

# An Internationalisation Strategy: do we really need one?

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**Kc** Koninklijk  
Conservatorium  
Royal Conservatoire

# “Conservatoire - speak”

## ► My conservatoire:

- is highly international
- is world-class/world-leading
- is one of the leading institutions in .....
- has an excellent level

What do we mean with these words?

“Internationalisation is important”

**WHY?**

# The WHY behind internationalisation at KC

In our opinion internationalisation has the aim to:

- prepare our students for the international music profession
- inform, compare and (especially!) improve ourselves

# The HOW behind internationalisation at KC

Being 'international' in our opinion necessitates the following 3 conditions:

1. A commitment to the use of an international qualifications framework  
-> AEC Learning Outcomes for the 1st, 2nd and 3rd cycle
2. The creation of a true international learning environment
3. The use of international methods for review, evaluation or accreditation

# Why on earth do we need an international qualifications framework???

- Adaptation of your curricula to an international qualifications framework -> direct use of the AEC Learning Outcomes that describe content and levels for the 1st, 2nd and 3rd cycle (-> see AEC Website)
- Puts curricula directly into a wider international perspective
- Can support your international profile
- If more AEC institutions would do this, the comparison of curricula would be MUCH easier and, as a result, exchange and closer cooperation (e.g. joint programmes) too
- Your curricula will be fully compatible with the European Qualifications Framework (EQF)

# What's a 'true' international learning environment?

- The presence of an international student population. This may require participation in ERASMUS+ and international recruitment activities
- The presence of an internationally oriented teaching staff
- Offering students and teachers opportunities to gain international experiences (ERASMUS SMS + IPs in SPs, ConNext projects)
- Supporting 'Internationalisation@home'
- An international approach to curriculum development
- An international approach to continuing professional development
- An international approach to assessment
- An international approach to quality assurance

# What is this 'Internationalisation@home'?

At Royal Conservatoire:

- Presence of international students and teachers
- The organisation of master classes
- English courses and study programmes
- Documentation in English
- English course for teaching and non-academic staff

# International approach to CD and CPD

- How do we connect internationalisation with curriculum development (CD)?
- Individual advice, participation in European projects and joint programmes initiatives  
(-> information forum on Friday and parallel sessions on Saturday!)  
(-> Polifonia Handbook on Joint Study Programmes: [www.polifonia-tn.org](http://www.polifonia-tn.org))
- The same applies to continuing professional development (CPD)
- ERASMUS+ teachers mobility, Innovative Conservatoire - ICON, support for conferences, courses for teachers developed with international partners
- The aim is to make plans/policies for CD and CPD with an international dimension
- Much can be done with ERASMUS+ if institutional budgets are limited

# International approach to assessment and QA

- International external examiners: experts from institutions abroad that join panels for the assessment of final recitals/presentations  
(-> Polifonia Report on External Examining: [www.polifonia-tn.org](http://www.polifonia-tn.org))
- International 'critical friends' to visit a department and give feedback  
(-> article on MusiQuE website: [www.musique-qe.eu](http://www.musique-qe.eu))
- Benchmarking:
  - ✓ U-Multirank (-> see AEC website)
  - ✓ Institutional initiatives: International Benchmarking Exercise RNCM

Initiatives to compare yourself internationally, find points of improvement and underpin your international claims

# International review and accreditation

To substantiate your international claims really...

- MusiQuE - Music Quality Enhancement
  - ✓ Subject-specific and INTERNATIONAL approach to review and accreditation
  - ✓ Reviews are being done by international peers
  - ✓ Concept of quality tailormade to conservatoire context
  - ✓ Connection between internationalisation and external quality assurance in the field of music
- (-> Parallel sessions on Saturday and see [www.musique-ge.eu](http://www.musique-ge.eu))
- CeQInt - Certificate for the Quality of Internationalisation
  - ✓ Given out by European Consortium of Accreditation (ECA: <http://ecahe.eu/>)
  - ✓ Strongly focused on learning outcomes in internationalisation

# What is then 'internationalisation' all about?

*New version of the widely accepted definition of internationalisation in higher education (Jane Knight)*

*'the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the **QUALITY** of education and research for all students and staff, and to make a meaningful contribution to society'.*

*(changes in bold)*

*European Parliament report 'Internationalisation in Higher Education', Sep 2015:*

*[http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL\\_STU\(2015\)540370\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)*

## Some final points...

- We need institutional policies with a strong international dimension instead of a separate international policy
- If a specific international policy is asked for, an integration to existing institutional policies is essential
- Take small steps and be open for advice....
- The ultimate aim is to move internationalisation to the very centre of ALL that we do in the institutions
- The IRC as the interlocutor between departments and policies, the ‘spider-in-the-web’: pro-activity is essential...
- Let’s always remember that we are in ‘the business of opening minds’...

DID THIS MAKE  
ANY SENSE?



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