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Singapore

23-26 November 2010
**5th International
Barcelona on Higher
Education - Higher
Education's Commitment
to Sustainability: From
Understanding to Action**
Barcelona, Spain

28 November -
03 December 2010
**Europe Conference for
Academic Disciplines**
Gottenheim, Germany

02-03 December 2010
**Enhancing Learning
Experiences in Higher
Education: International
Conference**
Hong Kong

01 February 2011
**UK HE Europe Unt
Conference: You, the EHEA
and the wider world**
London, UK

Universities rely on international staff and students

The government's policy objective of reducing net migration to 'tens of thousands' by the end of the current parliament could cause major problems for UK universities. It would also irreversibly damage the reputation of the UK overseas.

Our universities are the largest volume users of the immigration system; we bring in thousands of international staff, students and visitors every year – a fact often lost on policy-makers and commentators.

More than 10% of all our academic staff are non-EU nationals. These highly skilled staff make up a core element of our workforce and without them we would have to cut the provision of courses in areas of vital importance to the UK.

This would affect the opportunities for UK students wanting to study those subjects. And it is not possible to substitute these academics for UK nationals: we simply do not produce enough graduates in these areas. Unless we are able to bring in world-leading researchers, the extraordinary international quality of UK research will plummet.

World-class research requires world-class people, and we cannot adopt a fortress Britain attitude. In the university world, our competitors are watching and will be ready to attract international staff and students deterred by negative perceptions of the UK visa system.

As well as the US, Canada, Australia and New Zealand, the developing university systems in Singapore, China and India are competing with us for academic talent. They are not limiting their ability to recruit the top international staff.

The business secretary, Vince Cable, recognised this when he acknowledged that the government's proposals could limit businesses and universities' ability to attract 'the brightest and the best' staff. The problem is that it doesn't appear that the Home Office is listening to the business department.

The cap on non-EU economic employees has already caused major difficulties for universities as interim limits were imposed in the middle of staff recruitment for the new academic year.

There is also a particular difficulty with the current points-based system of immigration which rewards salary, not expertise. This means that some of the best international researchers, who score very highly on academic qualifications but poorly on salary (researchers tend not to be well paid) fail to gain enough points to pass the test.

This debate has raised questions about whether the UK is indeed 'open for business'. Changes to our immigration system do not go unnoticed overseas. The government's policy to limit migration featured prominently during David Cameron's visit to India earlier this year. As the Prime Minister himself has acknowledged, our strategic relationship with India, China and many other countries is critically important to this country's future. But this relationship depends not only on the flow of goods and political goodwill but also on the mobility of people to and from the UK.

While staff issues have dominated recent months we are also aware that the government's review will shortly turn to international students and their use of the immigration system. We know the immense value of our international students to our universities: they add richness to our campuses and allow our UK students to experience a global culture that is likely to be essential for their future as graduates. And that is quite apart from the substantial income – over £5bn – that international students bring to the UK economy each year. We are worried that the government does not recognise this value and that short-sighted political objectives will damage one of the UK's greatest success stories.

Of course universities acknowledge the need for a robust immigration system. But it should be proportionate and workable, and must not be imposed at the expense of our universities, our international reputation and our economic growth.

Nicola Dandridge, Chief Executive, Universities UK.

This article first appeared in the Guardian Online on Tuesday 12 October 2010 and has been amended in light of the forthcoming review of student migration.

Research & Collaboration

University wins UAE contract to deliver teacher training

The University of Wolverhampton has won a contract to support the training and development of school leaders in the United Arab Emirates.

The work will involve the exchange of groups of head teachers between the UK and UAE for training. Academics from the University of Wolverhampton will also deliver training and short modules in the UAE.

The deal was agreed in the United Arab Emirates by University of Wolverhampton Deputy Vice-Chancellor, Professor Sir Geoff Hampton, and HE Humaid Al Qattami, UAE Minister of Education, and is part of the university's strategy to raise its profile in the Emirates. Wolverhampton has identified the UAE as a market for educational consultancy and Continuous Professional Development (CPD) work.



Saudi university seeks UK progression partner

The University of Tabuk in Saudi Arabia seeks a UK university partner for a cooperative agreement to progress 10 College of Science female graduate students onto PhD courses in the UK.

Students would pursue their degrees under joint supervision of Tabuk and the UK university partner, conduct field work and research in Saudi Arabia and fulfil in-house course requirements in the UK. English-language requirements will be satisfied in Saudi Arabia.

Interested UK universities should contact:

Professor Dr Mohammad S. AlJuhani
Dean of Higher Studies & Director of International Cooperation, University of Tabuk
Saudi Arabia
msjuhani@yahoo.com

Deadline for expressions of interest: 20th November 2010. Click [HERE](#) for more information about Tabuk University.

Grant opportunities for international health links

The British Council and THET are pleased to announce a third round of funding for the International Health Links Funding Scheme (IHLFS)

IHLFS is offering project grants of up to £15,000 for one year to support existing links to develop and prepare a needs assessment, refine plans for a larger initiative or to pursue modest development programmes.

IHLFS is a three-year scheme that supports Health Links between health institutions in developing countries and the UK. It is funded by the Department for International Development and the Department of Health and is jointly managed by THET and the British Council.

The scheme aims to strengthen the capacity of health services in developing countries by providing £1.25m each year to support the work of health links.

Pre-application workshops will be held prior to the deadline. Dates and locations are: Cardiff 10th November, Edinburgh 12th November, London 16th November. If you are interested in attending please email: health.links@britishcouncil.org

Deadline for applications: 31 December 2010. Unsuccessful applications from Round 1 and/or Round 2 are welcome to re-apply for a project grant.

Click [HERE](#) for more information on the application criteria.



In Focus: IAU 3rd Global Survey

Internationalization of Higher Education – past, present and future

The report of the International Association of Universities (IAU) 3rd Global Survey on Internationalization of Higher Education, entitled 'Internationalization of Higher Education: Global Trends, Regional Perspectives', is based on the analysis of survey responses from 745 institutions in 115 countries from all regions of the world, as well as a number of national university associations. As such, it represents the most geographically comprehensive collection and analysis of data on internationalisation of higher education ever undertaken. Previous editions of the Global Survey were published in 2003 and 2005.

Analysing such a large, diverse and rich mass of data, and comparing it across different institutions and regions as well as over time, is quite complex. Many of the findings on the key issues related to internationalisation provide interesting new insights. This is also the case when the results of the 3rd Global Survey are compared to the IAU 2005 Global Survey in a few areas.

It is well known that internationalisation has become increasingly important for higher education institutions, as numerous government policy documents, international conferences and institutional debates can attest. Indeed the survey showed that:

- 87% of institutions surveyed include mention of internationalisation within their overall strategic plan;
- 78% see internationalisation as having increased or substantially increased in importance within their institution over the past three years.

Furthermore, it is significant to note that in almost 50% of surveyed institutions which indicate that they have funding for internationalisation, the level of such funding has increased over the past three years. In those institutions that have a dedicated internationalisation policy, there has been an increase in the percentage that also have:

- A specific budget for internationalisation activities (from 65% in 2005 to 73% in the 3rd Global Survey);
- A monitoring framework for internationalisation (from 53% to 72%);
- A dedicated office for internationalisation (71% to 85%).

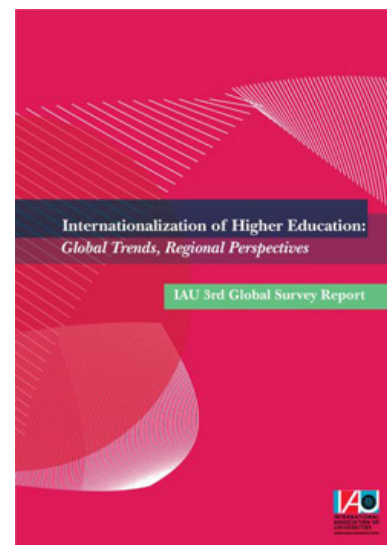
However, the results also show that the 'lack of funding' has become the most important internal and external barrier to advancing internationalisation within HEIs. This is in striking contrast to the results of the 2005 survey, in which lack of financial support for internationalisation was not seen as significant and was not among the top three obstacles identified. The economic crisis, which was already impacting on HEIs at the time the data collection was underway, therefore presents significant challenges in maintaining the level of activity required to fulfill their internationalisation goals.

Outgoing mobility for students, student exchanges, and attracting international students are the highest priority activities within institutional internationalisation policies. These are also among the most costly activities; when juxtaposed against the lack of funding, the challenge becomes clear.

This is further confirmed when we note that in the majority of the surveyed institutions, the percentage of full-time international students enrolled in HEIs and the percentage able to spend time overseas as part of their study programme, remain low. International student mobility remains an activity reserved for a select few!

The survey also confirms the growing interest in the development of joint and/or dual/double degree programmes. In the results of the 3rd Global Survey, this activity was ranked as the 4th-highest (out of 18 options) priority in terms of receiving attention and resources in surveyed institutions. In the 2005 Survey, and although the questions asked in the two surveys were slightly different, the development of joint and dual/double degree programmes with international partners was ranked substantially lower in terms of priority activities.

Continued on next page...



In Focus: IAU 3rd Global Survey

IAU Global Survey continued...

It is noteworthy as well that the results show fairly pronounced differences in preference for each of these two approaches (joint or dual/double degree programmes), depending on world region. In most cases they are also being developed more frequently at the postgraduate level.

Given the IAU's mandate and membership, it has great interest global trends, so the results presented in the report are usually analysed first at the global level. The Survey's most important contribution, however, is in demonstrating the extent to which regional and or national contexts and priorities, as well as the priorities of higher education leaders, have direct implications for which internationalisation activities are pursued, what obstacles are encountered, and how benefits or risks are perceived.

To explore these differences thoroughly, the report analyses and compares institutional data and results by region and includes a specific section in which experts on internationalisation of higher education from different parts of the world discuss certain key findings related to the internationalisation processes in their region.

Which regions of the world are the most attractive or at least of highest interest in internationalisation policies? The Survey findings are consistent with the results from 2005, with Europe being overall the most important region for those institutions which identify regional priorities.

The results also showed that there continues to be a strong pattern of intra-regional priority within internationalisation policies, with half of the world's six regions (Africa, Asia and Pacific, and Europe) citing their own region as the top geographic priority for internationalisation activities.

The results of the IAU 3rd Global Survey show that future developments and reforms of higher education will give a central place to the internationalisation process. The report also points out that the current global economic crisis will most likely slow down – or impose some limits on – certain internationalisation activities.

Given the fact that so much of the internationalisation efforts have become focused on students, and preparing them for a more globalised world, it may spark increased interest in 'internationalisation at home' activities as an alternative to the more costly mobility or exchange schemes.

On the other hand, if resources are a major constraint, one of the risks of internationalisation identified in the Survey – increased commercialisation and commodification of higher education – may become an even greater threat, as institutions look for ways to finance their activities. Developing new and innovative ways to resource internationalisation is perhaps one of the most important challenges facing higher education leaders.

To order a copy of copy of 'Internationalization of Higher Education: Global Trends, Regional Perspectives', please complete and return the order form available on the IAU website: www.iau-aiu.net.

Eva Egron-Polak
Secretary General
International Association of Universities
Co-author: IAU 3rd Global Survey Report
e.egronpolak@iau-aiu.net

Ross Hudson
Programme Officer
International Association of Universities
Co-author: IAU 3rd Global Survey Report
r.hudson@iau-aiu.net



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In Focus: Japan and internationalisation

Recent trends in the internationalisation of Japanese higher education

Japan, with nearly double the population of the UK, has a higher education market shared by over 1,200 institutions including universities and junior colleges, with 3.1m students. Unlike the UK or the US, 80% of higher education depends on a very large market-driven private sector where the students pay higher tuition fees compared to 86 state universities. Declining birth rates increasingly makes it difficult to secure sufficient enrolment levels.

Japan's higher education sector has been driven by a series of changes especially after the 'corporatisation' of national universities in 2004. International competency is certainly one of the core drivers and the government has called for various funding initiatives to push internationalisation with a strategy of creating core institutions with a strong ethos of internationalised campuses.

Drivers and initiatives surrounding the internationalisation agenda

In 2008, Japan set a target of 300,000 international students by 2020 (from the current figure of 132,000). In the following year a new scheme, 'Global 30', was introduced by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), which enables universities to develop degree programmes conducted in English (see also **IF50**). Under the Global 30, 13 selected universities have started these courses, and some 300 will eventually be offered. These institutions are expected to constitute an international hub across the sector, sharing their overseas offices to enhance international competency.

Japan has also struggled with public budget cuts; however, the 2011-12 annual budget requested by MEXT in August attempts an increase in investment for universities' internationalisation by 73% from the current fiscal year. This encourages the sector to develop collaborative degree programmes with international partners by providing an additional ¥3bn (£23m). Earlier this year, the Japanese Central Council for Education introduced guidelines for building collaborative programmes with overseas HE institutions.

A growing emphasis on east Asian regions, an initiative similar to the Bologna process, corroborated this. The 'CAMPUS Asia' project, which Japan leads with China and South Korea, is in progress to increase the mobility of students and academics in east Asia. The project will explore credit transfer, exchange programmes, and quality assurance frameworks in universities across the region. Many universities have been exploring double/joint degree programmes, especially with China, in the last few years.

Tuition fees and support for international students and researchers

The Japanese approach to tuition for international students is different from that of the UK. There is no distinction between home and international students. Fees vary by subject. HE institutions are able to set their own fee levels but the state universities have capped them at 120% of the standard fee of ¥535,800 (£4,100). Average annual fees across the private sector range between ¥848,000 (£6,500) and ¥1,453,000 (£11,000).

Governmental grants and scholarships for international students and researchers are available; major schemes include the Japanese Government Scholarships, JASSO Scholarships, and JSPS postdoctoral researchers. More than 20% of international students received scholarships or subsidies by public funding in 2009-10. Many private universities offer their own scholarships for international students.

The scholarship system, based on a long history of favored international 'guests', perhaps helps internationalisation but it will not form the backbone of a globalised higher education system. More substantial changes and approaches towards internationalisation are essential for retention of brains, and the recent initiatives suggest that international collaboration, not only in research, but also developing academic programmes, would be the key to this success.

Opportunities for collaboration between the UK and Japan

An increase of taught-in-English courses in Japan will facilitate greater collaboration in developing academic programmes and mutual exchanges with the UK. Apart from a strategic dialogue between individual institutions based on existing research links, high-level networking opportunities will become increasingly significant for future collaborations. For example Vice-Chancellors and senior UK and Japanese university staff will meet for discussion on teaching and research quality at the UK-Japan Universities Symposium in Kyushu University in November 2010.

Click **HERE** for more information on Global 30.

Click **HERE** for more information on Scholarships for study in Japan.

Click **HERE** for more information on JSPS Fellowships for Foreign Researchers.

Click **HERE** for more information on the Second Japan-UK Higher Education Symposium.

Eri Matsunaga-Hata
Specialist, International Affairs Division
MEXT, Japan
(On secondment to the University of Sheffield)
E.Matsunaga-Hata@sheffield.ac.uk

Markets & Intelligence

Oxford secures £10m investment for the study of China

Oxford University has received a £10m donation from Hong Kong-based philanthropist Dickson Poon CBE towards the creation of a dedicated building for the study of China.

A site has already been earmarked for the new building, the 'Dickson Poon China Centre', which will cost £20m, and the donation takes the university a step closer to realising its goal of creating a dedicated building for China-related study. There are plans to start building in 2012.

The Centre's objective is to ensure that Oxford's commitment to the study of China is continually developed and expanded as the rising power of China sets new challenges and requires new areas of research. It will play a key role in the university's strategy to strengthen its relationship with China by encouraging joint research, publications and collaborations with academics in China and the UK.

Oxford's plans coincide with China's announcement earlier this year of its 'Outline National Plan for Education Reform and Development 2010 – 2020' which places emphasis on international research collaboration and knowledge transfer – good news for UK universities. As has been mentioned in previous issues of International Focus, the UK's engagement with China will have to become increasingly sophisticated. Viewing China as just a recruiting ground for international students will become increasingly inappropriate as the its government seeks genuine partnerships with overseas universities to collaborate in ways that will recognise and support China's ambitions to be a global competitor in higher education.



Australia prioritises China

Australia's Minister for Tertiary Education, Skills, Jobs and Workplace Relations, Senator the Hon Chris Evans, is leading an education delegation to China this week in move that signals Australia marking out China as a priority country in international education.

The visit, welcomed by Universities Australia, has 'affirm[ed] the Gillard Government's strong and continuing support of the contribution of international education to the nation [sic] and sends a strong and positive signal to the region of Australia's commitment to higher education', according to UA's Chair, Professor Peter Coldrake.

As mentioned elsewhere in this newsletter, China has placed research and collaboration at the top of its priority list to develop its international competitiveness and Australia appears to be tapping into this agenda.

This move is perhaps not a great surprise given recent reports suggesting economic output associated with international HE, Australia's third largest export industry, will shrink by as much as \$600m in 2011 and by \$1.2bn to 2012. Commencements, as measured by Australian Education International (AEI), showed a 6.3% decline for the year to June 2010 and further reports from agents and providers suggest enrolments could fall by 30 to 40%. Is reinforcing its position as a partner and destination country of choice for China a genuine and smart move or just a bid to plug the gap?



New country profile added to Legal Series

Eversheds LLP have added a new country profile on Singapore to the International and Europe Unit Legal Series. These profiles give an overview of the current status and legal background of higher education systems. Other profiles available include Australia, Malaysia, China, India, Bahrain, Hong Kong, UAE, Qatar, South Africa and the United States.

All documents are available to download from the **Secure Area** of the website (UK universities only). Login and password details have been supplied to Heads of International Offices at UK universities. Please contact your Head of Office to obtain access.

For further information regarding the Legal Series, contact:

Glynn Stanfield, Partner, Eversheds: glynnestanfield@eversheds.com / 0845 497 3806

Belgium firm seeks UK students for internships

OCAS, a market-oriented research centre for steel applications, seeks UK students to undertake 6-12 month internships at its offices in Belgium. A joint venture between the Flemish Region and ArcelorMittal, the world's largest steel group, OCAS welcomes applications from students with backgrounds in material science (metallurgic and surface related), mechanical engineering (material testing) and IT (simulation and testing software). Click [HERE](#) for more information.

The UK HE International Unit
Woburn House
20 Tavistock Square
London
WC1H 9HQ

Callista Thillou
Interim Head
International and Europe Unit
+44 (0)20 7419 5421
callista.punch@europeunit.ac.uk

Dr William Lawton
Policy Adviser
+44 (0)20 7419 5611
william.lawton@international.ac.uk

Elizabeth Farnell
Communications and
Public Affairs Officer
+44 (0)20 7419 5609
elizabeth.farnell@international.ac.uk

www.international.ac.uk

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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

Markets & Intelligence

UCL to open campus in Qatar

UCL will become the first UK university to establish a campus in Doha, Qatar (UCL Q), offering a range of research programmes and masters degrees in archaeology, conservation and museum studies.



UCL Q has been set up following an agreement between UCL, the Qatar Foundation for Education, Science and Community Development and Qatar Museums Authority (QMA). It hopes to attract up to 150 students per year from September 2011, growing to capacity by 2015.

The campus will be situated in Education City, alongside other international universities including Texas A&M University, Carnegie Mellon University, Georgetown University, Northwestern University and HEC Paris.

Several scholars, scientists and teachers from UCL's Institute of Archaeology are relocating to Doha and staff will also contribute to teaching at Qatar University and some of the US university campuses in Education City.

The UCL venture is unique to Qatar, focusing on the postgraduate market, unlike other universities at Education City which are geared towards undergraduate training.

UCL has chosen Qatar, according to Professor Thilo Rehren of the university's Institute of Archeology, because of the low-risk and relatively trouble-free development of Education City. He says the Qatar agreement builds on UCL's strengths in conservation, museum studies and in archaeology with a global view.

In addition to postgraduate courses UCL Q will also offer a wide range of bespoke training courses for QMA's museum and heritage professionals. It will focus on serving the local demand, training staff to work in outreach, conservation and research. Qatar is aiming for the 'Qatarisation' of the workforce, moving away from the current heavy reliance on imported labour.

This announcement follows UCL's other overseas ventures which include the opening of UCL's School of Energy and Resources in Adelaide Australia, a partnership with the Nazarbayev University in Astana, Kazakhstan, and the Yale-UCL collaboration in biomedicine.

Follow the IEU on Twitter

The International and Europe Unit has joined Twitter. You can keep up with international activities by following 'InternationalUt' and Europe activities at 'Europeunit'.



Both accounts will be updated regularly with tweets about staff member activities and highlighting current news and research of interest to the IEU.