

between the University of Glasgow's School of Education, the Learning and Teaching Centre and the Hawler Medical University in Iraq saw the design of an educational development programme to support student-centred learning. It comprised seven days of face-to-face teaching in Iraq (delivered in two blocks, five months apart). During the interim period, students were supported at a distance through a virtual learning environment (Jordan *et al.*, 2014).

Whatever approach is adopted, however, the development opportunities need to be planned early into collaborative ventures and sufficient resources need to be set aside.

Moving forwards

The expectation of appropriate qualification, support and development for all staff, as set out in the Chapter, might well lead higher education providers to look more carefully at how they work with collaborative partners in terms of the enhancement of their learning and teaching practice. This will have implications for the work of educational developers, who contribute greatly to work in this area within their institutions. If the volume of staff development work increases with collaborative partners (UK or international), educational developers should:

- consider how they work with their institutional quality, partnership

and international offices, who will already be working with collaborative partners and might well be offering some staff development opportunities

- see that there is sufficient resource in order to cover the additional workload – all too often, educational developers are given extra work responsibilities without extra resource
- ensure that opportunities for development are written into memoranda of agreement between partners (thus ensuring they are resourced, planned, and that there is clarity about the kind of development that is being offered and partner responsibilities)
- look at the literature relating to the experiences of flying faculty on transnational programmes, as this will be applicable for those who are involved in educational development activity overseas
- see that educational development activities are not too UK or institution specific – the activities should recognise the different cultures within which the partners work
- seek out ways to share experiences of working with partners more widely: through conferences, case studies, published evaluations and research.

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The ACU African administrators project

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In October 2014 Stephen Bostock posted on the SEDA listserv:

'Developing African university administrators

This is a call for interest in helping to develop and deliver a professional development course for university administrators in Africa. This is a partnership between the Association of Commonwealth Universities (ACU) and SEDA, in collaboration with a group of senior university staff from Nigeria, Kenya and Ghana.'

One year later a course has been developed and delivered, and our participants have delivered some impressive outcomes, changes to practice, in a short space of time. It will be accredited by SEDA in the New Year.

The initial impetus came from the ACU and SEDA's realisation that the role of middle-level university administrators is often undervalued and they usually have little access to training opportunities, especially accredited training. They are frequently in a neglected position between

senior management and junior staff; yet they can play an important role in supporting learning and teaching and the wider student experience.

The plan was for a one-week residential course, organised by the ACU, with work undertaken before and afterwards leading to an assessed portfolio that was aligned with the requirements of the SEDA-PDF certificate in Developing Professional Practice (Table 1).

SEDA Award: Developing Professional Practice award recipients will be able to:	Specialist outcomes: award recipients will be able to:
Identify their own professional development goals, directions or priorities	Explain how their role supports the organisation's mission and appropriate strategies, including quality considerations
Plan for their initial and/or continuing professional development	Use their specialist knowledge and skills within the higher education context
Undertake appropriate development activities	Use interpersonal and personal organisation and management skills
Review their development and their practice, and the relations between them	Reflect on and plan to meet their own personal and continuing professional development needs and identify appropriate follow-up activity

Table 1 SEDA-PDF Certificate in Developing Professional Practice requirements

This initial planning put in place critical elements for success: the backing of the ACU and its networks in Africa, the

support of regional leaders in Africa and the prospect of SEDA accreditation and certification. All that was needed now was the programme.

The aim was to develop and deliver a programme for middle-level administrators in African universities so that they can be better able to support learning and teaching within their universities. Ian Willis of the University of Liverpool and Brian Jennings of the Ghana Christian University College responded to the call and, using Skype and Dropbox, set about the design process.

All too often legitimate concerns such as the need for training are addressed by 'running workshops', where good learning may well occur, but where there is little evidence of any subsequent impact. We decided to design this programme so participants would develop a change project to be implemented in their universities. We ran a week-long programme in London for 13 administrators drawn from six African countries. The countries represented were Nigeria, Ghana, Malawi, Zimbabwe, Tanzania and Zambia.



The participants and their tutors

Monday	Tuesday	Wednesday	Thursday	Friday
Introductions Programme Outline Learning Outcomes	Recap & key learning And What do I need to learn?	Recap & key learning And What do I need to learn?	Recap & key learning And What do I need to learn?	Recap & key learning And What do I need to learn?
Programme expectations	Approaches to teaching	Technology enhanced learning	Key ideas in curriculum design Assessment & feedback	Preparation for presentations
Quality in context: East African Quality guidelines	Self-reflection Being an effective change agent	My learning journey Developing personal professional skills	Diversity/inclusion Giving a good presentation	Presentation of enhancement projects
Lunch				
Approaches to learning Planning an enhancement project	Role of context Project development	Project development	Project development	Presentations
Questions & reflection: key learning today	Questions & reflection:	Critical reflection	Questions & critical reflection:	Critical reflection Evaluation – part 1

Table 2 The timetable and the sessions

During the week we facilitated input and discussion on key issues of learning and teaching such as Quality Assurance, Assessment and Feedback, and Technology Enhanced Learning. In addition, there were sessions on professional skills such as communication and giving presentations (see Table 2).

There were plenty of lively discussions and finding of commonalities and differences across the continent. One interesting discussion centred on the notion of 'best practice' and how this cultivated the idea that 'best practice' somehow existed and was to be found elsewhere, often in the West. In turn, this can lead to a search for some ideal and so often overlooks good local practice and development that is well suited to local contexts.



Participants hard at work

We covered project planning from a strengths-based (Solution-Focused) perspective. This turned out to be the right approach as administrators could often be categorised as having lower status roles compared to their academic colleagues, despite their skills, qualifications and contributions. Peer feedback helped to ensure that projects met the key criteria of being concisely described, manageable in a three-month time frame and able to deliver evidence of impact. Projects could be team based or faculty wide. Examples included: moving from a paper-based to electronic reporting system, and implementation of a systematic staff planning process. In order to complete the programme participants needed to implement their projects in the three months following the delivery stage and to critically reflect on their learning.

To support their work and offset the risks of isolation on return each participant recruited a mentor or critical friend in their own university and they had to submit monthly progress reports. They were also encouraged to sign up to the programme's LinkedIn group in order to discuss issues and share progress.

The delivery stage of the programme in London was certainly successful in terms of the content we had chosen, the enthusiasm of the participants and the organisation from the ACU. However, the real test of success is found in the

projects delivered when the participants returned to their universities; before describing the projects, a little more on the participants themselves.

The ACU had a lot of work to do; to find suitable times that allowed the participants to arrange visas and flights. These were logistical and resource challenges that derived from the decision to hold the programme in London. On the other hand, holding a programme in London for a group of staff who normally have little access to development opportunities had considerable appeal. In addition, they were selected by their universities, so they were highly likely to be capable and motivated. Of our 13 participants, two were senior staff from regional networks and as such were important for the future of the programme, but they were not involved in implementing their own projects or seeking certification.

We knew that we had set a tight timeframe for participants to create and implement projects and to gather evidence of impact. However, this also generated momentum following the week in London, and the monthly reporting requirement created one way of 'staying in touch'.

Using one project as an example of a successful outcome:

Opoku Oku-Afari is an Assistant Registrar at the University of Cape Coast, Ghana. Opoku's project was to provide 'a guide for students to secure safe accommodation outside the university campus'.

In a situation where lack of resources means that the University was unable to provide secure accommodation for all its students, many students were forced into unregulated and unsafe accommodation: 'Some of the facilities provided by the private hostel operators are nothing to write home about and areas where some of the hostels are located pose security risks for students'. Opoku's initiative has led to 'the setting up of a wider committee by the Vice-Chancellor to deal with challenges related to student accommodation outside the University campus', with this committee reporting to senior management at the end of every semester. In future, a list of hostel accommodation approved by the University will be sent to prospective students each year in order for them to make a selection. The project and the subsequent efforts of the University management have resulted in the Students' Representative Council writing to the Vice-Chancellor 'to express their profound gratitude'.



Unsafe and safe areas

We think that in just three months this represents a really vital improvement to the support offered to students. There were numbers of challenges, not least of which was securing the support and collaboration of others. As was the case

for most of our participants, Opoku was not in a position of power, nor, as a middle-level administrator, was he accustomed to taking the initiative to influence change. This project illustrates something of the capacities of middle-level administrators to make a difference in African Universities. It is reasonable to say that they are helped in this by having received some basic knowledge about student needs, learning and teaching in Universities and change processes and when they are encouraged to act.

Other projects included:

‘To create an electronic system of reporting College activities to the Office of the Dean’. This project has resulted in replacing manual reports to the Dean (and then to Senate) with a Google Drive template that will become standard for the Faculty. The time saving is significant as is the development of skills in using electronic means of working.

‘To develop an automated student evaluation system’. Here the participant researched practice in evaluation systems, piloted a trial version, assuring students of confidentiality and ironing out other difficulties. She has subsequently been asked to prepare a report for Senior Management detailing the findings ‘so that online evaluation could be implemented across the whole University’.

Not all projects were cross Faculty or University; some were seemingly simple such as using Doodle polls for scheduling

meetings, but this led to greater use of electronic systems for routine working. From the project reports, it is easy to document the changes made by participants in their Universities and to identify their learning; both very much part of the SEDA PDF.

Not surprisingly, not everything went to plan. Our efforts to use a LinkedIn group to assist with communication didn’t work that well, perhaps due to a general lack of familiarity with online forums such as LinkedIn. Two of the participants did not submit any work at all. On the other hand nine projects were clearly successful.

Considerable effort and resource went into organising, developing and delivering the programme. The ongoing success of this ACU-SEDA endeavour will only be realised with future iterations that are able to build on the learning materials and processes that have been developed. Certainly it will be important to offer the programme in Africa and to develop African facilitators to deliver the programme. However, as a pilot we are delighted with the achievements of our participants – and it was fun!

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Internationalisation in Higher Education: The intentions were good, but where do we take it from here?

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Internationalisation is a fast-moving field of research in the Higher Education (HE) arena. The term ‘internationalisation’ first became embedded in the lexicon of HE policy and strategy shortly after the Organisation for Economic Co-operation and Development (OECD) proposed that HE should integrate ‘an international/intercultural dimension into the teaching, research and service functions of the institution’ (OECD, 1999, p. 16). Whilst this recommendation has far-reaching interpretations, the most immediate and prevalent practice was to increase the recruitment of international students to UK institutions (Hazelkorn,

2008). The recruitment of international students is matched with other equally economically driven activities such as: Transnational Education (TNE) whereby programmes developed and accredited in one country are delivered in other institutions across the globe; and International Branch Campuses (IBCs), which enable Higher Education Institutions (HEIs) to extend their geographical reach by running research and taught programmes from physical campuses dotted across various continents. Due to the importance of income generation in HE, these facets of internationalisation are well-researched and supported by a growing body of literature largely

focusing on ways of maximising international student recruitment and developing working partnerships with international partners (Ayoubi and Massoud, 2007; Bennell and Pearce, 2003; Hemsley-Brown and Oplatka, 2006). However, there is an alternative voice emerging of a more socio-liberal stance, which challenges this dominant neo-liberal model and seeks to increase the focus on the intercultural dimension of teaching and learning (Magne, 2015). It is this intercultural dimension of internationalisation which will be the focus of this article.

It may be useful to start by articulating my interpretation of the distinctions