

The Lure of the International Market Place: Is it Make-Believe?

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Outline

- ▶ Personal experience of the international market
- ▶ Looking to work internationally: factors for & against
- ▶ What have we got to take to market
- ▶ Contrasting approaches: cautious v bold
- ▶ Working alone or together
- ▶ Lessons learned: pooling & building on shared experiences & expertise
- ▶ Opportunities
- ▶ Getting personal again: if it was up to me....?

Up close & personal

- ▶ The 'fun' bits
- ▶ The 'hard' bits
 - ▶ Making the UK system intelligible
 - ▶ Competition
 - ▶ Setting realistic expectations: Education, Training & Assessment
 - ▶ Getting buy in from leaders, especial finance!
 - ▶ Examples:
 - ▶ Partnerships
 - ▶ Country-offices
 - ▶ Agents

Or is it just India that's HARD?!

Working internationally: factors 'for'

- ▶ High regard for Education UK plc
- ▶ Burgeoning interest/growth in Qualification Frameworks, international alignment/recognition...
- ▶ Focus on outcomes/outputs
- ▶ Push on TVET/TPET across the globe
- ▶ Pushing back the academic tide: pre- and post-16
- ▶ And that holy grail: aligning supply to employer demand.....

Working internationally: factors 'against'

- ▶ Pricing
- ▶ Getting a toe-hold
- ▶ Teacher/trainer support requirements
- ▶ Risks - especially associated with regulated qualifications
- ▶ Gaining recognition in-country
- ▶ Getting support cross-company
- ▶ Avoiding mission drift
- ▶ The promise of riches.....to come!

What to take to market?

- ▶ Products
 - ▶ UK qualifications
 - ▶ Assorted materials in support of UK qualifications
- ▶ Services
 - ▶ Customised/Be-spoke qualification development
 - ▶ Quality Marks/Licences for in-house training programmes
 - ▶ Training
- ▶ Consultancy
 - ▶ Packaged core competences - in line with customer requirements

Contrasting approaches: cautious v bold

- ▶ Get close to the shore
 - ▶ Join a delegation to get a taster
 - ▶ Research the activities of other A/Bodies
- ▶ Toe in the water
 - ▶ Build on others' presence & sell a qualification or two to see how it goes
- ▶ Up to the knee
 - ▶ Select a market & get serious regarding marketing & establishing a presence
- ▶ To the waist & strike for the opposite shore
 - ▶ Set up a dedicated team and develop a three-five year strategy with a focus on selected markets and/or selected offer
 - ▶ Work in partnership with others - from both UK and in-country
 - ▶ Bid for consultancy contracts

Working alone or together?

- ▶ Spread the risk v reduce the autonomy
- ▶ Share the load v underestimate the requirements & impact on quality/control
- ▶ With in-country partners or UK-sourced partners: pros and cons
- ▶ What's to be gained? What's to be lost?
- ▶ Alone or together
 - ▶ clarity of purpose
 - ▶ consistent messaging
 - ▶ hand-holding
 - ▶ on-going mentoring, advice & support
 - ▶ nominated points of contact
 - ▶ passion
 - ▶ be prepared for the long-haul

Lessons Learned

- ▶ Set realistic expectations - build on experiences of others
- ▶ Enjoy and celebrate the difference in other jurisdictions - to innovate, to pilot, to leap across decades of practice
- ▶ Opt for countries with an established international market place - if this suits
- ▶ Don't fall for the deception of market size - it's all about market access
- ▶ Be prepared for the long haul
- ▶ Focus on building in-country capability/capacity from day one
- ▶ Work together to overcome UK regulator reticence to accept assessment systems using international assessment personnel
- ▶ Build a business case that not only adds value to own organisation but makes a contribution to the growing global expertise in outcomes-based assessment & awarding
- ▶ Work with other UK stakeholders to build a narrative about the UK system

Opportunities

- ▶ Volume & nature of TVET/TPET reform
- ▶ Emerging QA frameworks within which TPs and Assessment Bodies operate
- ▶ Partnership working on qualification design, development and delivery to transnational standards
- ▶ Gaining recognition from other countries' regulators
- ▶ Making the most of one's core competence: qualification lifecycle & assessment lifecycle operations plus quality assurance

So is it make-believe?

- ▶ Only if you are:
 - ▶ under-prepared
 - ▶ under-informed
 - ▶ wildly optimistic
 - ▶ prepared to believe everything you hear

And, if it was my call....?

- ▶ I couldn't resist....
 - ▶ The variety
 - ▶ The enrichment/enhancement of own & colleagues' professional learning & development
 - ▶ The two-way transfer of knowledge, understanding & learning
 - ▶ Seeing & feeling the passion for learning in others
 - ▶ Making the case for practical/applied learning & assessment
 - ▶ Making a contribution to much-needed reform.....