

Enhancing internationalisation in higher education and collaboration for quality enhancement

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BUILA & BC India Internationalisation Project

Overview

- Background & Policy
- Introduction to the Scoping Study
- Finding and Recommendations
- Next Steps



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Background

- **India Policy Context:**
 - National Education Policy 2020 – readjusted, revamped, re-energised
 - India to be promoted as a global study destination
 - UGC Guidelines for Internationalisation of Higher Education
 - Destination / Competencies / Global Mindset / Partnerships / Rankings
 - UK-India Mutual Recognition of Qualifications
- **Objectives of the Project**
 - Further develop the understanding of the context in which the Indian Higher Education sector is operating in relation to internationalisation.
 - Define the baseline capacity within the Indian Higher Education sector for further internationalisation in line with the UGC Guidelines and other local Indian regulations.
 - Gain insight into the drivers for internationalisation at a sector and institutional level.
 - Further define the meaning of internationalisation for the Indian Higher Education sector.
 - To outline the skills, need and potential training approach for colleagues engaged in internationalisation in the Indian Higher Education sector.



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The Scoping Study

- Desk Research Phase – policy focus
- Primary research:
 - Survey of Indian institutions to capture internationalisation progress and readiness
 - Focus groups in Karnataka, Maharashtra and Delhi to unpick survey results and further understand key drivers
- Analysis:
 - Using survey results as a leader, rationalise current progress and readiness by identifying relevant drivers, barriers and challenges.
 - Themes of Strategy / Finance / Infrastructure / Skills identified
- Capacity Building:
 - Understanding the best approach, content and audience for potential capacity building in this space.
- Partnership approach – range of stakeholders



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Findings & Recommendations

- Around 70-80% of institutions report some experience/activity in internationalisation
- However, there were low levels of formal strategic governance around internationalisation
- Private institutions much further ahead in their development in this area than publicly funded, though govt keen to support public institutions to develop.
- Training need at all levels – senior to operational
- Sharing of best practice important within India.
- A training programme should be developed to address these needs, similar in nature to BUILA 101, though scope to be enlarged and adapted to Indian context.



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Potential Training Framework

	Strategic Roles	Operational Roles
Beginner	<ul style="list-style-type: none">• Internationalisation approaches• Strategy and KPI development• Mapping the student journey• internationalisation at home• Decision-making in internationalisation	<ul style="list-style-type: none">• Cultural awareness for IRO staff• International recruitment 101• International student support• International student mobility• international alumni engagement
Advanced	<ul style="list-style-type: none">• Funding & Finance• Monitoring and evaluation• Study visit to UK• Mentoring programme• Career development for Deans of International Relations Offices	<ul style="list-style-type: none">• Partnership development for research• MoU negotiations• Twinning & articulation• Embedding internationalisation into the curriculum



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What next for this project?

- Recommendation to develop the capacity building programme
 - A collaborative, sector-wide, approach to design
- Potential to take a state-based approach to the pilot – Karnataka and Maharashtra
- Engagement with key stakeholders to support the delivery and identify areas of enhancement
- Research?

