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Internationalisation and Modern Languages in Scottish Further and Higher Education: A Scoping Study

Report to the Subject Centre for Languages,
Linguistics and Area Studies

Hannah Doughty

August 2009

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List of Abbreviations

CBI	Confederation of British Industry
ESOL	English for Speakers of Other Languages
FE	Further Education
HE	Higher Education
HESA	Higher Education Statistics Agency
LLAS	Subject Centre for Languages, Linguistics & Area Studies
NQF	National Qualification Framework
OECD	Organisation for Economic Co-operation and Development
PMI	Prime Minister's Initiative
SCI	Scottish Colleges International
SDI	Scottish Development International
SCQF	Scottish Credit and Qualification Framework
SQA	Scottish Qualifications Authority

1. Executive Summary

1.1 Key Aims

This scoping study investigated the impact of internationalisation strategies on modern language provision in Scottish further and higher education and was commissioned by the Subject Centre for Languages, Linguistics and Area Studies (LLAS). It follows on from the report by Footitt (2005), which explored issues of internationalisation and modern languages in England. The present investigation had the following aims:

- to identify the main policy documents related to internationalisation strategies and modern languages in Scottish further and higher education and explore to which extent internationalisation initiatives support or encourage the development of students' language and intercultural skills;
- to explore the explicit and implicit messages given by institutional websites about international student support and about modern language study;
- to explore the views of selected stakeholders in Scottish further and higher education with regard to internationalisation strategies and in what ways international activities at selected institutions offer opportunities for language learning.

1.2 Research Methods

The report drew on the following sources of information:

- Scottish government website
- Higher Education Statistics Agency
- Scottish Funding Council InFact Database
- Websites of Scottish FE colleges and Scottish universities
- Interviews with senior managers and staff from three Scottish universities, and one Scottish FE college
- Interview with two representatives from a Strategic Investment Fund Project
- Attendance at the following events:
 - Scottish Credit Qualification Framework Partnership International Conference (Glasgow, 23 March 2009)
 - International Community of Practice Event (Stirling, 23 April 2009)
 - New Perspectives on Internationalisation, organised jointly by the Higher Education Academy and the Subject Centre for Languages, Linguistics, and Area Studies (Edinburgh, 12 June 2009)
 - Annual Meeting of the Scottish FE Network, Modern Languages (Stirling, 20 June 2009)

1.3 Key Findings

- Scottish internationalisation strategies have been driven both by financial and socio-economic concerns. The majority of initiatives have focused on inward recruitment of international students and transnational education. Modern language strategies have been considered separately. Similarly, participating universities and colleges have institutional internationalisation policies at various stages of development. However, they do not currently consider modern language study as part of these strategies.
- A number of Scottish Government funded projects currently underway are aiming to increase outward mobility of domestic students. The Scottish Languages Baccalaureate presents an opportunity to help achieve this aspiration but it is likely

to require cross-sector and interdisciplinary support to be successful and sustainable in the long term.

- 5 • Numbers of international students have increased substantially since 1998-99, particularly at postgraduate level. By the end of their tertiary education, these students are more likely to have been exposed to multilingual and multicultural settings than their Anglophone counterparts.
- 10 • During the same period, modern language provision has contracted overall, particularly in the FE sector and 'post-92' universities. This decline may be due in part of misconceptions about labour market statistics and subject reporting systems. By contrast, participating language staff reported steady or increased language uptake at their institutions.
- 15 • As more students of non-UK origin, particularly from EU member states, obtain UK domicile status prior to study it may become more difficult to assess whether increases in language study reflect an increased interest amongst Anglophone speakers. At the same time, there are unexplored synergies between the subjects of modern languages and English for Speakers of Other Languages (ESOL).
- 20 • Institutional webpages dedicated to 'international students' tend to provide generic information in English, i.e. they tend to ignore students' differing cultural information needs. However, it has great visibility. By contrast, information about mobility programmes is less in evidence and inconsistently signposted.

1.4 Key Messages for HE Language Professionals

Staff should:

- 25 • consider how they can develop the intercultural and linguistic competence of their students through collaborative projects that would also improve the learning experience of international students.
- consider ways of supporting and encouraging learners who wish to study for the Scottish Baccalaureate in Languages or who have completed the award, in order to increase uptake of outward mobility programmes to non-Anglophone destinations.

1.5 Key Messages for Senior Managers

30 Senior managers should:

- consider how greater collaboration between ESOL and modern language staff might be of benefit to both subject areas;
- how they can support the implementation of the Scottish Languages Baccalaureate through cross-sector collaboration.

35 1.6 Key Messages for Policy Makers

Policy makers should:

- consider including a qualitative dimension into international strategies to complement the current quantitative focus and thus provide a more accurate reflection of language and culture-related factors;
- 40 • reflect on the nature of the evidence provided by employer skills surveys and the ways in which language skills are actually being used by employers working in multicultural and multilingual environments.

2 Introduction

2.1 Background

In November 2008, the Subject Centre for Languages, Linguistics and Area Studies (LLAS) commissioned the Scottish Centre for Information on Language Teaching and Research (Scottish CILT) to investigate in what ways, if any, internationalisation strategies in Scottish further and higher education have impacted on modern language provision.

In an earlier report Footitt (2005) had concluded that increasing internationalisation in English universities, i.e. greater numbers of students from non-UK, and in particular non-Anglophone backgrounds, was not reflected in HE curricula in ways that would be supportive of foreign languages.

However, since Scotland's education is administered separately Footitt's findings and recommendations do not relate to the Scottish context. The present report thus represents an initial scoping study into the issues driving current internationalisation strategies in Scottish further and higher education, and how these relate to and impact on modern language provision in both sectors.

2.2 Aims

The project aimed to:

- to identify the main policy documents related to internationalisation strategies and modern languages in Scottish further and higher education and explore to which extent internationalisation initiatives support or encourage the development of students' language and intercultural skills;
- to explore the explicit and implicit messages given by institutional websites about international student support and about modern language study;
- to explore the views of selected stakeholders in Scottish further and higher education with regard to internationalisation strategies and in what ways international activities at selected institutions offer opportunities for language learning.

2.3 Research Methods

The report drew on the following sources of information:

- Scottish government website
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3 Internationalisation and Modern Languages

5 Internationalisation in education can be understood on a number of levels. It can refer to a curriculum that takes account of global issues, or an institution-wide strategy that tries to incorporate an international and intercultural dimension in all its functions, academic and social. In UK educational circles the term is usually associated with the Prime Minister Initiatives (PMI1 and PMI2), launched in 1999 and 2006 respectively and focusing on the inward recruitment of international students. Professional debates have now widened to consider the very complex implications arising from increasingly cosmopolitan campuses. Recent reports into the implications of internationalisation (Hyland et al, 2008; Trahar, 2007) highlight the need for better integration of international students into the educational and social fabric of the individual institutions. Further, domestic Anglophone students frequently do not take advantage of their international learning environments. There have also been renewed calls to increase outward mobility of UK students and staff as earlier recommended by Footitt (2005a). All of these issues have linguistic and socio-cultural dimensions, both for the international students coming to the UK and for domestic students on their home campus or during their own international excursions.

20 The Higher Education Academy, which supports the teaching and learning in UK universities, has dedicated a whole section on its website to internationalisation¹, including some case studies². Two of these explicitly mention the role of modern languages. In one scheme (id600) international students are invited to act as facilitators in voluntary foreign language sessions and the second (id606) involves staff working on a bilingual overseas franchise agreement.

3.1 Anglo-centric domination or the ascent of multilingualism?

25 According to OECD data (Hughes, 2008) Anglophone countries, specifically the United States, UK, Canada and Australia, have so far dominated the internationalisation agenda, managing more than half of international student abroad programmes between them, and receiving more than 70% of Asian students. Hughes concludes that this Anglo-centric domination raises questions of equity and quality. For example, at national level non-Anglophone countries may be unable to attract and retain the "brightest and best". For the individual, "educational achievement may be constrained by the capacity to function in an alien language and academic culture." (ibid: 111). This concern about what might be termed 'linguistic imperialism in higher education academia' is echoed by Jiang (2008) and was the subject of a whole edition of the AILA Review (Carli & Ammon, 2007).

35 By contrast, the British Academy has become concerned about the decline in modern language capability amongst UK academics (Levitt et al, 2009). The Academy concluded that this lack of competence was damaging to the UK because it:

- is having a harmful impact on the ability of UK-born and UK-educated researchers to compete with their counterparts from overseas
- works against efforts to ensure that the UK is a world-class hub of research, which in turn is damaging to the UK's economy
- affects the UK's ability to address many of the most urgent global challenges
- is damaging the health of humanities and social science research (British Academy, 2009).

45 The Academy has now called on universities to consider bringing in a language requirement for university entry to ensure that pupils at the very least leave school with a language qualification.

¹ <http://www.heacademy.ac.uk/ourwork/learning/international>. [1 July 2009]

² <http://www.heacademy.ac.uk/ourwork/learning/international/casestudies>. [1 July 2009]

5 Interestingly, over a decade ago, Graddol (1998: 24) made the seemingly paradoxical claim that “the more English becomes used as the world language the more the British will need skills in other languages”. More recently, he has called for a paradigm shift when thinking about changes in language usage (Graddol, 2006: 19). He uses scenario planning to illustrate how in a world where English has become accepted as main international language of communication Anglophone countries would lose their competitive edge as the rest of the world accepts multilingualism as a norm.

3.2 The importance of being a number

10 Western education systems have seen a rise in new managerialism in (Deem, 2009) , whereby success criteria have to be expressed in measurable ways. Thus, with respect to PMI1, there were specific targets set for the additional numbers of international students to be recruited to the UK. Similarly, for its successor PMI2 “increasing the number of international students who choose to study in the UK continues to be a priority.”³

15 In light of this preference for quantitative arguments, there have been attempts to attach numerical values to the advantages arising from the ability to converse with others in their own language. For example, Grin (2003) produced a mathematical model for selecting which languages to incorporate into a national language policy, and an article by Reisz (2009) quotes calculations which claim that

20 raising British standards of language competence to the rest of the world average [...] would amount to a “tax” reduction on British trade of between 3 per cent and 7 per cent - representing “minimum possible gains from optimal investment in languages for Britain” of £9 billion.

25 It is tempting to employ quantitative arguments and calculations to make the case for languages, but one could also question, as Michael Sander did his 2009 Reith Lectures ‘A New Citizenship’, whether it is morally defensible to attach a numerical – or even monetary – value to the benefits of certain public policies (Sandel, 2009). Arguably, the qualitative gains arising from the ability to communicate with people from different societies on their own linguistic and cultural terms are incalculable. Further, making
30 decisions purely on numerical evidence can lead to odd situations. For example, the fortunes of a given subject area in UK higher education have been largely dependent on the number of students who enrol for it. The limitations of this approach have become evident as low numbers of students enrolling in science, technology, engineering and mathematics (STEM) have led to departmental closures and falling research capacity. In
35 response, the Higher Education Funding Council for England termed STEM subjects to be ‘strategically important and vulnerable subjects’ and modern foreign languages have more recently also been included in this category. This ruling does not apply to Scotland, but as we shall see in the next section, languages in Scotland have also suffered as a result of a pre-occupation with quantifiable proof. Thus, whilst we can
40 make the socio-cultural arguments for linking internationalisation and modern languages, policy makers and other stakeholders in higher education also need to recognise the limitations of evaluations based on numerical calculations.

³ http://www.dius.gov.uk/dius_international/education/prime_ministers_initiative. [1 July 2009]

4 The Scottish Context

4.1 Summary

5 Government initiatives on internationalisation have been more consistent than those on modern languages. As elsewhere in the UK, the Scottish post-school sectors have seen an increase in international students overall, particularly at postgraduate level. At FE level, some colleges have experienced a decline in students from abroad but the reasons for this are not evident. According to HESA figures and the Scottish Funding Council's InFact database, the number of modern language students has been rising in the ancient universities and decreasing in the post-92 institutions and in the FE sector. This decline may be due in part to misconceptions arising from language statistics and employer skills surveys.

10 4.2 Internationalisation initiatives

Although Scotland's education system comes under the auspices of the Scottish government, its higher education provision has links to UK-wide bodies. For example, the Higher Education Academy is responsible for subject-specific support on a UK-wide basis, and some projects, such as the first Prime Minister's Initiative (PMI1) in 1999, which aimed to increase international student recruitment, have also been applied by the Scottish government (cf. Scottish Executive, 2001). By contrast, Scotland has a single funding body for further *and* higher education, the Scottish Funding Council (SFC), which operates independently of the funding bodies for England, Wales, and Northern Ireland. Table 4.1 provides a chronological summary of initiatives from the Scottish government dealing with international activities and modern language provision respectively since the beginning of the new millennium.

Table 4.1: Timeline of initiatives - internationalisation and modern languages

	Internationalisation		Modern Languages	
	School	Post-school	School	Post-school
2001	An International Outlook		Citizens of a Multilingual World; European Languages Grant (2001-08)	
2004		Fresh Talent Initiative (2004-08)		
Co-operation Agreement on Education with France				
2005			Gaelic Language (Scotland) Act	
Establishment of Confucius Centre, University of Edinburgh				
2006				Language-based Area Studies Centres (2005-11) ⁴
Scotland's strategy for stronger engagement with Germany⁵				
		International Lifelong Learning Strategy		
2008		Action Plan on European Engagement	Scottish Baccalaureates	
	Scottish Government International Framework			
Memorandum of Understanding between Scotland and China				

For the purpose of the above table, all non-domestic activities are deemed to be 'international'. However, at institutional level initiatives dealing with Europe are considered separately from other overseas countries.

The first Prime Minister's Initiative (PMI1), which represents the initial internationalisation drive in higher and further education across the UK for increased numbers of international students, was launched in 1999 – just before the findings of the Nuffield Languages Inquiry were published. Due to its acknowledged success a second initiative, PMI2, was launched in 2006, with the overall aim to “secure the UK's position as a leader in international education and sustain the managed growth of UK international education delivered both in the UK and overseas” (Department for Business Innovation and Skills, 2009).

⁴ Co-funded by the Higher Education Funding Council for England, the Economic and Social Research Council, the Arts & Humanities Research Council, and the Scottish Funding Council; funding for these centres has been assured until 2011. See <http://www.llas.ac.uk/news/2584> for further information.

⁵ Not implemented due to change in government

There are, as would be expected, some different dimensions to the meaning of 'international' in Scottish education. Broadly speaking, international education activities in schools are meant to develop in pupils 'a knowledge and understanding of the world and Scotland's place in it' (Learning and Teaching Scotland, 2009). In further and higher education internationalisation activities relate both to educational and socio-economic concerns. The Fresh Talent Initiative (Scottish Executive, 2005), for example, was designed to encourage eligible overseas students to stay for up to two years after their graduation date in order to work. It arose in response to the projected decline in indigenous population. Others, such as *International Framework* (Scottish Government, 2008c), *Action Plan on European Engagement* (Scottish Government, 2008a), concentrate on the need for sustainable economic growth. The New Horizons report produced by the Joint Future Thinking Taskforce on Universities (2008: 1-36) and its associated funding stream (Scottish Funding Council, 2009b) emphasise the need for Scotland's international competitiveness.

More recently, the Scottish government has favoured initiatives that focus on outward mobility. In October 2008 five projects received funding from the international lifelong learning strategy (Scottish Government, 2008d). Three of these involve student mobility:

- The University of the West of Scotland is planning a three-year pilot aimed at increasing international collaboration between colleges and universities, thereby increasing opportunities for students to study in Scotland and for Scottish students to study overseas;
- The Glasgow Association of Graduate Careers Advisory Services aims to "support the global employability of all students in Scotland" through a series of virtual career fairs with international employers in "selected countries and regions";
- The National Union of Students Scotland is implementing a project supporting greater integration of international students with domestic students on the one hand and encouraging outward mobility of Scottish students on the other.⁶

By May 2009, two further (existing) student mobility programmes had received additional funding for their activities and it was announced that from academic session 2009-10 all eligible students on recognised exchange programmes would get full fee support (Scottish Government, 2009). These projects are due to report in 2011 so it would be useful to revisit their progress at that time. Some, though not all, of these initiatives make reference to language learning.

Internationalisation has also become an important factor in Scottish further education. Here there is a greater focus on transnational education, i.e. the delivery of Scottish qualifications abroad. In order to increase the visibility of Scottish further education colleges (FECs) to its international clientele, an umbrella organisation, 'Scotland's Colleges' was formed from the various further education bodies already in existence. Within this new organisation 'Scotland Colleges International'⁷ was created to support internationalisation activities in Scottish further education.

4.3 The role of the Scottish Credit and Qualifications Framework

The Scottish Credit & Qualifications Framework (SCQF) is designed to provide a coherent pathway between the various qualifications offered by the different awarding bodies in Scotland, thus facilitating mobility between sectors. Each qualification is assigned a certain number of credit points, depending on the notional study time accorded to it. Thus at Level 7, an Advanced Higher course attracts 32 credit points, whereas a Higher National Certificate attracts 96. However, both are esteemed to be equivalent of study at first year university level as shown in Figure 4.1.

⁶ In December 2008, further funding was allocated to the outward mobility part of the project
⁷ see <http://www.scotlandscollages.ac.uk/scotlandscollages.html> for more details

SCQF Level	SQA Qualifications Offered by schools, colleges and professional training organisations		Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				Doctoral Degree
11				Masters / Integrated Masters Degree Post-graduate Diploma / Certificate
10				Honours Degree, Graduate Diploma / Certificate
9			Professional Development Award	Bachelors/Ordinary Degree, Graduate Diploma / Certificate
8		Higher National Diploma		Diploma of Higher Education
7	Advanced Higher	Higher National Certificate		Certificate of Higher Education
6	Higher			SVQ 3
5	Intermediate 2 Credit Standard Grade			SVQ 2
4	Intermediate 1 General Standard Grade	National Certificate	National Professional Award	SVQ 1
3	Access 3, Foundation Standard Grade			SVQ 1
2	Access 2			
1	Access 1			

(Source: Scottish Credit and Qualification Framework, April 2009)

Figure 4.1: Overview of Scottish qualifications and awards

5 The content and design of Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) have been important qualifications in the accreditation agreements between FE colleges and higher education institutions, particularly in the post-92 universities. However, the framework is also seen as means to enable accreditation of prior learning across EU member states within the European Higher Education Area as envisaged by the Bologna process⁸ as well as from other overseas students further afield. Thus the framework should be of great benefit to the University of the West of Scotland's strategic investment project (cf. p11) in enabling international students to study for HNCs or HNDs with guaranteed progression into university courses upon successful completion.

15 The SCQF International Conference entitled '*Breaking Barriers and Crossing Boundaries: The Role of NQFs⁹ in Promoting Learner Mobility*', held on 23-24 March 2009 aimed to showcase the benefits of the framework and to market it to other countries. Roughly a third of the 250 delegates consisted of representatives from foreign education ministries and universities, including Europe, the Middle East, Nigeria and China.

20 The focus of the conference was on the ways in which the SCQF could facilitate the mobility of learners across different educational sectors, as well as across different countries, including the European Higher Education Area as mentioned above. The first day of the conference focused on mobility between sectors in the context of the SCQF, for example the importance of learning outcomes and credit in increasing lifelong learning, the role of the SCQF in the recognition of prior learning, and flexible learning pathways within and across sectors. The second day explored the role of NQFs in improving international mobility, both inward and outward. Participation in outward mobility programmes to non-Anglophone countries was seen as having a positive impact on learner attitudes to language learning. The low level of uptake in such programmes by domestic students was attributed to linguistic barriers. However, the language dimension only featured peripherally in the keynote presentations and workshops.

⁸ http://ec.europa.eu/education/higher-education/doc1290_en.htm. [1 July 2009]

⁹ National Qualification Frameworks

4.4 HE Statistics: Rise of the international postgraduate¹⁰

There are a total of fourteen universities in Scotland, plus five higher education institutions. The universities can be classified as 'traditional' or 'ancient', i.e. established before the Industrial Revolution, 'brick', i.e. established during the 1960s, and lastly 'post-92'. The universities of Aberdeen, Edinburgh, Glasgow, and St. Andrews belong to the first category. The universities of Dundee, Stirling, Strathclyde and the West of Scotland¹¹, as well as Glasgow Caledonian and Heriot-Watt universities belong to the second. Finally, the universities created after 1992 are Abertay, Edinburgh Napier (formerly Napier), Queen Margaret, and Robert Gordon universities.

According to HESA data, student numbers have risen substantially between 1998-99 and 2007-08. Whilst direct comparisons between the years are not possible, it is still clear that there has been a rise in international students, particularly at post-graduate level and from non-European Union countries (Table 4.2).

Table 4.2: Foreign students in Scottish HEIs 1998-99 vs. 2005-2007

	Total Undergraduate	UK	Other EU	Non-EU	Total Postgraduate	UK	Other EU	Non-EU
1998-99	134,042	122,269	Total non-UK 11,773		38,881	29,298	Total non-UK 9,583	
2005-06	161,845	147,035	7,065	7,750	53,995	36,430	4,400	13,155
2006-07	164,505	148,030	7,800	8,680	59,025	38,380	4,780	15,870
2007-08	158,910	142,625	8,505	7,780	51,275	33,660	3,890	13,720

Source: HESA

Looking at individual institutions, Figure 4.2 shows that in ancient universities like Edinburgh numbers of non-EU students over the period 2005-2007 have been consistently high but risen only slightly, whereas in others, such as the 'brick' universities of Glasgow Caledonian and Stirling, where initially non-EU student numbers had been low, there have been notable increases over the same period.

If we examine figures more closely we find that in some institutions foreign students, although low in absolute numbers, represent a very significant proportion of the postgraduate cohort, e.g. about two thirds of all postgraduates at the University of Abertay. Particularly for smaller HEIs, such as the Royal Scottish Academy of Music and Drama (RSAMD), Edinburgh College of Art and the Scottish Agricultural College, foreign student numbers have clearly become very important (Table 4.3).

¹⁰ Due to changes in the unit of measurement in FE statistics during 2005-06 and in EU membership between 2004 and 2008, the longitudinal data need to be treated with caution.

¹¹ formerly University of Paisley, merged with Bell College of Technology in 2007

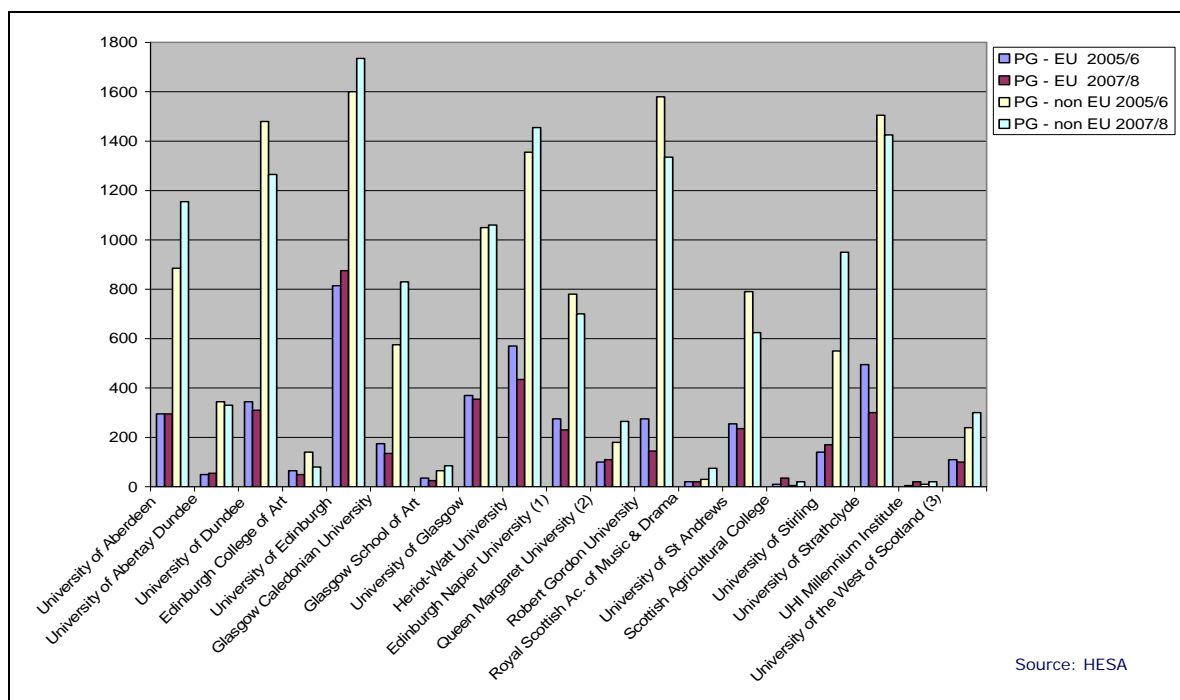


Figure 4.2: Foreign postgraduate students in Scottish HEIs 2005-06 vs. 2007-08

Table 4.3: Foreign postgraduate students in Scottish HEIs 2007-08

Top HEIs by total number and by percentage of total postgraduate student population							
EU post-graduates	n	%	non-EU post-graduates	n	%	% of all foreign post-graduates	
University of Edinburgh	875	13%	University of Edinburgh	1735	26%	University of Abertay	66%
Heriot-Watt University	435	9%	Heriot-Watt University	1455	31%	Edinburgh College of Art	62%
University of Glasgow	355	7%	University of Strathclyde	1425	18%	University of St Andrews	57%
Scottish Agricultural College	35	28%	University of Abertay	330	56%	RSAMD	53%
Edinburgh College of Art	50	24%	RSAMD	75	42%	Scottish Agricultural College	44%
University of St Andrews	235	15%	University of St Andrews	625	41%	University of Stirling	43%

5 Source: HESA

4.5 FE Statistics: A mixed picture

According to the Scottish Funding Council In-Fact database¹², students in Scottish FE colleges are predominantly (95% or above) Scottish-domiciled. This is to be expected given that FE establishments are for the most part designed to serve local communities. Exceptionally, Glasgow College of Nautical Studies has always had a large foreign student contingent, presumably due to the nature of its curriculum - although it has increased this number five-fold since 1998. Because measurement activities have changed, direct comparisons over a period of time are problematic. However, even allowing for different counting methods, some noticeable changes over the last decade can be observed (Table 4.4).

A number of colleges have significantly increased their foreign contingent. Interestingly, as in HE, some of the smaller institutions, e.g. Barony or Oatridge College, feature amongst these. However, other colleges have experienced noticeable decreases, particular from Europe-domiciled students. The reasons for these fluctuations are not clear - one explanation may lie in the way that the domiciles of learners prior to commencing their period of study at the relevant college are recorded. Certainly, these apparent trend reversals merit further and more detailed investigation.

¹² <https://stats.sfc.ac.uk/infact/>. [1 July 2009]

Table 4.4: Foreign students in Scottish FECs 1998-99 vs. 2007-08

Source: SFC InFact Database	All Students		EU / other Europe		Overseas	
	1998-99	2007-08	1998-99	2007-08	1998-99	2007-08
Aberdeen College	32,854	32,831	548	28	275	68
Adam Smith College*	0	44,306	0	42	0	31
Angus College	5,383	11,544	0	89	0	11
Annieisland College	12,983	8,229	72	8	42	15
Ayr College	6,647	8,087	5	9	0	5
Banff and Buchan College of Further Education	7,065	19,603	13	174	5	49
Barony College	1,154	3,996	42	129	5	5
Bell College of Technology*	3,440	0	5	0	7	0
Borders College	8,136	6,451	0	5	0	0
Cardonald College	11,044	11,536	5	24	5	0
Carnegie College*	12,954	13,470	0	0	0	0
Central College of Commerce	7,542	10,055	25	114	7	76
Clackmannan College of Further Education*	9,149	0	0	0	0	0
Clydebank College	9,486	11,942	6	5	5	5
Coatbridge College	4,666	6,071	0	5	0	0
Cumbernauld College	4,367	8,208	5	5	0	0
Dumfries and Galloway College	7,061	11,213	31	5	5	0
Dundee College	18,960	20,898	350	305	138	71
Edinburgh's Telford College	17,830	16,131	65	432	6	200
Elmwood College	3,272	6,289	51	54	5	54
Falkirk College of Further and Higher Education*	19,028	0	11	0	9	0
Fife College of Further & Higher Education*	12,052	0	36	0	16	0
Forth Valley College*	0	17,946	0	5	0	42
Glasgow College of Building and Printing*	8,432	0	5	0	6	0
Glasgow College of Food Technology*	6,024	0	5	0	5	0
Glasgow College of Nautical Studies	8,795	10,837	47	96	294	1,453
Glasgow Metropolitan College	0	18,010	0	50	0	30
Glenrothes College*	9,248	0	0	0	0	0
Inverness College	6,408	6,335	48	18	5	0
James Watt College of Further & Higher Education	13,611	22,250	397	73	91	43
Jewel and Esk College	16,728	7,602	1,097	125	23	0
John Wheatley College	9,081	9,969	27	0	0	0
Kilmarnock College	7,456	9,937	5	0	0	5
Langside College	9,647	10,867	23	29	19	39
Lewis Castle College	3,034	2,046	0	0	0	0
Moray College	9,661	6,050	5	10	0	8
Motherwell College	12,053	19,167	40	116	5	87
The North Highland College	4,952	9,156	5	5	5	0
North Glasgow College	4,922	8,801	5	7	5	5
Oatridge College	2,163	3,918	218	553	5	64
Orkney College	2,357	2,836	0	5	0	5
Perth College	8,407	7,438	80	91	160	10
Reid Kerr College	13,036	15,838	5	5	5	14
Sabhal Mòr Ostaig	548	1,014	6	102	5	84
Shetland College of Further Education	412	6,268	0	0	5	0
South Lanarkshire College	5,611	5,605	0	44	0	39
Stevenson College Edinburgh	19,466	16,743	582	188	260	56
Stow College	15,416	12,297	5	5	5	11
West Lothian College	8,983	7,757	5	5	0	0
TOTAL	421,524	489,547	3,746	2,725	1,433	2,585

* NB: Zero values are due to college mergers

4.6 Modern Language initiatives

25 Modern language initiatives in Scotland are arguably quite fragmented (cf. Table 4.1). For example, whilst the European Languages Grant was designed to support mainly the four Western European languages taught in *schools*, i.e. French, German, Spanish and Italian, funding for the language-based Area Studies Centres in the *post-school sector* concentrates on lesser taught languages of strategic importance (Arab, Russian, Eastern European languages). Thus, in order to achieve a lasting impact beyond the initial funding period the relevant higher education institutions would need to establish cross-sector collaborative arrangements with schools.

30 Support for Gaelic has been more consistent, being enshrined in Scottish legislation through the Gaelic Language Act (2005) and promoted in all education sectors, although uptake of the language is still relatively low. Financial incentives for the study of Mandarin Chinese have also been steady through various initiatives, such as the establishment of the Confucius Institute and the Memorandum of Understanding with China.

35 The latest governmental initiative related to language study has been the introduction of the Scottish Baccalaureate in Languages, which, in tandem with the Scottish Baccalaureate in Sciences, represent the new flagship qualifications for the senior years in Scottish schools (Scottish Government, 2008b)¹³. Candidates need to study two languages, plus English or Gaelic, and have to develop their soft and critical skills as part of an Interdisciplinary Project. Although schools are able to offer this award from August 2009 but many currently do not have an appropriate language curriculum in place to do so on their own. As indicated in an earlier report (Doughty, 2008) the Baccalaureate therefore presents an opportunity for collaboration between staff in schools, colleges and universities. Indeed, the degree to which these new

¹³ For further details of the award go to <http://www.sqa.org.uk/sqa/34639.html> [1 July 2009]

awards are taken up by eligible candidates may well be linked to the success of such cross-sector partnerships.

4.7 Modern Language statistics – what counts?

5 Analysis of HESA statistics by CILT, the National Centre for Languages, show mixed trends for numbers of undergraduate language students in Scottish universities, with mainly the ‘ancient’ institutions showing positive results, although one brick (Paisley, now UWS) and one post-92 ([Edinburgh] Napier) university also performed well (cf. Table 4.5).

Table 4.5: First degree undergraduate language students in Scottish HEIs 2002-2007

Higher Education Institution	2002-03	2003-2004	2004-2005	2005-2006	2006-2007	%change 2002-03 to 2006-07
University of Edinburgh	975	1059	1107	1188	1235	27%
University of Glasgow	823	884	907	957	966	17%
University of St Andrews	480	654	745	733	759	58%
University of Aberdeen	397	472	470	481	475	20%
University of Strathclyde	654	714	702	679	452	-31%
Heriot-Watt University	338	309	298	306	276	-18%
University of Stirling	371	348	302	285	276	-26%
University of Paisley (now UWS)	9	35	49	72	98	989%
University of Dundee	158	169	158	156	151	-4%
Napier University (now Edinburgh Napier)	88	104	94	117	132	50%
Queen Margaret University College, Edinburgh	21	16	8	4	1	-95%
University of Abertay Dundee	28	14	0	0	0	-100%
Robert Gordon University	7	0	0	0	0	-100%

Source: CILT Analysis of HESA statistics

10 At postgraduate level, trends are more positive with most universities recording an increase in student numbers (NB: post-92 universities do not offer any languages at post-graduate level) (Table 4.6).

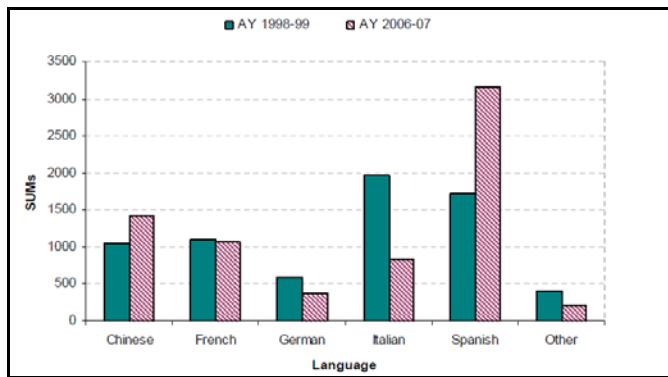
Table 4.6: Postgraduate language students in Scottish HEIs 2002-2007

Higher Education Institution	2002-03	2003-04	2004-05	2005-06	2006-07	% change 2002- 2006
University of Edinburgh	186	236	230	246	243	31%
Heriot-Watt University	67	104	25	119	120	79%
University of Glasgow	47	68	62	70	74	57%
University of St Andrews	39	41	44	48	58	49%
University of Dundee	49	44	20	30	52	6%
University of Aberdeen	13	19	17	16	19	46%
University of Strathclyde	21	46	25	19	16	-24%
University of Stirling	4	7	6	9	6	50%
Napier University (now Edinburgh Napier)	0	14	12	4	2	n/a
University of Abertay Dundee	17	14	0	2	0	-100%

Source: CILT analysis of HESA statistics

15 Information on language study in Scottish colleges is more difficult to obtain because published statistics do not provide data by individual languages and the ‘Languages’ category includes ESOL. As in higher education, ESOL provision has increased substantially as a result of internationalisation and has been supported centrally through additional dedicated funding (Scottish Funding Council, 2008a; Scottish Funding Council, 2009a). However, as part of their investigation into the supply of and demand for modern languages in Scottish post-school education, the Scottish Funding Council (2008b) provided a more detailed breakdown of modern language uptake in the further education sector (Figure 4.3).

20



Source: Scottish Funding Council (2008b)

Figure 4.3: Language SUMs in Scottish FE Colleges 1998-99 vs. 2006-07

The SUM (Student Unit of Measurement) referred to in Figure 4.3 is equivalent to a one study unit (notionally 40 hours of learning). However, as Doughty (2005) ascertained, the figures provided by SFC in fact only represent language study taken in isolation, for example as an evening class, *not* as part of a Higher National Certificate (HNC) or a Higher National Diploma (HND). This is because any unit studied as part of a main vocational award is recorded the same as the principal subject of the award. In other words, generic units, such as IT and languages effectively ‘disappear’ into the principal vocational award. A more accurate reflection of uptake is recorded by the Scottish Qualifications Authority because they record uptake by unit. Thus, if we look at SQA records for uptake of HN Language units in 1998-99 we see markedly different levels of language study compared to SFC records (Table 4.7). Indeed, if we were to add the language units studied at non-advanced level the numbers would have been higher.

Table 4.7: SQA HN Language units and SFC Language SUMs 1998-99

Language	French	German	Italian	Spanish
Number of HN Language Units according to SQA	2516	775	1869	656
Student Numbers in Languages according to SFC	1037	568	1573	1560

Source: SQA and SFC, in Doughty (2005)

The rise in the uptake of Spanish between 1998 to 2006 recorded by SFC was put down to the increase in the number of people going to Spain on holiday, and buying property abroad (Scottish Funding Council, 2008b: 12-13) but this may not reflect the motivations of those who take up language options as part of an HNC or HND in Business or Marketing. It is also important to note that since many of these learners go on to study at university they might be the very candidates to target for participation in international exchanges or study abroad programmes – yet statistically, their language learning interest has been ‘erased’.

4.8 International Graduates: Languages and employment

The ‘Fresh Talent’ initiative (now replaced by a post-study work visa scheme) allowed international students to remain in Scotland for two years after their graduation in order to gain employment. There has been no investigation conducted into the value that employers might attach to the additional language skills that many of these workers would bring - although several case studies on the ‘Scotland is the place’ website created for the Fresh Talent scheme suggest that some employers do think strategically about this attribute. For example, hiring a Chinese engineering graduate helped one particular company establish a joint venture in China¹⁴. In another case, a bank employed Polish workers to help grow an emergent market segment due to inward migration from Eastern Europe¹⁵. A third company was initially looking for a German speaker and hired a Belgian national because he could offer French as well and thus expand their export

¹⁴ <http://www.scotlandistheplace.com/stitp/1293.html> [1 July 2009]

¹⁵ <http://www.scotlandistheplace.com/stitp/1860.html> [1 July 2009]

potential¹⁶. Support for modern languages has also been expressed by business at national level: In response to a news item stating that language study in French and German was declining in Scottish schools, the Scottish Chamber of Commerce commented that

5 We would be looking for Scottish firms to look outwards for international opportunities. It is very important that we encourage and grow our expertise in foreign languages (Mackinnon, 2009).

10 By contrast, the conclusion that “most employers do not identify foreign language skills as important to them” (Scottish Funding Council, 2008b:2) was interpreted by FE managers in Doughty’s study (2005) as signifying that such skills were not in demand and hence not useful. This, coupled with the evidence from SFC language statistics, then led to cuts in language provision, which in turn resulted in more negative SFC language statistics thus creating a self-reinforcing circle of negative perceptions about modern languages. Although higher education was not the focus of Doughty’s study the
15 subsequent decline of modern languages in the post-92 universities raises the question as to whether there were similar interpretations of data related to languages and employability at senior management level. Certainly there are enough contradictions here to warrant a closer examination of the role that language (and intercultural) skills play – or could play – in Scottish business and industry, with due regard to the longer
20 term considerations put forward by Graddol (2006).

¹⁶ <http://www.scotlandistheplace.com/stitp/1342.html> [1 July 2009]

5 Website Review

5.1 Summary

5 Students from abroad consulting college or university websites with the aim of considering studying there should find clear links on the home page, to dedicated web pages, usually tagged as 'international' or 'international students'. The information given on the link pages varied in quality from institution to institution but normally included advice on English language support. Only a few institutions provided translations in other languages, however, or seemed to take account of different cultural backgrounds. Information about outward mobility or exchange programmes is less clearly signposted.

5.2 An international welcome – in English

10 Institutional websites convey important messages to the public and the way in which a university or college targets its prospective clients, be they 'domestic' or from abroad, can reveal something about how they conceptualise the needs and desires of their potential clientele. A brief website review of fifteen Scottish universities and forty-three colleges was undertaken, firstly from the perspective of a foreign applicant and secondly,
15 from the perspective of a UK-born/domiciled student regardless of whether s/he might be considering participating in an exchange or outward mobility programme.

Taking the perspective of a foreign applicant, information was easily identifiable. The majority of institutional websites, both universities and colleges, had a tab or section on the homepage entitled 'international' or 'international students'. The link tended to take
20 students to general information about the institution, e.g. in the form of answers to 'frequently asked questions', including the required level of English proficiency, and contact points of relevant staff and other sources of support. Colleges in particular focused heavily on ESOL provision. Some institutions had a separate prospectus available as PDF downloads. In very few instances was any of the information made
25 available in languages other than English. Interestingly, it was not always the institutions with high numbers of international students (according to SFC data) who provided translations. Languages offered included Arabic, Mandarin Chinese, French, German, Italian, Spanish, Polish, and Russian. The extent to which information in other languages was provide also varied – from simple pages to dedicated and downloadable
30 student booklets. Further analysis is required to assess to what degree the translated material also took account of students' needs arising from their cultural background.

All universities and those colleges with significant international student numbers clearly signpost the cosmopolitan nature of their student body. 'Ancient' universities appear to have particularly large and culturally diverse student populations, and this is
35 corroborated by the HESA statistics. Newer universities, too, boast of their cosmopolitan profile. Heriot Watt University, for example, claims that it is "often referred to as Scotland's international university, [and] one in three of our on-campus students come from outside the UK." Edinburgh Napier University declares that it has "2,500 students from 100 different countries". In all cases the diversity and international nature of the
40 student body are presented as positive reasons for choosing a particular institution.

5.3 Who wants to go abroad?

Taking the perspective of a domestic applicant browsing for information on non-language courses, information about exchange or outward mobility programmes was less visible,
45 and certainly never available directly from the home page. In some instances there was a link under the 'why study with us' tab and in some institutions, departments that had agreements with universities abroad made that information available on the relevant degree webpage. Generically, the existence of exchanges was always presented in a positive light, even at the post-92 universities who no longer offered language degrees or language options as part of their degrees. However, promotion of these programmes
50 was much more forceful where language provision still existed. The University of

5 Edinburgh, for example, advertises “350 exchange places in countries across Europe through the Erasmus/Socrates programme, and 170 places in North America, South America, Asia and Australasia¹⁷” whereas the University of Abertay Dundee is much less specific: “The university is firmly committed to Europe and increasing its European dimension by working to extend partnerships.¹⁸”

10 Messages from different webpages also lacked some consistency. For example, information about opportunities for language learning in preparation for an outward mobility programme was not always provided on the departmental website. Similarly, information about the exchange programmes from the International Office did not always specify which courses or departments had existing exchange agreements.

5.4 Modern Languages and ESOL: two sides of the same coin

15 In most institutions ESOL and modern language provision were treated as separate subject areas. Yet both ESOL and modern language students would have much to offer each other. We already referred to the case study provided by the Higher Education Academy (cf. p.8), whereby foreign students support home students in their language learning efforts. But modern language students’ learning experience could also be enriched through collaborative projects that could benefit the university as a whole in the process. For example, might it be worthwhile getting language and international students on ESOL programmes working together to produce initial student information that takes greater account of different cultural backgrounds, and is written in the native language of specific student groups, where possible. Arguably, involving student groups that share a common interest in terms of language learning may pave the way for the ultimate aim of getting all students to accept the notion that outward and inward mobility programmes have equal esteem.

¹⁷ <http://www.ed.ac.uk/studying/undergraduate/edinburgh/abroad> [1 July 2009]
¹⁸ <http://www.abertay.ac.uk/applying/ukeyu/socrates/> [1 July 2009]

6 Exploring Stakeholders' Perspectives

6.1 Summary

5 Scottish universities are at various stages of developing international policies, including changes in the curriculum as well as in learning and teaching methodologies. Scottish FE colleges, who have more recently started on the internationalisation agenda, are focusing either on inward recruitment or the delivery of SQA accredited programmes abroad (transnational education). International officers in FE perceived increasing outward mobility of domestic students as important but difficult to implement and thus having low priority. Modern language provision is not considered as part of the internationalisation strategy in either sector. The Scottish Languages Baccalaureate was cautiously welcomed but it is too early to judge how either sector will take the initiative forward.

6.2 Data collection

15 Respondents from each category of university (ancient=HEI-1, brick=HEI-2 and post-92=HEI-3) were sought as well as different staff perspectives from within each institution. In each university, a senior manager with responsibility for international activities and a Senior Lecturer from Modern Languages were interviewed. In HEI-1 the participants also included the Head of the International Office and the Institutional Erasmus Coordinator. Six colleges were approached but only one responded and agreed to participate (FEC-1). In addition, views were sought from two representatives from a project supported by the Strategic Investment Fund (Project1). Responses from individual contributors have been anonymised. Evidence was also collected during attendance at two staff development events related to internationalisation in higher and further education respectively, and at the Annual Meeting of the Scottish Further Education Network for Modern Languages.

6.3 Rationales and strategies for internationalisation

25 There was general agreement amongst the interviewees that the initial impetus for internationalisation was financial – a projected decline in the indigenous population, coupled with reduced government funding for post-compulsory education. However, participants were also adamant that they had recognised that an approach based simply on increasing student numbers would not be sustainable in the long term. All were therefore working towards producing an international strategy, focusing on an improved and inclusive teaching and learning environment for their student body. One participant expressed the view that the presence of staff and students from diverse cultures is indicative of a university of international renown. He expressed the belief that international staff members bring different perspectives on research, and crucially, are able to access cultures with different languages – reinforcing the point made by the British Academy (cf. p.8). However, given that funding for domestic students was capped, there were still strong incentives to target students and income from overseas markets.

6.3.1 On the road to Bologna

40 Although the Bologna Process was seen as a major impetus for curriculum change there was no great concern about the imminent 2010 deadline for creating the European Higher Education Area, involving a degree structure that is easy to understand and comparable across the EU (cf. p.12). Respondents felt that the Scottish system just needed a slight 'tweaking' to make it Bologna compliant. The international collaborative research agenda was seen as an important internationalisation driver; in particular it was felt that HEIs might be able to attract more students for postgraduate degree courses. Respondents also raised concern about the cost of obtaining a first degree, which they saw as becoming more significant factor. Modern Language staff wondered whether the revised structure of a three-year degree would be flexible enough to include a year abroad.

6.3.2 Student mobility: always a one-way street?

5 All interviewees agreed on the need to increase outward mobility of domestic students as part of an international strategy although most felt that it would be difficult to achieve in practice. At HEI-3 the ratio of incoming and outgoing Erasmus students was estimated at 100:6, while at HEI-1 it was a slightly more positive 100:30 ratio. The timing of the year abroad in HEI-1 (Year 2) was felt to present a logistical obstacle. It meant that students fresh into university and still in the process of adjusting to new academic environments were confronted with yet another set of decisions, which could be quite unsettling and frightening. However, there was also a view that many of the barriers to outward mobility, such as finance, or even language competence, were more imagined than real. Indeed, at HEI-3, Erasmus numbers had increased significantly in recent years. Although many of these new participants were actually of non-UK origin, their UK residency had rendered them eligible for participation as 'UK-domiciled' students. According to the ML staff member, these students had no financial advantages compared to their Anglophone counterparts but were more willing to engage in intercultural experiences. Domestic students tended to favour Anglophone destinations, e.g. USA, Canada or Australia. At HEI-1 the research part of the study programme was sometimes felt to represent a barrier, i.e. sometimes UK staff might refuse students permission to go abroad because the match with the guest university might be perceived as not offering a sufficiently close match.

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25 Whilst there was understandably concern about outward mobility, the two research participants from Project1 also intended to look at the way in which foreign students were integrated into the decision making process of Scottish university processes. Both the HEI and FEC participants talked about the support mechanisms in place for international students, and the events they planned in order to bring domestic and international students together but admitted that these would not always succeed in their aim – often due to one side or the other effectively 'deselecting' themselves from attending a certain event. This finding is corroborated by Hyland (2008).

6.4 Linking Modern Languages and ESOL

30 Language provision at the three universities varied. As expected, HEI-1 had a wide range of language degrees, and reported an upward trend in language study. There were also plans to introduce Mandarin Chinese and Arabic in the near future. A separately administered Language Centre offered short language courses during the day in a wide range of languages.

35 HEI-2 had a more limited range of languages (French, German, and Spanish) up to degree level on offer. Here the demand for language courses was reported as being steady, although consistently not high. HEI-3, unusually for a post-92 institution, still offered languages and a language degree and a range of combined language-led degrees (French, Italian, German, and Spanish) with a vocational focus.

40 All three modern language representatives felt that they had strategic support for language provision in one form or other. This support was crucial because even when languages are thriving they are effectively running at a loss due to the current funding model. However, each institution had found a way of accommodating or offsetting this deficit. In HEI-3, this was particularly effective.

45 Firstly, ESOL and modern languages were located in the same departments and the funding generated by ESOL could be used to help offset costs arising from modern language teaching. Secondly, language staff supported international students by teaching (large) classes in intercultural communication. Thirdly, they used innovative ways of overcoming the lack of Foreign Language Assistants, by recruiting and training European students at the university. Lastly, Polish students had helped to keep provision

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of German steady, and boosted outgoing Erasmus numbers in the process, once they had become eligible for Scottish domicile¹⁹.

5 All interviewees confirmed that ESOL provision had increased significantly as a result of the internationalisation drive. Modern languages were also thriving in the part-time day or evening classes. The evidence from FEC-1 and the Annual Meeting of the Scottish FE
10 Modern Languages Network (20 June 2009) also confirmed a rise in ESOL provision but was less positive with regard to other modern languages. Participants reported threats to provision due to restructuring in several colleges and did not feel that they had strategic support for their subject. In light of the findings by Doughty (2005) and the
15 call by CBI and the Scottish Chambers of Commerce there seems to be an urgent need to (a) improve counting mechanisms for individual subjects as part of vocational awards and (b) revisit the decision to remove language skills as mandatory components from awards with an international focus.

6.5 Scottish Languages Baccalaureate: Hope on the horizon?

15 Research participants were asked about the potential of the new Scottish Languages Baccalaureate to help change views about modern language learning. As indicated earlier, the award requires learners to study two languages, one to Higher and one to Advanced Higher, and to conduct an Interdisciplinary Project (IP). The latter requires
20 candidates to investigate an area of their choice but linked to one of five broad themes (citizenship, enterprise, economic development, sustainable development, or employability). The focus for assessment is on the processes of learning and the development of interpersonal skills, rather than on the actual outcome of the project. In other words, the IP is aiming to develop the very skills required for successful study in
25 higher education. Further, the potential for an increased level of language competence could mean these candidates, even if they go on to study non-language subjects, would be better prepared for outward mobility programmes. However, many schools are currently not ready to deliver all of the components of the awards themselves and would need to set up collaborative arrangements with other schools, colleges, universities or other relevant organisations. Understandably, given that the award had only recently
30 been launched, the participants were reluctant to offer definitive opinions. However, all expressed interest in the potential of the Interdisciplinary Project. The Erasmus Coordinator also expressed a view that the project could be a means to bridging the language competence gap between the conversational language taught at school and the academic discourse students would be confronted with during an Erasmus stay abroad.
35 This raises another question that HE staff should consider: Not all will necessarily go on to study for a language degree yet they would be eminently suitable for participating in outward mobility programmes. What means will staff have available to help them identify these students in order to encourage them to participate?

6.6 Staff Development for Internationalisation

40 6.6.1 FE: Focus on Developing the International Potential

The *International Community of Practice* event organised by Scotland's Colleges International (SCI) specifically targeted International Officers in Scottish FECs. Its main aim was to enable staff "to devise a strategy for developing international markets and consider the production of best practice guidelines for [staff] travelling overseas".
45 Eleven colleges, mainly from central Scotland, were represented. During the morning

¹⁹ An analysis of HESA figures provided by the Subject Centre for Languages, Linguistics and Area Studies showed that in 2007 the majority of language students in Scottish universities were of UK domicile (private correspondence). In light of the phenomenon at HEI-3 the 'domicile prior to study' indicator may become less meaningful in terms of estimating the number of students born and raised in Scotland or other parts of the UK.

session participants commented that senior managers in colleges often still needed persuading that investment in international recruitment would be a long term strategy. Many wanted to see quick increases in international student numbers and did not recognise the need for building relationship and trust with the partner institutions.

- 5 The presentations included information about opportunities of selling SQA accredited courses in India (led by Scottish Development International) and how the Scottish Government was taking forward its 'Fresh Talent' initiative. During a workshop led by a British Council representative participants were asked to prioritise a range of thematic needs of Scottish institutions (cf. Table 6.1) according to three priority areas (Table 6.2)

10 **Table 6.1: Thematic needs of Scottish institutions**

International student knowledge	International market opportunities	International brand and promotion	Knowledge capture and sharing
International student recruitment	International TNE and collaboration	International capacity building	Collective and cross sector working
Domestic student mobility	Domestic market understanding	Domestic capability building	Business skills and commercial opportunity

Table 6.2: Matrix of priorities for thematic needs

Important but not urgent	Important and urgent	High value but low differentiation	High value and high differentiation	High impact but difficult to implement	High impact and easy to implement
Not important and not urgent	Not important but urgent	Low value and low differentiation	Low value but high differentiation	Low impact and difficult to implement	Low impact but easy to implement

- Participants rated 'domestic student mobility' as being important but not urgent, having low value and requiring low differentiation, and finally as having low impact and being difficult to implement. By contrast, many of the other thematic needs were rated both important and urgent, including 'international student recruitment'. The latter was also considered as having high value and requiring high differentiation, having high impact but being difficult to implement. The question arises as to whether this task would have resulted in similar responses at HE level. Either way, there are important messages here for those championing the relevance of modern languages within the internationalisation agenda. For example, the recognition that international student recruitment requires high differentiation can be interpreted as a tacit recognition of cultural and linguistic factors as significant elements. Thus the case can be made to develop such skills in domestic students since they, too, will increasingly find themselves in multinational, multicultural and multilingual learning environments, whether at home or abroad. Similarly, consideration could be given to ways in which students who have engaged in language learning (whether as part of their degree or as a voluntary option) are able to show that domestic student mobility can have high impact and becomes much easier to implement if the linguistic factor is taken into account. Of course, linguistic and socio-cultural factors also play a role in other thematic needs with an international dimension and need to be spelled out.

- Significantly, given that participants at the event were in charge of international activities at their respective institutions the assessment they offered provides a valuable insight into the perspectives of those who could be termed policy 'shapers'. Further, whilst the event was taking place in an FE context, modern language professionals working in HE should consider to what extent the views expressed by the participants might reflect beliefs held by staff in similar positions at their own institution, and the implications of these on the value placed on modern language provision.

6.6.2 HE: Focus on the Student Experience

- The *New Perspectives on Internationalisation* event was held in Edinburgh on 12 June 2009. It was organised by the Higher Education Academy and aimed at staff and managers in Higher Education across the UK. The event aimed to focus on "practical

ways of enhancing the student experience in areas such as: internationalising the curriculum, supporting international students and staff, staff development, the student voice [and] recent work, resources, research and institutional perspectives.” There were presentations by staff from the Academy, the Subject Centre for Education (ESCalate), the Subject Centre for Languages, Linguistics and Area Studies (LLAS), and the National Union of Students, amongst others. The presentation topics included the *Student Voice*, *Internationalising the Curriculum*, *Higher Education Academy Activities*, *Transnational Mobility and Courses*, case studies of enhancing the *International Learning Experience*, *Supporting International Students through Staff Development*, and *Motivating International Students*. Details of the day’s programme and PowerPoint presentations can be found on the Higher Education Academy website.²⁰

The event was well attended, with around 120 registered delegates, and included two or more staff from every Scottish university. Whilst we cannot be sure in what ways the information shared at the event was taken forward by the participants, the important point to note is that the staff development for internationalisation was focused on the learning experience of students, rather than on recruitment strategies.

²⁰ http://www.heacademy.ac.uk/events/detail/12_June_2009_New_Perspectives_on_Internationalisation [1 July 2009]

7 Conclusions and Recommendations

7.1 Key Findings

- 5 • Scottish internationalisation strategies have been driven both by financial and socio-economic concerns. The majority of initiatives have focused on inward recruitment of international students and transnational education. Modern language strategies have been considered separately. Similarly, participating universities and colleges have institutional internationalisation policies at various stages of development. However, they do not currently consider modern language study as part of these strategies.
- 10 • A number of Scottish Government funded projects currently underway are aiming to increase outward mobility of domestic students. The Scottish Languages Baccalaureate presents an opportunity to help achieve this aspiration but it is likely to require cross-sector and interdisciplinary support to be successful and sustainable in the long term.
- 15 • Numbers of international students have increased substantially since 1998-99, particularly at postgraduate level. By the end of their tertiary education, these students are more likely to have been exposed to multilingual and multicultural settings than their Anglophone counterparts.
- 20 • During the same period, modern language provision has contracted overall, particularly in the FE sector and 'post-92' universities. This decline may be due in part to misconceptions about labour market statistics and subject reporting systems. By contrast, participating language staff reported steady or increased language uptake at their institutions.
- 25 • As more students of non-UK origin, particularly from EU member states, obtain UK domicile status prior to study it may become more difficult to assess whether increases in language study reflect an increased interest amongst Anglophone speakers. At the same time, there are unexplored synergies between the subjects of modern languages and English for Speakers of Other Languages (ESOL).
- 30 • Institutional webpages dedicated to 'international students' tend to provide generic information in English, i.e. they tend to ignore students' differing cultural information needs. However, it has great visibility. By contrast, information about mobility programmes is less in evidence and inconsistently signposted.

7.2 Key Messages for HE Language Professionals

Staff should:

- 35 • consider how they can develop the intercultural and linguistic competence of their students through collaborative projects that would also improve the learning experience of international students.
- consider ways of supporting and encouraging learners who wish to study for the Scottish Baccalaureate in Languages or who have completed the award, in order to increase uptake of outward mobility programmes to non-Anglophone destinations.

40 7.3 Key Messages for Senior Managers

Senior managers should:

- consider how greater collaboration between ESOL and modern language staff might be of benefit to both subject areas;
- 45 • how they can support the implementation of the Scottish Languages Baccalaureate through cross-sector collaboration.

7.4 Key Messages for Policy Makers

Policy makers should:

- 5 • consider including a qualitative dimension into international strategies to complement the current quantitative focus and thus provide a more accurate reflection of language and culture-related factors;
- reflect on the nature of the evidence provided by employer skills surveys and the ways in which language skills are actually being used by employers working in multicultural and multilingual environment.

7.5 Possibilities for future research

10 This was an initial scoping study so a more detailed exploration of how individual institutions are developing their internationalisation policies would be of benefit. Some issues that could be explored further include:

- 15 • investigating internationalisation strategies in a wider range of Scottish HEIs and FECs, including their impact on the study experience of both domestic Anglophone and international students;
- setting up an interdisciplinary project involving language and international students with a view to improving web-based introductory information for different target groups;
- 20 • setting up a case study for the development of an internationalisation strategy that also considers language study;
- identifying good practice in educational institutions that have programmes with international dimensions and modern language components;
- 25 • investigating the ways in which the Scottish Languages Baccaalaureate has been taken forward by stakeholders and highlighting good practice of cross-sector collaboration;
- investigating how Scottish employers deal with emerging language and intercultural skills needs;
- 30 • assessing to what degree initiatives supported by the Strategic Investment Fund have succeeded in overcoming perceived barriers to outward mobility to non-Anglophone countries.

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