

International Lifelong Learning Scotland's Contribution

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1. Vision

This strategy aims to position Scotland as a world leader in international post-school education; and more widely to make Scotland a more attractive place to live, work and study in order to support economic growth. A successful Scotland must operate competitively within a global context. There is no future, at least not one that we would want, for a parochial Scotland.

International role of Scottish education

Our education sectors have a crucial role to play in helping Scotland compete effectively on the world stage by:

- ▶ equipping our people to live responsibly in a global society, and to compete effectively in a global economy;
- ▶ generating and exchanging the knowledge that establishes us as a global leader in areas of particular strength and keeps our businesses competitive;
- ▶ developing relationships that increase our influence and help us tackle the many global challenges;
- ▶ attracting talented people from around the world who enrich our culture, challenge us to think in new ways, and contribute to our economy.

The successful countries and education providers of the future will be those who have a well developed international outlook and are internationally connected and competitive. Globalisation is a reality for all of us and if we are to continue to prosper, we must develop a mindset in which an international outlook is firmly embedded as a core value.

This document recognises the unique role which the post-school education sectors have in internationalising Scotland. It defines shared objectives and proposes some initial actions to help us achieve those objectives in a coherent and co-ordinated way – thereby promoting economic growth. It is by working together in this way that we can best add value to Scotland’s international offering.

2. Context

The strategy recognises from the outset that individual institutions and organisations are already operating very effectively on the world stage. It is therefore intended to help education providers respond to the challenges of globalisation and international competition through more effective co-ordination of effort and resources. The strategy will not restrict individual enterprise, or weaken the local and national aspects of institutional missions, but enrich and strengthen our individual and collective approach.

It is intended to encompass all post-school international education activity, including related developments within other parts of Europe. Forging strong relations across international boundaries is an essential component of the Scottish Executive's approach to enhance the wellbeing of Scotland and its people. Not only through its International Strategy¹, but also its economic development strategy² and the Fresh Talent Initiative³. These recognise the vital importance of Scotland's relationships with overseas markets. The development agenda is also an important aspect here, as reflected in the Executive's International Development Strategy⁴ and its focus on capacity building in Africa.

This document aligns with the initiatives mentioned above and with other Scottish Executive policies, such as those for stronger engagement with China⁵ and the USA⁶; as well as the aim in the Scottish Funding Council's Corporate Plan⁷ to support Scotland's international ambitions. The Education UK Scotland Strategic Framework and the UK Prime Minister's International Education Initiative (PMI)⁸ are also key elements here, along with the rapidly growing European policy agenda in relation to competitiveness and compatibility of education systems as promoted by the Lisbon⁹, Bologna¹⁰ and Bruges-Copenhagen¹¹ processes. Further details on all of these and other related strategies can be found at Annex B.

Priority areas

This is by no means intended to be an exclusive list. It does however include those which are Scottish Executive priorities, many of the countries covered by the Bologna process, and those developing countries in which capacity building work is currently focussed. Taking all of this into account, as well as those areas of importance for the Scottish sectors as defined by the Education UK Scotland annual evaluation exercise, we have identified the following priorities for engagement within the context of this strategy:

[Africa, China, Europe, Gulf States, India, North America and Russia.](#)

This is a diverse list and as such a variety of approaches may need to be developed, taking account of local context, to engage with each area effectively.

3. The baseline

We have good data on the number of international students who come to Scotland to study, and about the economic contribution they make. In 2004-05 in Scottish higher education institutions (HEIs) there were over 10,000 students from other EU countries, and nearly 19,000 students from outside the EU. Over the last five years, the number of EU students has increased by 19 per cent and the number of international students from outside the EU by 57 per cent. This trend is very encouraging, given that in the most recent year the Scottish numbers have risen faster than those for the UK as a whole.¹² Early indications for the current year (2006-07) are that numbers are continuing to increase.

There is also good data available on the international element within the teaching and research staff base. Universities Scotland (US) estimate that approximately 20 per cent of the teaching staff in Scottish universities are from outside the UK, and that proportion is continually increasing.

There is also some evidence of the impact on the Scottish economy. International students were worth £370 million to the Scottish economy in 2001-02¹³ (based on their expenditure on both tuition and goods and services). Universities Scotland estimate that an average overseas student taking a four year degree invests up to £50,000. This is a very significant contribution and given the increase in student numbers, we can expect the value to have risen markedly since the study was undertaken. Indeed the figure is an underestimate because it does not capture the knock-on income from related activity, such as the substantial tourism spend generated by relatives and friends visiting international students in Scotland.

Information is also available on student mobility – both into and out of Scotland. In terms of the share of the UK market for ERASMUS¹⁴ students, Scotland performs well with 13% of incoming and 14% of outgoing students respectively. However it is worth noting that the actual number of Scottish students going to study in other European countries under the programme is less than half of the number coming in.

The international work of Scotland's colleges covers a wide variety of activities. In 2004-05 the college sector attracted 4,300 international students from 116 countries, with over half coming from outside the EU. The sector has also formed strong partnerships with international organisations, resulting in such initiatives as the development of national systems of vocational education and training, supporting and assuring the delivery of Scottish awards overseas, and specialist contracts either overseas or in Scotland.

3. The baseline

The launch of Scotland's Colleges International (SCI) is an exciting new collaborative venture aimed at promoting Scotland's Colleges worldwide, contributing to international development and enhancing Scotland's cultural diversity.

One of the first tasks in implementing the strategy should be to establish the baseline for the major aspects of international activity for which evidence still needs to be gathered and evaluated. Some examples of the types of international education activity that our education institutions are engaged with is given below to illustrate the variety of projects already underway.

Illustrations of international activities

- ▶ Innovative practice in curriculum development, learning environments and research
- ▶ Attracting international students to come to Scotland to study
- ▶ Meeting the development needs of migrant workers to support their integration and retention in Scotland
- ▶ Developing the international interests and global employability of home students
- ▶ In-country overseas provision leading to the award of a Scottish qualification
- ▶ Joint programmes offered in collaboration with international partners
- ▶ Vocational education and skills development in an international context
- ▶ International contracts for specialist training of personnel in Scotland or overseas
- ▶ International sustainable development, environmental and other projects
- ▶ International composition of the staff community, achieved through attraction and retention of international staff as well as through links and exchanges
- ▶ Research collaborations with international partners
- ▶ Collaboration with international partners in commercialising knowledge
- ▶ Contributing to development in other countries in areas such as national systems of vocational education and training (VET), further and higher education, and workforce planning

Different organisations will engage in different combinations of the above, and on each item may engage in a variety of ways.

4. The opportunity

There are a number of factors which suggest the timing for greater international engagement is particularly favourable.

The global market is projected to grow substantially and rapidly: for example, over the next 15 years the international market in higher education is projected to expand by 37 per cent (to 5.8 million students)¹⁵. For the five main English-speaking destination countries¹⁶ the growth rate is expected to be over 40 per cent. This presents Scottish colleges, universities and other providers with the opportunity not simply to expand international activity by maintaining market share, but to increase that market share considerably.

Scotland is currently perceived as a welcoming country, a trusted partner and an innovative and effective contributor to international projects. Recent work on the promotion of Scotland, in particular the Fresh Talent Initiative, has conveyed a good impression of the country and has sent a very positive message about the way in which Scotland engages with the world. This was confirmed by the findings of a recent survey of international students in which 90% rated Scotland as a good place to be and indicated they would recommend the experience to others¹⁷.

Scotland is also perceived as an international leader in many aspects of education. There is considerable international interest in the Scottish Credit and Qualifications Framework (SCQF)¹⁸ as a model to assist learners, employers and providers. The SCQF is the unified qualifications framework which underpins and supports Scotland's goals for lifelong learning. There is also strong international interest in the Scottish approach to quality assurance, within which the concept of embedding a culture of enhancement is increasingly regarded by others as the most effective way forward.

4. The opportunity

Research in Scottish Higher Education is of the highest quality. In the last UK Research Assessment Exercise¹⁹ around half of Scotland's research was rated internationally excellent.

The key strengths lie in life sciences, medical research, biotechnology, informatics, energy, nanotechnology and environmental science. Scotland leads the world in terms of the number of citations per head of population, and in terms of the number of academic papers published per \$M spent (when compared with 11 of the world's major higher education economies, including the USA)²⁰.

There is genuine enthusiasm in the two key sectors, colleges and universities themselves. The universities have continued to expand their international activities and through their representative body Universities Scotland they have made internationalisation a priority for policy development. The college sector has been equally energetic, taking its existing activity to a higher level by launching Scotland's Colleges International (SCI).

Since devolution and the appointment of Scottish Ministers, renewed opportunities are available. The Executive has been keen to promote Scottish interests internationally and recognises how important our world class education system is in underpinning development across a range of sectors.

Lastly, it is worth noting the competitiveness of the international education market and also considering that this market can be volatile – presenting threats as well as a large number of opportunities. It will be important that, in order to remain at the forefront, Scottish providers seek out and harness these new opportunities to enable Scotland to stay ahead of competitor countries.

5. Stakeholders

The success of the strategy will be dependent upon effective collaboration between a number of stakeholders, all of whom have a vital role to play in achieving its aims in order to add value to the Scottish offering. It covers not only colleges and universities but also English language schools and employers, government and other supporting organisations. The roles and remits of all of those stakeholders are more fully defined at Annex C.

Employers have a significant role to play in two ways. First, educational provision within the workplace is increasing in volume and importance. Second, colleges and universities need to engage more closely with employers, including those Scottish employers operating overseas, given that employability is one of the main aims of post-school education for international students just as it is for home students.

Although school education does not lie within the scope of this strategy, there are obvious and valuable connections to be made between this strategy and that already in existence for the school sector²¹. It is important to foster an international outlook in our young people at an early stage in their education and carry this through to the post-school stage and to develop curricula appropriately to take account of this.

6. Implementation

In order to implement this strategy effectively, a co-ordinating group will be formed and the secretariat provided by Education UK Scotland (EdUKS). Given that the Education UK Scotland committee is already established and contains many of the key stakeholders, it has been agreed that the membership of this group will be extended to include business and other wider interests, and its remit altered to focus on the aims of this Strategy. The co-ordinating group will ultimately report to the Scottish Executive, which will be closely involved in defining and managing the working group's activities. The revised terms of reference for the group and its reporting arrangements will be reviewed and agreed by Scottish Ministers.

The group will have a remit to encourage collaboration between its members in areas which will add value to existing work. There will also be value in identifying linkages between current areas of work and any gaps which could be filled. However, within this it is important to recognise the enterprise and diversity that already exist within the Scottish sectors, and that this should also be encouraged to develop where appropriate.

The first task of the co-ordinating group will be to put forward an action plan with specific targets and activities against each of the aims identified within this strategy document, alongside relevant performance measures. The action plan will also define which stakeholders have a role in implementing the agreed action points to ensure better co-ordination of effort. In order to do this effectively, it may also be necessary for the co-ordinating group to commission research to establish clear baselines against which sensible and achievable targets and activities can then be set out.

A list of actions for further consideration, generated in discussion with stakeholders, is attached at Annex A. These should be reviewed by the co-ordinating group and may be altered and added to as appropriate. We anticipate that the first meeting of the co-ordinating group will take place in the spring of 2007 to define terms of reference and agree a sensible work schedule.

7. Aims and targets

In order to focus our collective activity, we have identified a number of aims for this work. It is assumed that Scotland's colleges and universities are central to every aim. Some other partners are also identified where relevant to specific aims, although it will be for the co-ordinating group to oversee work towards these aims and therefore to agree the involvement of additional partners from within the group. A brief explanation of what each of these aims would involve, and of the targets which might be associated with them, is given in the paragraphs that follow.

Identifying specific targets will be one of the first tasks for the co-ordinating group (see Implementation section above). However an indication is given of possible areas in which targets could be set. A necessary first step for the group in many of these areas will be to commission research to assess the current level of activity. This will be used to set more precise targets and so that progress can be measured against an established baseline.

Primary aim

- ▶ To position Scotland as a world leader in international post-school education and increase the economic value to Scotland from activities in this area by 50 per cent over the next five years.

Supplementary aims

- ▶ Attracting talent to Scotland and offering a high quality experience
- ▶ Facilitating the universal employability of all our students
- ▶ Participating actively in European and international policy development
- ▶ Leading development, capacity building and sustainability projects
- ▶ Fostering international partnerships and other strategic alliances

8. Primary aim

To position Scotland as a world leader in international post-school education

Achieving this aim will require commitment from a wide range of partners. Being a leader involves more than growth of existing activities and programmes. It also requires a capacity to innovate and to play a leading role in shaping new developments.

The partners whose contribution can help secure success are many. The Scottish Executive has a leading role – some ambitious initiatives may benefit from being underpinned by government to government agreements, and Ministers are powerful advocates and ambassadors. The British Council, as the promoter overseas of British education and culture, and Education UK Scotland, as the promoter overseas of Scottish education, each has a major role. It will also be important for organisations to work together in identifying further opportunities to develop alumni networks. The Scottish Funding Council, as the body responsible for distributing public funds to colleges and universities, has the capacity to be influential and supportive. The Scottish Qualifications Authority (SQA) has a role in their capacity as managers of international development projects and in promoting access to Scottish qualifications overseas. The support of the enterprise networks, both Scottish Enterprise and Highlands and Islands Enterprise, and especially Scottish Development International (SDI) as the international business development agency, is also vital.

The Deputy First Minister's announcement in December 2006 that SDI would extend the range of organisations it supports to internationalise their businesses to include Scotland's colleges and universities is an important step forward. The contribution of Scottish business and industry and their representative organisations is also central, because much of the activity will be concerned with the development of skills, requiring good dialogue between education providers and employers. One of the prime requirements is good market intelligence. Many of the organisations listed above are already active in providing this, or have the potential to do so. However, added value can be secured by better co-ordination of effort.

9. Supplementary aims

(i) Attracting talent to Scotland and offering a high quality experience

This aim is not solely concerned with attracting international students to Scotland. Another important aspect is attracting talented people to come here to live and work, some of them as teachers and researchers. In addition the number of migrant workers is increasing. It is important that we focus not only on attracting these people to Scotland, but also on delivering a high quality experience at all stages. We must also encourage Scottish staff to gain international experience.

The relevance of the international student experience is not limited to those who come here to study but is equally important for those students studying in their own countries for a Scottish qualification. The main responsibility for this aim must lie with the education providers, and depends heavily on the dedication, commitment and global outlook of their staff. There will be a particular role for agencies such as the Quality Assurance Agency for Higher Education (QAA), Her Majesty's Inspectorate of Education (HMIE) and SQA; and also for the British Council and the National Union of Students (NUS) The Scottish Executive's Fresh Talent Initiative is also an important consideration, not least in the projects it supports to improve the international student experience through its Challenge Fund. Similarly UKCOSA's role in supporting international students and those who provide services to them will be relevant.

There are a number of possible areas in which targets could be set in order to measure progress against this aim. These could include measuring the quality of the experience by asking the learners themselves, increasing the number of international students attracted to Scotland and increasing the percentage of workers in the Scottish education sectors who have international experience.

9. Supplementary aims

(ii) Facilitating the universal employability of all our students

Most students see a college or university course as a step towards a career. Some will want to remain in Scotland, and others will want to work overseas. In both cases they will have a keen interest in employment opportunities. Much of the responsibility for advice and support rests with the colleges and universities themselves. They must ensure that their careers services provide comprehensive support extending, as far as possible, to the international labour market. There should also be co-ordination of this provision with collaboration across careers services – working together to enhance the Scottish offering.

There is an obvious role for employers, and a need for the education providers and employers to work together so that there is a good match between the skills employers require and the skills that courses develop. Because of the relevance of this aim to Scotland's current and future economic prosperity, the Scottish Executive has a strong interest and role in supporting education providers and employers.

To encourage a wider outlook, we need to ensure that there is an international dimension to all of our college and university courses, and also that domestic students are encouraged to gain experience of living and working or studying overseas. Both of these will help to foster global citizenship in our students at all levels.

One example of how this can be achieved is provided by the European Union's ERASMUS programme, which enables students to take part of their course in another EU country. Fewer Scottish students take up the opportunity than come to Scotland. Colleges and universities need to ensure that courses are designed to foster global employability, as well as actively encouraging and promoting schemes like ERASMUS. The Scottish Executive has recognised that it may be necessary to take action to reduce or eliminate obstacles to student mobility and will be exploring the potential for portability of grants and loans. An area where a target could be set for this aim is increasing the number of Scottish students participating in the ERASMUS scheme and other work and study mobility programmes. Another area might be increasing the percentage of international students in employment relevant to their qualification within a specified time after they graduate.

9. Supplementary aims

(iii) Participating actively in European and international policy development

This is an aspect of international work in which Scotland has performed well in recent years. The SCQF has attracted much interest in Europe and beyond, and has enabled Scottish partners to play an influential role in the development of the European Qualifications Framework (EQF)²². This could serve as a useful model for a joined-up approach. It depends first on good co-ordination by the Scottish partners, which include Ministers and the Executive, the Funding Council, the education sectors and their representative bodies, and the quality assurance bodies. The priority is to strengthen a model that works well, and to extend its operation, in terms of geographical coverage.

Scotland is fully engaged with the Bologna Process and indeed is performing well in a number of aspects. One of the main challenges for the future is in recognition of prior learning and work experience. In addition it will be important that we place a strong emphasis on international engagement in quality enhancement procedures.

(iv) Leading development, capacity building and sustainability projects

Many colleges and universities are already involved in a wide variety of capacity building projects in most countries of the world. Not all have an education focus – academics have a great deal of expertise and practical skills to offer in specific subject areas such as sustainable farming, civil engineering, construction and water purification to name only a few. Some of this work is organised through co-ordinating bodies such as the British Council, but much of it depends on good bilateral relationships which have been built up between individual institutions. There is scope for adding value through better co-ordination, by identifying areas where government and the education sectors can align their efforts. It is not simply a case of Scotland sharing its knowledge and expertise with another country. It is also an opportunity for Scotland to learn from valuable experience elsewhere.

9. Supplementary aims

(v) Fostering international partnerships and other strategic alliances

Successful internationalisation depends on the creation of effective partnerships. Nearly all of the types of international activities with the capacity to grow substantially involve a two-way process requiring a partnership approach. The value of these can be increased where they are underpinned by strategic alliances. Strategic alliances set a framework and create an environment within which existing partnerships can flourish and new partnerships can be established. The role of government is important to the formation of these alliances, particularly where they involve formal government to government agreements.

It will also be important to build on Scotland's research strengths, in particular attracting the top talent from across the world, and by ensuring that we facilitate the mobility of Scottish researchers to be able to carry out their work in other countries. Scotland's strong performance in academic research has resulted in many highly productive international partnerships between universities in Scotland and other major world universities. Because leading edge research depends increasingly on successful and sustainable international partnerships, including partnerships with emerging economic giants such as China and India, a core element within this aim is to invest in and to nurture these partnerships and to further our links where appropriate.

One possible area where a target could be set here would be increasing the value of international partnerships and research alliances secured, particularly but not exclusively within the priority areas identified in section 2.

10. Evaluation

The co-ordinating group will be required to put mechanisms in place to monitor and evaluate progress against the agreed targets. The group will report to Scottish Ministers annually on what has been achieved and on forward work plans for each period. The first of these reports will form part of a Ministerial review in autumn 2007.

Annex A

Actions for further consideration

As a result of informal consultation on this document a number of possible future actions have been identified for further consideration. These are listed here, and related back to the aims identified earlier, with the intention that they will be considered by the co-ordinating group as part of their initial work in taking forward the aims of the Strategy.

Action	Related aim
Further develop the profile of Scottish education, research and development internationally via the internet and print media	Primary
Make best use of Ministerial working visits overseas to promote Scottish colleges and universities	Primary
Develop marketing strategies for Scottish FE and HE in key markets e.g. China, USA (these strategies will incorporate work experience schemes)	Primary
Support international strategic planning and the expansion of operations of individual institutions	Primary
Facilitate a dialogue on capacity building and market intelligence, and on where this is needed	Primary
Raise knowledge of and promote strategic action on international education issues within local enterprise networks	Primary
Support the involvement of international aspects in college reviews and other evaluative and quality enhancement activity	Primary
Undertake a benchmarking exercise – allowing institutions to compare themselves with similar ones abroad	Primary
Design Scottish qualifications for specific TNE markets, particularly those identified in section 2	Primary
Promote the Fresh Talent Initiative at Scottish and international exhibitions and events	(i)
Support international students to find out about employment opportunities including the use of funding from the Fresh Talent Challenge Fund and Prime Minister’s Initiative by colleges and universities	(i)
Encourage integration by forming links between international students and local schools	(i)
Monitor student satisfaction and address any emerging issues	(i)
Further develop the offering for international students via the International Student Guidelines	(i)
Support the provision of English for Speakers of Other Languages (ESOL) in Scotland	(ii)
Remove barriers to outward mobility via portable grants and loans	(ii)
Increase Scottish participation in ERASMUS and other student mobility programmes	(ii)
Investigate the involvement of the private sector in “sponsoring” international students	(ii)
Increase awareness among employers of the benefits of employing international students	(ii)
Improve employment opportunities for students in key priority sectors such as tourism and financial services and develop sectoral fact sheets for these and other areas where there may be job vacancies	(ii)
Support the skills agenda and the work of Sector Skills Councils ²³	(ii)
Encourage the involvement of companies in the development and delivery of a world class careers service across Scotland and work with institutions to provide quality work experience opportunities	(ii)
Encourage Scottish institutions to be flexible with their curricula and produce qualifications with an international dimension and useful in the global market	(ii)
Set up a Quality Assurance Framework for Scottish education provision overseas, particularly in China	(iii)
Develop further capacity to contribute to international development education, particularly in Africa	(iv)
Develop a shared network of alumni links, incorporating those from individual institutions alongside the Globalscot and Global Friends of Scotland networks	(v)
Undertake a benchmarking exercise to monitor international research collaborations; and further develop research links and collaborations abroad	(v)
Encourage and support strategic institutional collaborations	(v)
Review necessary resources at the 2007 Spending Review	All

Annex B

Related Strategies and policy

Scottish Executive policy

A Smart, Successful Scotland

http://www.scottish-enterprise.com/publications/smart_successful_scotland_refresh.pdf

Framework for Economic Development

<http://www.scotland.gov.uk/library3/economics/feds.pdf>

International Strategy

<http://www.scotland.gov.uk/Resource/Doc/26350/0025712.pdf>

European Strategy

<http://www.scotland.gov.uk/Resource/Doc/26487/0025763.pdf>

International Development Strategy

<http://www.scotland.gov.uk/Resource/Doc/37428/0024786.pdf>

Lifelong Learning Strategy

<http://www.scotland.gov.uk/Resource/Doc/47032/0028819.pdf>

A Framework for Higher Education in Scotland

<http://www.scotland.gov.uk/Resource/Doc/47034/0028810.pdf>

A Science Strategy for Scotland

<http://www.scotland.gov.uk/library3/education/ssfs-00.asp>

An International Outlook - Educating Young Scots about the World

<http://www.scotland.gov.uk/Resource/Doc/158299/0042867.pdf>

Scotland's Strategy for Stronger Engagement with China

<http://www.scotland.gov.uk/Publications/2006/08/23080408/0>

Scotland's Strategy for Stronger Engagement with the USA

<http://www.scotland.gov.uk/Publications/2006/10/16134953/0>

Annex B

Related Strategies and policy

UK policy

DFES International Strategy

http://www.globalgateway.org/pdf/Policy_Action%20Plan%20October%202005.pdf

and Action Plan

<http://publications.teachernet.gov.uk/eOrderingDownload/DfES10772004.pdf>

Department for Employment and Learning Northern Ireland – Strategic approach to international activity

http://www.delni.gov.uk/del_international_strategy-mar_06-2.pdf

Prime Minister's Initiative

<http://www.britishcouncil.org/eumd-strategies-pmi-ie.htm>

EU policy

Lisbon process

http://ec.europa.eu/growthandjobs/key/index_en.htm

Bologna process

<http://www.dfes.gov.uk/bologna>

Bruges-Copenhagen process

http://ec.europa.eu/education/copenhagen/index_en.html

Annex C

Roles and responsibilities

This annex outlines the roles that key organisations in Scotland will play in working towards the aims outlined in this Strategy. The information here has been gathered from these organisations as part of the researching of this document.

The Association of Scotland's College's (ASC) main role is to support Scotland's 43 colleges, to advance their interests and to represent their views.

In the international context the main responsibilities are to:

- ▶ Influence decision makers in Scotland, the UK and Europe to the benefit of the college sector, its students and partners
- ▶ Provide the main link with existing stakeholders and support agencies in the international and European context at Scottish and UK level
- ▶ Represent colleges at Scottish and UK level through membership of committees
- ▶ Support all colleges in their international work

British Council (BC) operates in 110 countries and territories worldwide, building relationships, understanding and exchange of expertise between people in the UK and other countries. Their programmes cover a range of areas including education, the arts, science and governance.

Within the Scottish context the main responsibilities of British Council are:

- ▶ Using networks and expertise to promote Scottish education and Fresh Talent around the world through the Education UK Scotland initiative in order to recruit international students, encourage exchange of expertise, and facilitate meaningful education partnerships.
- ▶ Providing market intelligence and in-country assistance to enable Scottish institutions to define their own international strategies and to establish themselves in overseas markets.
- ▶ Working with institutions and other partners to build our understanding of the experience international students have in Scotland, and enhancing that experience through programmes such as Scottish Networks International, which links international postgraduates of Scottish HE Institutes with Scottish employers through networking events and work placements.

Annex C

Roles and responsibilities

Confederation of British Industry Scotland's (CBI Scotland) main role is to ensure that all business voices – whatever the size or sector of business – are heard when government is formulating policy or consulting the business community.

Within this the main responsibilities are:

- ▶ Responding to Scottish Executive consultations
- ▶ Development of widely researched policy reports and briefings on a comprehensive range of topics.
- ▶ Provide members with the opportunity to meet and exchange views and experience with their peers, particularly from outside their own business sector.

Highlands & Islands Enterprise's (HIE) role in this area is principally to support the development of the post-school education sectors in the Highlands and Islands by building their capacity both as educational institutions and as a driver of the regional economy, thereby contributing to the overall positioning of Scotland as a world leader in international post-school education. This will include, in particular, a determined drive to attract international students and staff to the area to study, research and work, as well as the development of international projects and partnerships, considered essential to sustaining the long-term progress of the Highlands and Islands.

Within this the main responsibilities are:

- ▶ Assisting the University of the Highlands and Islands (UHI) to achieve university title and supporting its ongoing development as a first class, internationally-connected, centre of teaching and research in economically significant areas, and as a catalyst to growth in the Highlands and Islands of Scotland.
- ▶ Supporting the contribution of UHI and FE colleges to the region's academic, cultural and creative mix, driving knowledge transfer, research and commercialisation partnerships, and attracting new young people to the area to study, work and live.
- ▶ Driving the lifelong learning agenda by supporting FE colleges and UHI to provide high quality, relevant and flexible learning provision that meets the needs of learners and employers in the Highlands and Islands and beyond.

Annex C

Roles and responsibilities

HM Inspectorate of Education's main role is to provide independent external evaluations of college activity, contribute to building capacity, and provide professional advice to SE and other bodies.

Within this the main responsibilities in relation to colleges are:

- ▶ Reviews on a four year cycle and publication of reports, which make reference to international dimensions as appropriate
- ▶ Other activity including professional advice to the Scottish Funding Council under the terms of annual service level agreements
- ▶ Professional advice on college matters to SE.

Interactive University's (IU) main role is to support Scottish colleges and universities in the development of sustainable international partnerships for the delivery of Scottish qualifications and programmes overseas.

Within this the main responsibilities are:

- ▶ Development of strategic international partnerships offering a wide range of programmes and qualifications from the majority of Scottish universities, colleges and SQA
- ▶ Provision of administrative, technological and commercial services in support of the efficient and effective operation of such international partnerships
- ▶ To act as a catalyst for the continuous enhancement of educational provision within Scotland based on the transfer of best practice between universities developed through the successful delivery of international education projects

Annex C

Roles and responsibilities

NUS Scotland's main role is to provide an autonomous body to represent students in further and higher education in Scotland. NUS Scotland's work is focused on further and higher education, and the interests of students and their educational environment. They provide a national platform for representation and campaigning, dealing with scores of organisations on a Scottish, UK and international level.

Within this the main responsibilities are:

- ▶ NUS Scotland has established itself as the voice of students in the Scottish Parliament and has been involved in oral evidence, consultations and the lobbying of MSPs with an international dimension where appropriate.
- ▶ Other activity including professional advice and policy submissions to the Scottish Executive and other organisations.
- ▶ NUS Scotland provides services to affiliated student associations such as research and information, welfare and legal services and training and development with an international dimension where appropriate.
- ▶ NUS Scotland provides advice to international students on a wide range of issues affecting them.

The mission of the **Quality Assurance Agency (QAA)** across the UK is 'to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continuous improvement in the management of the quality of higher education'.

In this context, QAA Scotland:

- ▶ Undertakes cycles of reviews of the maintenance and enhancement of quality and standards in all the higher education institutions which are publicly reported;
- ▶ Manages (jointly with Universities Scotland) the qualifications framework for higher education institutions in Scotland;
- ▶ Manages a development programme of enhancement themes;
- ▶ Advises on matters related to the assurance and enhancement of quality in higher education
- ▶ Advises Ministers on the designation of higher education institutions, degree awarding powers and university title.

Annex C

Roles and responsibilities

The Royal Society of Edinburgh (RSE) is an educational charity, registered in Scotland. Independent and non-party-political, working to provide public benefit throughout Scotland and by means of a growing international programme. The RSE has a peer-elected, multidisciplinary Fellowship of 1400 men and women who are experts within their fields. They seek to provide public benefit in today's Scotland by:

- ▶ Organising lectures, debates and conferences on topical issues of lasting importance
- ▶ Conducting independent inquiries on matters of national and international importance
- ▶ Providing educational activities for primary and secondary school students throughout Scotland
- ▶ Distributing over £1.7 million to top researchers and entrepreneurs working in Scotland
- ▶ Showcasing the best of Scotland's research and development capabilities to the rest of the World
- ▶ Facilitating Scotland's international collaboration in research and enterprise
- ▶ Awarding prizes and medals

Scotland's Colleges International works in support of the internationalisation of the college sector and international business development.

SCI aims to develop the college brand in international markets and specifically to:

- ▶ Promote Scotland's colleges worldwide
- ▶ Export world class vocational education & training
- ▶ Engage in partnership with international organisations
- ▶ Contribute to international development
- ▶ Enhance Scotland's cultural diversity
- ▶ Attract international students

Annex C

Roles and responsibilities

Scottish Development International's main role in this area is to help individual colleges and universities develop and implement overseas market entry strategies.

Within this the main responsibilities are:

- ▶ Focus on individual institution strategy development and implementation in key markets
- ▶ Focus on commercial aspects of internationalisation only and deliver business support services
- ▶ Identification of overseas partners, particularly within the corporate sector, for joint ventures/consultancy contracts etc

Scottish Council for Development and Industry's (SCDI) main role is to strengthen Scotland's competitiveness by promoting sustainable economic development and positively influencing the agenda and policies of the Scottish, UK and European Parliaments and Non Departmental Public Bodies.

Within this the main responsibilities are:

- ▶ SCDI is principally engaged in making representations to Government and others regarding matters of public policy.
- ▶ Representing the interests of SCDI's subscribing members, including the corporate sector across manufacturing and service sectors; colleges and universities, local authorities; trade unions; professional bodies and trade associations; chambers of commerce; cultural organisations; voluntary organisations etc.
- ▶ Programme of activities includes Public Policy, Government Affairs, International Trade, Business Information, Education-Business Links, Membership Relations and Networking Events

Annex C

Roles and responsibilities

The main role of the **Scottish Executive (SE)** in this area is to promote Scotland as an attractive place to live work and study in order to support growth in the economy.

Within this the main responsibilities are to:

- ▶ Support our colleges and universities in their international work.
- ▶ Attract Fresh Talent to live, work and study in Scotland
- ▶ Promote Scottish interests within UK-wide and European policy developments in international education.

The **Scottish Funding Council's (SFC)** main role is to allocate funding to colleges and universities for the purpose of providing coherent, high quality further education, higher education and research.

Within this the main responsibilities are to:

- ▶ Provide advice to Scottish Ministers on the needs of the further and higher education sectors and on other policy and funding issues that are relevant to further education (FE) and higher education (HE);
- ▶ Work with the further and higher education sectors to develop coherent strategies in support of Ministerial priorities and ensure that there is coherent provision of high quality further education and higher education;
- ▶ Ensure that the quality of further education and higher education in colleges and universities is assessed and enhanced;
- ▶ Monitor the financial health of the colleges and universities;
- ▶ Support management and governance in colleges and universities by providing guidance and disseminating good practice on many issues;
- ▶ Facilitate and support desirable strategic change in the sectors;
- ▶ Establish targets and indicators of performance, and gather evidence and data to monitor progress; and
- ▶ Develop policies to promote sustainable development.

Annex C

Roles and responsibilities

The **Scottish Qualifications Authority (SQA)** is a statutory body in Scotland with responsibility for the development, awarding, and accreditation of Scotland's national qualifications, with the exception of university degree.

SQA's functions are to:

- ▶ Advise the Scottish Government on issues relating to education and training and implement government policy on qualifications
- ▶ Develop and promote high quality national, higher national and vocational qualifications
- ▶ Accredite and validate qualifications
- ▶ Approve education and training establishments to offer SQA qualifications
- ▶ Make arrangements for, assist in and carry out, assessments and examinations
- ▶ Carry out a quality assurance function
- ▶ Certificate achievement

SQA recognizes the benefits to Scotland of opportunities to share best practices with other countries through participation in international activities. To this end SQA:

- ▶ Has an interest in the international benchmarking of qualifications standards and in international portability of qualifications;
- ▶ Manages international development projects as a contractor to national governments and international agencies;
- ▶ Delivers SQA qualifications overseas

Annex C

Roles and responsibilities

The **Scottish Trade Union Congress (STUC)** is Scotland's trade union centre. Its purpose is to co-ordinate, develop and articulate the views and policies of the Trade Union Movement in Scotland reflecting the aspirations of trade unionists as workers and citizens. They aim to create real social partnership, and to promote trade union membership and organisation, equality and social justice, the creation and maintenance of high quality jobs and the public sector delivery of services.

Within this the main responsibilities are:

- ▶ Promoting trade union membership and representation
- ▶ Sustaining and developing effective relationships with government and its agencies, Parliament and Civil Service at Scottish, UK and European Union levels.
- ▶ Establishing, developing and sustaining effective relationships with the other social partner organisations within Scotland, the UK and the European Union, and with key groups and networks within Scotland and internationally.

UKCOSA's main role is to help government, sector bodies and members in Scotland give the highest levels of support and guidance to international students and those who work with them - through research, advice, training and helping to influence and develop relevant aspects of government and sector policy to ensure the highest quality of experience for all those choosing to study in Scotland

Scotland's **universities and higher education institutions** have a strong international focus, and have a leading role both in the development of strategy and in its implementation and delivery.

- ▶ The role of their representative body, **Universities Scotland (US)**, is to speak on their behalf, to promote their good work, and to make the case for the public support needed to maintain and build on their achievements and to develop policy on Scottish higher education issues.
- ▶ In the international field this includes the co-ordination of input from other networks within the university sector, such as the Scottish Universities International Officers' Group (SUIOG), the group of overseas student advisers (STRATOS), and the Association of Graduate Careers Advisory Services (AGCAS).

Annex D

Organisations consulted

In addition to individual Scottish colleges and universities, we have sought views from the following organisations during the preparation of this Strategy. We would like to thank them all for the feedback they have provided.

Association of Graduate Careers Advisory Services

Association of Scotland's Colleges

British Council Scotland

Commission for Racial Equality

Confederation of British Industry Scotland

Department for Education and Skills

Department for Employment and Learning Northern Ireland

Federation of Small Businesses Scotland

Her Majesty's Inspectorate of Education

Highlands and Islands Enterprise

Institute of Directors Scotland

Interactive University

Quality Assurance Agency Scotland

National Union of Students Scotland

The Royal Society of Edinburgh

Scotland's Colleges International

Scottish Chambers of Commerce

Scottish Council for Development and Industry

Scottish Development International

Scottish Enterprise

Scottish Executive

Scottish Funding Council

Scottish Qualifications Authority

Scottish Trades Union Congress

Scottish Universities International Officers Group

Strathclyde Regional Advisors to International Students

Student Awards Agency for Scotland

UKCOSA – The Council for International Education

Universities Scotland

Annex E

Glossary

AGCAS	Association of Graduate Careers Advisory Services
ACU	Association of Commonwealth Universities
AAU	Association of African Universities
ASC	Association of Scotland's Colleges
BC	British Council Scotland
CBI Scotland	Confederation of British Industry Scotland
COL	Commonwealth of Learning
EdUKS	Education UK Scotland
EQF	European Qualifications Framework
ERC	European Research Council
ESOL	English for Speakers of Other Languages
FE	Further Education
FSB	Federation of Small Businesses Scotland
HMIE	Her Majesty's Inspectorate of Education
HE	Higher Education
HEI	Higher Education Institution
HIE	Highlands and Islands Enterprise
IOD	Institute of Directors
IU	Interactive University
NUS	National Union of Students Scotland
PMI	Prime Minister's Initiative
QAA	Quality Assurance Agency Scotland
RSE	The Royal Society of Edinburgh
SAAS	Student Awards Agency for Scotland
SCI	Scotland's Colleges International
SCDI	Scottish Council for Development and Industry
SCQF	Scottish Credit and Qualifications Framework
SDI	Scottish Development International
SE	Scottish Executive
SEN	Scottish Enterprise
SFC	Scottish Funding Council
SQA	Scottish Qualifications Authority
STUC	Scottish Trade Union Congress
SUIOG	Scottish Universities International Officers Group
STRATOS	Strathclyde Regional Advisors to International Students
UHI	University of the Highlands and Islands
UKCOSA	The Council for International Education
UKIERI	UK-India Education and Research Initiative
US	Universities Scotland
VET	Vocational Education and Training

Annex F

Footnotes

- ¹ Available at <http://www.scotland.gov.uk/Resource/Doc/26350/0025712.pdf>
- ² Available at http://www.scottish-enterprise.com/publications/smart_successful_scotland_refresh.pdf
- ³ For further information see <http://www.scotlandistheplace.co.uk>
- ⁴ See <http://www.scotland.gov.uk/Resource/Doc/37428/0024786.pdf>
- ⁵ Available at <http://www.scotland.gov.uk/Publications/2006/08/23080408/0>
- ⁶ Available at <http://www.scotland.gov.uk/Publications/2006/10/16134953/0>
- ⁷ See http://www.sfc.ac.uk/publications/SFC_Corporate_Plan_2006-09.pdf
- ⁸ For more information see <http://www.britishcouncil.org/eumd-strategies-pmi-ie.htm>
- ⁹ For more information see http://ec.europa.eu/growthandjobs/key/index_en.htm
- ¹⁰ For more information see <http://www.dfes.gov.uk/bologna/>
- ¹¹ For more information see http://ec.europa.eu/education/copenhagen/index_en.html
- ¹² Figures from the Higher Education Statistics Agency, see <http://www.hesa.ac.uk/>
- ¹³ From "The Global Value of Education and Training Exports to the UK Economy" G.Johens, April 2004, see <http://www.britishcouncil.org/global-value-of-education-and-training-exports-to-the-uk-economy.pdf>
- ¹⁴ For more information see http://ec.europa.eu/education/programmes/mundus/index_en.html
- ¹⁵ See <http://www.britishcouncil.org/vision2020/vision2020.html> for further information
- ¹⁶ These are Australia, Canada, New Zealand, United Kingdom and United States of America
- ¹⁷ For further information see www.britishcouncil.org/scotland/i-graduate-research-findings.pdf
- ¹⁸ For more information see <http://www.scqf.org.uk>
- ¹⁹ See <http://www.hero.ac.uk/rae/>
- ²⁰ From ISI Thomson National Science Indicators, 2005
- ²¹ See An International Outlook – Educating Young Scots about the World at <http://www.scotland.gov.uk/Resource/Doc/158299/0042867.pdf>
- ²² For more information see http://ec.europa.eu/education/policies/educ/eqf/index_en.html
- ²³ For more information about Sector Skills Councils see <http://www.ssda.org.uk/ssda/default.aspx?page=2>

