

Outputs of ‘Competing in a global education market: *the Bologna Process and beyond*’ – Marianne Sheppard and Janette Hillicks, JISC infoNet. Session at AUA Conference, York, 2008.

‘Internationalisation is/should be much broader than just student-focused - it needs to be at the core of institutional strategy to enable UK HEIs to be internationally competitive’

Comment by session participant

The session, comprising of a presentation and audience feedback and discussion on aspects of the Bologna Process, was attended by approximately 50 colleagues from across the sector in the UK and beyond. Participants included senior managers and practitioners from central and academic areas. The following gives a brief overview of comments and suggestions made by participants in the session.

Keywords relating to ‘internationalisation’

Access	Comparability	Competitiveness	Curriculum development - <i>relevance to international market</i>
Degree Titles	Dilution	Diversification	Dual awards
Employability	Entrepreneurship	Exchanges – <i>students and academics</i>	Experience
Erasmus	Global marketplace	Inconsistency	International campus
International curriculum (<i>benefitting from it</i>)	Mobility	Placements	Politics!
Profile	Profiteering	Recognition	Recruitment
Referencing	Relevancy	Research	Standardisation
Teaching/learning	Transferability	Transparency	University Strategies

Internationalisation’s about –

‘An awareness and practice of education as an enterprise and endeavour beyond national and geographic borders’

‘All aspects of the student experience - curriculum, placements, faculty’

‘Becoming more competitive in the global HE ‘market’’

‘Attracting students from the international market, encouraging more students to go ‘international’’

‘Marketing existing provision globally’

'Attracting academic experts in particular areas with a strong international reputation to develop programmes and encourage higher student numbers'

'Developing our university awards in international institutions using their staff or creating campus of the university abroad'

'Creating a level playing field'

'Eliminating chances that students will be disadvantaged in the global market'

'Relevancy - increasing the relevancy of qualifications to reflect the global context'

'Making institution/programmes (qualifications) relevant at international scale'

'Standardisation - standardisation of educational language to create a common 'currency' to allow and promote greater mobility'

'Harmonisation of institutions' policies, procedures, etc with those of international institutions, to enable transferability'

'Creating a harmonised, synthesised understanding across the majority of international education systems'

Four different types of internationalisation were identified by the group:

- Internationalisation of syllabus
- internationalisation of students
- internationalisation of faculty
- internationalisation of student experience

Individual institutional experiences of international strategies

'(Internationalisation strategy) is... emerging and rather piecemeal'

'Our HEI prefers to talk of 'internationalisation' rather than 'Bologna' - so we mapped Bologna action points against the international strategy'.

'As an Irish university, internationalisation has been fully embraced and is being built in to the university's strategy, in order to compete on a global stage. The majority of our graduates would continue on to further education in universities abroad and one of our key goals is to enable them, as much as possible, to be able to do this ...Possible future imperative - our students see job markets as global so we have to prepare them for this'.

In answer to the question, "Does your institution have an internationalisation strategy?" one person responded, *'Don't know. We have a strategy to recruit more overseas students but nothing that relates to the Bologna Process in the way you suggest!'*

Institutional Internationalisation Strategies – who are the stakeholders?

Academic Registry	Academics	Administrators	The Board
CELT (Centre of Enhancement in Learning and Teaching)	Colleges	Divisions/Departments	European Office
Everyone: <i>key activities are top-down and bottom-up - senior management key but working closely with all units and departments</i>	Everyone: <i>from Programme Development onwards</i>	Faculty managers, etc	International Office/ International Relations
International Academic Units	International Recruitment	Internationalisation Unit	Key departments
Other Universities (Partnerships)	Process owners	Quality Support	Registry
Staff	Strategy review group	Students (<i>current and prospective</i>)	Support units
Teaching & Learning Centre/Teaching & Learning representatives	University Executive Board	Senior Management Team – VCs, PVCs, Deans	

Concerns and Issues

'What market research has been done?'

'I am concerned that the Bologna discussions on our Masters and PhDs seem to be stuck on 'length of time' it takes to do a programme. Surely the focus should be on 'content', 'level', 'skills and competencies required'.

'Concerned that HEAR requirements will supersede Diploma Supplement - need to do one or both? By when?'