

THE UNIVERSITY OF LEEDS

THE SENATE

Internationalisation Strategy

The development of the University's Internationalisation Strategy has been informed by a range of engagement activity, led by the International Director, including working groups representing both academic and professional support communities. The Strategy has been endorsed by both the Vice-Chancellor's Executive Group and Faculty Management and has been formally reviewed as part of the Strategic Annual Theme Review process.

Senate are asked to endorse the Strategy and note that it will be presented to Council in July.

Executive Summary

1. The purpose of the Internationalisation Strategy is to:
 - a) describe the contribution international activities make to the achievement of the University's academic mission and strategy and define why internationalisation important.
 - b) to define what internationalisation means for the University of Leeds – what are we trying to achieve, for what benefit and what does success look like?
 - c) to highlight areas of risk and opportunity
 - d) provide a strategic framework within which to prioritise resources and actions ensuring we address the greatest areas of risk/opportunity
 - e) recommend a specific action plan for activities that underpin the 3 strategic objectives within the internationalisation theme on the Strategy Map
2. The paper proposes a prioritised set of actions, informed by the identification of performance gaps and market opportunity within the plan (Appendix 1). The resulting actions make a clear distinction between those activities that are lead and owned within the International Team and those that are supported and facilitated by the International Team, but are led and delivered through both academic and professional service communities across the University.
3. Across the sector institutions are looking to increase the diversity of their activities, reflecting a range of definitions of internationalisation. The variety of approaches

being adopted reflects a range of strategic rationales. In considering the detail of the proposed Internationalisation Strategy, it is essential that we consider what is right for the University of Leeds and why.

4. In summary the key elements of the Internationalisation Strategy are:
 - a) to focus upon a quality positioning in all markets in which we operate, prioritising quality and academic impact over volume and income as key strategic goals
 - b) to adopt a focused and systematic approach to the further development of our international activities, reflecting the challenge of balancing resourcing to support the maintenance of our current activities, whilst creating the capacity to evaluate new, more ambitious forms of collaborative activity.
 - c) to ensure the explicit alignment of international activity to the University's Strategy, with resources and actions prioritised on the basis of scale of positive impact and contribution
 - d) to recognise that the economics of international recruitment may change and that the drivers of international recruitment must be directly linked to the contribution made to the University's Learning and Teaching strategy
 - e) to create sustainable models of international recruitment through both product and market diversification, recognising the dynamic nature of both the products and the markets
 - f) to increase the emphasis placed upon supporting international PGR recruitment
 - g) to embed internationalisation within the Research and Innovation and Learning and Teaching strategies and not to conceptualise it as a veneer that can be artificially disconnected from our core academic mission.
 - h) to strengthen the impact of our institutional proposition "why Leeds" by ensuring we embed appropriately prioritised internationalisation initiatives within our institutional strategy:
 - inspiring students, in a research-led teaching environment
 - enhancing the value add of a Leeds education – embedding within the *Leeds for Life* agenda
 - delivering internationally excellent research
 - enhancing employability and experience by offering contact with a diverse international academic environment in Leeds, and through the opportunity for experiences overseas
 - i) to maximise the profile and reach of the University of Leeds brand through the development of increasingly differentiated products that can command a premium market and price positioning.

The Internationalisation Strategy is shaped by the challenging external environment in which higher education in the UK is operating. It defines the case for how we need to change and

why. The supporting action plan in Appendix 1 provides the detail of what this means in terms of resource focus in the short term, being specific about the actions that will be led through the Theme Team strategic implementation process. This action plan will continue to be refined and developed as we assess the progress being made against a number of defined measures of internationalisation.

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THE UNIVERSITY OF LEEDS - INTERNATIONALISATION STRATEGY

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Environmental Review

5. Over the last few years, numerous reports and conferences have been focused on the subject of internationalisation within Higher Education¹. Each has concluded that internationalisation in most institutions starts with a relatively traditional focus upon international student recruitment. Many institutions are now trying to move to a much broader definition of internationalisation, that encompasses collaborative and partnership activities in research and learning and teaching, foreign language teaching, deeper engagement with international alumni and partnering with non-academic international organisations. The importance of having a culture and infrastructure that supports a broader definition of 'internationalisation' is a recurrent theme.
6. Higher Education (HE) is operating in an environment of rapid globalisation and worldwide interconnectedness. HE is responding to this challenge in a variety of different ways. In the UK we have seen a broad range of new models of internationalisation emerging, for example:
 - a) Nottingham's development of full overseas campuses in China and Malaysia which are engaged in both teaching and major emerging research activity
 - b) Models of off-shore delivery in new education hubs in the Middle East and South East Asia e.g. Birmingham association with British University in Dubai
 - c) Warwick University's intent to create an international campus that hosts internationally recognised institutions on their home campus
 - d) Aggressive "monocline" models of in country delivery and franchising – Open University, Herriot Watt
 - e) Private sector partnerships for international recruitment and academic delivery with the companies such as Kaplan, Into and Study Group e.g. Sheffield, Glasgow, Exeter, Manchester
 - f) Faculty bases overseas, e.g. Newcastle's emerging single Medicine and Health faculty activity in Malaysia in a multi partner campus at Iskandar
 - g) Research centre developments such as Sheffield's specific research sector focus in Singapore
7. Each of the above has been driven by a range of motivations, with varying degrees of success and strategic coherence. The University of Leeds has a very clear and robust institutional strategy and it is essential that this is right at the heart of informing the shape of our international agenda, and the contribution it makes to our core Learning and Teaching and Research and Innovation strategies.

¹ Cross-reference UUK International Unit, *International Research Collaboration in UK Higher Education Institutions* (2008) or D. Bone, *Internationalisation of Higher Education: A Ten Year View*, Report for the Department of Universities, Innovation and Skills (2008)

8. The University's strategic aim is to be amongst the world's leading research intensive universities. World class universities are inherently international in their focus, reach and impact. In order to attain this goal we need to:
 - a) Achieve an influential world leading research profile; create a research culture that attracts world class graduate students and distinctively translates this into learning opportunities for undergraduate students
 - b) Inspire our students to develop their full potential through the delivery of a distinctive and inspiring Leeds experience
 - c) Increase the impact of our activities on a local to global scale

9. To date, the University of Leeds has been very successful in a number of specific international activities, particularly:
 - a) we have the 5th largest international student cohort in the UK (fulltime non EU recruitment HESA 2007/8)
 - b) one of the largest and most successful in house international foundation year programmes
 - c) one the largest study abroad programmes by volume and subject breadth
 - d) we have one of the best international student support programmes in the sector (ranked number 1 out of 15 participating Russell Group universities in the 2009 International Student Barometer survey)
 - e) we have 5 overseas offices that act as platforms in key markets for the development of the University's recruitment, engagement and influence building activities
 - f) the University was one of the founder members of the Worldwide Universities Network and has been highly active and visible in this network
 - g) we have a diverse number of leading international collaborations, at a faculty level (e.g. Arts and PVAC strategic partnership with the University of Copenhagen) and at a discipline level (e.g. SPEME's strategic relationship Zhejiang re: clean energy centre)
 - h) in country teaching delivery e.g. The School of Education's programme in Oman
 - i) a large and diverse international academic and professional staff community
 - j) we have embarked on a successful series of pilot groups that link academic, research and enterprise staff with specialist interests into country specific groups (Japan, China, Middle East)

10. Collectively all the above have served to raise the profile and international reach of the University of Leeds. Additionally they have produced a broad and potentially highly influential international alumni base of 32,000.

11. However, the University has been less successful and potentially fragmented in a number of other areas of activity e.g. the number of scattered links which remain at the level of an individual academic and have not grown to full potential, the historically limited engagement of international alumni and the limited extent of large scale collaborative research activity. Making a distinction between international activities that are *delivered in Leeds*, as opposed to those that are *delivered overseas*, it could be argued that Leeds has been much more successful at the former than the latter. To date our international activities have not been guided by an internationalisation strategy that is explicit both about the rationale for pursuing a specific activity, and about the need to ensure that the motivation for a specific activity is aligned to the University's institutional strategy.
12. Higher Education in the UK faces significant challenges, the detailed implications of which are currently uncertain. Our internationalisation strategy must be contextualised by its response to changes in the UK market as well as in overseas markets. Whilst there is significant debate about the ongoing shape of the Higher Education sector, we can be relatively confident about a number of likely outcomes:
- a) there is likely to be increasing diversity in the nature of HE provision within the UK
 - b) the marketisation of HE is likely to increase in all areas of our core activity
 - c) all students and staff will become increasingly informed and discriminating in their purchase decisions
 - d) there will be an increasing need for institutions to be strategically focused and be clear on the academic and financial sustainability of activities
 - e) leading universities will be active in a global market place competing for the very best students and staff
 - f) research with high impact will align with global issues that may require a more international approach in execution and partnership
 - g) as a consequence the importance of institutional reputation, profile, brand and ultimately quality is only going to increase
13. Overseas, our core international markets are also responding to the challenges of a global economic downturn and strategic choices are being made about the shape and focus of their higher education provision. In a number of both developed and developing markets there is significant investment in higher education as a driver of economic recovery and growth. The implication of this is that we are likely to see:
- a) our traditional global competitors getting stronger e.g. USA , Australia, France, Germany

- b) a continued move towards “cluster to cluster”² programmes of international research activity, motivated by a desire to grow by capacity, capability and to access more diverse sources of funding
- c) greater investment in home grown in country delivery of education in developing markets will reduce demand for traditional international recruitment. For example:
 - growth of programmes in China and SE Asia designed to attract international students and compete with UK , the USA and Australia
 - expansion of local HE capacity reducing the needs for students to travel overseas
 - off shore delivery by foreign universities will also help to increase quality and capacity of in country provision e.g. Malaysia, India
 - growth of opportunities in Middle East (e.g. Saudi Arabia) for which alternative models of engagement and delivery will be required to meet cultural expectations
- d) an opening up of new forms of higher education partnerships in traditionally strong markets for international recruitment
- e) political and economic trends may seek to curb the growth in traditional international recruitment that we have seen over the last 10 years
- f) an increasing diversity of international student mobility schemes, with less volume growth in full overseas study, but increased emphasis upon collaborative split site programmes of delivery
- g) increased development of private sector partnerships to support international activities across both learning and teaching and research overseas activity
- h) opportunities for building capacity outside of the home country in conjunction with corporate and organisational partners

14. The Internationalisation Strategy provides a route map to outline how we can transition from our current position, to one where our internationalisation activity is informed by a better understanding of market opportunity and risk. Any strategy must be dynamic and responsive to changes in the external environment. The goals and principles upon which the Strategy is founded must remain consistent, but the activities that will aid delivery need to be subject to ongoing review. Our strategy map and strategic planning process supports this approach. To be effective the strategy has to support making choices; what should we do more of, what should we do differently and what should we not do and why?

² Cluster to cluster research involves multiple groups of researchers working on integrated research programmes, building capacity and capability to achieve more ambitious outcomes than they could achieve alone e.g SPEME Xjang Clean Energy Institute.

Why is internationalisation important for the University of Leeds?

15. The benefits of internationalisation need to be clear and aligned with the University's strategy, to demonstrate the contribution made by specific activities to the achievement of strategic vision. These benefits include:
- a) Our students have the benefit of experiencing an educational and social environment that is internationally and culturally diverse. This creates value for them in their endeavours beyond Leeds by helping them to be successful and achieve their full potential in an increasingly globalised world.
 - b) Students from both the UK and overseas will be intellectually stimulated by a curriculum that is appropriately international in its content and experience
 - c) The student experience will be enhanced by opportunities for international placement
 - d) High quality graduates are essential to the way we create impact and influence. The quality and diversity of our alumni is central to maximising our institutional "reach" and influence
 - e) Research activities will be influenced by the quality of the academics we can attract to Leeds, or partner with, to help achieve world leading performance. The quality of the University's reputation, profile, networks and understanding of overseas markets will be essential in supporting our ability to attract partners of an appropriate quality
 - f) The recruitment of high quality PGR students is a key institutional priority and is likely to become increasingly important as the nature of UK funding models potentially change. International markets are essential to ensuring we maximise opportunities to attract the highest quality students and where appropriate maximise funding opportunities in selective markets
 - g) Our ability to demonstrate impact upon global society will be enhanced by the international orientation of our research agenda. This will be evidenced in the quality of our impact submissions within the forthcoming REF and on a continued basis by the breadth and quality of international citations
 - h) Increasingly research intensive institutions will look to new sources of funding beyond Europe both to fund and create capacity for significant research activity, mirroring the trend within UK research funding councils for a move towards fewer, longer, larger grants and a potential concentration of research funding.
 - i) The need to access new sources of research funding and use spare capacity that is available in some overseas countries, which could bring value and add high impact to our academic community
16. At the heart of our strategy is a need to ensure that the academic benefit and value of any proposed initiative is clearly defined. Whilst it is essential that the financial implications of our internationalisation activities are clearly understood, the primary driver of our strategy is not directly financially motivated but aligned to our core academic purpose.

What does success look like – what does internationalisation mean for the University of Leeds?

17. Given the breadth of definitions of internationalisation in the sector, it is important that we are clear about what it means for the University of Leeds. The following is a summary of those characteristics of an international university to which we aspire and which define internationalisation at Leeds, reflecting the distinctiveness of our overall institutional strategy:
- a) has an internationally diverse student and staff profile
 - b) creates an internationalised curriculum and learning experience
 - c) creates a variety of opportunities for overseas learning experiences for all students
 - d) encourages opportunities for regular staff exchange and visiting appointments overseas
 - e) embeds international activity as a core element of its academic mission
 - f) actively engages its alumni across the world in its institutional strategy
 - g) has research and teaching programmes that cross national boundaries and is effective in diversifying international funding
 - h) develops deep collaborative alliances and joint ventures with a targeted range of overseas bodies and institutions
 - i) creates an environment that supports internationalisation and celebrates cultural diversity
 - j) creates effective links with the broader city and region within which it is located to enhance market development and general profile raising activity
 - k) has an international reputation for the quality of its research and teaching
 - l) has a clear and distinctive brand profile
 - m) recognises the value of international networks, both formal (e.g. WUN) and informal (e.g. visiting and overseas professorial positions)
 - n) defines “internationalisation” within the context of our academic strategy to include Europe, recognizing the need to measure and account for the differential revenue implications of student recruitment from outside the European Union.
18. This strategy therefore proposes a holistic approach to internationalisation. The recruitment of international students is obviously a significant aspect, but genuine internationalisation is much broader. It means internationalising our existing activities and procedures and developing a culture and *feel* of the University as a genuine international community – ‘internationalisation at home’ as well as overseas.
19. Underpinning this broad definition of what internationalisation means for Leeds, there are 3 objectives that will structure our implementation focus and will be led by

the International Theme team. A key role for the strategy is to set these objectives in a strategic context and prioritise focus accordingly.

International Theme Objectives

1. *Embed internationalisation into our core activities*

20. We need to maximise the alignment and contribution of our international activities to our core academic mission. We are not in the business of internationalising for its own sake; the contribution to the University's overall strategy has to be explicit. Given the University's strategic ambition to be one of the very best universities in the world, then by definition an international orientation should be a core feature of our activity, not a veneer.

21. In order to support delivery of this objective a number of working groups have been established to work alongside and complement the University's Governance and Strategy Implementation processes. These facilitate the creation of networks across both academic and professional services to ensure we coordinate and communicate as effectively as possible. Appendix 4 outlines the distinction between Governance, Strategy Implementation and Engagement in more detail.

22. There are a series of measures that are proposed to help the Theme Team assess the broader impact and success with which our internationalisation activity is embedded within our overall institutional strategy. Examples include:
 - a) % research funding from outside the UK
 - b) % of overseas staff and % of staff with overseas visiting professorships
 - c) % of students experiencing some form of overseas placement
 - d) Quality of international student experience
 - e) Number of students successfully completing Leeds degrees through transnational programmes
 - f) Diversity of international student population
 - g) Joint international publications per FTE

23. The Strategic Theme Team process that underpins delivery of the institutional strategy provides a mechanism by which the International Theme Team can work to encourage the embedding of prioritised activities across academic areas. The international components of the Leeds for Life programme would be an example of an activity being led with Learning and Teaching but supported by the International Team.

2. Create sustainable recruitment of high quality international students

24. Given the scale and success of the University's international recruitment activities to date, it is essential that a high priority is placed upon protecting this position and creating a platform for continued selective growth aligned to our academic strategy. Specifically this means:

- a) prioritising growth of international PGR students as the core focus over the next 2-3 years. We are currently forecasting a growth in excess of 40% in PGR numbers over the planning period, which will require aggressive growth in market share, as the overall market at PGR level is relatively static³
- b) protecting our current international PGT market share and seeking to increase the diversity of cohort i.e. sustaining average per annum growth in the region of 4% over the planning period. This will be aligned with a need to ensure we continue to rationalise our overall PGT programme portfolio. The focus will be upon a limited number of high quality programmes, well positioned in high quality markets.
- c) selectively growing international undergraduate numbers in specific areas (e.g. business related disciplines) and where there is a direct alignment to a clear academic strategy. Currently we have an average annual forecast growth of 2-3% per annum.
- d) at an institutional level any growth in international undergraduates should be motivated by a desire to internationalise and diversify the culture of the learning experience. It should not contribute to an absolute growth in undergraduate numbers and further increase pressure upon teaching capacity. The aim is to focus upon "mix" not volume.
- e) developing an improved understanding of the overall economics of both UG and PGT programmes, including acquisition, support and delivery. Where appropriate, we should aim to increase margins for international taught programmes, through informed and appropriate increases in price to support our target high quality market positioning and the value of the Leeds experience.

25. This approach reflects the need to support ambitious growth in our PGR cohort, whilst ensuring that any growth in international undergraduate recruitment is driven by a response to change the mix of students within a cohort, rather than further growing our overall undergraduate numbers at an institutional level.

26. There are a series of lead measures that underpin these objectives and are owned by the International Theme Team. The development of market share of the "high quality" segment of the market helps to balance the volume bias of the lead measure, the purpose of is to provide an important early warning indicator of institutional performance.

³ These numbers (in 24 (a) and (b) above) are subject to review and will be refocused after the forthcoming student number planning round.

- a) Number of fulltime fee paying international students
- b) International student market share by cohort
- c) Number of institutional international strategic partnerships

27. The table below summarises the current total student cohort mix for Leeds and compares it with peer institutions.

Institution (number of FTE)	HOME / EU Full Time			Total	International Full Time			Total
	PGR	PGT	UG		PGR	PGT	UG	
Leeds	1,022	1,385	19,861	22,268	577	1,112	1,099	2,788
Russell Group Average	1,157	1,215	12,263	14,635	596	962	1,274	2,832
World Class Benchmark Group Average	1,543	1,505	13,644	16,692	655	1,098	1,731	3,484
Institution (%)	PGR	PGT	UG		PGR	PGT	UG	
Leeds	4.6	6.2	89.2	100.0	20.6	39.9	39.5	100.0
Russell Group	8.0	8.3	83.7	100.0	21.1	34.0	44.9	100.0
World Class Benchmark Group	9.2	9.0	81.7	100.0	18.8	31.5	49.7	100.0

Note: figures based upon HESA return FT fee paying students 07/08

28. The table highlights:

- a) the relatively large size of Home/EU undergraduate cohort for Leeds against which measures/ percentage international mix are frequently calculated.
- b) the relative gap for international undergraduates (largely in business related disciplines)
- c) the relatively strong performance of Leeds in the International PGT cohort
- d) the relatively strong proportionate contribution made by international students to our PGR cohort

29. In order to define what is the right number of international students for the University, we need to relate external benchmarking data to our academic strategy and the delivery of our desired student experience. Whilst benchmarking is useful to inform our thinking, the strategy for international recruitment must be set in the context of our overall institutional cohort mix and an understanding of the impact the relative scale of our undergraduate cohort has upon our strategic positioning as a research intensive institution.

30. The University has the potential, at an institutional level to increase its international student base (fulltime fee paying students) in the range of 300 – 600 FTE's, when compared to the world class benchmark group. However any proposed increase in international numbers must be conditional upon preserving quality of intake, the quality of the student experience and research intensity of a particular academic area.
31. Appendix 2 provides our recommended prioritisation of country focus, defining our Tier 1, 2 and 3 countries for international development. Appendix 3 specifically relates to our international student recruitment activity, which remains an immediate area of attention within the Strategy. It illustrates how the balance of our recruitment activity will potentially change as we refocus our resources by market and activity. Currently 90% of our budgeted activity is focused upon doing existing activities in proven Tier 1 recruitment markets. In order to meet our international student recruitment objectives, we need to diversify our focus by both channel and market. The matrix in Appendix 3 illustrates how this will evolve over the plan period.
32. The first step will be to prioritise diversifying activities and channels in existing Tier 1 markets to exploit opportunities as those markets mature and develop (e.g. changes in the nature of the Indian market and our presence in India). In parallel, work will be undertaken to better understand the true cost of operating in these markets (acquisition, support and delivery). The improved understanding of the economics of our current business and a diversification of activity within Tier 1 markets, will then inform the pace and process by which we diversify our focus into newer markets (Tier 2/3 regions).

3. *Develop and maintain high quality international strategic partnerships*

33. There is a tremendous breadth and diversity of international partnerships that are currently in place across the University, from individual academics, to research groups and School / Faculty partnerships. It is important that we consider what would constitute an international strategic partnership, what makes it strategic, what contribution is made to our core academic mission and what support is provided by the International Team to support development.
34. The following simple criteria should be used to define an international strategic partnership and ensure we have a clear understanding of how we will assess the value of potential partnerships:
 - a) It should be explicitly contributing to the core academic mission of a Faculty or the University i.e. it should align with our core mission of being a research intensive university that puts the relationship between learning and teaching at the heart of its approach to educating students

- b) It should be with an institution that has a strategy and a reputational profile that adds value to us (and by definition does not detract value) – it should enhance the quality of the University’s brand reputation
- c) It should have the potential to increase our academic capacity and/or capability and access new funding to support the acceleration of our academic strategy (at faculty or institutional level) in ways that would otherwise not have been possible
- d) It should make a positive contribution to the University’s overall international profile and reputation
- e) It should ideally be in a Tier 1 market that offers the opportunity to access a high quality and growing education market
- f) It should be financially sustainable on a standalone basis
- g) It should be championed and led at the level of either VCEG or FMG
- h) It should be owned at an equivalent level in the partner’s institute and embedded in the academic faculty

35. Strategic partnerships could be developed at a number of different levels and could cover a combination of Research and Innovation and Learning and Teaching opportunities. Examples of partnerships that currently would meet the criteria outlined above are illustrated in the table below.

Type of Partnership	Example	Level
Faculty to Faculty partnership	Faculty of Arts/PVAC partnership with the University of Copenhagen	Faculty
Research cluster to cluster partnership	SPEME/Zhejiang Clean Energy Institute	Research Institute / School
Strategic institutional network	Worldwide Universities Network (WUN)	Institutional Partnership

36. Whilst no formal target underpins this strategic objective, the aim will be to develop at least two recognised strategic international partnerships a year.

37. In addition, it is recognised that many international partnerships will continue to be developed and managed at an operational level, contributing student flows, research collaborations, student mobility and other international engagement and experience for staff and students.

38. The University’s membership of WUN is an important strategic partnership, providing a unique opportunity to learn more about other markets, share information, develop collaborative provision and provide opportunities for staff and students to

engage with different institutions and cultures. A priority action in the development of relevant regional engagement plans will be the re-focusing of activity on the development and extension of the University's membership of WUN, ensuring that its potential is exploited to the full. The research strategy sets out how the University will build on research excellence. The University will work with research funders and partners in networks such as WUN to identify global trends in the research agenda and ensure Leeds is prepared to engage with these developments, diversify and grow existing sources of funding from international sponsors, identify new sources and work with partners and directly with funding providers to maximise return.

Where are we now?

39. When assessed amongst our peer set with a broadly similar market positioning and level of strategic ambition, then Leeds has been very successful in the following areas:

- a) Volume of international taught student recruitment
- b) The scale and quality of the study abroad programme
- c) The quality of the international support and non academic student experience
- d) The quality of our Language Centre
- e) The reputation of our International Foundation Year
- f) Partnerships with key private sector funders of international students e.g. Saudi Aramco, recognising that there is significant further potential in this area

40. In contrast there are areas where there would appear to be further opportunity for Leeds:

- a. The breadth and quality of institutional and faculty partnerships with universities that either are already, or have the potential to be, world class
- b. The diversity of channels by which we recruit international students and the relatively limited nature of the product delivery e.g. appropriate twinning and articulation agreements
- c. Our acquisition of international research students has been relatively low profile and discipline specific, we have not had a high-profile institutionally badged acquisition programme, targeting opportunities in specific regions and aligning funding support accordingly
- d. Creating an in country presence in regions that are strategically important to Leeds. To date Leeds has developed a limited number of in country international offices, but we have not been particularly active in developing academic delivery or research platforms overseas e.g. physical split-site research institutes,

overseas campuses or off shore delivery programmes. In part this has reflected a lack of a structured process by which to evaluate overseas opportunities and clear criteria against which to assess benefits

- e. The scale and balance of our international profile and reputation raising activity. Our international activities have to date focused upon important student recruitment markets. We need to recognise the strategic importance and opportunity to increase our profile in both the US and mainland Europe in support of potential academic collaborations

41. Whilst Leeds has been quite successful in a number of areas, we have lacked a systematic strategy against which to assess the impact and benefit of specific activities. We have not been as effective as some peer institutions in structured activity to promote the University overseas and examples of different approaches include Imperial, UCL and Nottingham. We have adopted a more conservative approach to new endeavours than many peers but we have been successful in those activities that we have undertaken overseas.

Framework for prioritisation of action

42. In order to achieve our 3 stated international objectives we need a framework and rationale for prioritising activity, ensuring we focus limited institutional resources and capacity where there is greatest strategic benefit.

43. Given the current uncertainty of the external environment we are operating within, we need to ensure we:

- a) maximise the value of existing strategic initiatives by ensuring the international dimensions and opportunities are defined and understood e.g. Research Transformation Programme, Leeds for Life, WUN, University Campaign
- b) protect activity that is proven and work to ensure it is supported and delivered as cost effectively as possible
- c) prioritise the gaps in our activity that have the most immediate contribution to the University's institutional strategy
- d) prioritise activities that serve to enhance our brand and external reputation
- e) agree the appropriate risk/reward trade off between incremental and what could potentially be step change developments (see pace and scale of ambition section)

44. In so doing, we need to be explicit about what needs to be done in the next 12-24 months and what will then become an increasing focus in the remaining from 2012/13 onwards, The recommendations include both activities that will be led and delivered through the International Theme Team and other actions that will be led

and delivered through other strategic theme teams, reflecting the breadth of the internationalisation strategy.

45. Appendix 1 provides a detailed summary of the priority action plans being led through the International Theme Team, with appropriate linkages to both the Inspiring our Students Theme, and Achieving a World Leading Research Profile.

Prioritised Actions

Priorities for the Next 2 Years	Potential Priorities from 12/13 onwards
<ol style="list-style-type: none"> 1. Support delivery of existing recruitment goals 2. Maximise the value from our existing assets (Language Centre – including foreign language provision / IFY programme / L4L) 3. Diversity nature of products in Tier 1 markets e.g. Increased articulations and twinning agreements. 4. Support the evaluation of potential opportunities to create new forms of overseas delivery championed at faculty level. 4. Maximise value of overseas offices 5. Embed international activity as appropriate to support internationalisation of both home and overseas students e.g. volunteering, internships, summer schools, exchanges and student mobility programmes, international student support 6. Further development of research cluster to cluster partnerships 	<ol style="list-style-type: none"> 1. Reposition the quality and price positioning of our international taught products 2. Create a recognised distinctive international student experience at Leeds 3. Diversify new market development into Tier 2/3 regions (see appendix 1 and 2) 4. Continued development of products in Tier 1 Regions e.g. new models of split site and joint delivery 5. Aim to progress opportunities for an overseas faculty physical presence, if robust business case can be developed

46. As the UK market becomes increasingly differentiated in terms of the nature of supply, the University's overall market positioning and reputation as a high quality research intensive institution will become increasingly important. We cannot afford to be poorly positioned in any of the markets in which we choose to be active. Our market positioning will have a direct impact upon perceptions overseas and our ability both to partner with institutions of similar or higher quality.

47. The consequence of this is that we must be explicit in the prioritisation of quality and academic reputation in all our activities. Over time this may result in a rebalancing of our activity, reducing volume recruitment activities in some markets, to ensure we reflect the quality and consistency of the Leeds brand experience. It will also mean that we will not be distracted by some international activities that other universities are pursuing that would be inconsistent with our institutional strategy. Specific examples may include:

- a) Franchising

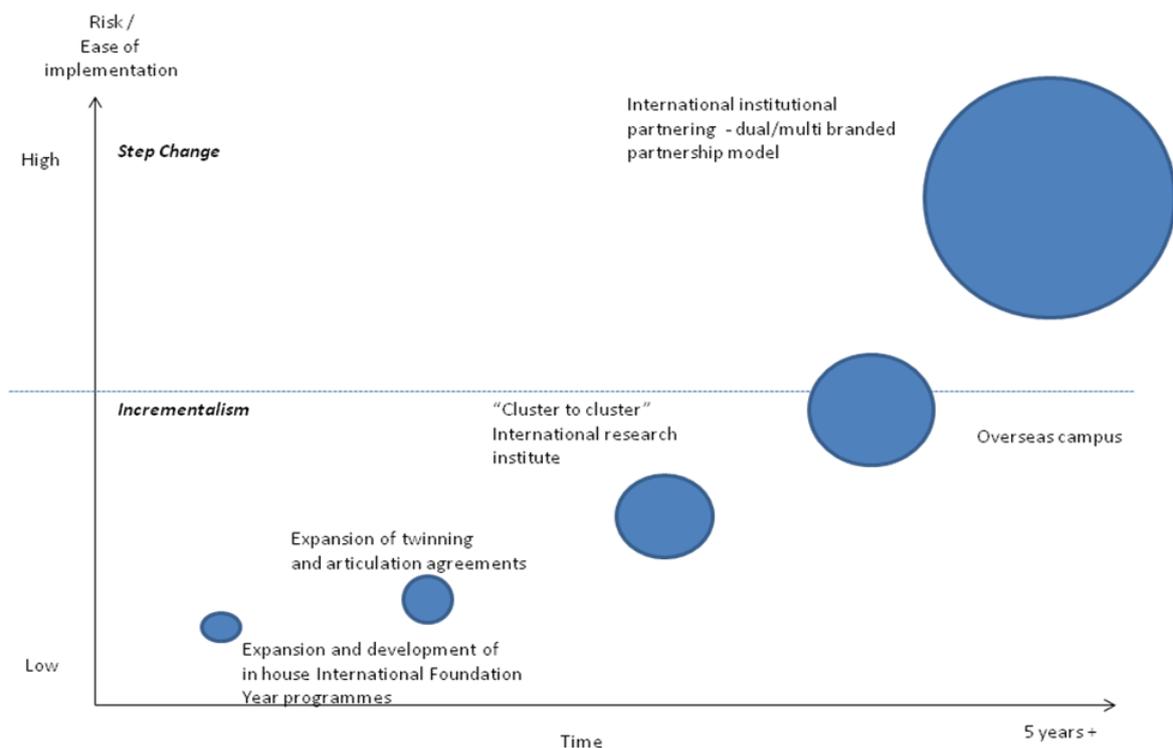
- b) Private sector partnering for international foundation year delivery and student recruitment e.g. Into, Kaplan
- c) Stand alone distance learning programmes
- d) Overseas contract teaching (excepting specialist activity e.g. executive training)

Pace and Scale of Ambition

48. The Internationalisation Strategy is shaped by the nature of our current challenging operating environment. As such it aims to be very focused ensuring that limited resources are not diverted into the evaluation of potentially poorly aligned strategic opportunities for which there would be serious questions related to both academic and financial sustainability. Any significant opportunity must have the potential to accelerate our overall strategy and have clear potential to generate a combination of increased capacity, new or increased academic capabilities and access to additional funding.

49. The balance between risk and opportunity is a key element of the Strategy. Currently we are proposing a structured and relatively low risk approach whereby, through a series of incremental steps, we have the opportunity to achieve a distinctive position. In order to capitalise upon this approach we need to have a clear process by which we can align our truly international strengths and capabilities and align them with a much improved understanding of regional market opportunity. This will be a key priority for the International Theme Team.

Illustrative Risk / Impact Analysis – Examples of Potential Models International Collaboration



The size of the sphere indicates potential scale of institutional impact.

Governance, Implementation and Engagement

50. The Strategy, once approved, will be taken forward through the strategic themes underpinning the University's strategy implementation. Unlike our Learning and Teaching and Research activities there is no one governance body who would take ownership of the internationalisation strategy, rather it will be owned by the strategic theme teams through which it is delivered. Given that one of the core elements of the strategy is that internationalisation is embedded across the University, it is important to ensure that the structures to support implementation and engagement reflect this aim and are able to respond to the potential complexity that this creates. Appendix 4 summarises the governance and engagement model for our Internationalisation strategy, making a distinction between the links with existing University governance structures (e.g. academic boards), the strategy implementation process (e.g. strategic theme teams and input groups), faculty and service committees and the informal networks developed with the specific intent of creating cross functional groups looking at how we align and develop activity in key international regions.

51. Ultimately the Internationalisation Strategy will be delivered by individuals. One of the major opportunities highlighted by the strategy is to ensure we maximise the effectiveness with which we connect and engage people across the institution. The table below outlines the benefit and implications of the strategy for distinct communities and audiences i.e. what does this mean for me?

52.

Audience	Impact	Benefit
University	<ul style="list-style-type: none"> • Creates a core definition of internationalisation for the University of Leeds • Provides a strategic framework within which to prioritise actions to ensure we achieve our stated objectives 	<ul style="list-style-type: none"> • Ensures that our international activity is making a direct contribution to key priorities within our overall institutional strategy
Faculty / School	<ul style="list-style-type: none"> • Provides guidance on how planned internationalisation initiatives should be informed by their contribution to academic strategy • Outlines a clear framework within which international resources will be prioritised 	<ul style="list-style-type: none"> • Helps to support more effective academic planning across all international activities
Academic Community	<ul style="list-style-type: none"> • Helps to explain in detail what we mean by internationalisation and how it contributes to the delivery of the objectives on our strategy map 	<ul style="list-style-type: none"> • Improved understanding of what we mean by Internationalisation in Leeds and how people

		can engage with the opportunities presented
Research Groups and Institutes	<ul style="list-style-type: none"> Helps to demonstrate the relevance of the internationalisation theme to the research community 	<ul style="list-style-type: none"> Helps to explain what we mean by strategic collaborations and their contribution to our research strategy
Professional Services	<ul style="list-style-type: none"> Helps to explain in detail what we mean by internationalisation and how it contributes to the delivery of the objectives on our strategy map 	<ul style="list-style-type: none"> Improved understanding of what we mean by Internationalisation in Leeds and how people can engage with the opportunities presented
UG Student	<ul style="list-style-type: none"> The importance we place upon internationalising our student experience is explicit 	<ul style="list-style-type: none"> Internationalisation is appropriately embedded within our UG proposition
PGT Student	<ul style="list-style-type: none"> Increased emphasis is placed upon the quality and diversity of our international PGT cohorts and their experience at Leeds 	<ul style="list-style-type: none"> Supports improved PGT experience
PGR Student	<ul style="list-style-type: none"> Increased co-ordinated support for the recruitment of International students 	<ul style="list-style-type: none"> Supports the intensity of the research culture and the diversity of the PGR experience
Alumni	<ul style="list-style-type: none"> Opportunity to engage our overseas alumni in international activities that directly contribute to the University's strategy 	<ul style="list-style-type: none"> Increase levels of overseas alumni engagement and international ambassadors for the University

Summary

53. The University of Leeds has been very successful in many aspects of its international activity over a number of years. The Internationalisation Strategy seeks to ensure that we build upon our success to date. The strategy is centred upon three key principles; to ensure that we have a clear definition of what we mean by "internationalisation" and the benefits it delivers; to ensure proposed activity directly supports agreed priorities within our Learning and Teaching and Research and Innovation strategies; to adopt a holistic definition of internationalisation that is relevant to all students and staff within the University community.

54. The strategy proposes that in the context of an uncertain external environment we pursue a systematic approach to developing new activities, prioritising those that are most likely to help us to increase the quality of our market positioning, enhance the distinctiveness of the University's international reputation and have the potential to accelerate our strategic mission. This is not without risk, as some of our competitors aggressively seek to exploit new international opportunities. As a consequence we

need to ensure that we have the capacity and capability to identify and assess new models of international collaboration and delivery, as appropriate. By pursuing a focused approach, we will ensure that our internationalisation activity supports the central theme of our institutional strategy and the core of the Leeds experience; the development of a research-led learning environment embedded in a research intensive university of significant breadth and quality.

55. As the HE environment becomes increasingly dynamic, with marked changes in the nature of academic collaboration and delivery in both home and overseas markets, it will be essential that we diversify the nature of our activity to ensure that we sustain our strength in international student recruitment. This is explicit within the strategy, and the appended action plan further highlights the attention that will be placed upon this. Finally, the strategy recognises the need to balance a sustained focus upon international student recruitment with a need to ensure we embed internationalisation activity more broadly across the University and understand the value that international strategic partnerships can create if appropriately defined and positioned.
56. The strategy is dynamic, reflecting the fluid external environment in which we are operating and will be reviewed and refreshed on an annual basis.

INTERNATIONAL STRATEGY – SUPPORTING APPENDICES

APPENDIX 1

Internationalisation - Summary Action Plan 10/11

The following actions are being progressed in addition to the normal business as usual international recruitment activity being led in Tier 1 regions.

1. Actions Led Through the Internationalisation Theme Team

Action	Outcome
Maximise the effectiveness of International Taught student recruitment activity in Tier 1 Regions	Deliver planned recruitment for 10 entry
Increase the focus and support for International PGR recruitment, including an integrated PGR marketing plan and extension of the ESSL pilot	Increased international part funded PGR recruitment (volume and quality)
To assess opportunities to maximise the capacity of the Language Centre and ensure that capacity is aligned to supporting areas of greatest market opportunity	Business Case to support a potential project to maximise the capacity of the Language Centre
Maximise the role of the IFY as a key feeder to exploit business related programmes and target priority regions – particularly China	Extending the breadth of products offered by the IFY team and building the reputation of in house owned and delivered programmes. Direct contribution to improving UG recruitment in business related disciplines
Maximising the role of the China Office to build upon progress to date – focusing upon the exploitation of selected TNE relationships	Delivering sustainable recruitment to a broader series of products (2+2) collaborative agreements
Restructuring the India Office with the objective of having increased direct control over activities and stronger performance management	A restructured India Office to focus on effective management of the agent network, identifying new collaborative opportunities alongside developing corporate links and alumni engagement.
Lead the development of informal networks across the University e.g. Regional Working Groups, Faculty Based International Leaders etc	Increased internal engagement with the strategy, an improved understanding of how individuals can contribute and a greater appreciation of the benefits to be achieved
Improved engagement with our international alumni	The combination of a clear international strategy and a University Campaign provide platform for integrated international alumni engagement plans

2. Actions Led Through the Inspiring Our Student Theme Team

Action	Outcome
Embed internationalisation as appropriate into our student propositions e.g. Leeds for Life, international mobility and placements	Ensure we have a holistic view of the desired student experience (both academic and non academic), within which internationalisation of both the home and the overseas student is appropriately developed
Embed international student support appropriately into models of student services being developed as part of the ongoing thinking re: the configuration of central services	Evaluate opportunities to increase the efficiency and effectiveness of the support services delivered to enhance the International Student experience

3. Actions Being Led Through The Research and Innovation Theme Team

Action	Outcome
Support opportunities for growth in International PGR recruitment	Ensure alignment between Theme Teams to maximise the focus of combined efforts to exploit opportunities for the recruitment of high quality PGR students
Support for the development and growth of international research collaborations	Growth in high profile research collaborations aligned to areas of identified research strength (to increase capacity and / or access new funding)

4. Potential Strategic Project

Action	Outcome
Develop a project to build upon the current work of the international working groups and to define a means by which we can have a systematic process by which to drive collaborative activity, based upon a clear alignment of international strength to external market opportunity.	Formal strategic project to be led by the International Director to identify how we best support academic regional champions to own and lead a structured process by which we define the value of potential international strategic collaborations (including HE, NGO's and business)

APPENDIX 2.

Regional/Country priority areas for International Development

Criteria for allocating priority balance elements of the following:

- Research Capacity/Quality (historic) and/or development trajectory (future)
- Availability of research funding (govt, enterprise etc)
- Recruitment volume (historic) and level of study spread and subject market diversity
- Recruitment potential (future)
- Alumni Engagement and volume
- Mobility & Exchange engagement (mainly UG) to secure out / in balance & fee payers
- Propensity & Infrastructure for Transnational Education and other L&T collaborations
- Social/Demographic/Economic factors and overall ease of doing business' security etc

Tier 1 Countries / Regions

These are regions where Leeds enjoys engagement across all or most criteria

China & HK	India
Malaysia & Singapore	Japan
USA	Canada
Australia	Europe
Africa (lead countries Nigeria, Kenya, Botswana, S Africa, Ghana, Tanzania)	

Tier 2 Countries / Regions

Typically engagement is developed in recruitment to the UK with some existing research links with potential to develop opportunities and growing mobility interest and appetite.

S. Korea	Taiwan
Pakistan	Other S E Asia (Thailand, Vietnam, Brunei, Indonesia)
Saudi Arabia	Other Gulf and Middle East (UAE, Kuwait, Jordan, Oman, Qatar) plus Libya

Tier 3 Countries / Regions

Typically low student recruitment, some limited individual research activity, limited alumni activity

South America – Mexico & Brazil	New Zealand
Russia (specific opportunity in business programmes)	The 'stans'
Other sub-continent (Nepal, Bangladesh, Sri-lanka)	

For Info: The Recruitment Priority Market groups are as follows:

Priority 1

- China, India, Nigeria, Malaysia, Saudi Arabia (all 1* ranking with more than 300 students to Leeds)
- USA, Pakistan, Thailand, Libya, Taiwan, HK, Kuwait, Jordan, Bahrain, Brunei, Japan, Canada, Oman, Kenya, Botswana,

Priority 2

- Pakistan, Qatar, UEA, Iran, Iraq, Yemen, Vietnam, Indonesia, Singapore, Mexico, Ghana, Uganda, Tanzania, The 'Stans', Sri Lanka (as part of India operation and NCUK support)

Priority 3 – no recruitment funding is allocated to anything below 2

- Australia, Egypt, Turkey, Russia, Brazil, S. Africa, Norway, Jamaica and Caribbean, Sudan, Bangladesh, Nepal

APPENDIX 3 - Diversifying International Recruitment

Whilst the focus of international recruitment activity will be centred upon maximising the effectiveness of our existing activity in Tier 1 Regions in 10/11, it will diversify over the 5 year planning period as we extend the breadth of our activities (products and channels) and move into new markets (Tier 2/3 Regions). The following schematic illustrates how this process and will be refreshed with further detail as we refine our understanding of market opportunities. This will be a dynamic position that will continue to be refined in response to changes in both supply and demand characteristics of international markets

Diversification of International Student Recruitment – Summary of Priority Activity

2. Priorities by 12-24 months

<i>New Products / Channels</i>	<p>2. 11/12 priorities</p> <ul style="list-style-type: none"> • Increase twinning and articulation agreements (e.g. 2+1) • New foundation year streams in Leeds • Pilot to harness NCUK infrastructure for off shore part delivery (Shanghai) • Increase short term student mobility • Refresh agent engagement strategy to align against revised priorities • Extend Gulf sponsor engagement work to all Tier 1 markets 	<p>4. 4 years +</p> <ul style="list-style-type: none"> • Potential for overseas physical presence – new and exiting markets • Review of distance PGR for academic staff to drive opportunities & profile in Africa and developing world • The 'Stans' as potential for TNE • Increased engagement with HE capacity building projects in developing countries • Use enhance research profile to support a focus upon high quality sustainable recruitment
	<p>1. 10/11 priorities</p> <ul style="list-style-type: none"> • Increase direct control over India Office to reduce costs / increase effectiveness • Maximise effectiveness of new China Office – TNE opportunities • Increased institutional focus upon PGR opportunity • Maximise impact of current Recruitment and marketing activity • UK based Int student initiative • Develop engagement plan for academic alumni referrals 	<p>3. 2-3 years</p> <ul style="list-style-type: none"> • Active recruitment in 'Stans' • Revisit South America as potential for diversification recruitment activity • PGR initiatives in Africa with funding package review • Explore mobility opportunities in Thai, Vietnam and Middle East • Identify funding bodies and build relationships with sponsors in new markets

Existing Tier 1 Markets *New & Tier 2/3 Markets*

APPENDIX 4

The following illustrates the engagement activities to support the embedding of the Internationalisation Strategy. The table makes a distinction between the core academic governance bodies through which policy will be developed, the Strategic Theme teams that will lead the implementation of priority initiatives and assess performance relative to agreed objectives and then the informal networks that will work horizontally across the institution to maximise communications and understanding. It is important that people understand what internationalisation means, how they can engage with relevant activities and what benefits increased co-ordination of activity will bring.

Activity	Body	Role	Examples
Governance: Academic strategy and policy	Learning and Teaching, Research and Graduate Boards	Formal governance role in leading academic strategy and policy	To agree any revisions to international admissions policies or entry criteria To agree articulation agreements

Governance: Approval of International agreements	VCEG / Council	Formal governance approval for the development of international partnership activity	Entry into Northern Consortium UK, opening of a University Office in China
WUN Steering Group	Steering Group to oversee the University's participation in the formal international network	To oversee the University's participation in the formal international network of leading international universities	To agree funding and its prioritisation to support WUN collaborative activity aligned to defined global challenges
Strategy Implementation	Strategy Theme Teams	To lead delivery of actions to address defined performance gaps and meet agreed strategic objectives	To lead on specific actions or projects that are either delivered directly through the International Theme or are embedded within another theme
Implementation	VCEG / Faculty / School Executive Meetings	To review specific initiatives designed to advance the internationalisation plans at an institutional, faculty or school level	Asses options for a different model for our India Office Review school / faculty level international marketing and recruitment activity
Implementation	Faculty International Leaders	To support the coordination and integration of internationalisation activity at a faculty level To facilitate the transfer of best practise between faculties	Ensuring appropriate integration of country engagement activity between Research and Leaching and Teaching
Performance monitoring	VCEG/FMG/Council	To review progress against define objectives	Quarterly overviews of strategy status Annual Theme Reviews
Engagement: Embedding and information sharing	International Regional Working Groups	To develop country/regional specific development plans, aligning activity and development across academic and professional areas	Tier 1 regional engagement plans