

## Capacity Building & Internationalisation

State Universities of Paraná

Leadership on Internationalisation

Research

Professor Alfredo Moscardini



## PLAN OF THE TALK

- 1 Different types of research study in UK
- 2 Research in Brazil
- 3 Possible cooperation



## PLAN OF THE TALK

1. Different types of research study in UK



## Different types of research study in UK

1. Apprenticeships
- 2 Knowledge Transfer partnerships
3. PhD programs
  - Normal
  - Professional
  - By Publication



## Northumbria

Northumbria University is working with the Chartered Management Institute (CMI) and a range of leading employers to deliver a fully funded work-based apprenticeship in Business Leadership and Management Practice.

This new programme is designed for employees. It combines relevant on-the-job experience with up-to-date academic thinking and research rich learning. This professional career development route will advance your personal and professional knowledge as well as your ability to develop yourself and manage others.



## Sunderland

- **Apprentice students**
- Our degree apprenticeships can be the start of your exciting new career. They will enable you to gain a degree, while also gaining invaluable 'on the job' experience. Studying an apprenticeship means:
  - Working full time with an employer that values staff development
  - Gaining in-depth industry-relevant skills and experience
  - Support to plan and realise your future careers aspirations
  - Achieving nationally recognised degree awards
  - Studying at a University that puts you at the heart of provision, providing holistic and effective support
- No exams – you'll complete a blended range of assessments
- Government funding for large and small employers
- Work-based learning and tutors with industry experience



## NA College

<http://www.nacollege.co.uk/>



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## Knowledge Transfer Partnerships

Knowledge Transfer Partnerships is a UK-wide programme that has been helping businesses for the past 40 years to improve their competitiveness and productivity through the better use of knowledge, technology and skills that reside within the UK Knowledge Base.

A Knowledge Transfer Partnership serves to meet a core strategic need and to identify innovative solutions to help that business grow.

KTP often delivers significant increased profitability for business partners as a direct result of the partnership through improved quality and operations, increased sales and access to new markets. Social enterprises see improved results, too.



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## Cardiff Metropolitan University

[http://www.cardiffmet.ac.uk/business/Pages/Knowledge-Transfer-Partnerships-\(KTP\).aspx](http://www.cardiffmet.ac.uk/business/Pages/Knowledge-Transfer-Partnerships-(KTP).aspx)



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## The British PhD System

NO courses - just research

Need to find a Director of Studies and agree on a research topic

Quality Control is important

Research proposal

Annual monitoring Report

Submit a thesis of around 80 000 words

There is a viva examination on the thesis



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## Partnership with AAST

Arab Academy of Science and Technology is situated in Alexandria Egypt

It has an agreement for CardiffMet to educate their staff in a PhD

There is a Cardiff Director of Studies and a local supervisor

The students study part time for seven years

The Director of Studies visits twice a year

Thesis is in English

Viva in Cardiff



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## Professional Doctorate

- **Professional Degrees for Professionals**
- These programmes are designed for professionals in the public, private, and third sectors. As with any other research degree, you will need to produce a piece of original research, with a professional doctorate though that research is informed by your own professional practice and will usually seek to develop understanding that contributes to professional practice more broadly.
- You will therefore need to have an interest in your professional context and be able to explore this through a structured research programme leading to you making an original contribution to understanding of that professional context.
- **A Different Kind of Research Degree**
- Like any other research degree you will, with the advice and guidance of your personal supervisor, take responsibility for planning and managing your own research and for making an original contribution to knowledge within your professional context. The key difference is that your research will be informed by, and ultimately contribute to, your professional practice context rather than a specific academic context.
- Another key difference in the format of professional doctorates is that you will be required to undertake a greater number of research training and discipline-specific modules. Through these modules you will develop your understanding of theoretical issues relevant to your professional context and begin thinking about what you want to look at in your research and how you will do this.
- **Recognised Internationally**
- Professional doctorates in the UK are equivalent to a PhD and holders are regarded as "doctors" and carry the title with it.
- The UK professional doctorate is an internationally recognised and respected academic qualification and many of our professional doctorate graduates come from outside the European Union. Employers across the world recognise and value the quality of a UK university education; however, it is up to the student to ensure that their potential employers in their respective countries recognise the professional doctorate qualification. Students may need to obtain equivalency certification at their own expense in order for their degree to be recognised outside of the European Union.



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## PhD by Publication

- **PhD by prior publication/portfolio**
- A PhD by prior publication/portfolio will typically take one year. The award allows people who have not followed the traditional academic route towards a PhD to obtain academic recognition for having undertaken and produced research, and developed their research skills and subject knowledge to doctoral level.
- This may include people entering higher education in mid-career, especially in practice-based disciplines.

Word length for the PhD thesis varies according to discipline, it will include substantial published work and an introductory section of about 10,000 words. On completion it will be the subject of an oral examination, in which you will show how you have:

- critically investigated your area of research; and
- made an independent and original contribution to knowledge.



## 2 Research in Brazil

## Research Gap

- Brazil, alongside China and India, has been internationally recognized as an emerging scientific power
- However, such impressive growth has not been accompanied by a similar increase in the intellectual, social and economic impact of Brazilian science, and that is a big concern for a nation aiming to integrate the knowledge economy.
- Discussions on the causes and possible solutions to this gap have recently incorporated the notion of internationalization of science. References to international student mobility, cooperation and visibility have become recurrent in the science policy leaders' speeches in the country.



## Different Strategies

Formal communication with foreign peers, participation in scientific associations/societies/networks  
informal communication with foreign peers/communities  
are strategies indicated by 64% of universities in a recent survey.

EGPs encourage faculty members and students:

To participate in international conferences and professional meetings,

Have actively promoted the organization of international conferences, symposiums, seminars and meetings at the universities in Brazil, mainly in the traditional format (gathering people in the same place), but also mediated by technology (video conferences).

To improve content and developing institutional website versions in English,

To participate in editorial boards of international journals and boards and committees in international scientific/professional organizations are usually implemented on the individual initiative of faculty members and scholars



## Science without Borders

- **International mobility** is cited more frequently by programs in Mathematical and earth sciences (60.0%), Biological sciences, and Multidisciplinary sciences (50.0% each).
- **International networks and research collaboration** – expressed through keywords such as international collaboration between research groups, joint research, multicentric international projects, networking and intellectual/academic interaction – are relatively more important for Health sciences and the Humanities.
- The third most cited category – the first for programs in Linguistics, languages, literary studies and arts (9.8% of citations) – is **development of global competence**. This category covers keywords such as **interculturalism, international integration and expanded worldview** that individuals exposed to international education or experience acquire through the awareness of and coexistence with diverse cultures, different contexts/perspectives and contact with new paradigms.



**When President Dilma Rousseff announced Science Without Borders in 2011**, the goal was to open access to international study and research abroad to 101,000 students from all backgrounds. That goal remains intact. The fact is that, in 2017, Brazil's commitment to internationalization, especially at the institutional level, is more profound than ever.

And for all the ink spilled over criticism of the SwB, the fact is that the program has provided insights that will allow its successor to be shaped in a way that it deepens impact not just for the individuals who study abroad, but also for Brazil's scientific community, industry, and institutions.



## Difficulties in the recognition of academic activities developed abroad.

Brazilian higher education institutions, in general, did not craft strategic plans for the internationalization of the science produced by researchers who went abroad.

Final output and dissemination was left to the discretion of individual initiatives. Moreover, the academy was largely dissociated from Brazilian industry, and unable to contribute to the sector's research and development or innovation needs.



## The Brazilian Universities Excellence Initiative

The most fundamental difference between the program is neither size (small-scale vs. enormous) nor academic level (graduate vs. undergraduate) nor duration (long-term vs. short-term).

Rather it is **forethought**: Brazilian institutions must develop and present strategic internationalization plans before they are approved for the funds to send scholars abroad..



## The Brazilian Universities Excellence Initiative

- It pushes institutions to develop strategic and symmetrical institutional partnerships.
- It will also increase the minimum required qualification of students, administrative staff, and researchers/academics who participate. Policies designed to attract renowned academics, researchers and young talents to Brazil are also part of the program.
- It is designed to be a sustainable and permanent policy that facilitates the internationalization of HEIs and Brazilian post-graduate programs.
- It also seeks to involve Brazilian institutions in the **internationalization process** in a fundamental way. It forces them to be proactive in application for funding.
- It also requires that they articulate a means for institutional **appropriation of knowledge** acquired by researchers abroad, thus increasing the impact of student mobility on the academic community as well as other sectors of society.



## Funding activities are designed to :

- Set the foundation for the development of solid transnational partnerships focused on joint research and academic programs
- Provide scholarships for qualified individuals (outgoing and incoming) at the graduate level
- **The expectation that Brazilian universities will invest the funds** they receive in structured activities that are designed to promote internationalization at home in undergraduate and postgraduate classes.  
These activities include:
  - Use of international tests for placements
  - Course instruction in foreign languages
  - The establishment of policies for reciprocal recognition of credits and diplomas
  - Investment in non-academic staff to support internationalization activities



## 3 Possible cooperation



## Some ideas for Cooperation

- Begin to form small research groups and publish papers
- Invitation from CardiffMet to faculty members and students to participate in international conferences and professional meetings.
- Help in the organization of international conferences, symposiums, seminars and meetings at the universities in Brazil, mainly in the traditional format (gathering people in the same place), but also mediated by technology (video conferences).
- Help to improve the content and developing institutional website versions in English,
- Help to integrate your internationalization strategies.
- Invitation to participate on editorial boards of international journals and boards and committees in international scientific/professional organizations



- Research should be focused on areas that need it. Where there is money, research will follow, but business, government and academia need to work together to make sure that the gold rush is in the right direction, and ensure that the knowledge is transferred and research flows back into new products and services. The decisions they make must be swift and smart. Not only is standing still not an option, but slow progress isn't either. Rapidly managed growth is the only way forward in a competitive and challenging world.

End

Internationalization may assume different meanings and ways in the diverse higher education systems worldwide, as they face distinct challenges, have different policy perspectives, institutional capacities, and administrative systems. Nonetheless, some practices are widespread.

## International student mobility

This is the popular internationalization strategy among HEIs worldwide,

These student-centred strategies respond to the widespread idea that successful graduates must have *“the ability to think critically and creatively to solve complex problems, as well as master the skills and disposition to engage globally.”*

This kind of strategy reaches a very little portion of the student population

International mobility is cited more frequently by programs in Mathematical and earth sciences (60.0%), Biological sciences, and Multidisciplinary sciences (50.0% each). Traditionally, student mobility, especially outward mobility, is the primary form of internationalization of Brazilian science.

The implementation of CsF reinforced this pattern, and due to its large scale and political implications it has become a media phenomenon. Consequently, the respondents' perception about the meaning of internationalization may reflect the emphasis that international academic mobility is receiving in the country at present.

Being connected to the leading higher education systems and institutions abroad is a driving force for Brazilian EGPs to internationalize. However, they also recognize that those benefits are not always the real aims of their efforts. A program in Linguistics, languages and literary studies, for example, states:

*“Our program understands that internationalization is a necessary process for knowledge integration, which has always been present in our actions. However, we disagree with the current model to implement it, which is not always driven by academic needs”.*

- Internationalization at home – an approach that includes changes in the curriculum, the teaching and learning process, and co-curricular activities – is lacking.
- Regarding curriculum internationalization, a set of the surveyed EGPs has pointed out to efforts to bring frontier research topics into the curriculum, the use of English as a medium of instruction (EMI), the adoption of flexible curriculum design to facilitate recognition of credits. Some of them also offer double-degree programs.

- There is evidence that the presence of faculty members with international experience have a direct and positive effect on student participation in study abroad. In addition, the presence of foreign faculty enhances efforts to infuse curricula and campus life with an international dimension, and domestic faculties with international experience are more likely to “buy in” to initiatives designed to advance campus internationalization

## Universities will need to consider a number of questions

- What is the balance going to be between spending the levy on recruiting new staff and developing existing staff?
- Which parts of their workforce would be best suited to apprenticeships and at what level?
- A crucial question is whether there are enough apprenticeship [standards](#) in place or in development to cover the staff they want to develop?
- Whether there are suitable providers for the apprenticeship standards they want to spend their levy on?
- Whether the university or a group of universities could provide some of their own apprenticeship training?
- Whether the strategy adds up to the total levy amount including the 10% top up announced recently in the budget?
- And finally, how much universities are willing to collaborate to address some of these issues?