

Summary

In the last decade, internationalisation has become one of the guiding principles for assessing quality standards in research, teaching and study programmes in HEIs across the world. In Europe, the development of the EHEA, the globalisation of world economy or increased migratory movements, together with the European Commission's policy to enhance individual and societal multilingualism, has triggered the use of English and other foreign languages for educational purposes. The rapidity with which these educational changes are taking place as well as the size of the phenomenon have often outpaced the development of the necessary institutional and national policies for such educational changes to be successful. Against this backdrop, this session will focus on the recommendations that the Spanish Rectors' Conference recently approved to coordinate internationalisation strategies at a national level. The final document, endorsed by the 76 member universities in CRUE, explains the process followed to reach this agreement and addresses three basic tenets in the implementation of a quality language policy: accreditation, teacher professional development and incentives, and addresses a variety of issues such as

- the extant heterogeneity in accreditation levels
- different methodological and language support measures for students, teachers and administrative staff
- the role of other official languages in the process of internationalisation
- the role of Language Centres in the internationalisation of Higher education
- a range of specific incentives to support the efforts to adapt to and improve the internationalisation of our universities