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European Benchmarking Initiative on Higher Education: Internationalisation
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Note to readers:
Bold text within articles
are hyperlinks

Brain drains and non-doms

Last week, a new report from the OECD, **'A Profile of Immigrant Populations in the 21st Century'**, received widespread coverage here and abroad. **The Times** celebrated the 'brain gain' represented by immigration. Some of the UK press highlighted concerns, with the **Telegraph**, **Observer** and **Mail** reporting that Britain's 'brain drain' is the 'worst of any country'. The most sanguine reaction was from the Engineer online, whose editorial, **'At least we've got the brains to drain'**, noted that the UK has exported skilled people to the rest of the world since the industrial revolution and that real trouble would be signified by producing engineers nobody else wanted.

The OECD report shows that there are 1.26m immigrant university graduates living in the UK and 1.44m of the UK's graduates now living abroad. The UK's total of 3.2m living abroad is second only to **Mexico's** 8m.

At 31m, the **US** has the largest number of foreign-born residents. **Australia** and **Canada**, however, have far higher proportions of foreign-born residents, at 27.7% and 22.4% respectively. The UK's proportion of 9.4% is exceeded by **Switzerland**, **Germany**, **France** and the **Netherlands**. Surprisingly, the US is the only OECD country to receive more highly skilled migrants than it loses.

In the context of the internationalisation of higher education, the brain drain issue signifies that approaching other countries as equal partners rather than cash cows is a matter of consequence. The OECD shows, however, that the countries suffering brain drain are not **China** and **India**, which each have about 2m, or 0.2%, of their citizens living elsewhere. Brain drain is rather the scourge of the Caribbean and Africa. 72% of university-educated **Jamaicans** and 33% of educated **Ghanaians** live abroad.

There is little doubt that the UK economy has benefited from the increasing flow of graduates to and from the country, with our higher education sector ever more dependent on attracting talented foreign staff. Last summer, a **Universities UK**

report showed that in 2005/06 19.1% of academic staff were non-UK nationals and this group has increased significantly in recent years; 27% of all academic staff appointed in 2005/06 were non-UK nationals.

That trend, however, may be about to change. In January, **issue 9** of International Focus noted the potential impact on international students of the government's proposed policy to tax 'non-doms', or non-domiciled UK residents. The policy has now **met with hostility** from the HE sector in regard to its impact on the ability of UK universities to recruit and keep the best staff from around the world and, hence, to maintain their international competitiveness.

The proposal – that non-doms living in the UK for seven years should either pay tax on income earned abroad or pay an annual flat fee of £30,000 to maintain tax privileges – is motivated by increasingly negative views of these privileges for the foreign super-rich (whose foreign investment income is exempt from tax as long as the income is kept offshore).

Hasty legislation can have unintended consequences. While the proportion of academic staff from abroad is about one-fifth in the UK overall (about 35,000), in institutions such as the **London Business School** it is more than four-fifths. Such scholars are not the super-rich targets of the non-dom policy. Ironically, this very lack of riches makes them more likely than the wealthy to reconsider their positions in the UK.

Interestingly, the OECD report notes that more than 70% of immigrants in the UK and some other European countries have been there for more than 10 years. But even for prospective entrants not intending to stay longer than seven years, the new rules may promote a perception that the UK is a less-welcoming place for foreign academics. A diminution in the ability to recruit and keep the best is a direct hit against international competitiveness for which the whole sector will suffer.

Recruitment

Glasgow announces £1million international scholarship fund



University of Glasgow

The **University of Glasgow** has announced it will offer up to £1 million in scholarship programmes to mark the city's success in securing the 2014 Commonwealth Games.

The **Commonwealth Scholarship Scheme** will offer 53 students, one for each country of the Commonwealth, the opportunity to study at the university at Master's level, with the first arriving in September 2010. It is intended that the scholarships will run beyond the 2014 Commonwealth Games in the city, acting as a legacy for the games.

As with the Commonwealth Scholarship Programme more generally, the main aim of the scheme is to provide an international education experience for students from developing countries.

Launching the scheme, University of Glasgow Principal, Sir Muir Russell, said, 'We have over the years sought to support postgraduate students from such countries as **Kenya, Malawi and Pakistan**. It was therefore natural for us, following the announcement that Glasgow had won the games, to begin to think about the ways in which we could extend and develop these links.'

Full support – funding for fees, maintenance and travel costs – will be offered to those students coming from the 14 least developed countries of the Commonwealth including **Bangladesh, Ghana, Lesotho, Mozambique and South Africa**. For the remaining 39 scholars, full fees will be provided.

Research & Collaboration

Scotland universities in medical research funding boost

Four Scottish universities will host the world's first **Translational Medicine Research Collaboration (TMRC)**. Funding of almost £50m has been allocated to support 39 research projects.

The Universities of **Aberdeen, Dundee, Edinburgh** and **Glasgow** are part of TMRC which brings together Philadelphia-based pharmaceutical company, **Wyeth**, with the universities' medical research centres.

The cash will fund projects covering areas such as cardiovascular and metabolic disease and women's health. These new investments build on almost £8 million of project funding released in December 2006 to support 28 research programs.

The collaboration also involves Scottish Enterprise and NHS trusts in Grampian, Greater Glasgow and Clyde, Lothian and Tayside.

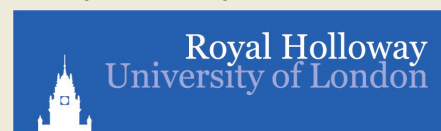
The first phase of TMRC created in excess of 100 new jobs in the universities and at the TMRC Core Laboratory located at the University of Dundee, with employment expected to double through the next phase of TMRC.

Professor Stephen Logan, Senior Vice Principal for the University of Aberdeen, said, 'Such a relationship with a Top 10 pharmaceutical company provides our scientists and clinicians with a unique opportunity for knowledge transfer to the pharmaceutical industry. The project has also resulted in the creation of new scientific jobs. This latest round amounts to approximately 30 new research positions at Aberdeen.'

Frank Walsh, Executive Vice-President of Wyeth Discovery Research, said, 'We remain very impressed by the quality of the science and innovation being generated as part of this collaboration. The latest round of projects is likely to

generate meaningful scientific data which will have a real impact on the quality of new therapies being developed as well as the speed with which we can deliver these to patients.'

Trans-Siberian link in the pipeline for Royal Holloway



Initial plans are in place to offer a dual Master's programme in Petroleum Geoscience between **Royal Holloway, University of London** and **Tyumen State Oil and Gas University (TSOGU)** in Siberia.

This trans-Siberian programme will be offered in partnership with **TNK-BP**, one of the largest oil companies operating in **Russia**, employing 90,000 people.

TNK-BP selected Royal Holloway from an initial international list of eight universities to set up a Master's degree programme with TSOGU, one of only four petroleum universities in Russia and the only university of its kind in Siberia and the Far East.

The course, due to commence in September 2008, will be taught entirely at TSOGU, with contributions from Royal Holloway staff and staff from Tyumen who will be partly trained by Royal Holloway. TNK-BP will sponsor 20 students a year, initially for two years.

Dr Chris Elders, who is leading the collaborative project, said, 'The planning and logistics required to deliver our existing Masters programme in a completely different environment are incredibly complex, but the potential is tremendous. Russian universities produce exceptionally well-trained specialists, but international oil companies require graduates who can apply their knowledge across a range of subjects and who can operate in multidisciplinary teams.'

Markets & Intelligence

Research: Invitation to tender

The **UK HE International Unit** and the **UK HE Europe Unit** have issued an invitation to tender for a study on competition for international students from other European countries.

The purpose of the study is to explore other European countries' national policies and approaches to attracting international students. It will also construct a picture, over the coming five years, of where the competition to UK HEIs may originate at both undergraduate and taught Master's levels.

The ultimate goal of the study is to provide UK HEIs with useful intelligence on the European market for international students so that they may position themselves most appropriately in response.

The full invitation can be downloaded [HERE](#).

Deadline for bids: Friday 14 March.

First UK university to open Singapore campus

Queen Margaret University, Edinburgh (QMU) is to become the first

UK university to open a campus in **Singapore** after it signed a Memorandum of Understanding with the **East Asia Institute of Management (EASB)**.

QMU Asia Campus is the product of a seven-year collaboration and the MoU provides for detailed negotiation to create a joint venture company based in Singapore.

QMU has collaborated with EASB in the provision of courses, with the first degree programmes validated in 2003. The partners currently offer programmes in hospitality and



tourism management, business management and events management. The new venture will enable the expansion of courses to other aspects of business and subsequently to degree and postgraduate qualifications relevant to the allied health professions.

Brunei Scholarships available for UK students

The **Government of Brunei Darussalam** is offering scholarships to eligible students of the United Kingdom commencing in the 2008/2009 academic year.

The scholarships provide opportunities for students to study at various institutions, including the **University of Brunei Darussalam**, the **Islamic University of Sultan Sharif Ali**, the **Brunei Institute of Technology**, and **Pengiran Anak Puteri Rashidah Sa'adatol Bolkia College of Nursing**.

Applicants must be citizens of the UK and must be between the ages of 18-25 at the commencement of the academic session. Click [here](#) for additional information.

Application forms can be obtained from the Scholarships section, **Brunei Ministry of Education**, Bandar Ser Begawan BB 3510, Brunei Darussalam 6732 380701; scholarship@moe.bn

The deadline for completed application forms is 28 February 2008.

Cardiff opens Confucius Institute

Cardiff University formally opened a Confucius Institute last week in a ceremony attended by the Secretary of State for Wales, the Rt Hon Paul Murphy MP.

The university has secured agreement with **Hanban**, the Chinese Language Council International, to establish the **Cardiff Confucius Institute** for the teaching of language and culture. Cardiff was specially selected by Hanban, which is looking to establish Confucius Institutes around the world.

The Institute will be based at the university's Centre for Lifelong Learning, which is working on the project with one of China's leading Universities, **Xiamen University**.



A full programme of courses, including Chinese language at all levels, Chinese culture and Chinese commercial protocol, launches this spring. They will be tailored for business, the public sector, university staff and students and members of the community who wish to know more about China.

International Unit adds to Country Briefings series

The UK HE International Unit has added to its Country Briefings series with two new reports on the Middle East.

Oman and **Qatar** Country Briefings are now accessible on the Secure Area of the website (www.international.ac.uk). Login and password details have been supplied to Heads of International Offices at UK universities – please contact your Head of Office to obtain access.



The reports are for use by Vice-Chancellors and senior staff on overseas visits. They include overviews of the current political and economic climate as well as the most up-to-date information on the higher education system.

The Middle East Briefings follow the **China** and **India** reports compiled last month and a report on **Bahrain** will be added shortly.

Markets & Intelligence

cont...

Keeping Australian universities internationally competitive

Observing **Australia** is mandatory for those with an interest in the internationalisation of higher education. This is even more true for those based in the **United Kingdom**, given that many of the policy debates parallel our own.

Earlier this month, **Universities Australia** released a new policy paper, '**Solutions For Building Australia's Human Capital Through Universities**', which called for a national internship scheme, a tertiary student computing fund and increased access to scholarships and social security support. Nothing unique in that. But the debate that surrounded the report's release concerned the maintenance of the sector's international competitiveness, and the arguments sound familiar some 10,000 miles away.



Universities Australia's chief executive, Professor Glenn Withers, **challenged the new government** to move beyond its election pledges and restore university funding to a level with competitor nations, saying that existing commitments would not improve the

sector's international standing. Meanwhile, the Vice-Chancellor of the research-intensive Australian National University, Professor Ian Chubb, **waded into the debate** by warning that increased funding itself was not enough. Instead the Labor administration should adopt a more focussed approach to the way it funds the sector or, he also warned, the country will fall behind the rest of the world in higher education.

In an **interview with the Australian Broadcasting Corporation**, Professor Chubb said federal grants should fully fund research, instead of spreading the money thinly across many projects. 'Australia's catch-up cannot be predicated on a thinly spread distribution of any additional investment because of the scale and pace of our competitors,' he said. Investment should target the best researchers and allow academics to undertake research wherever the best facilities happen to be. Such a system would benefit a research-intensive university like **ANU**, and Professor Chubb acknowledged that not all universities would support such a view.

Professor Chubb also warned that the international reputation of Australian tertiary qualifications would be jeopardised unless a new system for ensuring the quality of degrees was adopted. In an **interview with the Sydney Morning Herald**, Professor Chubb suggested lessons could be learned from the UK. 'We have danced around the question of standards for too long. We persist with a notion of parity of esteem of degrees even though we know that there are sizeable differences in the entry scores of students, in the capabilities of academic staff, in campus environments and cultures, and in amenities for teaching and research.'

Professor Chubb called for a new minimum standard to be established for university degrees with benchmarks to allow comparisons of the standards achieved by graduates from different institutions. One approach to quality assurance for degrees from different universities would be the British system of having a system of external examiners to assess students. The problem with

the existing system was it focused on teaching and assessment processes but not graduates' outcomes.

The new government's response in all this is to focus attention on its so-called 'education revolution' in higher education funding. Beyond the political rhetoric, ministers have acknowledged the need for a more focussed approach. Last week, **Innovation, Science and Research Minister Kim Carr told a Senate hearing** that universities needed to focus on their strengths and specialties, rather than trying to be all things to all students. Mr Carr said, 'There needs to be a higher level of concentration of research effort. That does not mean that we're in the business of running teaching-only institutions or that we take the view that there aren't world-class areas of performance in each institution. Our intention is to encourage universities to have a world-class performance in their areas of strength.'

Mr Carr acknowledged the diversity of the Australian higher education sector. Answering questions at the Senate's Education, Employment and Workplace Relations Committee, Mr Carr said while he believed all universities should do research, institutions such as the research-focused **ANU** had a different profile to the teaching-focussed **Central Queensland University** and that the government has a commitment to both.

Domestic policy debates in Australia are increasingly framed through an international lens. Long recognised as a pioneer in internationalisation, the country appears to be taking an increasingly self-critical approach to the issue – perhaps the result of initiatives by its key competitors. Whether Australia has ever rested on its laurels is a moot point; current debates suggest the country's educationalists and politicians are giving the issue of international competitiveness ever-increasing attention.

In Focus: The International Unit website

International Unit offers global HE information hub

The International Unit's website, www.international.ac.uk, is all of 6 months old but already there have been 17,000 visitors and 250,000 hits on individual pages within the site. Around half of the visitors to the site are from outside the United Kingdom. This testifies to the fact that not only is higher education truly global, but demand for information about future trends and implications is increasing rapidly.

The primary purpose of the International Unit website is to provide UK university staff engaged in international activities with finger-tip access to current and relevant information. The world is a big place and our website is designed to act as a 'one-stop shop' for staff to find out the latest HE information on a particular country. Users can download the latest research on internationalisation and access links to agencies and information providers in key countries.

In this article we highlight some of the website features that can help staff obtain the information they require, easily and efficiently.

Data analysis of those using the website show the **Country Profiles** section of the website to be the most used. With over 2,200 news articles and hundreds of research reports listed across separate countries, the web acts as a user-friendly databank of information.

Visitors to the website are able to run their cursor over a map of the world and select one of 197 countries. For example, by choosing "China" the user has access to over 100 articles on higher education developments in the country dating back to 2002, alongside research reports on China higher education, links to Chinese agencies and universities, as well background information and latest statistics.

News stories are updated daily and sourced from media outlets around the world. They are presented in a digest version with a link back to the original article, giving readers a global perspective on higher education.

The screenshot displays the International Unit website interface. At the top right is the logo, a blue circle above a stylized 'I' shape, with the text 'international unit' below it. The main header reads 'Global Opportunities for UK Higher Education' above a large photograph of a castle on a hill. A navigation menu on the left lists: Home, About us, Country profiles and news, Our research and publications, Documents library, Statistics, Events, UK HE Europe Unit, Image Gallery, and Contact us. Below the menu is a search box with the text 'Search this site' and an 'Enter' button. A 'Latest News' section lists several articles with their titles and sources: 'Scottish university to open campus in Singapore' (The Herald 20/02/08), 'Foreign students again flock to US' (Brown Daily Herald 20/02/08), 'Universities must diversify: Carr' (Sydney Morning Herald 20/02/08), 'Russian varsities targeting West-bound Indian students' (Thaindian News 19/02/08), and 'Who will weather financial storm?' (The Guardian 19/02/08). A 'Welcome' section contains a paragraph about the unit's purpose. A 'Diary Dates' sidebar on the right lists events: '3-5 March Emerging Directions in Global Education International Conference' (Dehli, India) and '7 March Best Practice Exchange 2008: "Raising the Bar" for the international student experience' (Edinburgh, UK). Below this is a 'Current Research' section with a link to 'Invitation to Tender'.

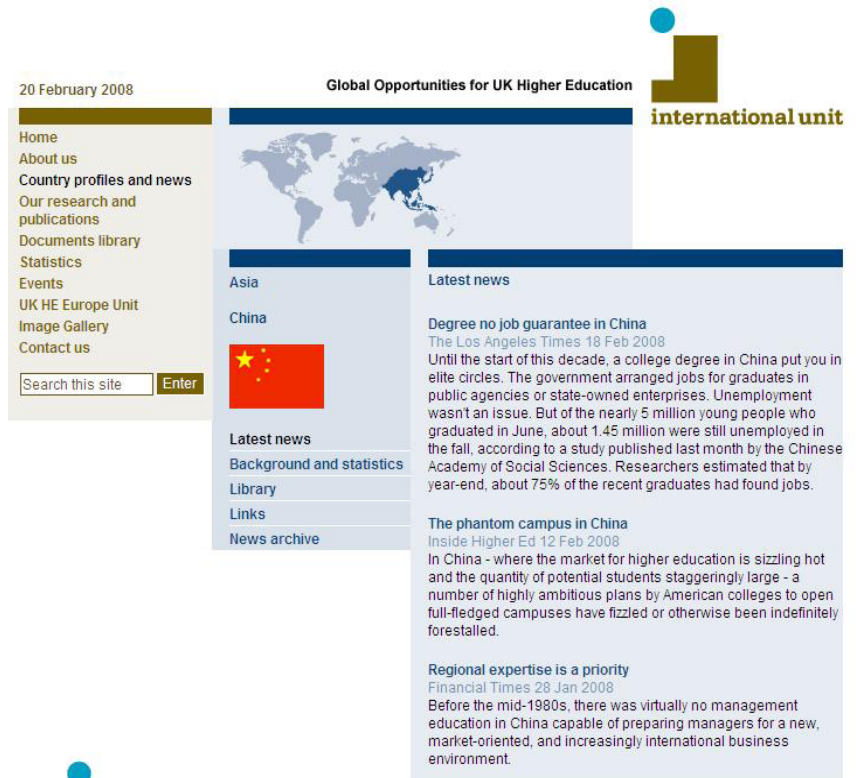
www.international.ac.uk

In Focus: The International Unit website

The website's **Documents Library** offers a comprehensive resource of general research and reports from around the world, including key briefings from UNESCO, the World Bank and other international organisations. A powerful search engine allows the user to search publications by title, author, year of publication, organisation or country. The Library conducts an approximate match search so there's no need to remember the exact name of the report you're looking for. You can also find the latest documents for a particular country under the Library Section for each individual country.

The International Unit conducts its own programme of original research, details of which can be found under our **Research and Publications page**. Topics under investigation include the international competition for doctoral students; the practice of internationalisation within universities; a comparison of international research collaboration strategies; opportunities for British Universities in the Middle East; and how UK universities can benefit from involvement in Offset ventures.

The results of these projects will be published in the Secure Area of the website. This also contains our Legal Series in association with Eversheds, providing 'Heads of Terms' legal documents for use by universities wishing to engage in overseas partnerships.



The section also hosts the International Unit's country briefing documents, for use by Vice-Chancellors and senior staff on overseas visits. Current briefings available to download include reports for India, China, Oman and Qatar. Login and password details have been supplied to Heads of International Offices at UK universities – please contact your Head of Office to obtain access.



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If you have any feedback or suggestions regarding this newsletter and its contents or would like to bring to our attention news from the international higher education sector, please email info@international.ac.uk

Laws & Regulations

Reforming Qatar's university sector

Post-secondary education in Qatar does not meet the country's labour market demands, according to a **report published last week** by the RAND Corporation.

The one year study, commissioned by Qatar's **Supreme Education Council**, concluded not only that higher education and professional training opportunities required improvement, but that the education and career choices of Qatari citizens need to change to meet the nation's social and economic goals.

The study identified occupational demands in professional, technical, sales and service occupations for men and professional and clerical areas for women.

Current labour practices create an obstacle to addressing these needs, however, because Qataris with no university education can secure well-paid jobs in the public sector. These jobs account for 77% of all employed Qatari citizens. Qatari women, whilst generally better educated than men, are less likely to pursue careers and have limited employment opportunities due to traditional preferences for single-gender workplaces. The country's labour market also relies heavily on foreign workers, who account for the majority of the Persian Gulf state's 750,000 residents.

Whilst the country is able to offer a diverse range of courses at undergraduate level through the state-sponsored **Qatar University** and several overseas campuses in **Education City**, there is little provision for post-graduate or professional training in any field. The study concludes that this needs to change if labour market needs are to be met.

It makes the following recommendations to fill the post-secondary education gaps:

- Establish a government sponsored community college to improve general skills and/or prepare for further education.
- Recruit a top liberal arts college to Qatar to provide more diverse four-year degree options.
- Develop an honours programme to provide high-quality education in a traditional, gender-segregated environment – this will provide more options for high-achieving women.
- Add Master's degrees in high-demand fields to current offerings at Education City and career-related Master's at Qatar University.

Study Abroad bill passes next step towards enactment

The **United States Senate Foreign Relations Committee** has passed the **Senator Paul Simon Study Abroad Foundation Act**, taking the bill one step closer to establishing study abroad as a national higher education priority.

The bill calls for the creation of a national programme to increase the numbers of US students who study abroad. The Act sets out a ten-year goal that one million students will study abroad annually.

Foreign policy leaders and national security experts in the US have long pointed out the need for more Americans to have foreign-language skills and an understanding of global issues. Although there is increasing recognition by students of the benefits of overseas study, only one percent of American college students participate in study abroad programs each year.

The bill, which passed the lower House of Representatives last year, has already gained strong cross-party support in the Senate and will now go to the Senate floor for a vote which should lead to its enactment.