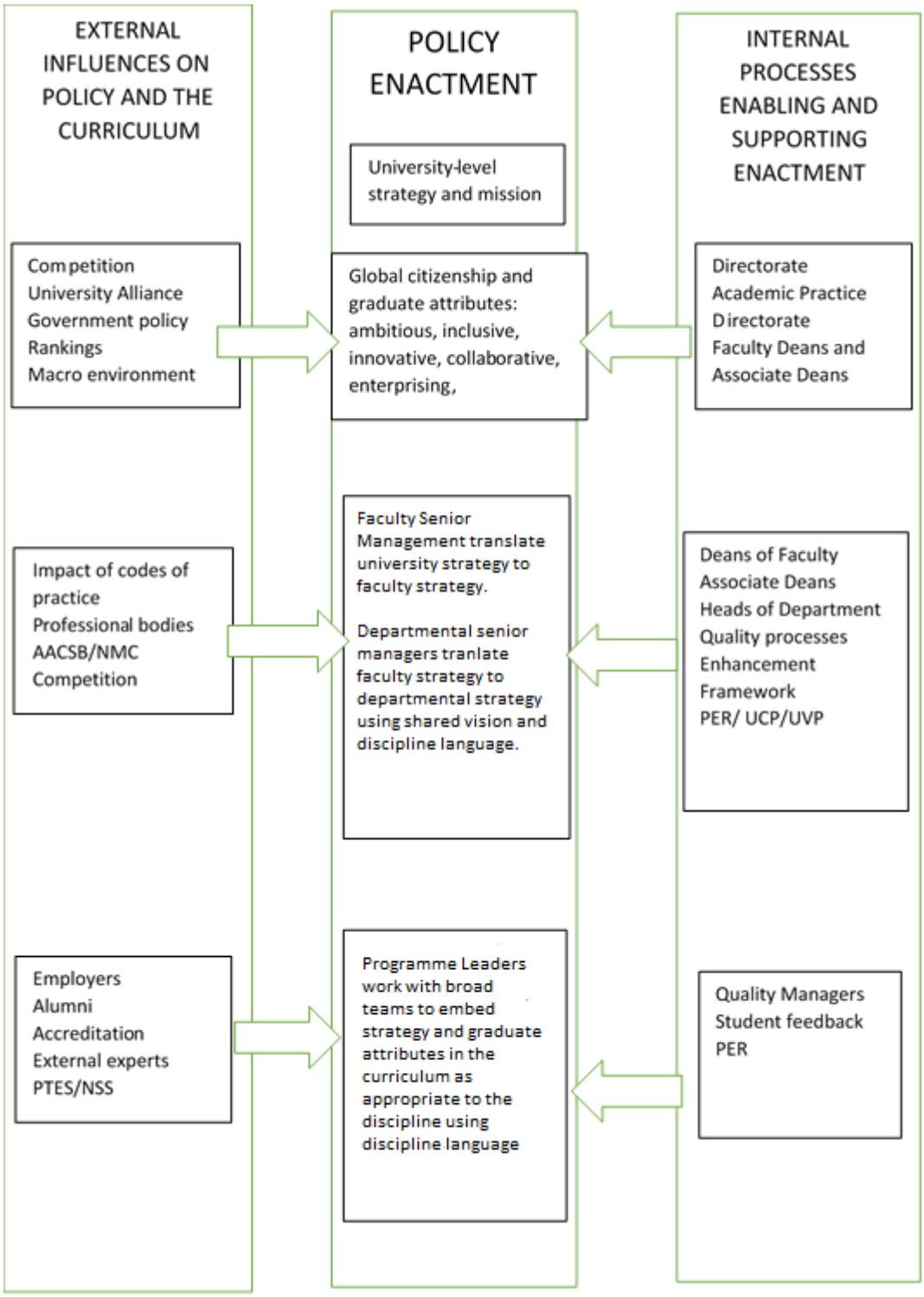
It is important that departments articulate what these generic graduate attributes mean to their discipline and do not leave students to work this out for themselves, otherwise students might disengage. This may require programme teams to consider questions such as:

a. How are the graduate attributes translated and given meaning within the programme?
b. Where in the programme are graduate attributes delivered?
c. Can the programme and module learning outcomes be aligned with the graduate attributes?
d. How and where are the graduate attributes assessed and measured?
e. When and where do programme staff explain the importance of the graduate attributes to students within the context of their programme of study?

The benefit of programme teams and the broader stakeholders working together to consider these questions means that there is less likely to be staff resistance to them as the team becomes actively engaged in and mutually accountable for the process rather than solely a receiver. From a student perspective, the involvement of employers in this process gives the graduate attributes meaning and validity from a future employability perspective. The involvement of students ensures that the graduate attributes are translated in a way that is understood by, relevant to and valued by students on the programme.

Figure 7.3 below illustrates how policy enactment at LRE could take place more effectively.

Figure 7.3 Policy enactment at LRE



The middle column shows policy enactment taking place with external influences represented in the left-hand column and internal influences and processes depicted in the right-hand column. At the top of the figure is the university-level setting of policy and going down the figure, the policy is embedded in faculties and departments and from there in to programmes and hence the curriculum.

The figure shows that university-level policy is set by the Directorate and is influenced by both internal and external factors. The external factors will be what other universities are doing, current government policies, the university ranking and any macroenvironmental factors. Furthermore, student feedback from national surveys such as the National Student Survey (NSS) and internal module surveys will be fed back into the Directorate in order to ensure that a good student experience is being offered.

At the next level, the Faculty Executive (Dean and Associate Deans) translate the university-wide strategy and policies into faculty strategy and policies and within the faculties the departmental or school heads work with their senior management teams to translate faculty strategy and policy into departmental or school policy and strategy. At this stage the external influencing factors will be elements such as codes of practice and professional bodies together with the activities of competitors. Internal influences will be the Academic Practice Directorate and the quality processes.

Once the Departmental strategy is set, it would be up to the programme teams as part of a subject review to consider how the concept of global citizenship might be translated to have some meaning within different programmes of study. At this stage it would be important to have a broad team including staff, employers and alumni so that the concept has resonance and will be valued and understood by students and staff alike within the context of the discipline.

7.6.3 Global Citizenship

Recommendation
Global citizenship would benefit from a top-line supporting sentence, explaining the university interpretation of the concept. The onus will then be on the individual departments to elaborate on what this means at discipline level because, although the fundamental values would remain the same, my data illustrates that the translation of the term for nurses and business students is likely to be quite different.

While the graduate attributes have been given a brief explanation at university-level, the same is not true of global citizenship. The extant literature and my findings suggest that global citizenship is a confusing term without a clear definition. Furthermore, some participants suggested that, as a citizen can be good or bad, the word responsible – globally responsible citizen – should be added. It should be noted that the *LRE 2030 strategy* (LRE, 2020f, p.6) now refers to *'responsible global citizens'.*

Having a university-level explanation of global citizenship, in the same way as there is a short sentence for each of the graduate attributes, would clarify the attendant values of the concept for both internal and external stakeholders, while still being sufficiently top line to allow for local translation. This would go some way towards countering one of the barriers to implementation noted in the literature, which is that poor communication of institutional vision and poorly defined policy prevent the filtering down of policy into the curriculum (Bond *et al*. 2017).

The NMC values are very similar to the expected values of global citizenship although the word global was confusing for nurses and this will need clarification. For business staff and students trying to match global citizenship with learning outcomes has proved difficult, which is why clarification as to what this means in a business context is important. The teams will need to consider what the concept means in the context of their programmes and where they are supporting it within the curriculum. Carrying out research with employers to understand how they define global citizenship in the context of their field will help with this.

For the nursing degrees, this translation is likely to be consistent across the different programmes in line with the values of the profession and of the NMC (2020). As the business department is made up of a broad range of disciplines, the translation is likely to be more varied.

7.6.4 Introduction of spine modules at undergraduate level.

Recommendation
Departments to be given the freedom to include space in the programmes for students to reflect on their studies and their personal development as is appropriate for them. This space may already be embedded in programme assessment in the professional programmes such as medicine, nursing and midwifery, engineering or law or be an extra module which may or may not be credit bearing in the broadly vocational and non-vocational programmes such as business, marketing and economics.

Business postgraduate programmes at LRE are introducing 'spine modules' which are delivered alongside the knowledge-based modules and are the 'glue' that binds the modules together, allowing students to reflect on their learning and how this might apply to their personal growth and to practice in industry. This works for the business programmes as there is often the need to bring together a broad range of modules such as accounting, digital skills, leadership and human resource management into a coherent programme. Within this spine module, there could be the space for students to reflect on their personal development and their learning and how this relates to the graduate attributes and global citizenship.

At undergraduate level in the business department, there have been discussions of a core experiential module running across the three years of the programme to allow students to reflect on any global or work-based experiences they have and to build their professional, personal and academic profile alongside their studies. Student nurses have a long list of requirements to complete to meet the NMC standards and a series of core portfolios and themes that run through their programmes that include reflection which is threaded into all practice assessments also. Although both departments have considered spine modules at undergraduate level, they have come up against similar constraints such as space in the

curriculum and the fact that experience shows that if modules are non-credit bearing that students will not engage. Thus, it will be important to ensure that whatever approach is taken is valued by the students and this could include engagement with employers to provide more authenticity to the experience.

7.6.5 Recruitment

Recommendation:
Having an understanding of motivations to study for different disciplines will help with the messages that are developed to attract students to the university.

My findings revealed that applicants to certain programmes had motivations and values prior to starting their degree course. Having an understanding of these motivations would be extremely helpful in terms of marketing courses to prospective students and tailoring the messaging and the offer so that students understand what they are buying into. The findings of the Futuretrack study (Purcell *et al*. 2008) would be an excellent starting point for this.

7.7 Summary

This chapter has answered my research questions and provided recommendations for practice based on my findings. The next chapter provides a reflection on my doctoral journey, elucidates the limitations of my study and reveals how my findings will be disseminated at LRE and beyond.

CHAPTER 8 REFLECTIONS, LIMITATIONS CONCLUSIONS AND DISSEMINATION OF FINDINGS

In this chapter, I reflect on my doctoral journey, note any limitations, draw out the conclusions of my thesis and explain how the findings will be disseminated within LRE and more broadly.

8.1 Reflections

On commencing my doctorate, I had not envisaged the extent of intellectual and emotional resilience required to complete my thesis. I was simultaneously under significant pressure from both my senior management role at LRE and from leading a large final year undergraduate module (250 students). Two total knee replacements and chairing a key stream of the Faculty Education Recovery Group (FERG), which was set up to consider new pedagogic directions required as a result of the Covid-19 pandemic, added to the stress of completing my doctorate. It was difficult to find the vital thinking time to grapple with complex concepts and having a full-time job alongside writing a thesis has rendered it challenging to work in big blocks of time which I find essential to ensure that there is a thread running through my work. On balance, however, despite the inevitable bad days, the experience has added considerably to my professional and research identity.

From a professional perspective, the opportunity to focus on a particular area of practice has encouraged me to think more broadly and with an open-mind about how policy decisions made at university-level are filtered through to students. For the graduate attributes, the way in which this is done goes beyond statements made in strategy documents and programme learning outcomes and is also evident from before students arrive at the university in the form of marketing materials promoting the values of the university in student friendly terms and while they are studying at LRE in the form of banners and posters displayed around the university. As a result, messages are transmitted to students both formally and informally. Some of these are university-wide statements encompassing what LRE stands for and others are more immediately applicable to the

department within which the student is studying. This enactment of policy is multi-faceted to maximise the opportunities for staff and students to engage with or at the very least absorb the messages subliminally. For example, a graduate attribute such as ready and able might be expressed in terms of the jobs that alumni of a particular programme have secured or in the departmental or programme employability figures. Staff and students might not relate that back to being ready and able, however, they will be aware that graduates of LRE are very successful in securing employment or commencing further study which is a different way of expressing the same thing and is likely to be attractive to students and their parents.

At the start of my research, I felt irritated by the fact that global citizenship, as presented in the LRE strategy documents, was not clearly defined but rather presented as an abstract concept. This was in fact the case across the majority of English universities' strategy documents with the exception of Oxford Brookes who clearly stated how global citizenship develops over time by noting three levels of global citizenship where graduates will be able to: *"actively engage with local and global communities"* to *"proactively engage with local and global communities"* and *"to lead both local and global communities"* (Oxford Brookes, 2018, p.7). This supports the idea that one moves from active engagement to a leadership role within local and global communities. Wider reading and my analysis of my findings led me to realise that the concept was better left as a widely encompassing term that could be translated to suit a particular discipline. In fact, my view changed so much that I would be opposed to a clear university-wide definition of the concept as this would constrain the departments rather than giving them the freedom to interpret it locally in a way which is more likely to be understood by and valued by staff and students in the discipline.

Another challenge I faced was the need to change my written style. Having spent many years in industry, I learned to write in a style that is linear and succinct. Early in my management career, I was informed that senior managers did not have the time to read lengthy discussions and wanted clear, concise conclusions which were supported with evidence. Writing in a more reflective and expansive manner has taken considerable practice, as has moving away from an overuse of headings and bullet points.

As a person with boundless enthusiasm, I have a propensity to get distracted by fascinating but non-essential ideas and concepts. I explained this tendency early on to my supervisors

using the analogy of myself as a pottery student who, in my first pottery lesson was not interested in making a coil pot but rather ambitiously started trying to make a teapot. Focus in this topic was key and while areas such as the marketing of university values to new and current students, identity, what employers value in graduates and the views of university-level senior managers interested me, I was unable to cover all of these areas in this thesis. Global citizenship is a very broad topic and I needed to set some clear boundaries around what I was studying in depth and what might be interesting but just needed to be acknowledged. Thus, my focus became how global citizenship together with its expression as global responsibility in the graduate attributes was communicated from top level policy to students primarily through the curriculum and whether they understood and valued the concept.

The impact of methodological considerations was also important in my EdD journey and caused me to think more deeply about why I was making certain decisions and how I might later justify them. My decision to use case study methodology and to follow Yin's (2018) approach to case study, led to considerable discussion within my supervisory team as to how best to structure the sections covering my research philosophy, methodology and methods. The debate centred on whether I should follow the more traditional approach of several small chapters or take Yin's (2018) recommended approach of one large chapter (Yazan, 2015). As I was using Yin's (2018) approach to case study research, I resolved to take his more holistic approach by having one long chapter and to make it more accessible by signposting the different sections clearly.

8.2 Limitations

It would be unusual in a professional doctorate for the research site and the context to be unknown to the researcher and this closeness could lead to researcher bias (Mercer, 2007). Based on my reading of the literature, my familiarity with the business department and my feeling that a department such a nursing might differ, I started the research with a set of propositions that I wanted to explore. I therefore started with an idea of what might be the case and finished the research with data which in the main supported my propositions but also developed them further and refined them. I have always been interested in contrasting ideas which is why I chose to carry out my research in the departments of nursing and business to investigate similarities and differences. The nursing department was entirely

new to me and I was interested by the impact of an accrediting body with stringent regulatory requirements on the strategy and the curriculum of a department with a strong shared repertoire (Wenger, 2006) and how this differed from a department with a much more disparate shared repertoire due to the department being made up of a collection of disciplines.

My choice of case study methodology could be criticised as being context specific and as providing insufficient data to be generalizable (Blaikie, 2009). My pairing of case study with critical realism, however, allowed me to uncover rich deep data to inform general practice (particularization), build on the extant literature and test my propositions (Simons, 2009, Bassey, 2001). Furthermore, Flyvbjerg (2006) advocates that unless the case is atypical, it can represent the typical and as LRE is an Alliance Group university, it is likely to have a similar profile to other Alliance group universities thus making my findings broadly applicable. It could be suggested that my findings bear less relevance to the Russell group research-focused universities, however, I would argue that my findings regarding the importance of allowing departments to translate abstract university-wide concepts such as global citizenship in a way that is understood by and valued by the different disciplines is relevant across all categories of university. The extant literature suggests that this is not happening or is problematic across the sector.

As a novice researcher, determining the sample size was difficult as there is very little guidance on this topic for qualitative researchers. Having considered several views as to the appropriate sample size (Ritchie *et al*. 2014; Marshall *et al*. 2013; Rowley, 2012), I took these into account alongside the fact that my approach to case study used a single case with two embedded units (Yin, 2018). My sampling strategy included multiple sources of evidence, recommended by Yin (2018), as lending credence and validity to findings and as such, I believe that my sample was sufficiently large to reach data saturation. This is the point at which Boddy (2016) and Marshall *et al.* (2013) believe that no new themes will be uncovered which allows for theoretical generalisation.

While analysing my findings, I realised that I could have used the lens of Communities of Practice (CoP) and their usefulness in reducing staff barriers and allowing staff to work collaboratively towards the shared goal of enacting policy using discipline language. The research of Annala and Mäkinen (2017) in which they exemplify how CoPs reify university-

wide curriculum reform is a good example of how top-level policy might be successfully enacted. The writing of Wenger (2006) and Lave and Wenger (2008) would have been useful had I taken this approach. However, as my research was looking at how global citizenship was understood in different departments and by different stakeholders, whether it was valued and whether it was filtering from policy to practice, the inclusion of CoPs would not have addressed the question. On reflection, future research building on my findings could take an action research methodological approach to consider the effectiveness of using CoPs as a way of enacting policy.

I chose to focus on third year undergraduate student participants in both departments as I felt that due to their longer stay at the university, they would be more likely than postgraduate students to be aware of the LRE graduate attributes and global citizenship. Furthermore, as I was concentrating my research on home status students, the sampling frame is considerably larger at undergraduate level, as the majority of the taught postgraduate students in the business department are from overseas. In practice, it proved difficult to recruit business students and therefore, I had to widen my participants to include second year students. Moreover, the third year nursing students were out on placement and I took the pragmatic decision to recruit participants from the second year as they were more readily available. I was aware of the possibility of self-selection bias on the part of the participants, as those who volunteer to be research participants tend to be the more motivated and keen students and thus may be less representative of the entire student body. This risk was minimised in part by speaking to large groups of students at the end of a lecture rather than sending an impersonal email to them.

Finally, the questions in my interview guide were framed within the context of the participant's discipline rather than as an individual, which in retrospect I would change. I may have started from a more general perspective and asked about what participants felt to be the values of LRE and have had a more general discussion about global citizenship before relating it to their discipline. I feel that this might have led to a more individual and coloured understanding of the concept from the perspective of the current zeitgeist where movements such as Black Lives Matter and Extinction Rebellion are very much reported in the news. Staff might also have had a more nuanced approach had they not been asked to discuss the concepts from a student perspective and they may have been more

transformational or radical in their views. By relating the questions to their discipline, normative pressures may have come into play as participants might have been considering their answers in the light of their programme of study. On the other hand, what interested me was how the different disciplines viewed the concept and my findings relate very much broad programme teams translating university-level abstract concepts such as global citizenship into something more tangible and relevant to each discipline.

8.3 Conclusions

Key Conclusions:

1. *University policy should be kept purposefully indeterminate*
2. *Global citizenship as a concept must be translated locally within the discipline by a broad range of policy actors to reduce staff barriers and so that staff understand and value it*
3. *Global Citizenship is not an obtainable status*
4. *The different conceptualisations of global citizenship are not mutually exclusive*

8.3.1 University policy should be kept purposefully indeterminate

At university-level policy is kept purposefully indeterminate to enable departments or schools to translate and interpret it in a way that makes sense for a particular discipline. Since my research took place, the new university strategy (LRE, 2020f, p.6) has been introduced and now refers to *'responsible global citizens'* rather than the previous label of global citizens. This label with the inclusion of responsible is clearer than the previous label yet, without a local interpretation it is unlikely to be valued. Although the concept is abstract and indeterminate at university-level, my conclusion is that it should be open to interpretation to allow for local translation. It would be helpful for the concept at university-level to have a short sentence clarifying the intent of the concept (in the same way as the graduate attributes), however, my findings clearly showed that global citizenship does not coalesce around a single idea and the translation of the concept could and should vary by department and, where relevant, by individual disciplines. The two different departments use different shared repertoires (Wenger, 2006) and as such, the ability to express the concepts according to the discipline is key if the concept is to be valued.

This empowerment of the departments is likely to result in fewer barriers to this implementation and greater acceptance from staff provided that they are part of the translation process and are working collaboratively towards a shared goal.

8.3.2 Global citizenship as a concept must be translated locally within the discipline by a broad range of policy actors to reduce staff barriers and so that staff understand and value it

Policy enactment of global citizenship is dependent on staff and if they do not understand or value the concept, this is likely to lead to barriers in its implementation.

For the concept to be understood and valued, it needs to be interpreted and translated in a way which makes sense to the discipline, involving a wide range of policy actors working collaboratively towards and mutually accountable for the translation of the policy is likely to reduce staff barriers. The programme team must understand and value the concept if they are to embed it in the curriculum and share its value and its link to the curriculum with students and part-time staff.

8.3.3 Global Citizenship is not an obtainable status

I support the views of Atkas *et al*. (2017, p. 66) who note their concern that global citizenship should not be seen as an *'obtainable status'* or a tick list of attributes. This obtainable status is implied in the language of some university mission statements such as Nottingham University *'Nottingham graduates from all of our campuses emerge as global citizens'* (Nottingham University, 2018, p.9) and Liverpool University *'our students will come from diverse backgrounds and will be highly employable global citizens.'* (Liverpool University, 2018, p.3). Students join a programme of study with certain motivations for study and over time, influenced by academics, their views should become more nuanced and the attributes of global citizenship are likely to develop over time and with experience. Students do not graduate as a global citizen but will possess some of the attributes as a result of their programme and these values will develop further with seniority and experience. While students come to university with certain motivations and underlying values, university study gives students the opportunity to challenge their existing

assumptions and to have a critically reflexive mind set. This is illustrated in my revised conceptual model (figure 7.2 in Chapter Seven). Students do not leave university as global citizens but rather build on fundamental skills and develop higher order thinking skills moving towards graduateness (Steur, Jansen and Hofman, 2012). Graduateness includes lifelong learning, moral or global citizenship and scholarship and these continue to develop through one's life.

8.3.4 The different conceptualisations of global citizenship are not mutually exclusive

The Shultz (2007) model is a useful starting point against which to study the differences between the two departments and understand the alternative ways of conceptualising global citizenship. The model is, however, too simplistic in the context of my research as the trichotomy does not exist in the complex social world and individuals cannot be compartmentalised, as their response may change as the context changes. Thus, although there might be tendencies towards a certain disposition in different departments, the conceptualisations are not mutually exclusive and as such a department can evidence more than one of the conceptualisations.

8.4 Dissemination, knowledge transfer and future research

Within this section, I consider how practice-based recommendations can be disseminated and my findings shared, and I discuss gaps for future research, which would build on and develop the extant literature further.

8.4.1 Dissemination of practice-based recommendations at LRE.

In the business department I plan to work with the Associate Dean Learning, Teaching and Student Experience, the Faculty Academic Director Teaching and Learning and the Director of Accreditation to consider how best to get broad and inclusive programme teams working on enacting the graduate attributes and global citizenship as part of the Association to Advance Collegiate Schools of Business (AACSB) accreditation. As part of the response to the Covid-19 pandemic, Faculty Education Recovery Groups (FERGs) were set up in 2020 consisting of a chair (Policy enactor) and a self-selected team, including students, from

across the faculty and which coalesced around an area of interest to enact a response to issues arising. These worked very effectively in driving change and implementing policy and unusually staff were keen to be part of these groups. I would envisage something similar within the business department to work on the translation and enactment of global citizenship and the new graduate attributes.

In the nursing department, I plan to liaise with the Faculty Executive to share practice and learnings. With a recent reaccreditation of the nursing programmes mapped against the university strategy and the requirements of the NMC (2020). Nursing colleagues are likely to have good practice to share in terms of policy translation and enactment.

As my research evidenced that both departments were employability focused, I plan to initiate a research project within the business department investigating employer responses to the LRE graduate attributes, specifically how the LRE graduate attributes and global citizenship might reflect their business goals and what qualities they are looking for in their employees. This will help the programme teams to translate the university-level ideas into local language which is valued by staff and students. This is more pertinent for the business department, as the nursing department is provided with a clear guide by the NMC (2020) which provides the language and values with which to translate the graduate attributes.

My recommendations suggest that global citizenship needs a top-level explanatory sentence rather like those provided for the graduate attributes and I would work with colleagues in the APD to provide a generic descriptor which was sufficiently top-level to allow translation as appropriate in the faculties.

The LRE internal teaching and learning conferences such as the university-wide Festival of Learning would provide a good platform to disseminate findings from these projects and from my thesis and to discuss their usefulness and impact across the university.

8.4.2 Dissemination beyond LRE

Many of the learnings of this study are applicable beyond LRE such as the filtering of policy from strategy through to the curriculum, a critique of the mutually exclusive

conceptualisations of global citizenship as represented by Shultz's (2007) model, the importance of purposefully indeterminate definitions of global citizenship at university-level and engaging staff in policy enactment via programme teams. These topics could be disseminated at conferences such as the Chartered Association of Business Schools (CABS) and the Society for Research in Higher Education (SRHE).

From a personal perspective, I will submit journal papers developing the presentations to conferences noted above such as policy enactment from policy to practice, the importance of a broad range of policy actors working collaboratively towards a mutually agreed goal in the effective filtering of concepts such as global citizenship from strategy through to the curriculum, a revised model of global citizenship as presented in my thesis critiquing the conceptualisations of global citizenship suggesting that the different conceptualisations are mutually exclusive and developing the idea that global citizenship does not appear on graduation but rather develops over time and with experience.

8.5 Concluding thoughts

My thesis offers a unique addition to the extant literature by welcoming the fact that policy such as global citizenship is what I have termed *'purposefully indeterminate'* at university level to allow for the local translation of such abstract concepts at department and discipline level. Allowing a wide range of policy actors from within the disciplines to translate the concept as is appropriate for them is likely to lead to fewer staff barriers to the enactment of policy as staff will feel engaged, proactive and mutually accountable, rather than having something foist upon them.

It further offers a comparison between a vocational and a broadly vocational department and within these departments three levels of the university hierarchy and their view of global citizenship. This provides cross-disciplinary data and views from different stakeholders.

My findings also reject the suggestion by Shultz (2007) that the three conceptualisations of global citizenship are mutually exclusive and rather support the writing of Marginson (2011) who sees different conceptualisations of global citizenship as non mutually exclusive. The

findings illustrate that disciplines may have tendencies towards a certain conceptualisation because of the nature of the profession but that this is not rigid and it is also possible to evidence all three conceptualisations dependent on the context. This is illustrated in the revised conceptual model – figure 7.1 on page 151.

The study has highlighted several gaps in the extant literature which would make interesting research studies, could usefully be explored and would add to the field of global citizenship literature. These include: an analysis of mission statements from universities in the global South and an exploration of their attitudes towards global citizenship; Exploring the views of employers from different sectors about global citizenship; A study including what Purcell *et al*. (2008) refer to as non-vocational disciplines such as history or geography to gain an understanding of student' motivations to study and their views on the graduate attributes and global citizenship; a study of university-level senior managers and their expectations about the enactment of policy. Finally, there is the opportunity to carry out an action research study to examine the usefulness of Communities of Practice (CoPs) in enacting policy.

Reflecting on the criticisms of global citizenship in the extant literature in the light of my findings, there were two criticisms that were discussed in Chapter Three:

1. Whether it is possible to be a citizen at global, national and a local level.

   My interpretation of the word citizen is less literal than some of the writers in the literature and supports the ideas of Caruana (2014) and Clifford and Montgomery (2014) that, in a global world individuals and organisations need to operate simultaneously at local, national and global levels. Rather than linking this to the political meaning of belonging to a nation state, I see this less literally in terms of suggesting that we all have a civic duty to each other and to the planet to protect it for generations to come and to act responsibly at all levels. Small local acts such as reducing water and electricity consumption contribute to the global climate change agenda. This was supported by my findings where participants stated that the term citizen suggested benefits but also responsibilities and interpreted this as more closely aligned to appropriate behaviour rather than being wedded to a nation state.

2. The concept was developed by scholars in the Global North and excludes those from the Global South.

   This may be the case from its roots but my thinking around the definition of global citizenship being 'purposefully indeterminate' suggests that, while the concept may have been developed by scholars in the global north, HEIs in the global south should have the freedom to interpret the concept locally in a way which makes sense for their local context. Thus, players in the global north are not imposing their views on the global south but rather empowering those in the global south to translate the concept in a way that resonates with their particular context.

Finally, I feel that the doctoral process has allowed me to grow both as a researcher and professionally and I look forward to contributing my ideas within the university and to become a research active member of the university by developing the extant literature further.

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Appendix One Interview guide

Semi-Structured Interview Guide: Senior Management

Participant Code	
Date	

Opening Commentary

Thank you for taking the time to talk to me today.

I'd like to ask you a few questions about:

- LRE's strategy and desired graduate attributes
- Focusing on one of these stated desired graduate attributes in particular
- My aim is to gain a better understanding of the way in which LRE defines, operationalises and measures this desired graduate attribute.
- The particular graduate attributes that I am focusing on is Global Citizenship.

Warm up questions:

1. How long have you been at your role at LRE?
2. Have you worked at any other universities previously and if so, what were the main differences?

Initial Interview Schedule

Questions	Possible probes
• Why do you think that UG students in your faculty come to university?	• What attributes do you feel that they might value?
• In LRE strategy documents and those of other universities, global citizenship is seen as a desirable graduate outcome. • What do you believe that this means in LRE terms?	• .
• Strategically why do you believe that LRE has chosen the term Global Citizenship when other similar terms are available?	• Competitive edge? • Employability? • Other similar universities have it? • Policy requirement?

• Do you believe that LRE's approach to global citizenship fits with / AACSB/ NMC /the faculty /university mission? (use these prompts where appropriate for the department)	• Fits with strategy – if so, how does this fit together? • Explore how it supports these strategic goals. What more could be done?
• If you were asked to describe a global citizen, how would you do this?	• Sheet with a global citizen is someone who
• Bearing this in mind, can you think of any examples of people / organization who demonstrate the qualities of a global citizen either in the world today or in the past.	• Prompts – Mother Theresa? Kofi Annan? Bill Gates? But only if nothing is forthcoming • What is it about those people that make them global citizens?
• In the literature, there is some confusion about the definition of global citizenship. I am going to show you some of these definitions and would like you to choose those that you feel are most in line with what LRE is trying to develop in our graduates?	• definitions on a sheet of paper • Can you tell me why?
• The use of the term global citizenship has been criticized in the literature for the following reasons: • Global has negative colonial connotations • Can you really be a citizen of the world rather than a nation state? • The rich North is dictating its values to the poorer south who might define it differently.	• Sheet with alternative terms

• Do you have any sympathy with these views? • Are there any terms that you feel better express what we are trying to achieve? • How about the following terms?	
• DHLE data and student employability is very important to LRE. How important do you feel being a global citizen is in today's work environment for graduates from your department?	• How do you feel that employers understand GC? • If it is not important, why not?
• In the news currently, we hear a great deal about countries starting to retract and become more isolationist – Brexit, China, Trump's protectionism, rise of the far right. Against this isolationist political climate, do you feel global citizenship still has a place?	• Do you feel graduates and employers will still relate to the concept and value it?
• I would now like to understand how you feel that the curriculum at LRE is developed to ensure that students develop the appropriate skillset / attributes to be a global citizen?	• Prompt? • What has LRE done to allow home students in particular to develop the appropriate skills? Internationalisation at home? • If they talk about international student only prompt about home students.
• Thinking about practice in your department, how do you feel that the idea of global citizenship is introduced into the teaching?	• Co-constructed curriculum. Do we use this anywhere? • Likely benefits and barriers? • How do we currently benefit from having international students in our cohort? • Any barriers?

• How do you believe that developing global citizenship is supported in your Faculty?	• Prompt – BME lead • International work • IaH/ mobility/ equality etc. • Resource / support / staff training. • Recruitment from minority groups. • Any barriers?
• How does the university currently measure the extent to which students achieve the desired graduate attributes?	• These measurements are important for AACSB / TEF/NMS etc. If we are not measuring, is it something that we can measure? If so, how would we do it? • (Prompts – quotations from the relevant documents)

Cool down questions:

Can you tell me about any difficulties you feel that your department has faced when trying to introduce a more international approach into the curriculum? (Prompt – accredited courses/ curriculum)

What do you feel you best global experience has been whilst working at LRE?

Those are all of the questions that I wanted to ask. Is there anything that you would like to add?

Thank you for your time today.

Semi-Structured Interview Guide: Lecturers

Participant Code		
Date		

Opening Commentary

Thank you for taking the time to talk to me today.

I'd like to ask a few questions about:

- LRE's strategy and desired graduate attributes
- focusing on one desired graduate outcomes
- Aiming to gain a better understanding of the way in which LRE defines, operationalises and measures this desired graduate attributes.

Warm up questions:

- How long have you been in your current role at LRE?
- Have you taught at any other universities and if so what differences have you found at LRE?
- What programmes of study do you contribute to?

Initial Interview Schedule

Question	Possible prompts
Why do you think UG students in your department come to university?	• What do you think they are hoping to achieve?
What do you feel are desirable graduate attributes for students graduating from your department?	• What skills / attributes do you feel they might need to be successful in their future lives?
These are the LRE stated graduate attributes. Could you rank these in terms of the one you feel to be most important to your students and the one you feel to be the least important. 1 is the most important and 5 is the least important.	• Sheet with graduate attributes • What led you to order the attributes in this way. • If global is a long way down on the list (4 or 5 – probe to find out why)
I am particularly interested in the graduate attribute of globally responsible. What attitude or skills do you feel that a globally	• How important do you feel that being global responsible is to your students?

responsible graduate will be able to demonstrate?	
Many universities (including LRE) claim that they aspire to develop students as global citizens. If you were asked to describe a global citizen, how would you do this? Could you add 5 descriptors that you feel might be qualities that a global citizen might demonstrate?	• Sheet with " a global citizen is someone who……. "
Bearing this in mind, can you think of any examples of people / organization who demonstrate the qualities of a global citizen either in the world today or in the past.	• Prompts – Mother Theresa? Kofi Annan? Bill Gates? But only if nothing is forthcoming. • What is it about those people that make them global citizens? •
In the literature, there is some confusion about the definition of global citizenship. I am going to show you some of these definitions and would like you to choose those that you feel are most in line with what LRE is trying to develop in your graduates?	• Sheet with definitions. How clear and relevant do you feel the concept of global citizenship is and do you feel that employers and students understand what it means? •
The use of the term global citizenship has been criticized in the literature for the following reasons: Global has negative colonial connotations Can you really be a citizen of the world rather than a nation state? The rich North is dictating its values to the poorer south who might define it differently. Do you have any sympathy with these views?	• Sheet with alternative terms.

Are there any terms that you feel better express what we are trying to achieve? How about the following terms?	
Student employability as shown in the DHLE data is very important to LRE. How important do you feel being a global citizen is in today's work environment for graduates from your department?	• How do you feel that employers understand GC? If it is not important, why not, if it is why?
In the news currently, we hear a great deal about countries starting to retract and become more isolationist – Brexit, China, Trump's protectionism, rise of the far right. Against this isolationist political climate, do you feel global citizenship still has a place?	• Do you feel graduates and employers will still relate to the concept and value it?
As globally responsible graduates and global citizenship are in our LRE strategy how do you feel that you / your department have developed the curriculum, changed your teaching style to develop the appropriate skillset/ attributes to be a global citizen?	Prompt: • Co-constructed curriculum – do we use this anywhere? • How do we benefit from having international students in the cohort. • Do we need to develop this further? / what could we do to reinforce the attributes and skills required to be a GC?
How do you feel that the university currently measure the extent to which students achieve the desired graduate outcomes?	How do you feel we can measure how globally responsible a student is / whether they are a global citizen

Cool down questions:

- Can you tell me about any difficulties you feel that your department has faced when trying to introduce a more international approach into the curriculum? (Prompt – accredited courses/ curriculum)

- Could you tell me what international experience you have had either in your personal life or professional life?

- What do you feel you best global experience has been whilst working at LRE?

Those are all of the questions that I wanted to ask. Is there anything that you would like to add?

Thank you for your time today.

Interview Guidelines: Students

Participant code	
Date	

Prior to starting the interview, I will run through the points on the information sheet and answer any questions. I will also ask the participant to sign the consent form.

Opening Commentary

Thank you for taking the time to talk to me today.

I'd like to ask you a few questions about LRE's stated desired student outcomes focusing on one of these stated desired graduate outcomes in particular. My aim is to gain a better understanding of the way in which you understand and value this particular desired graduate outcome and how you feel that LRE has supported you through the curriculum over the course of you time at LRE to achieve the attributes required for this graduate outcome.

Please free feel to stop at any time or ask me any questions as we go through.

Warm up questions:
Could you confirm your programme of study?
Which year are you currently in?
Did you have a year in industry / a year abroad?

Initial Interview Schedule

Questions	Possible probes / prompts
Could you tell me what your motivation was for coming to university?	What were you hoping to achieve? What was it about LRE that made you choose this university? What or who influenced you to choose LRE?
What skills and attributes you feel will be important to you once you have graduated?	Why do you feel these are particularly important? If they do not mention global or international ask them why.
Here are the LRE stated desired graduate outcomes that the students are likely to achieve as a result of studying at LRE. Could you individually rank them in terms of importance in your opinion where 1 = the most important / 5 = least important for your future career.	Sheet with LRE graduate outcomes Why do you feel that x is the most valuable and Y the least valuable?
Many UK university mission statements / strategies talk about developing graduates who are global citizens. I want to focus on global citizenship and explore your understanding of what this might mean. Could you describe what you feel a global citizen is? A global citizen is someone who……? Can you give 5 words that in your view represent a global citizen's qualities?	Need a sheet of paper for each respondent with this information on it.

Bearing this in mind, can you think of any examples of global citizens in the world today or in the past?	Prompt – what about people like Mother Theresa? The Pope? Bob Geldolf? Why do you feel these people / this person is a global citizen?
Different people define global citizenship in different ways. I am going to show you 7 definitions and would like you to pick the one closest to how you feel about global citizenship and the one that is furthest away from how you feel. When you speak about each one, please could you say which number you are talking about for the recording.	Seven definitions on a sheet of paper Can you tell me why?
In the news currently we hear a great deal about countries starting to retract and become more insular. (The USA is a good example). In this political climate, do you feel that global citizenship is still important?	Why/ why not?
Thinking about what we have said about global citizenship and the qualities required to be a global citizen, how do you feel that you have developed these attributes and qualities during the course of your studies at LRE?	Prompts: Within your programme? Individual modules? Extracurricular opportunities? Students Union? Mixing with international students? Mobility opportunities
How has being at LRE benefitted or challenged you as a global citizen. For example. Has LRE given you any opportunity to be a global citizen? Any challenges to this? Any benefits?	Multicultural opportunities Mixed group work Intercultural understanding International environment mobility opportunities. Do you feel you have learned from your international peers?

	Would you have liked to have mixed more? What was stopping you?
I want to talk to you about learning styles and how you have been taught whilst at LRE. So thinking about how your curriculum has been delivered, what teaching experiences have you particularly liked and what have you liked less?	Prompt: Self-directed work International group work? Lectures Tutorials etc.

Cool Down Questions:

What has been your best global experience so far at LRE?

What has been the stand out learning experience for you and why?

Have you travelled at all / spent any time living or working overseas?

Thank you, those are all of the questions that I have. Do you have any thoughts or ideas you would like to share with me?

Appendix Two Definitions sheet (prompts)

Definitions:

1. Global citizens are proactive, capable of making change happen and live ethically in both the global and the local, the distant and the proximate simultaneously

2. Global citizens are globally aware, able to travel and have the skills to work anywhere in the world.

3. Global citizens have an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment.

4. Global citizens think transformatively, imagine other possibilities and perspectives, question assumptions reflexively, think as the "other" and walk in their shoes and engage in critical and ethical thinking"

5. A global citizen is someone who can participate fully in a globalised society and economy and (work) to secure a more just, secure and sustainable world than the one they have inherited.

6. Global citizens are concerned with increasing the transnational mobility of knowledge and skills and the ability to participate in the global economy.

7. Global citizens are concerned with social justice and human rights and are proactive in challenging the hegemony of economic globalisation and fight oppression.

Appendix Three Ethics Application

APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS

This application form should be completed by members of staff and PhD/ Prof Doc students undertaking research which involves human participants. Undergraduate and Masters level students are required to complete this application form where their project has been referred for review by a supervisor to a Faculty Research Ethics Committee (FREC) in accordance with the policy at **http://www1.lre.ac.uk/research/researchethics.** For research using human tissue, please see separate policy, procedures and guidance linked from **http://www1.lre.ac.uk/research/researchethics/policyandprocedures.aspx**

Please note that the process takes **up to six weeks** from receipt of a valid application. **The research should not commence until written approval has been received from the University Research Ethics Committee (UREC) or Faculty Research Ethics Committee (FREC).** You should bear this in mind when setting a start date for the project.

APPLICANT DETAILS

Name of Applicant*	Christine Comrie		
Faculty	ACE	Department	Education
Status: Staff/PG Student/ MSc Student/ Undergraduate	EdD student	Email address	XXXXXXXXXXX
Contact postal address			
Name of co-researchers* (where applicable)	N/A		

*This form must include the name of the LRE Project Manager (normally the budget holder and PI)

FOR STUDENT APPLICANTS ONLY

Name of Supervisor/Director of Studies	XXXXXXXXXX
Detail of course/degree for which research is being undertaken	Ed D
Supervisor's/Director of Studies' email address	XXXXXXXXXXX
Supervisor's/ Director of Studies' comments	***I am supportive of this application. It is a relatively complex project, with three participant groups, although all are non-vulnerable adults. The student is cognisant of the challenges of recruiting student participants and this is something that we will keep under review. This is a relatively low risk project, with the student's professional role as a LRE senior manager likely to help her to navigate the (small) reputational risks.***

For student applications, supervisors should ensure that all of the following are satisfied before the study begins:

- The topic merits further research;
- The student has the skills to carry out the research;
- The participant information sheet is appropriate;
- The procedures for recruitment of research participants and obtained informed consent are appropriate.

PROJECT DETAILS

Project title	How is the term "global citizen" as a student outcome conceptualised and implemented in two contrasting departments in a typical UK university?		
Is this project externally funded?	No		
If externally funded please give PASS reference	N/A		
Proposed start date for the research	September 2018	Anticipated project end date	September 2021

Fieldwork should not begin until ethics approval has been given

DETAILS OF THE PROPOSED WORK

1. Aims, objectives of and background to the research

This should provide the reviewer of the application with sufficient detail to allow them to understand the nature of the project and its rationale, and the ethical context, in terms which are clear to a lay reader. Do not assume that the reader knows you or your area of work. You may provide a copy of your research proposal in addition to completing this section. Please try to keep within 500 words.

Globalisation has impacted on universities and resulted in an increase in cultural diversity within the student body. This and an increasingly global world has led to a need for graduates to develop intercultural understanding. Within policy documents and university mission statements, global citizenship is a term commonly used to articulate the desired graduate attribute.

In common with other university strategies, global citizenship is mentioned in the LRE 2020 strategy and this research aims to explore how this concept translates into graduate attributes. Despite the widespread use of the term global citizenship, its meaning is fiercely debated in the extant literature.

Within the literature considering the concept and how it is applied to universities, a common thread is the fact that university mission statements articulate global citizenship as a desirable graduate outcome but that there is neither clarity as to its definition nor as to how it can be achieved. A further criticism is that the conceptualisation of global citizenship varies between: disciplines; different levels of the university hierarchy; and the graduate labour market attached

to these disciplines. This implies that there are different interpretations of global citizenship adding to the complexity around operationalising it.

The research project is qualitative and plans to understand how participants from two contrasting departments (Business and Management and Nursing and Midwifery) at a typical teaching-intensive university and from three levels of the university hierarchy (Senior Management; lecturers; and students) define, understand and value global citizenship as a desired graduate outcome. The views of senior managers and lecturers and students will be explored using one-to-one in-depth semi-structured interviews.

To allow for triangulation, documentary and artefact analysis will be used to evaluate whether global citizenship is embedded in the curriculum. A selection of module handbooks, programme handbooks and strategy documents will be analysed.

As such, there will be four phases to the research:

- Phase 1 – Senior management interviews.
- Phase 2 – Lecturer interviews.
- Phase 3 – Student interviews.
- Phase 4 – Documentary and artefact analysis.

Developed from the extant literature the research questions are:

1) How do participants understand the concept of global citizenship?
    i) How does this compare with the definitions advanced in the literature?
    ii) How does this align with the university definition as reflected in public documents?
    iii) How does this conceptualisation vary according to different levels of hierarchy?
    iv) How does this conceptualisation vary within contrasting departments?
2) What value do the different participants place on global citizenship as a desired graduate attribute in relation to other graduate attributes?
3) How is the concept "operationalised" in programmes and modules in the two departments in order to support students in developing a sense of global citizenship

2. Research methodology to be used

You should explain how you plan to undertake your research. A copy of the interview schedule/ questionnaire/observation schedule/focus group topic guide should be attached where applicable.

As stated in section 1 above, the research will consist of four phases within each of two contrasting departments as illustrated in table 1 below:

	Business and Management	Nursing and Midwifery
Phase 1	Senior Managers 1-to-1 interviews (2)	Senior Managers 1-to-1 interviews (2)
Phase 2	Lecturers 1-to-1 interviews (maximum 7)	Lecturers 1-to-1 interviews (maximum 7)
Phase 3	Student 1-1 interviews (maximum 7)	Student 1-1 interviews (maximum 7)

Phase 4	Documentary and artefact analysis	Documentary abd artefact analysis

Table 1 – research phases.

Pilots will be run for the three phases of interviews in line with good practice.

Phase 1 – Senior Management interviews:
Semi-structured one to one interviews will take between 45 minutes and one hour and will be held in a quiet room away from telephones and other distractions. The interviews will be audio recorded with the permission of the participant to allow for accuracy. A copy of the senior manager interview guide is attached.

Phase 2 –Lecturer interviews:
Semi-structured one to one interviews will take between 45 minutes and one hour and will be held in a quiet room away from telephones and other distractions. The interviews will be audio recorded with the permission of the participant to allow for accuracy. A copy of the lecturer interview guide is attached.

Phase 3: Student interviews.
Semi-structured one to one interviews will take between 45 minutes and one hour and will be held in a classroom away from other distractions and with the participant's permission, each interview will be audio recorded. A copy of the student interview guide is attached.

Phase 4 – Documentary and artefact analysis
Content analysis will be carried out with a view to understanding how Global Citizenship is used in key documents, the prominence given and the extent to which it is defined. The documents are likely to include: Faculty and Departmental strategy documents; the Vice Chancellors blog; marketing materials; and a selection of programme and module handbooks from each department.

Findings from the content analysis will be useful in order to triangulate with the data from the interviews and to understand the extent to which global citizenship is currently articulated and operationalised at LRE.

3. SELECTION OF PARTICIPANTS

You must indicate if any of the participants in your sample group are in the categories listed. Research involving adult participants who might not have the capacity to consent or who fall under the Mental Capacity Act must be reviewed either by an NHS Research Ethics Committee or the National Social Care Research Ethics Committee.
If your proposed research involves contact with children or vulnerable adults, or others of the specified categories below, you may need to hold a valid DBS check. Evidence of a DBS check should take the form of an email from the relevant counter signatory confirming the researcher has a valid DBS check for working with children and/or vulnerable adults. It is the responsibility of the applicant to provide this confirmation.
*Members of staff requiring DBS checks should contact Human Resources hr@lre.ac.uk. DBS checks for students are usually organised through the student's faculty, but students in faculties without a DBS counter signatory should contact **Marisa Downham** (Marisa.Downham@lre.ac.uk).*

Will the participants be from any of the following groups? *('x' as appropriate)*

☐ Children under 18*
☐ Adults who are unable to consent for themselves
☐ Adults who are unconscious, very severely ill or have a terminal illness
☐ Adults in emergency situations
☐ Adults with mental illness (particularly if detained under Mental Health Legislation)
☐ Prisoners
☐ Young Offenders
☐ Healthy Volunteers (where procedures may be adverse or invasive)
☐ Those who could be considered to have a particularly dependent relationship with the investigator, e.g. those in care homes, medical students
☐ Other vulnerable groups
☒ None of the above

** If you are researching with children please provide details of completed relevant safeguarding training.*

If any of the above applies, please justify their inclusion in this research.

4. Please explain how you will determine your sample size/recruitment strategy, and identify, approach and recruit your participants. Please explain arrangements made for participants who may not adequately understand verbal explanations or written information in English

In this section, you should explain the rationale for your sample size and describe how you will identify and approach potential participants and recruit them to your study.

Sampling approach:

As mentioned above there are 4 phases to the research: Senior management interviews; lecturer interviews; student interviews; and documentary and artefact analysis.

The three different levels of the university hierarchy have been chosen as the extant literature suggests that different levels of the university hierarchy will have different definitions of global citizenship. Furthermore, the two departments have been chosen as the extant literature also suggests that different departments will view global citizenship differently. The departments chosen (Nursing and Midwifery and Business and Management) are likely to provide contrasting views on the definition of and value given to global citizenship.

Phase 1 – Senior Management interviews:

I am using purposive sampling as I have chosen the Associate Dean of Learning and Teaching and the Head of Department for each department as the most appropriate representatives of senior management. I am assuming that these senior managers will have a clear view as to what global citizenship represents in LRE terms and that their views will be most closely linked to the university mission and the university understanding of the desired graduate attributes for global citizens.

The FBL Associate Dean of Learning and Teaching and the Head of Department for Business and Management have indicated that they would be happy to be approached through the informed consent process. They have a good relationship with their counterparts in other faculties and have agreed to introduce me to those in HAS.

Phase 2 – Lecturer interviews:

For these interviews I will use convenience sampling by emailing all lecturers and senior lecturers within the two departments and to consider purposively those who respond with a view to optimising the balance of age, gender and experience. Up to a maximum of 7 participants from each department will be interviewed.

Phase 3 – Student interviews.

The student sample will consist of second and third year "home status" undergraduate students. The focus is on home students as there is a paucity of research considering the attitudes of home students towards internationalisation.

I have chosen second and third year undergraduates as having studied at LRE for more than one year, I would expect them to have a clearer understanding of the graduate attributes that they value and the ability to consider where the skills have been developed during their studies.

The sampling approach will be convenience sampling and I plan to use my student email address and to recruit students in the first semester. I will also seek permission to go to third year lectures in both departments to explain the project and seek participants. I will consider purposively those who respond with a view to optimising the balance of age, gender and programme of study across the departments.

Phase 4 – documentary and artefact analysis:

Evidence will be selected by the researcher using documents which are publicly available and with the permission of Faculty and Department Heads, departmental and faculty strategy documents where appropriate.

5. What are your arrangements for obtaining informed consent whether written, verbal or other? (where applicable, copies of participant information sheets and consent forms should be provided)

Informed consent is an ethical requirement of most research. Applicants should demonstrate that they are conversant with and have given due consideration to the need for informed consent and that any consent forms prepared for the study ensure that potential research participants are given sufficient information about a study, in a format they understand, to enable them to exercise their right to make an informed decision whether or not to participate in a research study.

You should describe how you will obtain informed consent from the participants and, where this is written consent, include copies of participant information sheets and consent forms. Where other forms of consent are obtained (eg verbal, recorded) you should explain the processes you intend to use. If you do not intend to seek consent or are using covert methods, you need to explain and justify your approach. Please consider carefully whether or not you need to seek consent for archiving or re-use of data.

Account will be taken in the research of the new GDPR requirements, in particular: Gaining, recording and storing securely appropriate informed consent from research participants; providing participants will appropriate privacy information prior to collecting data; secure and compliant data management throughout the lifecycle (storage, usage, retention, publication deleting); anonymization.

Informed consent and permissions will be managed in the following way for each of the 4 phases of the research:

Phases 1, 2 and 3 – Senior Management, Lecturer and Student interviews

An information sheet (attached) has been developed and will be sent out with an initial email of invitation. A consent form (also attached) will be signed by both participant and researcher prior to the interview taking place. This consents to data being analysed and illustrates that participants understand the purpose of the study and what is involved. Prior to the interview, I will verbally summarise the information and answer any questions.

Phase 4 – Documentary and artefact analysis:
The majority of the documents to be analysed will be publicly available. For any strategy / faculty documents not publicly available, permission will be sought from the appropriate senior manager.

6. What arrangements are in place for participants to withdraw from the study?

Consent must be freely given with sufficient detail to indicate what participating in the study will involve and how they may withdraw. There should be no penalty for withdrawing and the participant is not required to provide any reason.
Please note: allowing participants to withdraw at any time could prejudice your ability to complete your research. It may be appropriate to set a fixed final withdrawal date.

Participants will be free to withdraw up to 12 months after the interview has taken place as explained in the information sheets and the consent form. The withdrawal date will be included on the consent form. The date and the right to withdraw will be verbally stated at the beginning of each interview.

7. If the research generates personal data, please describe the arrangements for maintaining anonymity and confidentiality (or the reasons for not doing so)

You should explain what measures you plan to take to ensure that the information provided by research participants is anonymised/pseudonymised (where appropriate) and how it will be kept confidential. In the event that the data are not to be anonymised/pseudonymised, please provide a justification.

Personal data is defined as 'personal information about a living person which is being, or which will be processed as part of a relevant filing system. This personal information includes for example, opinions, photographs and voice recordings' (LRE Data Protection Act 1998, Guidance for Employees).

Phase 1: Senior manager interviews
It is difficult to guarantee that the participant will not be identified, however, as job titles will not be used and care will be taken where participants identify themselves by using their title or other personal details which may identify them, this data will be omitted or altered to protect them. Participant identities will be disguised by using a code instead of their names and by keeping the data secure on a password protected computer in line with LRE data storage regulations.

Phase 2 Lecturer interviews:
With academic staff, there is a sufficiently large body from which to choose in order to be able to guarantee that they cannot be identified. Participant identities will be disguised by using a code instead of their names and by keeping the data secure on a password protected computer in line with LRE data storage regulations. Where participants identify themselves by using their title or other personal details which might identify them, this data will be omitted or altered to protect them.

Phase 3 Student interviews
With student participants, there is a sufficiently large body from which to choose in order to be able to guarantee that they will not be identified. Participant identities will be disguised by using a

code instead of their names and by keeping the data secure on a password protected computer in line with LRE data storage regulations. Where participants identify themselves by using their title or other personal details which might identify them, this data will be omitted or altered to protect them.

8. Please describe how you will store data collected in the course of your research and maintain data security and protection.

Describe how you will store the data, who will have access to it, and what happens to it at the end of the project, including any arrangements for long-term storage of data and potential re-use. If your research is externally funded, the research sponsors may have specific requirements for retention of records. You should consult the terms and conditions of grant awards for details.

***It may be appropriate for the research data to be offered to a data archive for re-use. If this is the case, it is important that consent for this is included in the participant consent form**.*

LRE IT Services provides data protection and encryption facilities - see http://www.lre.ac.uk/its-staff/corporate/ourpolicies/intranet/encryption_facilities_provided_by_lre_itservices.shtml

All data will be stored in line with the new GDPR regulations and LRE's data storage regulations and will therefore be on secure servers that can only be accessed by the researcher via password protected systems. For example, data will be stored on my LRE laptop which is password protected and encrypted. This will ensure that whether working at home or in the office that the data is secure.

All interviews will take place within x block on the university campus and as soon as each interview / focus group has taken place, it will immediately be downloaded and saved onto a restricted and secured folder within the university's network (i.e. on a restricted S: drive folder provided by LRE IT services, which is secure, backed up and fully data protection and security compliant). As soon as they have been downloaded and stored, the data will be erased from the recording device. This will ensure that the data cannot be accessed by anyone outside of the researcher and supervisory team and is in line with the University's ethical guidelines.

Any interview transcripts will also be downloaded onto a restricted and secured folder within the university's network as above. Any hard copies of the transcripts will be kept in my locked individual office in a locked cupboard.

Data will be kept for up to five years in a secure location in order to be available for further publications. The data will be shared with the Director of Studies and the second supervisor for secondary analysis but will not be shared with anyone else.

9. What risks (e.g. physical, psychological, social, legal or economic), if any, do the participants face in taking part in this research and how will you Address these risks?

Describe ethical issues related to the physical, psychological and emotional wellbeing of the participants, and what you will do to protect their wellbeing. If you do not envisage there being any risks to the participants, please make it clear that you have considered the possibility and justify your approach.

Risks to participants are low as this study seeks to explore the participants' understanding of and value placed on global citizenship as a graduate outcome. The research seeks to uncover any differences in understanding at different levels of the university hierarchy and across two

different academic departments and is unlikely as such to cause any distress. In the unlikely event of any distress, the interview/focus group will be terminated and participants directed to the wellbeing service.

Phase 1 Senior management: With such a small sample frame it is impossible to guarantee that senior managers will not be identified although I will take the measures described in this document to avoid this happening. Senior Managers will be aware of this and will have consented to this fact in advance of the interview and will also have the opportunity to read the transcript of the interview in order to review anything that they have said and to agree that they are happy for it to be used. It is not anticipated that this will be the case as the research seeks understanding of a situation which is common across similar universities rather than making a judgement about individual staff.

Phase 2 – Lecturers: Lecturers might be concerned about expressing negative views about the curriculum or the LRE mission. They will reassured that due to the size of the sample frame, they will not be identified and their transcript and data will be anonymised and there will be minimum risk to them provided that I carry out the measures described in this document. I will also offer them the opportunity to read their transcript of the interview in order to review what they have said and to agree that they are happy for it to be used.

Phase 3 students: As an academic within the department of Business and Management I need to be clear that there will be no impact on students by either taking part in the research or from declining from taking part. I will be approaching them using my student identity and will reassure them that they will not be identified due to the size of the sample and that their transcripts and all data will be anonymised. Taking part will have no impact on their results favourably or unfavourably. I will offer them the opportunity to read their transcript so that they can review what they have said and agree that they are happy for it to be used.

10. Are there any potential risks to researchers and any other people impacted by this study as a consequence of undertaking this Research that are greater than those encountered in normal day to day life?

Describe any health and safety issues including risks and dangers for both the participants and yourself (if appropriate) and what you will do about them. This might include, for instance, arrangements to ensure that a supervisor or co-researcher has details of your whereabouts and a means of contacting you when you conduct interviews away from your base; or ensuring that a 'chaperone' is available if necessary for one-to-one interviews.

Please check to confirm you have carried out a risk assessment for your research ☐

As an insider researcher within the department of Business and Management the risks to myself are primarily reputational in terms of my relationship with peers and superiors and also the fact that I report directly into the two senior managers within the department. I will also need to be aware of the fact that I may have to decide what is acceptable and walk the line between what is a reputational risk to LRE and honesty in research. In such cases, I will seek the advice of my DoS.

11. How will the results of the research be reported and disseminated?

Please indicate in which forms and formats the results of the research will be communicated.

(Select all that apply)

☒ Peer reviewed journal

☒ Conference presentation

☒ Internal report ☒ Dissertation/Thesis ☒ Other publication ☐ Written feedback to research participants ☐ Presentation to participants or relevant community groups ☐ Digital Media ☐ Other (Please specify below)
12. WILL YOUR RESEARCH BE TAKING PLACE OVERSEAS?
If you intend to undertake research overseas, please provide details of additional issues which this may raise, and describe how you will address these. Eg language, culture, legal framework, insurance, data protection, political climate, health and safety. Please also clarify whether or not ethics approval will be sought locally in another country.
No
13. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of the Faculty and/or University Research Ethics Committee?
This gives the researcher the opportunity to raise any other ethical issues considered in planning the research or which the researcher feels need raising with the Committee.
No

CHECKLIST

Please complete before submitting the form
Please note: supporting documentation should include version numbers and dates

	Yes/No
Is a copy of the research proposal attached?	No
Have you explained how you will select the participants?	Yes
Is a participant information sheet attached?	Yes
Is a participant consent form attached?	Yes
Is a copy of your questionnaire/topic guide attached?	Yes
Have you described the ethical issues related to the well-being of participants?	Yes

Have you described fully how you will maintain confidentiality?	Yes
Have you included details of data protection including data storage?	Yes
Where applicable, is evidence of a current DBS (formerly CRB) check attached?	N/A
Is a Risk Assessment form attached? (HAS only)	N/A
Have you considered health and safety issues for the participants and researchers?	Yes

DECLARATION

The information contained in this application, including any accompanying information, is to the best of my knowledge, complete and correct. I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations and the right of the participants.

Principal Investigator name	xxxxxxxx
Signature	
Date	19th June 2018
Supervisor or module leader name (where appropriate)	xxxxxxxxxxx
Signature	
Date	18th June 2018

The signed form should be submitted electronically to Committee Services: researchethics@lre.ac.uk and email copied to the Supervisor/Director of Studies where applicable together with all supporting documentation (research proposal, participant information sheet, consent form etc).

For student applications where an electronic signature is not available from the Supervisor we will require an email from the Supervisor confirming support.

Please provide all the information requested and justify where appropriate.

For further guidance, please see http://www1.lre.ac.uk/research/researchethics (applicants' information)

Appendix Four – Information sheets

Information sheet – senior managers.

An exploratory study into the conceptualisation of a particular desired graduate outcome and the development of relevant skills in two contrasting departments in a typical UK university.

You are being invited to take part in a research study which will inform my doctoral studies, conference papers and journal articles. Before you decide whether you are happy to take part, it is important for you to understand why the research is being carried out and what it will involve. Please take the time to read the following information carefully and discuss it with others should you wish. Please contact me if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

I aim to gain an understanding of and the value placed on a particular graduate outcome which is highlighted in the LRE 2020 strategy and also in the mission and strategy documents of other similar universities. I also seek to understand the extent to which this graduate outcome is developed within the curriculum at LRE and how its successful implementation is measured. The research explores the views of participants from two contrasting departments at LRE: (Business and Management and Nursing and Midwifery) and within these two departments the views of: senior management; lecturers; and second and third year undergraduate home students.

Why have I been chosen to take part?

As a senior manager at LRE active in one of the chosen departments, you are being asked to share your experiences, views and understanding of a particular desired graduate outcome within the department.

Do I have to take part or can I change my mind?

It is your decision whether or not you are happy to take part in the research study. If you agree to take part, I can answer any questions that you have and I will ask for your written consent to carry out the interview prior to the interview commencing. With your permission, the interview will be audio recorded to allow for accuracy. You are free to withdraw from the study at any stage up until 12 months after the interview without giving a reason. After this point, your data will be analysed and cannot be withdrawn.

What will happen to me if I take part and what do I have to do?

Your involvement will be taking part in an interview lasting between 45 minutes and one hour. The interview will be scheduled at a time convenient to you and will be conducted by myself. In the interview, you will be asked to discuss a particular graduate outcome and to explain: how you feel it fits within the LRE strategy; the extent to which you value/ feel students value this attribute; how the characteristics and skills required to achieve the graduate outcome have been developed within the curriculum and; how the attainment of the required attributes and skills is measured.

What are the possible risks in taking part?

There should be no risks in taking part, however, the interview will involve approximately 45 minutes to one hour of your time. If you have any concerns please contact me.

What are the possible benefits of taking part?

Your participation will contribute to the existing literature in this area by extending the understanding of a particular graduate outcome and how it is operationalised in the curriculum.

Will my taking part in this study be kept confidential?

All information which is collected from you will have your name removed so that you cannot be easily recognised from it. Your data will remain confidential throughout the research project and any resultant publications and all data will be pseudonymised using a code or a false name. Due to the small sample frame, I cannot guarantee that you will not be identified, however, your title will not be used and any identifying information that you give will be omitted or altered to protect your identity. Furthermore you will be offered the opportunity to read your transcript so that you can review what you have said and check that you are happy with it.

All data collected as part of the research will be stored safely and securely in line with LRE regulations and the new GDPR regulations. Electronic data will be stored on password protected files and hard copies (transcripts and audio recordings) will be stored in a locked cupboard in my locked individual office at LRE. All recordings and transcripts will be coded to minimise any link back to you.

What will happen to the results of the study?

The results will form the basis of my doctoral thesis and will be used also for journal articles and conference papers. Data will be kept for five years in a secure location after which time it will be destroyed.

Who can I contact for further information?

For further information please contact me: xxxxxxxx
If I am unable to resolve your concerns or should you wish to make a complaint, please contact my Director of Studies, xxxxxxxx

Thank you for taking the time to be part of this study.

Information sheet Lecturers

An exploratory study into the conceptualisation of a particular desired graduate outcome and the development of relevant skills in two contrasting departments in a typical UK university.

You are being invited to take part in a research study which will inform my doctoral studies, conference papers and journal articles. Before you decide whether you are happy to take part, it is important for you to understand why the research is being carried out and what it will involve. Please

take the time to read the following information carefully and discuss it with others should you wish. Please contact me if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

I aim to gain an understanding of and the value placed on a particular graduate outcome which is highlighted in the LRE 2020 strategy and also in the mission and strategy documents of other similar universities. I also seek to understand the extent to which this graduate outcome is developed within the curriculum at LRE and how its successful implementation is measured. The research explores the views of participants from two contrasting departments at LRE: (Business and Management and Nursing and Midwifery) and within these two departments the views of: senior management; lecturers; and second and third year undergraduate home students.

Why have I been chosen to take part?

As a lecturer at LRE, you are being asked to share your experiences, views and understanding of a particular desired graduate outcome within your department.

Do I have to take part or can I change my mind?

It is your decision whether or not you are happy to take part in the research study. If you agree to take part, I can answer any questions that you have and I will ask for your written consent to carry out the interview prior to the interview commencing. With your permission, the interview will be audio recorded to allow for accuracy. You are free to withdraw from the study at any stage up until 12 months after the interview without giving a reason. After this point, your data will be analysed and cannot be withdrawn.

What will happen to me if I take part and what do I have to do?

Your involvement will be taking part in an interview lasting between 45 minutes and one hour. The interview will be scheduled at a time convenient to you and will be conducted by myself. In the interview, you will be asked to discuss a particular graduate outcome and to explain: how you feel it fits within the LRE strategy; the extent to which you value/ feel students value this attribute; how the characteristics and skills required to achieve the graduate outcome have been developed within the curriculum and; how the attainment of the required attributes and skills is measured.

What are the possible risks in taking part?

There should be no risks in taking part, however, the interview will involve approximately 45 minutes to one hour of your time. If you have any concerns please contact me.

What are the possible benefits of taking part?

Your participation will contribute to the existing literature in this area by extending the understanding of a particular graduate outcome and how it is operationalised in the curriculum.

Will my taking part in this study be kept confidential?

All information which is collected from you will have your name and any identifying data removed so that you cannot be recognised from it. Your data will remain totally confidential throughout the research project and any resultant publications. Data will be pseudonymised using a code or a false name and you will be offered the opportunity to read your transcript once it is typed up to review it and check that you are happy with it.

All data collected as part of the research will be stored safely and securely in line with LRE regulations and the new GDPR regulations. Electronic data will be stored on password protected

files and hard copies (transcripts and audio recordings) will be stored in a locked cupboard in my locked individual office at LRE. All recordings and transcripts will be coded and there will be no clear link back to you.

What will happen to the results of the study?

The results will form the basis of my doctoral thesis and will be used also for journal articles and conference papers. Data will be kept for five years in a secure location after which time it will be destroyed.

Who can I contact for further information?

For further information please contact the researcher: Christine Comrie – Postgraduate student xxxxxxxxxxxxxxxx

If I am unable to resolve your concerns or should you wish to make a complaint, please contact my Director of Studiesxxxxxxxxxxxxxxxx

Thank you for taking the time to be part of this study.

Information Sheet: Students

An exploratory study into the conceptualisation of a particular desired graduate outcome and its implementation in two contrasting departments in a typical UK university.

You are being invited to take part in a research study which will inform my doctoral thesis, conference papers and journal articles. Before you decide whether you are happy to take part, it is important for you to understand why the research is being carried out and what it will involve. Please take the time to read the following information carefully and discuss it with others should you wish. Please contact me if there is anything that is not clear or if you would like more information.

What is the purpose of the study?

I aim to gain an understanding of and the value placed on a particular graduate outcome which is highlighted in the LRE 2020 strategy and also in the mission and strategy documents of other similar universities. I also seek to understand the extent to which this graduate outcome is developed within the curriculum at LRE and how its successful implementation is measured. The research explores the views of participants from two contrasting departments at LRE: (Business and Management and Nursing and Midwifery) and within these two departments the views of: senior management; lecturers; and second and third year undergraduate home students.

Why have I been chosen to take part?

As a second or third year, undergraduate, home status student at LRE, you are being asked to share your experiences, views and understanding of a particular desired graduate outcome and how you feel you have developed the attributes and skills to demonstrate the graduate outcome over the course of your time at LRE.

Do I have to take part or can I change my mind?

It is your decision whether or not you are happy to take part in the research study. If you agree to take part, I can answer any questions that you have and I will ask for your written consent to carry out the

interview prior to the interview commencing. With your permission, the interview will be audio recorded to allow for accuracy. You are free to withdraw from the study at any stage up until 12 months after the interview without giving a reason. After this point, your data will be analysed and cannot be withdrawn.

What will happen to me if I take part and what do I have to do?

Your involvement will be taking part in an interview lasting between 45 minutes and one hour. The interview will be scheduled at a time convenient to you and will be conducted by myself. In the interview, you will be asked to discuss a particular graduate outcome and to explain: how you feel it fits within the LRE strategy; the extent to which you value/ feel students value this attribute; how the characteristics and skills required to achieve the graduate outcome have been developed within the curriculum and; how the attainment of the required attributes and skills is measured.

What are the possible risks in taking part?

There should be no risks in taking part, however, the interview will involve approximately 45 minutes to one hour of your time. If you have any concerns please contact me.

What are the possible benefits of taking part?

Your participation will contribute to the existing literature in this area by extending the understanding of a particular graduate outcome and how it is operationalised in the curriculum.

Will my taking part in this study be kept confidential?

All information which is collected from you will have your name and any identifying data removed so that you cannot be recognised from it. Your data will remain totally confidential throughout the research project and any resultant publications. Data will be anonymised using a code and you will be offered the opportunity to read your transcript once it is typed up to review it and check that you are happy with it.

All data collected as part of the research will be stored safely and securely in line with LRE regulations and the new GDPR regulations. Electronic data will be stored on password protected files and hard copies (transcripts and audio recordings) will be stored in a locked cupboard in my locked individual office at LRE. All recordings and transcripts will be coded and there will be no clear link back to you.

What will happen to the results of the study?

The results will form the basis of my doctoral thesis and will be used also for journal articles and conference papers. Data will be kept for five years in a secure location after which time it will be destroyed.

Who can I contact for further information?

For further information please contact the researcher: Christine Comrie at XXXXXXXXXXXX

If I am unable to resolve your concerns or should you wish to make a complaint, please contact my Director of Studies, Neil Harrison:XXXXXXXXXXXX

Thank you for taking the time to be part of this study.

Appendix Five Consent forms

Consent Form – Senior Management

An exploratory study into the conceptualisation of a particular desired graduate outcome and the development of relevant skills in two contrasting departments in a typical UK university.

- I have read and understood the information sheet and have been given the opportunity to ask questions about the project and my participation.

- I understand that my participation is voluntary.

- I understand that measures are being taken to protect my identity and that my job title will not be used in the research and that my transcript will be pseudonymised using a code or a false name. The researcher will attempt to remove any information that identifies me and I will have the opportunity to review my transcript.

- I understand that I am free to withdraw without giving a reason and that I can request that my data be destroyed up to 12 months after the interview has taken place.

- I understand that the interview will be audio recorded.

- I understand that my pseudonymised data may be used in publications and conference presentations (and this may include direct quotes) and may be retained for a period of five years.

Participant:

_____	_____	_____
Name of Participant	Signature	Date

Researcher:

_____	_____	_____
Name of Researcher	Signature	Date

Consent Form - Lecturers

- I have read and understood the information sheet and have been given the opportunity to ask questions about the project and my participation.
- I understand that my participation is voluntary.
- I understand that I am free to withdraw without giving a reason and that I can request that my data be destroyed up to 12 months after the interview has taken place
- I understand that the interview will be audio recorded.
- I understand that my anonymised data may be used in publications and conference presentations (and this may include direct quotes) and may be retained for a period of five years.

Participant:

_____	_____	_____
Name of Participant	Signature	Date

Researcher:

Christine Comrie	_____	_____
Name of Researcher	Signature	Date

Consent Form – Students

- I have read and understood the information sheet and have been given the opportunity to ask questions about the project and my participation.
- I understand that my participation is voluntary.
- I understand that I am free to withdraw without giving a reason and that I can request that my data be destroyed up to 12 months after the interview has taken place.

- I understand that the interview will be audio recorded.

- I understand that my anonymised data may be used in publications and conference presentations (and this may include direct quotes) and may be retained for a period of five years.

Participant:

_____	_____	_____
Name of Participant	Signature	Date

Researcher:

Christine Comrie	_____	_____
Name of Researcher	Signature	Date

Appendix Six – Participant coding.

Level	Dept.	Code	Gender	Transcription	Member checking sent	Member Checking back
SM	B M	SMB1	F	Y	Y	Y
SM	B M	SMB2	F	Y	Y	Y
SM	N M	SMN1	F	Y	Y	Y
SM	N M	SMN2	M	Y	Y	N
L	B M	LB1	M	Y	Y	Y
L	B M	LB2	F	Y	Y	Y
L	B M	LB3	M	Y	Y	Y
L	B M	LB4	F	Y	Y	Y
L	B M	LB5	F	Y	Y	Y
L	B M	LB6	M	Y	Y	
L	B M	LB7	F	Y	Y	Y
L	B M	LB8	F	Y	Y	Y
L	B M	LB9	F	Y	Y	Y
L	B M	LB10	M	Y	Y	Y
L	N M	LN1	F	Y	Y	Y
L	N M	LN2	F	Y	Y	Y
L	N M	LN3	F	Y	Y	Y
L	N M	LN4	F	Y	Y	Y
L	N M	LN5	F	Y	Y	Y
L	N M	LN6	M	Y	Y	Y
S	B M	SB1	M	Y		
S	B M	SB2	F	Y	Y	N
S	B M	SB3	F	Y	Y	N
S	B M	SB4	M	Y	Y	N
S	B M	SB5	M	Y	Y	Y
S	B M	SB6	M	Y	Y	Y
S	B M	SB7	M	Y	Y	N
S	N M	SN1	F	Y	Y	Y
S	N M	SN2	F	Y	Y	Y
S	N M	SN3	F	Y	Y	y
S	N M	SN4	F	Y	y	y
S	N M	SN5	M	Y	y	y
S	N M	SN6	F	Y	y	
S	N M	SN7	F	Y	y	Y
S	NM	SN8	F	Y	y	

Appendix Seven Extracts from interview transcripts.

What is global citizenship? (unprompted).

Nursing Participants:

SMN1:

So my particular area of interest and I am interested to see how this fits with nursing and midwifery and you have touched upon it slightly is as I have said global citizenship and it is put down not only in our university wide strategy but in our departmental strategy although I don't think it is in your departmental strategy.

No we don't

But a lot of universities mention it as they want to develop global citizens and so I am wondering what this means to you in terms of nurses and global citizenship.

So global citizenship in terms of nursing, it's interesting as such because it is used quite a lot in nursing and **I think that it does mean lots of different things for different people** actually global citizenship. So there has been quite a school of thought about talking about how global citizenship links to inclusivity more, so it is more about **inclusivity** it seems to me and that is very clear within the programmes **within the philosophy of what we are doing**. So there is the sense around global citizenship about that positionality of the nurse, being aware of do you see what I mean their local community and the larger scale of the community of nursing. So a lot of that means about being a global citizen. There is definitely the sense of much more in nursing that we try and instil in people and I am trying to think about the right term about how to use it ….. You know I can't actually think about the technical term that we actually use but being much **more aware about the responsibility** that they have the responsibly that they can play on a global …. So being more…. I don't like using token terms like **sustainability** as well as global citizenship because they are all a bit buzz wordy actually but what does that really mean? So you see what that really means to our students and our individuals. To me it **is being aware about what their role can have within a larger system** do you see what I mean? So to me that isn't just about how they respond as part of the network of a community, nationally, globally how they might be networked how they have got the **responsibility** to you know **lead some of the initiatives** around what's the awareness. I mean on a simple level for example, we try and do some or our erm Erasmus or electives around placement and we do this around global citizenship so they can understand the role that they can have you know in that exchange and in that awareness around global citizenship that we bring back to the programme for all students but I think it's you know quite for nursing students it may, I think it probably does mean different things, I mean I don't know and I don't know if sometimes you know it is taken and it is embedded in a lot of things **that is just done naturally so people almost find it quite difficult to articulate it.**

Do you mean done naturally because of the nature of the nursing role?

Yeah, quite often I think it is, so quite often when we talk about you know, when we have had to think about the globally, you know you can talk about being globally interconnected, but the

citizenship and how that, **I think quite often that it is embedded in the values of and behaviours inherent within a profession.**

Well that is what I was going to ask is it linked with the NMC?

It does and again if you look at **the NMC and the professional bodies they don't necessarily use the term global citizenship** which I think is quite interesting but… they all talk about being globally aware, globally connected, connected to local communities and organisation so they will talk about it that kind of **values and behaviours** so erm so I think that is **something that is embedded in nursing and midwifery** in the same way and it is probably just values and behaviours that are there so probably quite often you get people, so like I am actually struggling to articulate right now and I think God actually I don't know how we do articulate precisely because it is so bound up with everything else.

LN1

I think the element of respect is a very important element there. The reason that I am particularly interested in that attribute is that in university strategy documents around the country, many universities now talk about graduating students who are global citizens and I am trying to gain a better understanding of what the means to different groups of people. Because it is a term that is put in strategy documents but it is not always clear whether or not it is understood by stakeholders. So I wonder if you could note some words that you might attribute to a global citizen or a sentence that encapsulates it for you.

Global Citizen: **Embracing, respectful, integrating**

Can you talk a bit more about embracing?

Embracing others, **embracing differences**, views, **other peoples values** and that goes on to the **respecting** as well. So **respecting others, views, values and norms**.

So almost like suspending your own values and accepting that other people might have different values

So **integrating as well bringing people together** and **being mindful** as well, not just about people but I think now more so than ever I think when I see the word global I think about **the environment** as well. **So mindful not only of other people but of the environment**. And within nursing there is a lot of waste and so how do we minimise that waste?

LN4

Yes. So I know you say nursing is very local but thinking about globally responsible for nurses, if you were trying to develop graduate who were globally responsible, what sort of things do you think they would need to develop?

I think they would need to develop **cultural competence** as the number 1. And have a really decent **understanding of beliefs and values globally** to understand and **not inflict their own ideologies and ideals** or if they were trying to improve healthcare to **understand that white hierarchy can be quite damaging** when you just zoom into a different country and demand your way of thinking. Rather than negotiating how to manage that healthcare system.

Yes that is interesting because the almost goes back to your reflexive idea again, so like thinking about the implications of your actions. I like that idea about zooming in and assuming that your way is right. Because I guess in nursing as well, nurses are going to come across as I said before it is more multicultural isn't it they have to deal with in hospitals.

Yes. We don't get it right in this country. And so we are not prepared or ready to be global nurses in the UK. So we can't get it right in our own country with all the different cultures

And then I guess you have got things like respecting people like the Jehovah's witnesses who have strong beliefs on what is permissible health wise. The reason that I am particularly interested in globally responsible is because if you look at UK university strategy documents and I have looked at all 103 in England alone and 1/3 of the specifically mention global citizenship as something they expect to be able to develop in universities. Could you tell me what you think a global citizen is and provide me with some words that represent their values?

I guess it would go back to the words that I said originally. **Flexible thinking**, **fluid, progressive** , **understanding**, almost our **British values**, because our British values say that we should be tolerant but right now we are absolutely not tolerant what does tolerant even look like. Rather than tolerant I think I would like to see **well integrated**, I feel like tolerant is still saying I don't agree with you at all but I am just tolerating you.

Yes it is almost judgemental isn't it?

Yes I think so.

Global citizen values:

Flexible thinking Fluid progressive integration, British values, and competence.

It is interesting actually because it immediately seemed to mean something to you. So do you think it is the term itself global citizen that is a problem in terms of nursing because these link very neatly into what a nurse does.

Yes that is true actually… maybe… yeah…. I think it is because we don't have this right yet for our own country and this is a problem that I feel that westerners are blind to that we think we have got it so right and that everyone should be jumping on board with our way of thinking and that real **white hierarchy and yet we are destroying other cultures and other beliefs and values so desperately and so until we have an awareness of how everyone else lives, we have got to stop this.**

SN4

When you looked at globally responsible, how are you interpreting that?

I think it is the kind of things that are important to me and so I guess those are the things that came up. It is how we kind of … **how we source our produce** and **how we treat people in other countries** so things like Fairtrade and thinking about where your clothes come from. So there is no point in buying cheap clothes for your children if they are made by someone else's children in another country so that is what I am thinking about **how we interact with other people.**

So it strikes me that you are considering it from the point of view of social justice?

Yes, **social justice**, yes **and justice for the world** as well be actually we are really **seeing how our impact is changing the whole world.**

It is interesting that everyone in this department has put enterprising at the bottom and I think what it means and this shows the importance of semantics really is that people might have an enterprising mind-set. In other words they are flexible and adaptable problem solvers. So if you were to go onto a ward which was understaffed, how would you maintain levels of patient care etc.? You are one of the highest globally responsible actually which is interesting for me as this is the particular graduate attribute that I am going to focus on. The reason for this is that if you look at all 103 English universities and consider their strategy documents and vision statements, 1/3 of them state that global citizenship is what they want to develop in their students. As such, I am interested in how students and staff define, understand and value global citizenship as an attribute. I wonder if you could please write down some words that might define to you what a global citizen is.

A global citizen is someone who

Culturally aware, educated, informed about issues, open, compromise, positive, embrace diversity, community-minded, activist, collaborative.

So with educated I don't mean in the traditional sense but rather **to be informed and aware of issues** and you don't need to have gone to university to be aware and informed about issues.

So can you say a bit more about community-minded?

We an individual is a **part of a community** but **if you are only looking at yourself I don't think you can be a global citizen or a particularly good citizen at all really.**

So it is really the word citizen that is getting you to think about community?

Yes. I might not have put activist down even five years ago but I think **you do need to be an activist of some sort,** so not necessarily chaining yourself to the railings like extinction rebellion but I don't think you can be passive.

So activist in the more proactive sense?

Yes. So being aware of your plastic consumption because you are aware that your plastic has a global element and it could end up floating and is likely to be floating in some beautiful area in Indonesia or to be shipped to China.

Business Participants

SMB2

As I mentioned, in LRE strategy documents but also in documents from quite a lot of other universities, global citizenship is mentioned as something we wish to develop our students to become global citizens. I wonder what you think that means in LRE terms.

It depends who is talking about it. I think if LRE staff are talking about it **we talk about students being internationalised being taught in a global environment where they can learn from people from other nationalities but I think for the students themselves I don't think they see it quite like that.** I think that they think that being a global citizen is again **someone who is employable in a**

global context. So it is different from the student's perspective and what we believe it to mean. Because we recognise the value of a student being a global citizen and **being able to work anywhere globally** I suppose but we think that we can bring that to them here. I think they are thinking well a global citizen a person **who can just be accepted in different cultures**. So I think it is a really interesting one that... **What's a global citizen?**

Well it has been quite debated in the literature actually. What it actually is and what it actually means and I just wonder why you think LRE puts and emphasis on global citizenship?

I think it is because it wants to **see itself as an inclusive organisation and I think that one of the values of the university is that we value lots of different cultures** and lots of different nationalities and we can see I think as a mature university, **the value of that to our community and to the students but I am not sure that the students see it quite in that way.**

That's interesting I mean the whole idea of diversity and the fact that we have developed that. Whereas quite often you see that students don't seem to value that.

I don't think they recognise the importance of it. Or perhaps another way to look at it is that they do not see it in the way that we do. That we maybe see it that **we have to create an environment for people to flourish in a global way** and maybe they don't think about it like that. Maybe they don't think that is a problem. They just think it is something that they will do.

Yes because maybe they have grown up in a more global world than we did.

Absolutely.

Where travel is really easy and they have been on gap years.

Yes absolutely. And they have had lots more international... **this generation coming through has possibly had a lot more international experience than possibly earlier generations.**

Certainly when I was at university a gap year was really unusual.

I know.

And you had to be quite monied to be able to do it.

And you don't now so it might be that **the sort of global mind-set** is something that is more prevalent.

Yes that is an interesting thought. I had not thought about that. And if you were asked to describe a global citizen in terms of A global citizen is someone who….. What would you say?

Somebody **who suspends judgement** and who can go **and work in various cultures** and blend in and **be transculturally competent**.

LB2

So I want now to focus in on globally responsible as it is the area that I am looking at. So what I am interested to hear is what you think that means in terms of what a globally responsible graduate will demonstrate.

For me it is **about this level of awareness**. That they have got of things outside of themselves. And it is a bit of a dichotomy really because they are looking **to develop themselves** for their future but they have also got **this kind of social stream** that tells them that they should be more externally aware of what is going on. **Sustainability, save the planet, save the world**. And they have got that

aspect in there as well so they are trying to be both things and I think sometimes they pull in different directions.

So you think there is a tension there between what between what their goal is and

Being a good citizen. Yes. A helpful citizen even if it is not global just being that within their local environment

Okay because they are very focused on what they want to achieve.

Yes. If you ask a group of students to share a good journal article that they have found for an assessment and to put it up on the Blackboard site, and share with their colleagues and friends, they will not do that. They will hang on to it.

So very much focused on their own individual development

Yes

And many universities including LRE. take it a stage further and put the term global citizen in their mission statements and so if you were asked to describe a global citizen, so … a global citizen is someone who…… what would you say?

Who is **aware and responsible** to what is going on around them not just in their immediate area but wider than that and it … like an onion, it gets bigger and bigger and bigger. They can be very aware globally … I don't know… about plastic issues but they are still buying products themselves. So I think they are very kind of confused.

So to clarify are you saying that they know about the issues but don't necessarily act on or know how to act on them?

So for example Walkers crisps aren't going to do anything about their packaging until 2025 now but there are hundreds of people are saying this is stupid and up in arms and students unions are campaigning against it but yet they still stock Walkers crisps in the students' union shop**. So there is understanding what a global citizen is and there is acting and there is doing.** And I think that they know that they don't actually act

Okay so you are saying that they have got that awareness but that it does not go any further than that?

Yes

Would you be able to list 5 words which for you illustrate what global citizenship means?

Awareness, responsible, empathetic, team player, future focused

LB1

Well my focus is going to be on global responsibility.

Aah, well that one and future facing are probably the ones that I least understand what they mean.

Yes that is fair enough and that is one of the things that I am looking at, what do these terms mean for different individuals. Now I know this will be difficult as you say you are not sure what it means

from LRE perspective but if you were thinking about it, what sort of attributes would you expect a globally responsible graduate to be able to demonstrate?

Oh goodness….. I suppose I ought to start by trying to work out what it actually is and then what skills you would need to be able to fulfil that. I mean responsible to me means that you have **duties** to fulfil at what level, I mean we all have duties to fulfil but I suspect this is at a higher level than just I need to be at work on time or be in my lecture on time. So I suppose that this is about **responsibility to society is** I think how I understand it and to the world in other words we have responsibility in terms **of protecting the climate** and all the rest, being responsible in that way and then the word global I suppose that means that we should be thinking not just about our own immediate environment but that we should be looking at **our responsibilities as part of the world** if you like. Having thought about it in my own mind, does that make it any clearer to me in terms of what that means in practical terms? Not especially, I mean what sort of attributes you need or what sort of skills do you need. The first thing is you need to be, I suppose from anyone's point of view but also from a student's point of view you need to **be aware** of what is happening. What the problems are that we face what the challenges are that we face so you need to be, I'd like to think that means that we need **curious students** who want to read, want to listen , want to be informed, I am not saying they all are …… it would be nice to think that they were so at the very least I think we have a duty to find out about what these challenges are and then I think we have a duty to respond to them, not necessarily in a…. I mean most of us are not going to go out and change the world, most of us are just **going to do things in a small way.** So this weekend, I was reading an article about the fact that we could all do **with reducing our consumption of meat**. So we can all do something about that in a small way and I suppose that being globally responsible is accepting that, understanding that, taking up the challenge and doing something about it in your own small way. And we should all be, rather than pushing that responsibility onto someone else, you know performing and taking some responsibility ourselves. I don't know what skills though, a student needs to be able to perform that role. Other than, perhaps we ought to be instilling in students the desire to learn, the desire to be informed because a lot of it is understanding that these challenges actually exist. And I suppose we ought to be instilling in them some sort of, it is almost like **citizenship**, you know being aware of the fact that they are part of something bigger and that they have a responsibility.

Well that is very interesting that you have picked up on citizenship because a term that is used widely in university strategy documents, Including LRE, is that of global citizenship. Suggesting that we develop global citizens. So if you were asked to describe a global citizen, what would you say?

Crumbs! That is really difficult to describe a global citizen. To be a global citizen, to be a citizen first of all, to be a citizen to me means that yes you have **rights** but you have **responsibilities** as well so it is about **giving and not just taking** and so it's about **understanding the environment** that you live in, understanding yes the opportunities but also the challenges and understanding how you even at the smallest level can **contribute.** One of the things that bugs me, and I probably shouldn't say this is that I think too often we talk about people and students and I think we do it here at this university we almost imply that everyone has got to when they have finished here will go out and change the world. And they won't and I think that for some people it's almost, because you are setting the bar so high you are well it just becomes totally irrelevant to them. Whereas actually we need to set the bar much much lower and talk about how everyone can make a small difference and that cumulatively all these small differences make a big difference but we don't all have to go out and change the world. I know certainly I am not going to change the world, I am not that sort of

person, I don't want to be, it's not me, but I would like to make a small difference even if it's, for example when I get my coffee now in the morning, I take my own cup or I take it there. Small difference, I am not going to change the world, I am not a revolutionary but I recognise that I can do something and I think that is the way ….. .and I am going of track a bit here maybe….. **I think it is about encouraging them to see that they can make a difference and a small difference is fine**, you know we are not all going to go out and change the world and as I say I think that sometimes **when you pitch it too high you actually alienate people because they think that I can't do that.** And that is the problem that I have with I am sure we use the words and I cannot remember where in our strategy here about making a difference to the world but I don't think that we communicate that in a way that is approachable to students.

So quite a lot of what you are saying is about the articulation of these values.

Yes I think so and I think we need to pitch it at a level where the ordinary person, the ordinary student can grasp it and feel that they can make a difference. I think lofty language is fine, it looks great and it is good in a strategy document but what does it actually mean?

And it won't be motivating if people can't see where they fit into it then they will not be motivated to do anything.

And so I guess that if staff don't understand what it means, how can they instil these valued in students.

Absolutely. I mean I would like to think that even if the university did not tell me, we want globally responsible students, I would like to think that I would still be trying to instil those values in students. I might not think about it in terms of being globally responsible but they just seem to be the right sort of values and so I would like to share them.

SB5

I put globally responsible as number 5. There is a lot of talk about international. International HRM, International Business so that kind of stuff but **I don't feel at the moment that it is particularly relevant to me.** It is not something… I know it is important and I know students are interested in travelling these days but in terms of having responsibility globally, I don't feel like that connects to me.

In many UK universities,- there are 103 in England and a third of them – explicitly state that they want to develop students to be global citizens. So if I were to say to you, what is a global citizen, what would you say?

Global citizen characteristics / attributes:

Collective; awareness; cultural understanding; big idea; relationships; connected.

The first word that comes to mind is **a collective**. In terms of I understand that because of globalisation people are becoming a lot more alike. Maybe awareness as well. Relationships and what I mean by that is **relationships outside of your own cohort of friends / nation. Being able to understand that this person has a different culture and set of beliefs and perhaps being able to recognise that and go okay we've got differences and similarities so let's work on how we can work together.** In terms of global citizen, that is something that I have heard quite a lot in literature I don't think it has a set… I don't think there is a set thing for it. But my understanding is that a global citizen is someone who is **aware, connected**, someone that is …someone that **has the big idea** and goes okay there is loads of countries there is loads of things going on and so who has some awareness of what is going on so that is how I feel about it