

**МІЖНАРОДНА ПОЛІТИКА  
ТА МІЖНАРОДНІ ВІДНОСИНИ**

*G. Stoakes*

**INTERNATIONAL STRATEGY OF UNIVERSITY COLLEGE  
PLYMOUTH ST MARK AND ST JOHN (MARJON)  
СТРАТЕГІЯ МІЖНАРОДНОГО РОЗВИТКУ ПЛІМУТСЬКОГО  
УНІВЕРСИТЕТУ СВЯТОГО МАРКА І СВЯТОГО ДЖОНА**

University College Plymouth St Mark and St John has a distinguished history in higher education going back more than 160 years to the foundation by the National Society (now National Society for Promoting Religious Education) of the constituent colleges of St John's Battersea (1840) and St Mark's College, Chelsea (1841). The two colleges combined on the Chelsea site in 1923 and the College of St Mark & St John moved from London to Plymouth in 1973. It has prepared people for degrees since 1862. Since 2007 when it gained University College status it has been able to award its own degrees rather than having to do so under the auspices of the University of Exeter. With the new status came the new title of University College Plymouth St Mark & St John - or now UCP Marjon. UCP Marjon has an academic community of around 5,000 people and attracts students from all over the UK and overseas. The institution is most widely recognised for its expertise in Education and sport, however it offers a wide choice of subject areas.

The College has a long and distinguished record in International Education. It has played an important part in the training and professional development of teachers in a range of countries over the last twenty years. Its work has been highly praised by the British Council, for whom it has regularly undertaken contracted training. It has been less successful in attracting significant numbers of international students to its Plymouth-based undergraduate and postgraduate programmes. The Strategic Plan, Marjon 2010, specifies one overarching aim for International activities, namely to *Expand international engagement through partnership, exchange and recruitment activities*

Phase one of the plan specifies a number of objectives in relation to this aim, namely to :

- Create and sustain opportunities for international learning experience for students and staff
- Integrate international and home students more fully across the College
- Increase international student numbers across the College
- Secure funding for international projects relating to learning and teaching,

applied research, consultancy and enterprise activities

Develop international institutional partnerships

Ensure that international programmes are self-funding at all times

The current International Strategy was drawn up in 2004, but is now in need of revision. This new strategy seeks to sustain areas of proven strength, whilst at the same time focussing on those areas, which have the potential for growth in the future. It aims, in brief, to create a more sustainable level of international activity.

The College is in a relatively weak position at the moment in relation to the *recruitment of full-cost (overseas) and European Union students to its Plymouth-based programmes*. In 2005/6, there are under 20 such students on full-time programmes, representing approximately 0.8% of the student population on campus. The current UK institutional average for higher education is 12%.

In addition, the *School of International Education* delivers a range of programmes[1;2] both at home and overseas through specially – contracted international projects, some of which bring significant numbers of students to the Plymouth campus for periods of between 2 weeks and 2 years. Some are on tailor-made courses, which are non award-bearing, while others study for undergraduate and postgraduate awards of the University of Exeter. [2;2]

There are concerns that income from International Education has fallen from a significant high in the late 1990s and that it has not been making a sufficient financial contribution to College costs. The Principal requires all schools to make a contribution to institutional overheads after income has covered their direct costs. Direct costs are defined as school staffing (academic and support) and discretionary non staffing budgets allocated to schools. The contribution for INTED is currently set as being 35% based on gross income although this is currently being reviewed by the costing and pricing working group. Institutional overheads are defined as academic support areas (registry, library and student services) and central services including personnel, accounts, maintenance, ICT, staff development etc. Wherever possible, in relation to the funding agency or source of income, the Principal seeks a further contribution of 20% towards a fund to finance Strategic Investments.

The intention of the International Strategy is to define the College's goals for both the above areas of provision, and the means of achieving them within the lifetime of the *Strategic Plan 2010*. The International Strategy envisages a future in which a markedly higher proportion of the full-time student body come from non-UK backgrounds. To achieve this target, the College will need to review its curriculum offering and the marketing and promotion of it overseas. Incoming students will receive academic and pastoral support from a College-wide International Service, as well as from subject-based tutors in the Schools in which they are based. At the same time, encouragement and support will be offered to UK students to participate in exchange activity abroad, and to study on programmes in which awareness and appreciation of international issues are key selling points. The International Strategy also sets income and financial contribution targets for the School of International Education, which will enable

the College to invest strategically in priority areas. The School will offer more award-bearing programmes to meet the needs of aspiring and practising teachers, and their employing organisations, either in Plymouth or in countries where demand is strongest. These programmes will be supported, and in some cases engendered, by consultancy and training work for clients such as government agencies and NGOs. One current example of this is the Postgraduate Certificate being delivered in Russia from 2004-6. This resulted from previous consultancy work with the same client, the British Council, over the two years leading to contracting of this award-bearing programme. School staff will play a stronger role in promoting the wider work of the College, and will facilitate cross-School partnerships in order to build capacity and expertise across the institution.

By 2010, there will be a significant increase both in gross income earned by the School, and its net contribution to College finances. This will be determined, and monitored annually, through the School Academic and Business Plan.

The goals outlined above necessitate reconsideration of the administrative and management structure of the current School of International Education in order to enable the School to function as a viable and sustainable academic unit which operates within the parameters of the Resource Allocation Model. Separate discussions, and monthly review meetings, are underway between the Dean, School Administrator and members of the Planning and Resources Group in order to ensure these parameters are adhered to. In order to realise these aims, full commitment from Deans of School will also be needed in terms of defining priority areas for recruitment, and identifying recruitment targets. In return, some degree of resourcing is likely to be required to support Schools in realising their aspirations. A College-wide international support function (covering Marketing and Publicity, Admissions, Induction, Language and Pastoral Support, etc.), or International Service, will also be needed in order to avoid duplication of effort, and to service the recruitment of students to the Schools. Detailed actions for implementation of the International Strategy, together with an accompanying Business Plan, will spell out resource requirements and delivery responsibilities. These will follow the approval of the International Strategy by Academic Board.

The DfES and British Council via a PMI (Prime Minister's Initiative) Strategy Group are currently consulting on a new strategy to support UK higher education in the increasingly competitive international market. Its consultation document, Education UK: developing a PMI successor strategy, describes a positive long-term outlook for the global demand for higher and further education. One projection is for a 5% annual growth rate in global demand for higher education until 2025. The key factors affecting change in the international student market are:

- The changing international marketplace e.g. relative decline of the Chinese and other Asian markets as suppliers of students who study in the UK. There has been a 23.5% drop in applications from China in 2005 compared to 2004, 'with Singapore, Hong Kong and Malaysia showing a similar decline'

- The 'major predicted growth area is demand for overseas-delivered higher education, which is set to overtake international education delivered in the UK to become the largest mode of delivery for UK international student places between

2005 and 2010'. 'A main reason for this is the large unsatisfied demand in some of the key Asian countries at both undergraduate and postgraduate levels'. These are considered to be the 'main demand-drivers for UK transnational education globally'

- Demand for a different curriculum. Creative Industries (e.g. filmmaking, graphic design) are emerging alongside still dominant programmes in business and marketing.

- The increase in demand for UK-based HE from EU accession countries, and potentially from prospective EU accession countries.

A new strategic direction sets out 'three interconnected strands', which Marjon should take into account in planning its own International Strategy which are presented in the table 1.

*Table 1*

**Three interconnected strands of new strategic direction**

	<i>Name</i>	<i>Ways</i>
1	Developing its competitiveness	Developing a new curriculum to meet market demand (e.g more practical media and communications; leadership and innovation) Piloting provision in existing areas known to be in demand Marketing the 'Marjon Experience' – highly supportive environment
2	Marketing and Relationship Management	Re-packaging modules into provision attractive to the market Developing and exploiting the overseas alumni Building on relatively new contacts
3	International Partnerships and collaboration	Nurturing potential partner institutions

The International Strategy aligns especially with the Learning and Teaching Strategy, in particular the emphasis on blended learning and distance learning. Its implementation will be informed by the projected new Academic Plan. The International Strategy also aligns with the Research Strategy, especially in its links to international postgraduate research activity. It is also supported by other College Strategies and Policies:

- Human Resources Strategy
- ICT Strategy
- Estates Strategy
- Equal Opportunities Policy

Consideration of the above factors has led to the identification of FOUR key aims for the proposed International Strategy to 2010: to increase international student recruitment; to increase the income and financial contribution of the School of International Education; to maintain and develop further international

partnerships and collaboration; to establish appropriate infrastructural support for international activities. Providing the strategy the UCP will spread the international connections and cooperation.

1.International Strategy Group 18.1.07 Plymouth, Uk. – 7p 2. Katler J. International cooperation at university education – London 2008, 112p 3. [http://en.wikipedia.org/wiki/University\\_College\\_Plymouth\\_St\\_Mark\\_&\\_St\\_Jo](http://en.wikipedia.org/wiki/University_College_Plymouth_St_Mark_&_St_Jo).4. <http://www.marjon.ac.uk/>

*N. Babkova*

## **PARTICIPATION IN EXCHANGE PROGRAMS AS THE INDICATOR OF STUDENTS' PROFESSIONAL SKILLS FORMATION**

### **УЧАСТЬ У МІЖНАРОДНИХ ПРОГРАМАХ ОБМІНУ ЯК ПОКАЗНИК СФОРМОВАНОСТІ ПРОФЕСІЙНИХ ЯКОСТЕЙ СТУДЕНТІВ**

The priorities of higher education in Ukraine have changed a lot for last years. It used to be oriented to reproducing of got information but now it is oriented to the students' development. Now the main aim of education is personal and professional development of students, the formation of skills demanded in the modern business world and knowledge used for successful international cooperation. The adopted laws in the sphere of education (such as Law about professional education, Law about higher education and other) judicially support the orientation of Ukraine to the European model of education. The high qualified specialist on the European educational model is a person who is able not only to present the knowledge but also to analyze the situation, to make decisions, to foresee the possible development. A specialist should have high level of adaptability, flexibility, communicational and organizational skills, creative and critical thinking and leadership skills. The issues of education under the European integration have been investigated by many Ukrainian and foreign scientists. V.Parigin and O.Maslov learnt the peculiarities of professional higher education at universities; O.Gluzman and L.Semichenko investigated the dynamics of university education in the modern world; O.Yabrotska and K.Sohova worked under the process of students' personal skills development in the educational process; R.Gryshkova and O. Redkina learnt students' formation in the process of professional education; J.Meskon and P.Hedowry investigated students' leadership skills formation as the main aim of professional higher education.

Professional higher education contains theoretical and practical courses as well as language course. Although the number of language classes is constantly increasing the level of received knowledge is not enough. The questionnaires of students of the first studying year of different departments at Petro Mohyla Black Sea State University showed that the biggest expected value of studying is high