



Senate

Paper Title	Update on the development of an International Strategy and international governance structures.
Outcome requested	Senate is asked to note the attached draft of the international strategy and note the proposed interim arrangements for supporting the Vice-Principal (International).
Points for Senate members to note and further information	<ul style="list-style-type: none"> • The International Strategy is currently in early draft format. The questions-based approach to consultation has been approved by QMSE; • A key component in ensuring the success of the international strategy once approved will be to ensure the College's international governance structures effectively support ambitions; • The existing support for the Vice-Principal (International) requires investment however this can only be addressed via the Planning and Accountability Review (PAR). In advance of the results of the PAR, interim arrangements are proposed until September 2015.
Questions for Senate to consider	N/A – for information only
Regulatory/statutory reference points	Quality Assurance Agency's <i>UK Quality Code for Higher Education</i> , Chapter B10: Managing Higher Education provision with others.
Strategy and risk	<p>The International Strategy will support the following Strategic Aims as set out in the College Strategy:</p> <p>4.1 Promote global research interactions by creating major collaborations and nurturing their success.</p> <p>4.2 Increase study-related opportunities outside of the UK for London-based students.</p> <p>4.3 Extend the portfolio of QMUL's transnational education programmes.</p> <p>4.4 Increase the number of students (including associate students) from outside the UK whose education is presented, in whole or in part, on our London campuses, while adhering to the highest quality standards.</p> <p>A separate risk register is being developed in parallel with the</p>

	strategy.
Reporting/ consideration route for the paper	Prior and onward consideration by QMSE
Author	Louise Sutherland Executive Officer (International)
Sponsor	Professor David Sadler, Vice-Principal (International)

Update on the development of an International Strategy and proposed interim international governance

Background

Under the leadership of Professor David Sadler, Vice Principal (International), a new International Strategy for the College is being developed in support of the international targets set out in the new College 'Strategy – The Next Five Years'. In parallel, and perhaps more fundamentally, the International Strategy also aims to articulate QMUL's international agenda, asking (and answering) the questions of why and how an international perspective will make much of our activity more powerful and effective.

Corresponding work is also being carried out to determine and establish the most appropriate international structures to support the VP International as it is recognised that existing structures may no longer best serve QMUL's international ambitions and vision.

International Strategy

Appendix A shows the current draft of the International Strategy. The questions-based approach has been approved by QMSE and initial discussions around content were held at the Senior Leadership Group on the 4th November.

The proposed timeline for consultation and approval is as follows:

25 November 2014	Discussion at Partnerships Board
1 December 2015	International Strategy Task & Finish Group established & meeting dates scheduled
8 December to 16 January 2015	Consultation with Faculty Executives/ relevant Professional Services Depts/ Students' Union. Work begins on Indicators of Progress & Risk Register
16 January to 2 February	All staff invited to comment
17 February	Further discussion at Partnerships Board
3 March	Final draft submitted to QMSE for approval
31 March 2015	Submitted to Council for information

International Governance

Under the current governance structures, decisions around international partnerships activity are channelled via Partnerships Board (formerly Educational Partnerships Board). Recent revision of the Terms of Reference ([See paper XXX](#)) are intended to more accurately reflect the remit of the Board and ensure compliance with Chapter B10 of the QAA UK Quality Code for Higher Education in our transnational activities and it is hoped that Senate will support these changes.

Outside of Partnerships Board, there are no other formal committees responsible for furthering the international agenda at QMUL. Whilst this is not necessarily problematic, there is a gap in the provision of academic support for the VP International outside of the Faculty VPs. That is, unlike the VP Research or VP Teaching and Learning, the VP International

does not currently have the support of designated senior staff (in this case with a clearly defined international remit) at Faculty level and at times this could lead to strategic decisions around international activities being seen to be made by an individual rather than by consensus. Whilst the existing structure has served the College well up until this point, the appointment of Professor Sadler offers an opportunity to reconsider the most appropriate model of governance for international affairs. Indeed, in initial meetings with schools and institutes we have noted considerable variation in understanding of what QM has achieved internationally; the scope of our transnational activities; the role of support services in our international activities and knowledge of what is going on elsewhere in the College. It is hoped that a revised structure will go some way towards addressing this and importantly open up new communication channels College-wide.

Whilst this note does not intend to predict the outcome of the PAR, the new structure may, for example, include the appointment of Deans for International Affairs or similar to become full members of the Faculty Executives. At school/institute level they may then be supported by champions for specific regions or initiatives. Following the model adopted by the VP Research, it is hoped that this group of individuals will then come together to form a VP International Advisory Group (VPIAG) chaired by Professor Sadler, to be supplemented by a separate Professional Services International Group that brings together Heads of the relevant services and provides a clear link between academic and professional services. In researching possible options in advance of the PAR we are reviewing practice in this area at other leading UK and overseas institutions whilst remaining sensitive to what will work for QMUL based on wider structures and culture.

Until such time as more permanent arrangements can be put in place, it is proposed that an informal International Strategy Task and Finish Group be established to run, in the first instance, until September 2015. Membership will be comprised of representatives from each of the three faculties, Students' Union and key professional services staff involved in international work. It is also envisaged that representation from each of the College's existing Joint Programmes be secured. The main function of this group will be to oversee the development and subsequent implementation of the international strategy but also to ensure it is effectively monitored once approved. The group will also crucially serve as a sounding board for the VP International and colleagues in driving forward the international agenda (in the absence of a VP International Advisory Group) and will report to QMSE as and when required.

Appendix A: International Strategy 2014-19

Introduction

Queen Mary University of London is ranked amongst the twenty most international universities in the world. This achievement marks an institution that is highly attractive to international students and staff, and is very productive in international research publication. QMUL's "Strategy 2014 - the next five years" set out four international targets:

- Development of long-term international research collaborations – three major new agreements per year
- Increased study abroad opportunities for London-based students – 100 per cent growth
- Expansion in the number of students studying for a QMUL degree off-shore – to 5,000
- Growth in the number of non-UK students studying with QMUL in London – by 50 per cent.

This international strategy supports the achievement of those targets. More fundamentally however, it develops a wider approach to QMUL's international agenda, asking (and answering) the questions of why and how an international perspective can make much of the university's activity more powerful and effective. It addresses five themes:

1. Why do we want to recruit more international students?
2. Why do we want to teach more students offshore through our transnational education activities?
3. Why do we want to ensure that the curricula we teach, and the student experience we offer, are internationally relevant and informed?
4. Why do we want to ensure our staff have the best possible international opportunities?
5. Why do we want to raise our global impact?

Why do we want to recruit more international students?

Non-UK students contribute a significant proportion of the institution's annual teaching fee income. It is widely forecast that there remains some scope for growing international student numbers within the UK, although competition to recruit such students is intensifying. With the removal of the cap on UK student numbers, the planning horizon for individual Schools and Faculties has become even more complex, although it remains the case that non-EU students offer the prospect of higher per capita fee income.

Beyond the immediately obvious financial benefits to the institution, however, a more diverse student population offers a range of more intangible but very positive consequences. These are considered below, along with some of their consequences.

- An enhanced experience for all students. The opportunity for the cross-fertilisation of ideas and understanding is one of the defining characteristics of a university education.
- An enhanced experience for staff. Teaching a more diverse range of students is a more challenging and rewarding experience.
- Sustaining teaching at postgraduate level, where the numbers of UK students would otherwise challenge the viability of many Masters programmes. Our taught postgraduate

offer is significant both for staff engagement and for our potential to recruit high quality doctoral candidates.

What do we need to do? [in a final version, to be re-phrased as "what we will do?"]

1. Ensure that Queen Mary remains a destination of choice for highly talented international students.
2. Ensure that the student community is as diverse and integrated as possible; over-dependence upon one or a small group of countries is neither sound business sense nor good for the prospects of meaningful integration across campus.
3. Ensure that we have the right infrastructure to attract international students to decide to study at Queen Mary.
4. Ensure that we have the right infrastructure to support international students through the student journey with Queen Mary, including after they have graduated.
5. Ensure that UK students have similar opportunities to add an international experience to their education, so that they can better understand the challenges and benefits of studying in a different country.

How can we do this? [in a final version, to be re-phrased as "we will achieve this by:"]

1. Constantly review and adjust our programme offering (in terms of subject, type of award, and mode of delivery) with global market opportunities in mind.
2. Understand and act upon the opportunities offered for cross-campus integration and interaction as part of the wider student experience.
3. Monitor the effectiveness of our scholarships offer and our pricing strategies.
4. Regularly review our educational partnerships as a source of international students, and adjust as appropriate.
5. Enhance our research capacity to understand the drivers and dynamics of change in our key target markets and countries.
6. Identify and prioritise the development of new target country markets for the recruitment of international students.
7. Further enhance our capacity to market our programmes, and ensure that our recruitment and admissions processes operate seamlessly from the perspective of applicants.
8. Expand the number of incoming Associate Students.
9. Increase the study abroad opportunities for London-based students.
10. Review, integrate and enhance our foundation programmes.
11. Work with our alumni to communicate the attractiveness of the Queen Mary proposition, and to understand changing demands in the global labour market.

Why do we want to teach more students offshore through our transnational education activities?

As with the recruitment of international students to study in the UK, expansion of Queen Mary's transnational activity is financially beneficial. It brings extra tuition fee income with limited capital investment costs. It also enables an element of risk mitigation, by creating a capacity to offset factors likely to have a negative impact on the recruitment of international students to the UK.

There are however other reasons why transnational activity is worthwhile. Queen Mary believes in a partnership model of transnational activity. We believe that our engagement in delivering quality higher education offshore offers opportunity to develop and promote not just particular courses or programmes, but also the strengths of the UK's university education system, whilst always being mindful and respectful of the values and traditions of other national education systems. It is in the interaction of the UK system with other countries that there is scope for mutual advance in teaching delivery, assessment, and quality assurance. We believe that Queen Mary's learning and teaching in London benefits from the work that we do offshore, through raising our profile internationally,

What do we need to do?

1. Ensure that all our curricula, wherever delivered, are offering as international a perspective and understanding as possible.
2. Capitalise upon our international standing so as to make sure the name Queen Mary is associated with an international student experience.

How do we do this?

1. Develop further the work of the Graduate Attributes project; consider whether we should develop a distinctive global strand in all our programmes.
2. Explore and resolve the practical and financial constraints to implementation of the Language Strategy.
3. Develop new programmes in the area of international education (for instance an MA in International Higher Education Management) as a way of disseminating our knowledge and broadening the channels through which we understand the changing global world of higher education.
4. Develop a range of undergraduate programmes offering an additional year of international studies.
5. Enhance and expand our range of study abroad opportunities for UK-based students.

Why do we want to ensure our staff have the best possible international opportunities?

Queen Mary recruits academic staff on a labour market that is increasingly global. We have a truly diverse workforce, which delivers outstanding research and teaching. Retaining those staff is partly a question of sustaining and enabling their continuing professional and personal development. International opportunities for research collaboration, and international experience such as study, teaching or exchange abroad, are all part of life-long career development.

Our research strategy recognises that flexibility and independence are important elements of a supportive research environment. By definition, high quality research is internationally recognised for its originality, significance and rigour. In many research fields, achieving and demonstrating those qualities is best achieved through international collaboration, given the scale and nature of the question being investigated and the nature of the resources required. In many disciplines, international collaboration mobilises different perspectives and approaches. In particular, international co-authorship is one measure of the international reach of our research activity.

What do we need to do?

1. Ensure Queen Mary continues to recruit and retain the best international talent.
2. Enable researchers to build on existing research contacts, and to develop new collaborations, so to further their research and open up new opportunities.
3. Support the career development of Queen Mary staff teaching on programmes offshore.

How do we do this?

1. Support the development of new research institutes, especially where there is significant international growth potential.
2. Build long-term relationships with international funding agencies and organisations.
3. Prioritise the development of international joint PhD programmes.
4. Develop an annual global learning, teaching and pedagogic research event, held at different locations each year, as a means of connecting and celebrating our provision around the world.

Why do we want to raise our global impact?

Queen Mary is widely and rightly known for its public engagement, particularly our work with local communities. Evidence such as reputation rankings suggests, however, that we could perform more strongly in terms of international impact. This has an intangible impact upon our graduates in that their employability rests as much upon the international standing of the institution as upon their individual academic performance.

What do we need to do?

1. Raise the standing of Queen Mary in terms of worldwide reputation and impact, building on and celebrating our existing achievements.
2. Improve our global graduate employability – placing more graduates into career paths or portfolios that involve international opportunity.
3. Build on the outcomes of REF2014 to highlight success stories, including our impact case studies.

How do we do this?

1. Work with Queen Mary alumni around the world to raise awareness and understanding of our work.
2. Develop detailed and comprehensive country strategies for all forms of engagement within key states such as China and India.
3. Enhance our channels of marketing and promotion outside the UK.
4. Emphasise our global standing and contribution in our communications, through enhanced international public relations capacity.

Conclusion

Queen Mary is at the forefront of internationalisation not just within the UK, but globally. It is not enough just to seek to be more international, important though this goal is. Through the achievement of the objectives of this strategy, we will become an institution that is known for being inclusively international: driving the benefits of interaction, engagement and partnership into all areas of university activity, and ensuring that all who work and study at the university have a distinctively QMUL international experience.

International Strategy 2014-19: contextual background

In developing our international strategy we would like to be outward as well as inward looking in our approach. This should help ensure that the end product reflects and responds to the wider context within which we operate.

As the world of international higher education is fast moving, the aim is to regularly take stock of both current and predicted trends in student mobility as well as the wider drivers for international student recruitment, transnational education, and partnerships activity.

International student recruitment

Key global trends in international student recruitment include:

- Total enrolment in higher education globally was 170m in 2009, forecast to grow to 191m by 2020. The main increases are projected in India (7m), China (5m), Brazil (2.6m), Indonesia (2.3m), Nigeria (1.4m), Philippines (0.7m), Bangladesh (0.7m), Turkey (0.7m), and Ethiopia (0.6m). For India this would represent an enrolment rate of 18 per cent, for China 26 per cent, and for Brazil 36 per cent.
- By 2020 four countries will account for half of the world's 18-22 population: India, China, USA, and Indonesia. A further 25 per cent will come from Pakistan, Nigeria, Brazil, Bangladesh, Ethiopia, Philippines, Mexico, Egypt and Vietnam.
- By 2020 it is forecast that China (585k) and India (296k) will be substantially the largest sources of outbound international students, ahead of South Korea (134k), Germany (100k), Turkey (84k), Malaysia (82k) and Nigeria (67k).

Source – British Council (2012) *The shape of things to come: higher education global trends and emerging opportunities to 2020*

- The number of internationally mobile students in higher education worldwide has increased from 0.5m in 1975 to 2.1m in 2010 and 4.3m in 2011. The top ten countries by origin in 2010 were: China (549k), India (192k), Germany (94k), USA (55k), Malaysia (54k), France (53k), Vietnam (47k), South Korea (47k), Canada (45k) and Turkey (43k).
- In 2011 education exports were worth £17.5bn to the UK economy, of which 75 per cent was accounted for by international students studying in the UK.
- It was estimated that the numbers of international students in higher education (in the UK) might grow by 15 to 20 per cent over the following five years. Eight priority countries/areas for UK universities were identified: China, India, Brazil, Saudi Arabia, Colombia, Turkey, Mexico, Indonesia, and the Gulf states.

Source – DBIS 2013 *International education: global growth and prosperity*

At the moment therefore, the global market for international student recruitment appears strong. It is worth noting however that the same British Council report also sounds a note of caution acknowledging that the rate of growth in student mobility will slow as the 18-24 age group in the main source country China shrinks and domestic capacity expands in other sending countries.

Whilst useful, data on predicted demographic shifts should not be considered in isolation and a range of other factors can also influence international student recruitment including:

- Political conditions and immigration policy
- Economic outlook and exchange rates
- Changes in domestic HE provision and associated capacity building plans
- Digital technology
- Global workforce requirements
- Strong competition from other countries, including Australia, Canada, the USA and mainland Europe

Indeed, some of these factors, most notably current immigration policy, go some way towards explaining the recent state of play in the UK:

- In 2012/13, the number of new non-EU students enrolled at higher education institutions in England fell from the previous year, for the first time since current records began in 1994/95. The fall was only modest overall (down 1 per cent) although some countries saw a marked reduction, particularly India (down 25 per cent) and Pakistan (down 17 per cent).
- Full time postgraduate student numbers are extremely dependent upon international students, who accounted for 74 per cent of all new enrolments to such courses in 2012/13.
- Students from China accounted for 23 per cent of all full time entrants to postgraduate courses, with more than half of these studying on management and business programmes.

Source – HEFCE (2014) *Global demand for English higher education*

Transnational Education

The main driver of TNE activity globally is demand in HE outstripping supply. That is, governments in the developing world working towards satisfying the demands of their increasingly wealthy citizens by permitting overseas institutions to deliver programmes locally to satisfy demand. As TNE markets mature however additional factors may come into play including a desire from these governments to internationalise their higher education sectors in a bid to become more attractive host destinations in their own right. For example, Singapore, Dubai, Malaysia and Hong Kong are already established as regional educational hubs.

A recent study commissioned by the Observatory on Borderless Higher Education found that:

- TNE refers to arrangements by which students are taught in their own or third countries rather than in the country of provision. As the rate of growth of student mobility slows, growth in TNE will accelerate to meet growing demand.
- The number of international branch campuses (as defined by the Observatory) has grown steadily over the last seven years, from 82 branch campuses in 2006 to 162 in 2009 and 200 in 2011. The Observatory expects the number to reach 240-250 by 2015 and possibly 280 by 2020.
- The Observatory's most recent branch campus survey report, based on 2011 data, noted an ongoing shift in the location of this activity, from its Gulf origins to East and South East Asia, where governments with cash to spare are keen to host such ventures, where research funding is also supported, and where the market is less crowded.
- Only four countries currently appear to collect TNE export data at national level: UK, Australia, Germany and Ireland (China, Hong Kong, Malaysia, Mauritius, Thailand and Vietnam collect TNE host data only).
- The UK is usually cited as proof of the rapid expansion of TNE: the official data shows that the number of international students studying for UK qualifications outside the UK surpassed those studying in the UK in about 2010. Taking into account the 'Oxford Brookes' effect on reporting the ratio of TNE to onshore international students in the UK is still higher than the 1:2 in Australia, the next largest TNE provider.
- TNE provision worldwide is set to grow faster than student mobility over the next decade, and it will receive part of this boost from the MOOCs revolution.

Source: OBHE (2013) *Horizon Scanning: What will international higher education look like in 2020?*

Student Experience

With almost one in five students in the UK coming from abroad, the international student has become a big part of Britain's higher education landscape. In today's world of global education, integration is an essential consideration for all students in terms of diverse learning and cultural awareness.

- In 2012/13 non-UK students accounted for 13 per cent of the UK undergraduate population, and 37 per cent of the UK postgraduate population. In total non-UK students accounted for 18 per cent of the UK student population.
- A survey of UK-domiciled students about their interaction with international students found that:
 - 44 per cent agreed with the comment "I have friends who are international students";
 - 27 per cent said "I have international students in my class";
 - 23 per cent said "I don't know any international students".
- In response to a question "how do you feel about international students on campus?", the responses were as follows:
 - I enjoy sharing experiences with international students - 47 per cent
 - I have no opinion - 19 per cent
 - International students are private and keep to themselves - 13 per cent
 - They bring international culture and views - 10 per cent
 - I wish I could interact more - 8 per cent
 - They don't belong here - 2 per cent.
- In other words, only half of the 2,632 respondents to this national survey either had international students as friends or expressed positive views about their shared experiences with international students.
- Since 2007 the British Council has been collecting data from prospective international students. This includes a question about the most important factor when choosing a destination study. The top three factors have consistently been career prospects, an internationally recognised qualification, and university reputation. In 2010 a new trend emerged, with "the destination country being perceived as a safe place to study" rising from the 17th most important factor to the 4th most important.
- For those students wanting to study in the UK, personal safety and living in a multicultural society are ranked of equal significance.

Source – British Council (2014) *Integration of international students: a UK perspective*