The University of Nottingham

UNITED KINGDOM · CHINA · MALAYSIA

Internationalisation:

Knowledge Without Borders

Supporting the University Plan 2010-15

February 2012

Version 1.5

Document Management

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Version 1.1	June 2011	Additional detail and formatting
Version 1.2	Sep 2011	Detail with respect to activities to achieve specific objectives
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1 Introduction

The University's mission is:

> "At The University of Nottingham we are committed to providing a truly international education, inspiring our students, producing world-leading research and benefitting the communities around our campuses in the UK, China and Malaysia. Our purpose is to improve life for individuals and societies worldwide. By bold innovation and excellence in all that we do, we make both knowledge and discoveries matter. "

Internationalisation is not an end in itself but rather a means to an end; it is an approach to operating that we believe will allow us to fulfill this mission more effectively. By working with the best students and staff worldwide we have the opportunity to genuinely make a difference through our teaching and learning and through our research and knowledge transfer.

Internationalisation is also something that is genuinely distinctive about The University of Nottingham. We have been described by *The Times* as 'the closest the UK has to a truly global university' with our campuses in the UK, China and Malaysia, which act as hosts to genuinely global academic communities in all three countries.

However, our understanding of global reach goes beyond our international network of campuses.

- We have a growing network of educational, governmental and commercial partners around the world which provide a basis for the development of internationally oriented teaching and learning as well as coordinated research and knowledge transfer in relation to some of the world's most pressing global human concerns and social problems.
- We recognise the value of global competencies to students, staff and graduates and actively seek to ensure that opportunities to develop such competencies are available across our University community.
- We have a global community of more than 200,000 alumni and we are actively extending the networks of country, regional and special interest groups throughout this community.
- We are committed to ensuring that our diverse capabilities in teaching and learning and research and knowledge transfer are developed in a social responsible manner and that we assist in the development of educational capacity in less economically developed countries.

Appendix A outlines the Strategic Framework within which internationalisation is managed and demonstrates the University's aspiration to embed internationalisation across all core activities.

2 Background

The University is acknowledged as a leader in the internationalisation of higher education. Students from more than 150 nations chose to attend Nottingham's UK campus in 2010-11, boosting international numbers to more than 8,000; with over 8,000 studying at our campuses in Malaysia and China, the University has underlined its status as a truly global player in higher education and is the largest recruiter of overseas students to a British university campus.

Nottingham has been welcoming international students for much of its history. In 2000 Nottingham was the first UK University to set up a full campus overseas, in Malaysia, and in 2004 it was the first non-Chinese University in the world to establish a teaching and research university inside China. Both campuses offer a broad range of undergraduate and taught postgraduate programmes and have growing cohorts of PhD students. Research initiatives locally seek to build on The University of Nottingham's acknowledged expertise to address genuine challenges identified in both locations. The development of the campuses in China and Malaysia represented bold strategic choices which as yet no other UK University has been able to match.

The campuses in Asia have been successful in their own right, in terms of student recruitment and delivery of robust financial performance. The three campuses together are now attracting greater interest from commercial collaborators and research funding bodies for the unique capacity they offer.

As a founding member of *Universitas21*, a global network of leading research-led universities, Nottingham emphasises international collaboration and opportunities for its students. With exchange opportunities in Africa, the Americas, Europe, the Middle East and East Asia, increasing numbers of students based at Nottingham UK are taking advantage of the opportunity to study abroad as part of their Nottingham degree. And students based at our campuses in Asia are doing likewise. As well as traditional exchange opportunities at universities all over the world, Nottingham students are also undertaking work placements overseas and are involved in a range of short term volunteering activities. Of all European universities participating in the Erasmus Work Placement programme, the University of Nottingham sends out the most students on work placements across Europe.

The University's flagship international scholarship programme, *Developing Solutions*, which is celebrating its 10th anniversary in 2011-12, has helped to support more than 700 students from developing countries of the Commonwealth and the rest of Africa to study in the UK and now also at our China and Malaysia campuses. *Developing Solutions* was expanded in 2009 to support Nottingham staff to undertake capacity development projects in Africa and to help provide opportunities for UK students to spend time at partner institutions in Africa.

2.1 Principles

Our approach to internationalisation is driven by:

- *Reciprocity*. Internationalisation is a two-way process; for the University to realise the full benefits of our global reach we must give as much as we get. We believe as a community that by working multilaterally rather than unilaterally we achieve more in terms of teaching, research and knowledge transfer. We concentrate our energies on cultivating enduring, boundary-spanning relationships that are mutually beneficial, which apply to students and to academic and commercial partners.
- *Commitment*. Internationalisation is an investment for the future and requires a long term commitment — to our students, to our staff, and to our partners globally.

- *Quality*. We seek to maintain the highest standards in all that we do. Although we are fundamentally a British institution, internationally we will always aim to be sensitive and relevant to local circumstances.
- *Social and environmental responsibility*. Knowledge is a public good and we recognise that we have a responsibility to generate and share knowledge for the greater good of society. As an educational institution operating on a global level, we are committed to educational capacity development in emerging economies, doing so in a way that is environmentally sustainable.

2.2 Assumptions

The University's internationalisation strategy is broadly defined and encompassing, with a long term aspiration that internationalisation is embedded across all relevant University activities. The core components of the strategy can be thought of under two broad headings, namely structure and activity:

Organisational structure

a) The creation of a distributed organisational structure based on 'home' campuses in the UK and two international campuses in China and Malaysia to reflect the University's long term commitment to being genuinely international.

Organisational activities (across all campuses)

b) Establishing an in-country presence
c) International teaching partnerships and transnational education
d) International student recruitment
e) Student mobility
f) Staff mobility
g) Research
h) Knowledge transfer
i) Social responsibility and international development
j) International Alumni
k) Philanthropy
l) An international curriculum

While the Pro-Vice-Chancellor for Internationalisation and the Pro-Vice Chancellor for International Campuses and the International Office have oversight responsibility the implementation of the Internationalisation Strategy, this strategy document assumes that internationalisation stretches across all of the different Management Board portfolios and that different Professional Services all have a role in supporting Schools in the delivery of the strategy (see appendix A).

2.3 Recent Accomplishments

By academic year 2011-12, **UNMC** hosted more than 4,000 students. Courses in Psychology and International Communications were launched in 2009 and courses in Economics, International Relations and Nutrition were launched in 2010. UNMC

holds a research grant portfolio in excess of RM5m (GB£1m) and has recently secured funding in excess of RM100m (GB£20m) from the Malaysian government to establish the Crops for the Future Research Centre. The Malaysian campus also hosts MyEULINK with funding from the European Union and there has been continued success with research grants, including major EU funding.

UNNC has recruited a student population that is close to 5000 students and is actively expanding its provision in Engineering related subjects. A PhD Licence has been awarded and a Graduate School established and the University has recently been awarded over $12m for the development of a International Doctoral innovation Centre, linking activity across the campuses in the UK and China. The current research funding portfolio is close to RMB10m (£1m) and UNNC has been designated as an International Research Co-operation Centre (?) by the Ministry of Science and Technology. UNNC students represented China in the Students in Free Enterprise world finals where they finished second overall.

Summer School programmes for HE students from around the world were offered at UNNC and UNMC for the first time in Summer 2011 and the third Tri-campus games was hosted in Ningbo in June 2011.

Teaching related partnerships have been developed with a range of international partners including Tsinghua and Sichuan universities in China, the Building and Construction Authority of Singapore and Manipal University in India, and there has been significant growth in numbers of IPGCE partnerships. Other partnerships under discussion include Cairo University, Binus University in Indonesia, Konstanz University and a number of Eramus Mundus postgraduate partnership proposals for funding from the EU have been submitted. There has been a significant increase in numbers of exchange partnerships with close to 1000 students taking advantage of opportunities for short term or long term mobility,, and the Academic Partners Programme is operational for split site PhDs.

The **International Research and Knowledge Transfer** Priority Group has been established to oversee strategic developments and report to the Research and Knowledge Transfer Board. Collaborative PhD schemes with UNNC and UNMC have been developed, most notably the MIDAS Scheme and a U21 Joint PhD programme has been developed with the first partnership involving Korea University. A University funded Visiting Fellowship scheme has operated for 2 years targeting India and for its third year will target Brazil. Strategic research partnerships have been developed with a number of Universities including Sichuan and Zhejiang in China, IIT Kharagpur and IIM Bangalore in India, in addition to the members of the U21 network. Business partnerships are under development in China with automobile manufacturer, Chang 'An, aerospace companies AVIC and ACAE and with PetroChina, currently the largest corporate in the world.

In terms of **international student recruitment**, the 2009 intake was 10% up on 2008 and in 2010 the intake grew by a further 4.5%. For academic year 2011-12, the UK campus hosted some 9000 international students. A portfolio of recruitment activities is in progress including exhibitions, private visits and agent partnerships. There are potential benefits from exchange rate changes but potential negative impacts from poor economic conditions worldwide and increased political instability in some key markets.

Pre-arrival induction materials for international students (full programme for September 2009 entry) and 'registration' and support systems for international

visitors (implemented in 2009) have been developed. A review of study abroad barriers has also been completed.

The ***Developing Horizons*** fund has been set up to support staff-led capacity development initiatives (already been used to support initiatives in Tanzania, Zambia and Ethiopia). More detailed discussions are planned with existing University partners in Ethiopia to explore opportunities to build on existing collaborations. Discussions are also in progress about the potential to work more closely with OER Africa to share course material and curricula.

The **internationalisation of the curriculum** is being systematically addressed as one of the University's Teaching and Learning "Grand Challenges" with focus on both content and skills and on mechanisms for delivering international experiences "at home" either directly through degree curricula or through elements of the Nottingham Advantage Award.

The **integration of international and home students** is a major strand of work within the International Office which runs three schemes (outlined below) designed to encourage integration at different levels.

a) Host UK **-** is a national scheme which invites students to apply for a short stay with a host family somewhere in the UK to allow them to learn more about British culture.
b) Family Link - is a University of Nottingham scheme which seeks to match students (mature postgraduates) with a local host for friendship/hospitality.
c) Culture Vulture - is a University of Nottingham scheme which aims to encourage integration between international and home students. There are three strands to Culture Vulture. The first strand is events and activities with a cultural theme (Scottish dancing/African drumming etc). The second strand is a caption campaign to raise awareness and celebrate the cultural diversity of students across our campuses (interesting/quirky facts and figures about the University/messages highlighting cultural celebrations and cultural conversations about life in the UK/Nottingham from an international perspective) and the third strand is a pilot project in which current international students act as a buddy to a prospective UK student in order to encourage greater engagement between international and domestic students.

Active **alumni groups** exist in China, Hong Kong, Malaysia, Nigeria and USA, and new groups are under development in India, Bangladesh, Indonesia and Egypt.

Table 1 provides an overview of the current scale of internationalisation activity in relation to key regions and delivery mechanisms.

In delivering the programme of activity outlined in this strategy, particular attention will be focused on broadening activity and regional coverage: in particular as outlined in the documents "Internationalisation: Priorities by Activity Type" and Internationalisation: Priorities by Region", we will seek to develop both under-represented areas and under-represented activities, where we have the necessary capabilities and where the right opportunities exist.

Table 1: Scale and Scope of Current Internationalisation Activity

	In-Country Presence	TNE Partner-ships	Inter-national Students	Student Mobility	Staff Mobility	Social Respon-sibility	Research	KT and Business	Alumni	Philan-thropy
N America			✓	✓✓✓	✓			✓	✓✓	✓
Latin America	✓		✓	✓			✓			
Europe		✓	✓✓	✓✓✓	✓		✓✓			
MENA			✓✓						✓	
Africa		✓	✓✓			✓			✓	
N & C Asia			✓✓							
South Asia			✓✓✓			✓	✓	✓	✓	
East Asia (ex China)			✓✓✓	✓					✓	
China	✓✓	✓✓✓	✓✓✓	✓✓	✓		✓✓✓	✓✓	✓✓✓	✓
SE Asia		✓✓✓	✓✓							
Malaysia	✓✓		✓✓✓	✓✓	✓		✓	✓	✓✓✓	✓
Australasia				✓✓✓	✓					

2.4 Challenges

The University faces an array of particularly challenging circumstances by aiming for so many of its core activities to be carried out on a transnational basis. Not least among these are maintaining effective communication and coordination over long distances. The national contexts also differ greatly in their legal and regulatory environments, which has implications for how we manage people and protect intellectual property. We also face difficult choices by both encouraging mobility of staff and students, and working strenuously to reduce the University's carbon footprint. Given our global scale of operations, we are also affected by:

- The world economic climate and currency fluctuations, which introduce uncertainty in international operations and study abroad costs.
- World political instability, which affects student mobility in many countries and our ability to operate effectively in some areas.
- UK immigration policy and in particular continued policy changes aimed at reducing the number of students from overseas studying in the UK
- UK Government support for student mobility and possibly cuts to support for the EU Erasmus exchange programme.

3 Aims and Objectives

The aims and objectives associated with the internationalisation strategy underpin a range of themes within the University's strategic plan as is demonstrated below.

Global Reach

3.1 Aim 1: Secure our achievement in establishing the two campuses in Asia, by fuller integration, coordination and expansion, and taking advantage of all the opportunities associated with their success.

3.1.1 Ensure our campuses in Asia can sustain their activities by expanding student numbers, research activity, the academic subject range covered, staffing levels and corporate systems.

3.1.2 Gain greater financial and reputational advantage from our campuses in Asia by imaginative use of the facilities, such as for summer programmes as an additional offer for student mobility, and for events and conferences.

3.1.3 Increase the level of externally funded and collaborative research.

3.1.4 Continue the process of more fully embedding our internationalisation programme into all of our teaching and research activities, but also into cross-campus communications infrastructure and key corporate systems.

3.1.5 Enhance the University's global technology-enabled communication facilities to enable broader and easier collaboration while reducing the need for travel.

3.2 Aim 2: To magnify the international impact of our research and commercialisation activities.

3.2.1 Grow the number of active institutional research partnerships to address major global challenges including food security, climate change, sustainability and well being.

3.2.2 Actively build on our presence in China and Malaysia to build innovative research focused partnerships in both countries.

3.2.3 Enhance internationally focused communications relating to research and knowledge transfer activity across all our campuses.

3.2.4 Via our partnerships with global organisations such as Rolls-Royce, Alliance Boots, AstraZeneca and SABMiller to provide benefits to their global operations, via research, executive education, internship and employment opportunities for our graduates.

3.3 Aim 3: To expand student and staff mobility.

3.3.1 Increase the proportion of outward study abroad participation to 25% by 2015, ensuring we encourage and support all students, including those whose circumstances might make study abroad difficult.

3.3.2 Improve support for staff and student mobility between our campuses, in order to allow them to realise the opportunities Nottingham offers for truly global education, research and knowledge transfer.

3.4 Aim 4: To develop and enhance international teaching and research partnerships.

3.4.1 Develop new and existing international research and teaching partnerships, paying particular attention to emerging regions, both to further our own aims and help build higher education capacity elsewhere.

3.4.2 Strengthen our Universitas 21 member collaborations, with particular emphasis on the internationalisation of teaching and learning, student mobility and personnel exchange programmes.

3.4.3 Expand the sharing of teaching and research expertise, with a particular focus on open courseware and digital availability of appropriate research resources with a particular emphasis on supporting Universities and students in the developing world.

Excellence in Education

3.5 Aim 5: To establish the campuses in Asia as leading institutions within their regions, in terms of teaching quality.

3.5.1 Expand and enhance the teaching at the campuses in China and Malaysia and increase their student population.

3.5.2 At UNNC, to expand the subject range taught, especially in Mathematics, Economics and the Sciences, to achieve a balanced subject base, introduce

additional postgraduate taught courses and increase the proportion of postgraduates to 18%.

3.5.3 At UNMC, to develop undergraduate courses in the Arts and Humanities, the Sciences and Economics, and substantially expand the range of Master's courses offered.

3.5.4 Expand support for students at both campuses in Asia, particularly in English language proficiency, academic literacy and career development.

World Changing Research

3.6 Aim 6: By 2015 to achieve a research profile at our campuses in Asia in key areas comparable to that of the Nottingham campus.

3.6.1 Continue to expand research capacity at the China and Malaysia campuses in a way that takes advantage of Nottingham's strengths while responding to their national and regional priorities.

3.6.2 Increase the volume of externally funded and collaborative research at both campuses in Asia.

3.6.3 Enhance the research environments at both campuses in Asia.

University Life

3.7 Aim 7: To enhance support for international mobility of students and staff.

3.7.1 Given our intention to increase the numbers of international students, to ensure the full breadth and level of support is provided for them.

3.7.2 Seek and develop opportunities to set up student music ensemble exchanges between Malaysia, China and the UK, either live or in real time simulcast.

3.7.3 Encourage and support rising levels of student mobility, by providing more flexible accommodation units, both for visiting staff and to facilitate students swapping accommodation at any campus for space at another campus.

Social Responsibility

3.8 Aim 8: To be 'good neighbours', in Nottingham, Ningbo, and Semenyih.

3.8.1 Foster positive relationships with individuals and community groups in the immediate locality of our campuses.

3.8.2 Be proactive in managing student accommodation issues and reduce the number of issues reported.

3.8.3 Promote and support students as active and responsible citizens.

Sustaining Excellence

3.9 Aim 9: Expand alumni engagement programmes.

3.9.1 By 2015 to have a global network of 30 alumni groups, based on both the country of residence and particular affinities, i.e. subjects, special interests.

3.9.2 By 2015 to have viable alumni engagement and development offices for both campuses in Asia.

4 Delivery

The aims and objectives outlined above are to be delivered within a distributed structure characterised by campus activity across 3 locations. Across each of these locations, we seek to ensure that responsibility for internationalisation is not limited to those whose job title includes "intenational", but rather that it is embedded across all relevant roles.

Internationalisation is delivered using a range of instruments, most specifically:

a) establishing an in-country presence

b) International teaching partnerships and transnational education

c) International student recruitment

d) Student mobility

e) Staff mobility

f) Research

g) Knowledge transfer

h) Social responsibility and international development

i) International Alumni

j) Philanthropy

k) An international curriculum

Clearly there will be a need to focus attention on specific regions and priorities in order to deliver in relation to the University's strategic aims and objectives. The identification of these activity and regional priorities is based on a process of matching existing strengths, expertise and capacity to external opportunities identified within each region and country. Current priorities for the planning period to 2015 are outlined in two accompanying working documents:

- Internationalisation: Priorities by Activity type
- Internationalisation: Priorities by Region

Within the University's structure there are both professional services and Committees with specific responsibilities for many of these areas. This activity based structure will be complemented by the establishment of informal regional advisory groups to ensure that the University makes full use of existing internal knowledge and expertise.

5 Timeframes

Activities and likely time frames for each key activity are outlined below. Comparable information for UNMC and UNNC will be provided in the UNMC and UNNC Supporting Strategies

6 Responsibilities

6.1 Delivery and reporting

Lead Professor Christine Ennew, PVC Internationalisation

Support Professor Hai-Sui Yu, PVC International Campuses
Professor Chris Rudd, PVC Knowledge Transfer
Professor Saul Tendler, PVC Teaching and Learning
Professor Bob Webb, PVC Research
Professor Roger Woods, Associate PVC International
Professor Ian Pashby, Provost, UNMC
Professor Nick Miles, Provost UNMC
Vincenzo Raimo, Director, International Office

Reporting Professor Christine Ennew, PVC Internationalisation

6.2 Monitoring and Measuring Progress

	Baseline	Objective
	2009/10	**2014/15**
Student Population, UNNC	4,091	6,500
Student Population, UNMC	3,224	5,500
Postgraduate population (% of total)[1]		
Malaysia	15.3%	20%
Ningbo	9.5%	18%
Non-UK students at UK campus	8,428	9,500
Students entering via international teaching partnerships	366	600
Students on some form of outward mobility (%)	17%	25%
Research awards (total)		
Malaysia	RM 5m	RM 15m
Ningbo	RMB 7.2m	RMB 18m
Alumni groups globally	6	30

7 See Also

7.1 Supporting Strategies

University of Nottingham Malaysia Campus Plan 2011-2015

University of Nottingham Ningbo, China, Campus Plan 2011-15

International Office Annual Plan

[1] Percentage of total student population, excluding foundation and 'other award' students.

7.2 Working Documents

Identified priority activities across regions, which will be updated on an annual basis outline the specific activities which will be undertaken in order to deliver against the aims and objectives outlined in this document. These documents are available via workspace, as follows:

- Internationalisation: Priorities by Activity type
- Internationalisation: Priorities by Region

7.3 Other Documents

The Management and Structure of the International Campuses of the University of Nottingham (Appendix D)

HE Partnership Portfolio (Attached as Appendix B)

TNE Partnership Guidelines

Research Partnership Guidelines

Appendix A: Internationalisation – The Strategic Framework

Appendix B:

University of Nottingham

HE Partnership Portfolio and Strategic Implications

1 Overview

The University works with higher education partners throughout the world in order to enable it realise the mission and vision outlined in the University Strategic Plan 2010-15. The development of partnerships is underpinned by a number of key principles:

- We will seek to work with partners who share our vision for higher education;
- We will seek to work with partners who have capabilities and capacities that we value;
- We recognise the benefits of having a diverse portfolio of higher education partnerships given the breadth of the University's mission in both teaching and research;
- We recognise the importance of building partnerships with a long term perspective and with a focus on mutual benefit.

The current portfolio of partnerships can be characterised in a formal sense by the nature of the agreement (MoU or MoA) and also by the strategic character of the relationship (in terms of scale and scope and geographic spread[2]). Scope reflects the range of different activity covered by the relationship (eg teaching, exchange, research, diversity of subject areas) while scale focuses more on the extent of the relationship (numbers involved across different activities and time periods). The nature of future strategy with respect to partnerships is determined by the targets outlined in the strategic plan and an evaluation of the current position with respect to partnerships.

While noting the importance of the formal basis for the relationship, for the purposes of strategy development, it is most appropriate to evaluate the portfolio in the basis of strategic character. In terms of Scope, relationships are characterised as

- Focused – a single activity in a single academic area
- Broad – multiple activities – eg exchange, teaching, research or a single activity across multiple and diverse areas of the University including across multiple campuses

In terms of scale, relationships are characterised as

- Standard (involving small numbers in each activity)
- Extensive (impacting on larger numbers of individuals).

2 Portfolio Evaluation

Standard-Focused

Within any portfolio of partnerships, a significant proportion are likely to be in the standard-focused category, as a consequence of the desire for relationships to develop with specific groupings where there is relevant expertise and capability. In many senses such links are often a reflection of the natural and organic growth of relationships between individuals and their institutions.

[2] This approach is considered preferable to the widely used levels framework which simply distinguishes between individual, subject/faculty and institutional relationships.

Extensive-Focused

These partnerships are the product of the expansion of activity in a given area reflecting most commonly a growth in student movement/engagement. Research partnerships may grow in this direction as levels of involvement increase, but this is probably a less common direction for growth.

Standard-Broad

Such partnerships are probably more dominantly research based (building multiple links between research groups) and may have a particular focus on PhD based partnerships. Student focused activity may also develop in this direction where such schemes involve multiple campuses and academic areas.

Extensive-Broad

The extensive-broad category will tend to represent a relatively small proportion of overall HE partnerships, given that such relationships will require significant investment and time to develop.

3 Strategic Implications

Standard-Focused

The current portfolio is characterised by relatively large numbers of this type of relationship and small scale partnerships do tend to be characterised by relatively high costs for development and maintenance. Accordingly, recommended activity is as follows:

- Developments in this area should be restricted to strategic priorities (in underrepresented subject areas and in regions which are attractive but underrepresented).
- Focus on opportunities to expand existing partnerships in terms of either scale or scope.

Extensive-Focused

These partnerships are typically well established with a growing volume of activity. However, in many cases there is a high concentration of activity is specific academic area. Strategically, the focus of attention should be

- Where partners have a broad range of academic activity, explore opportunities to broaden the partnership (into other academic areas and/or other activities).
- For partners who are narrowly focused, monitor and where appropriate invest to maintain and develop.

Standard-Broad

In these cases there is a range of activity taking place but at a relatively small scale, particularly so in the current portfolio. Geographically the current portfolio is heavily focused on China. The breadth of activity is a clear strength, but the limited scale and geographic imbalance maybe regarded as weaknesses. Strategic priorities should be:

- Build scale in key partnerships where there is identified willingness from both partners.

- Broaden geographical spread by building on existing links
    - Build on links with individual U21 Partnerships
    - Explore opportunities to develop existing SF partnerships

Extensive-Broad

Although this category is expected to be small, the current position would suggest that this is an area of weakness, both in terms of geographic spread and numbers, U21 is strong but more generically with the network than with individuals). Strategic priorities should be:

- Explore opportunities to move EF and SB partnerships into this category.

4 Delivery mechanisms

There are a number of delivery mechanism available to support the developments outlined above. These are organised into two broad categories – namely those with a teaching and learning focus and those with a research focus although it is recognised that in some areas, this categorisation may not be clear cut.

4.1 Teaching-related Partnerships (for further detail see Partnership Development Guidelines)

Examples of the type of links which might be developed include:

- **Joint Degrees or duel degrees and progression agreements**

  At undergraduate level, these programmes typically include variants such as 1+3, 1+2, 2+2 degrees where the first year(s) are spent at overseas institution the degree is completed at Nottingham. The nature of the period of study at an overseas institution will vary according to the characteristics of the local HE system, but the principle underlying such programmes is one of the University of Nottingham recognising learning completed elsewhere. This type of programme could also be offered in conjunction with the China campus or a with the Malaysia campus.

  Other variants may include programmes with integrated periods of study overseas or with structured mobility and credit transfer across institutions leading to dual awards.

  Possible masters twinning agreements could include partnering with institutions where a masters degree is taken over a 2 year period. Either year could be spent at Nottingham enabling the student to be awarded a stand alone masters degree from Nottingham and then for the student to count this as part of their 2 year programme at the overseas institution. Alternatively for a one year masters awarded by University of Nottingham it would be possible for students to start overseas and transfer to Nottingham to complete their studies.

  Dual and Joint degrees may also be developed at PhD level. The complexity of joint programmes is such that the normal policy will be to only invest in the development of joint programmes where there are significant numbers or compelling strategic reasons.

- **Split site PhD's**

New schemes have been developed to enable students to register on a research degree at two separate institutions.

- **Scheme 1: Academic Partner PhD**

  This scheme is particularly aimed at partner academic institutions that want to up-skill their academic staff by investing in doctoral education. Students will register on a University of Nottingham PhD programme but most or all of their time will be spent at their "base" institution.

- **Scheme 2: International PhD Programme at the University of Nottingham**

  The international PhD programme is a flagship development between two prestigious academic institutions to attract the best postgraduate researchers. Students will be awarded two PhD's from two institutions. For supervisors this would provide an opportunity to strength and deepen existing research collaborations and increase the number cross-cultural and cross-disciplinary research groups. For students the programme would enable them to both access additional resources and give them international experience. This programme may result in either dual or joint awards. For agreements focused on individual students the preference would normally be for a dual award while joint awards might be more commonly used for larger, cohort groups.

- The **Inter-campus PhD scheme** is aimed at encouraging joint supervision of PhD students across University of Nottingham campuses in the UK, China or Malaysia.

- **E-learning and in-county teaching**

  Opportunities exist for specialist programmes to be offered in-country typically with a partner providing infrastructure and support and the University of Nottingham providing the academic input.

  Advances are now making it possible to use a variety of different technologies to deliver courses using the internet, interactive video conference facilities and Moodle. There are examples within the University where courses are being delivered using a mix of teaching modes or "blended learning". The E-learning team can provide more information.

4.2 Research Partnerships (See International research partnership Guidelines for more detail)

Illustrative Models for developing international research platforms include:

Model	Purpose
Embedded visiting fellowships associated with and linked to Nottingham research groups	Low cost initiation of collaborative activity leading to quality research outputs and potential to generate funded research activity
Bilateral across countries Research Platforms (eg Science Bridge)	Platform for collaborative research between two or more research groups that delivers research excellence with impact within a specific-funded programme
Multi-lateral International	Research platform set up to develop linkages between

research platform(UK and HEIs from one country)	research groups to provide a capability for developing research, research mobility and joint PhD activity (eg Plant Biotechnology involving SJTU, Fudan, Notitngham)
Multi-lateral international research platform (UK and HEIs from more than one country	Research platform set up to develop linkages between research groups to provide a capability for developing research, research mobility and joint PhD activity. Involvement of multiple countries gives access to multiple networks and increased potential for building portfolio drawing on multiple funders (eg Centre for Ultra-Sustainable Crops with Zhejiang, Cornell and Western Australia)
International Doctoral Training Centre	Integrated research platform that provides the potential to link with multiple partners and deliver objectives across the research and KT spectrum. A key feature of this approach will be the ability to manage so that it can leverage significant additional funding during the life of the programme
External Research Centre linked to Nottingham research activities	Physical infrastructure with research and other links to a Nottingham campus, with a remit to build up an international research portfolio that is synergistic with research strengths Nottingham has. (eg Crops for the Future).

Appendix C: Guidelines for Partnership development

C.1 Partnerships for Teaching and Learning

Development of partnerships by individual staff

One of the most common ways of developing partnerships is "bottom up" development, whereby individual staff, usually academics, develop what are often initially informal links through shared interests with staff at other institutions.

As the staff work together and discuss issues such as curriculum development in more detail it can become apparent that there might be opportunities for a more formal partnership. This may become apparent, for example, when it is clear that the objectives of the two institutions match or the curriculums of the programmes at the institutions map well against each other.

At this time it would be advisable to contact the Partnership Development Team in the International Office to request market research information about the country and the institutions with which the partnership is proposed. The information may already be available. If not, the Team will be pleased to carry out this research on your behalf and meet you to discuss the proposal if necessary.

In the initial stage of development it is important that the member of staff has a clear rationale for the partnership. This should include (but not exclusively):

- **An outline of the proposal**
  - What type of partnerships is being proposed (e.g. joint programme, articulation etc)
  - Which subject area(s) are involved?
  - Which level of programme is involved (UG/PGT/PGR)?
  - Which staff are/would be involved?
  - What would be the involvement of each party?
- **Is the proposal academically viable?**
  - Are the curriculums at the two institutions appropriately matched?
  - Would a new course need to be developed?
  - Do students at the partner institution have the subject-specific and English language skills that we would require?
  - Does the partner have suitable physical and human resources?
- **Is the proposal economically viable?**
  - What would be the costs of developing and operating the partnerships?
  - What travel costs would be involved?
  - Does the partner have the funding that would be required?
  - If appropriate, could students afford the necessary travel, living and tuition costs?
- **Are there any legal barriers?**
  - Does the partner institution's government have any restrictions or regulations relating to the development of international partnerships?
- **What are the advantages of the proposal for each partner?**
  - Are the advantages reciprocal?
  - Does it lead to curriculum development?
  - Is it profitable?
  - Does it benefit the local community?

The Partnership Development Team can assist with all of this, so please do contact them for more information.

Following discussions at this level, and if there is perceived to be a strong potential for a partnership between the two institutions, the member of staff should discuss the proposal with the senior

management within their school and seek advice from the International Office's Partnership Development Team on how to take the matter further. Through these discussions it will become apparent as to how well the proposal fits into the University and School's plans.

When a firm proposal has been developed and there is a desire to seek University-level approval for the proposal, the Partnership Development Team will assist in the development of a Memorandum of Agreement. The University has developed templates for these agreements. The Memorandum will be developed using these templates, but it may be amended somewhat to meet the requirements of the partner or because of specific issues relating to the proposal which mean that it does not comply with the standard agreement template.

A draft of the Memorandum will be sent to the partner for comment. Following this, the Partnership Development Team will submit the Memorandum to the Transnational Education Committee for University approval (it is likely that the Memorandum will be subject to a similar procedures at the partner institution). If approved, the Memorandum will be signed by the Pro Vice Chancellor on behalf of Nottingham and an appropriate signatory at the partner institution. The proposal then becomes one of the University's partnerships and delivery of the programme(s) may commence.

The University is keen to expand the scope of existing successful partnerships, and so partnership development may arise through the expansion of an existing agreement to include new subject areas.

Development of partnerships by a School

Partnerships may also develop from a "top down" approach whereby, for strategic reasons, the University or School's management team determine that a partnership in a particular subject area or school is necessary with an institution or institutions overseas, or that partnerships with institutions in a particularly country are desirable. Again, the Partnership Development Team in the International Office can provide advice and guidance as the proposal develops.

Schools wishing to develop a partnership are advised to research the following:

- What international contacts do their staff have? For example, academic staff may have research partners or alumni contacts at other institutions.
- What research interests do their staff have in a particular subject/country?
- Which countries are particularly suitable for partnerships in their subject area? For example, Business programmes tend to be extremely popular in India.
- Which level of programme is suitable for a partnership? For example, there may be a high demand for international PG students in a particular school. Alternatively, a school may wish to consider which level is suitable for partnerships in a particular subject area. For example, PG programmes in a subject may be more desirable than UG programmes.
- What does the School plan state that the objectives of the school are?
- Does the University have any existing partnerships in the country/subject area in which the partnership is proposed? It may be that existing partnerships could be expanded.

Although this type of partnership development will, by its very nature, already have the support of the University/School, and is therefore likely to fit into the institution's plans, it will still be necessary to carry out the market research and collate the information detailed above, in the "Development of Partnerships by Individual Staff" section, to ensure that the partnership is successful in both its developmental and operational stages. Again, the Partnership Development Team can help with this.

Development of partnerships at the request of another institution

The Partnership Development Team is regularly contacted by institutions from around the world, seeking to develop partnerships. On occasion, the objectives of those making contact match the

University's objectives. In such instances the Partnership Development Team would make contact with the appropriate School at the University and inform them of the potential for a new partnership to be developed. The School/individual is then advised to follow the recommended process for developing the partnership outlined above.

PhD links

Research partnerships include the International Partner PhD and the Academic Partner PhD. In addition to the ways that the partnership might develop listed above, these PhD programmes may originate due to the interests of an individual student. The Partnership Development Team can advise whether the proposed research partnership should be an International Partner PhD or an Academic Partner PhD, and can also advise whether the proposed partnership is suitable.

This list is, of course, not exhaustive. However a partnership proposal originates, the Partnership Development Team can provide the advice and guidance you need to successfully develop it.

C.2 International research collaboration instruments and models for research excellence with impact

Introduction

The motives for universities to develop an international research agenda have been justified in terms of[3]:

- Maintaining and enhancing the competitiveness of and sustainability of domestic research
- Improving the competitiveness of the domestic economy
- Expand the global assault on shared problems
- Commitment to the internationalisation of people and politics.

However, the recent Royal Society report[4] demonstrates that the relationship between motives and benefits is more complex so that while global knowledge circulation is an integral component of developing international research capabilities, the global science landscape is underpinned by national infrastructures, which do however acknowledge the importance of international collaboration with the scientific landscape increasingly interlinked, as evidenced through the increase in collaborative outputs.

Perhaps, one of the more interesting sections of the Royal Society report is the analysis of the motivating factors which underpin global collaboration which include:

- Scientists seek to work with the most outstanding scientists in their field
- Collaboration brings with it benefits of scale
- Sharing the burden of research activity
- External factors not related to science
- The benefits of joint authorship
- Capacity building through collaboration
- Geopolitical potential of scientific collaboration

From the perspective of individuals in a University, and the University itself, international collaborations are driven by a range of instruments and the funding of these by national and international bodies. These instruments determine behaviour and have sometimes constrained what can be achieved from international research collaborations. Underpinning these instruments are what the Royal Society report describes as the "fluid networks of science" which are often based around individual connections that have evolved over time.

This paper looks at a range of instruments which can be accessed through different funding routes and explores ways in which it is becoming possible to work with these instruments in a more integrated way as part of the development of an international research strategy leading to a more defined portfolio of international strategic collaborations or research platforms. Where they can be established, these research platforms not only become vehicles for delivering high quality research but also provide launch pads from which other university objectives can be realised from recruiting students to building long-term partnerships with HEIs, other organisations and Government agencies.

International Research Instruments

The International Funding Escalator illustrates how different instruments can be accessed to help move up the escalator representing a strengthening of research collaboration. The University encourages and supports individual success across a wide range of instruments.

[3] *International research collaboration: opportunities for the UK Higher Education Sector, UUK 2008*
[4] *Knowledge, networks and nations, Global scientific collaborations in the 21st Century, Royal Society 2011*

Instrument	Features and purpose	Funding sources (some examples)
PhD studentships	Multiple purposes and funding possibilities international collaboration is only realised by active management. Can be a useful way to initiate links.	Research Councils Marie Curie Scholarships
Fellowships	Fellowships which include a mobility element can be valuable in developing collaborations	EU Marie Curie
Research/Staff Mobility - Visiting researchers inward - Visiting researchers outward	Supplement knowledge and dissemination of specialist knowledge which can be an effective means of making substantive links	U21 Royal Society Research Councils EU
Pump-priming research and KT collaborations	These projects are designed to develop interactions which can secure significant major funding (eg partnership with Zhejiang University)	
Networks	Include workshops, seminars, conferences and are a major component underpinning funding	Research Councils Royal Society
Summer Schools	Often linked to PhD training and provide a means of initiating and encouraging multiple interactions between HEIs	Various
Adding an international dimension to research projects	It is often possible to add an international dimension to a project as a subcontract. For the research Councils it would require a strong case to justify funding going outside UK	Research Councils, EU, Charities
International research collaboration	Joint submission to avoid double jeopardy in countries where agreement between funders is a feature of some schemes. Many research councils have specific calls and EU projects require international collaboration	Research Councils with some such as ESRC having double jeopardy agreements
Grand Challenges	Research Councils (Science Bridges) and large foundations (eg Melinda and Bill Gates) identify grand challenges which often have an international dimension or can be exclusively international	Research Councils, Charities, EU
International internships for PhD students	Helpful for building links with companies and other organisations as part of developing a research agenda	Research Councils, Industry
Brain drain/circulation	Recruitment and retention is a key component of the internationalisation of research and there are instruments through Research Councils that can be used to assist with this.	
Access to unique datasets or geopolitical data	These are the resources required for doing research which can be funded in a variety of ways or be accessed through networks	Research Councils and others

International Research Collaboration Models

International research collaboration models provide a route to develop an international research portfolio through integrated activities which have critical mass, are likely to cover a broader range of research

capabilities, be multidisciplinary (while still being focussed), and provide platforms for developing related initiatives.

Defining and categorising these models will be helpful in engaging with potential partners, demonstrating our track record for different types of engagement and flexibility to adapt models to fit particular geopolitical requirements and funding possibilities. The key features for these models to deliver successfully include the following:

- Academic leadership and champion for UoN's involvement whether that be as a leader, equal partner or member. This ties in with developing research leaders (see EPSRC articulation of this model) and may align with Priority Group objectives. The international dimension will be a useful component to include in the RKTB's initiative to develop research leaders;
- Potential to develop multiple linkages and connections with one or more research activities across Nottingham campuses which deliver research excellence with impact (eg as defined for REF and in the University's RKT strategy);
- Linkages are based on strong research synergies and capabilities with the caveat that developing capacity (where there is genuine research potential) can also be worthwhile and a means of winning substantial funding;
- Reciprocity which means that the combined objectives of building capacity and capability and delivering research excellence with impact (which do not always sit well together) provide a platform for developing research agendas (eg through access to datasets, in-country research resources, recruitment of high quality students, researcher mobility etc).

Key challenges are to generate funding that can sustain a portfolio of activities, deliver high quality research outputs with the potential to generate significant impacts, deliver enhanced research reputation for the institutions involved through awards. One of the distinctive objectives that Nottingham could perhaps focus on is providing and training the research leaders for these platforms. This could be a key component of the RKTB Research Leadership initiative. In some countries, there may be the potential to coordinate support and development of a portfolio of research platforms where an office presence, also involved in recruitment, can provide added value in generating new activities and capitalising on synergies between platforms. The offshoots from this are likely to be enhanced recruitment for masters and PhD programmes and delivery of in-country masters programmes.

Categorising our approach to these platforms will help to develop an international research strategy where we can start to consider how the portfolio across different categories might develop and look over the next five years, taking into account distribution of different types of platforms across regions and countries.

Illustrative Models for developing international research platforms

Model	Purpose
Embedded visiting fellowships associated with and linked to Nottingham research groups	Low cost initiation of collaborative activity leading to quality research outputs and potential to generate funded research activity
Bilateral across countries Research Platforms (eg Science Bridge)	Platform for collaborative research between two or more research groups that delivers research excellence with impact within a specific-funded programme
Multi-lateral International research platform(UK and HEIs from one country)	Research platform set up to develop linkages between research groups to provide a capability for developing research, research mobility and joint PhD activity (eg Plant Biotechnology involving SJTU, Fudan, Notitngham)
Multi-lateral international research platform (UK and HEIs from more than one country	Research platform set up to develop linkages between research groups to provide a capability for developing research, research mobility and joint PhD activity. Involvement of multiple countries gives access to multiple networks and increased potential for building portfolio drawing on multiple funders (eg Centre for Ultra-Sustainable Crops with Zhejiang, Cornell and Western Australia)
International Doctoral Training Centre	Integrated research platform that provides the potential to link with multiple partners and deliver objectives across the research and KT spectrum. A key feature of this approach will be the ability to manage so that it can leverage significant additional funding during the life of the programme
External Research Centre linked to Nottingham research activities	Physical infrastructure with research and other links to a Nottingham campus, with a remit to build up an international research portfolio that is synergistic with research strengths Nottingham has. (eg Crops for the Future).

Appendix D: The Management and Structure of the International Campuses of the University of Nottingham

The Management and Structure

of the International Campuses of the University of Nottingham:

Policy and Principles

(Version 2, July 2011)

1 Overview

The international campuses of the University of Nottingham are integral parts of the University as a whole, providing the same quality of higher education as the home campus in Nottingham, UK. The resulting distributed structure is fundamental to the University's internationalisation strategy, providing a diversity of study and research opportunities across a range of locations.

Degree awarding powers reside in the UK and are governed by UK legislation. Accordingly, the international campuses operate within an academic framework which has been developed at the UK campus to meet the requirements of UK legislation and regulation; however, their physical location means that they must also recognise and accommodate local requirements of the host nations and local operational norms. Both campuses are operated on a not-for-profit basis with any surpluses generated being used to further the strategic aims of the University.

Each international campus has its own staff, both academic and administrative, some of whom are seconded from the UK campus, some of whom are recruited internationally and some of whom are recruited locally. There are regular flows of visitors between the campuses with staff and student mobility being actively encouraged. The numbers of staff at the international campuses are, however, much smaller to reflect the size of the student population. The working language of all campuses is English.

2 Strategy, Structure and Operation

Overview

The University of Nottingham is solely responsible for the academic development and academic management of the international campuses. All degrees awarded are University of Nottingham degrees (from undergraduate through to doctoral level) and quality assurance is integrated within established University systems and processes. Accordingly, the international campuses are recognised as integral components of University activity for the purposes of the UK Quality Assurance Agency Institutional Audit. These principles have the following implications:

2.1 As Appendix 1 shows, academic units at the international campuses have a dual reporting structure – on academic matters they would be expected to report primarily to their Head of School and on local operational and resourcing issues they would report primarily to the Provost/Dean at their campus. Heads of Schools are expected to involve colleagues at the international campuses on

their internal committees to ensure clear and transparent lines of communication and School Plans developed at the UK campus should include consideration of School related activity at the international campuses. Academic units that are distributed across the University's campuses engage with their School's administrative base[5] with respect to the planning and development of new provision and new teaching initiatives developed at the international campuses are subject to approval through standard School and University procedures as outlined in the Quality Manual.

2.2 Strategic planning at the international campuses takes place within a broad framework defined by the University Plan which, *inter alia*, outlines an overarching internationalisation strategy. The University Plan is subject to University wide consultation and subject to approval by University Council. Within the framework of the University Plan, both international campuses operate with their own longer term strategic plans and associated one year operational plans and budgets. These plans are developed by the Provost and senior management teams at the international campuses in consultation with colleagues in the relevant academic units to ensure that the planning process is informed by both local market knowledge and discipline/school/faculty specific considerations. Strategic Plans developed by the international campuses are subject to approval by the relevant JV Board and the University of Nottingham Management Board.

2.3 Leadership and management at the international campuses is the responsibility of a Provost and CEO in both locations. Alongside a formal reporting line to the respective Boards of Directors, the Provost has a reporting line to University Management Board through the Pro Vice Chancellor for International Campuses. The Provost is, *ex officio*, a member of University Senate and there are, in addition, non professorial staff representatives from both UNMC and UNNC on Senate. Representatives of the International campuses sit on all major Committees of Senate (Research, Teaching and Learning, Student Affairs and relevant sub committees) with meetings taking place by video-conference or face to face as appropriate.

2.4 Academic units at the international campuses are integral parts of a single School[6] and the University School Review process will encompass all aspects of a School's activities irrespective of physical location. Quality assurance is the responsibility of Senate with management of the process devolved to Schools. A consistent approach to quality assurance should operate across all locations.

The principles for the operation of academic QA systems across multiple locations are outlined in the University's quality manual. Key points include the application of comparable entry standards, the use of comparable or even identical external examiners, the operation of appropriate systems for exam paper review and second marking, degree classification systems, appeals and complaints procedures, systems for evaluating modules and teaching and the operation of review processes.

2.5 In many cases, modules and degrees delivered at the international campuses are the same as those delivered at the UK campus. With geographically separate delivery (as with temporally separate delivery), the governing principle is that of equivalence – ie that the module should cover the same broad content and achieve the same learning outcomes. Staff at different locations have the flexibility to deliver the material in a way that is appropriate given their experience and the environment in which they are teaching.

[5] Currently the administrative base for all cross campus Schools is at the UK campus, but it is acknowledged that this could change in the future.

[6] The term School is used throughout this document and should be read as including Department or Faculty as appropriate.

2.6 Schools are also encouraged to offer secondment opportunities to their staff and the majority of senior appointments at the China and Malaysia campuses are secondees along with a number of junior appointments. Where external appointments are required, these will be made to comparable standards, (although role descriptions may vary across campuses) while recognising the importance of contextual factors. Representatives from the School's administrative base are expected to contribute to appointment processes for staff for the international campuses [See International campuses and HR Policy].

2.7 Staff mobility across campuses is encouraged with staff from one campus having the opportunity to contribute to teaching at another campus. Student mobility is also actively encouraged in those areas in which comparable programmes are offered across more than one campus.

2.7 Administrative structures have developed locally to reflect the different scale and context of the international campuses. There remains an overarching intent to operate comparable strategies and policies wherever possible for administrative functions across campuses. Accordingly, administrative functions at the international campuses are linked to UK campus administrative functions, but for operational and implementation purposes their dominant and most frequent reporting line is to the VP/Provost. There should, however, be regular performance reporting from the International campuses to the relevant units at the UK campus with adherence to appropriate reporting deadlines. The strength and nature of links between administrative functions at the UK campus and at the international campus may vary according to governance requirements, context and local traditions/regulations, but they key principle of active engagement remains in place.

3 Organisational and Legal Status

Overview

A University may be considered to be distinctive by virtue of its capacity to award degrees. Organisationally, both international campuses are regarded as integral parts of the University of Nottingham and undertake a common set of activities, but within different legal jurisdictions. The degrees awarded by both international campuses are degrees of the University of Nottingham and awarded under UK Law. In that context, they are viewed as being part of a single University.

3.1 Both the University of Nottingham, Malaysia Campus (UNMC) and the University of Nottingham Ningbo, China (UNNC) were established by invitation from their respective national Governments. The University decision to establish both campuses was subject to approval internally from both Senate and Council and both Senate and Council have oversight of campus activity.

3.2 Both international campuses are registered and recognised as private universities in their respective domiciles. As such, they are subject to the same legal requirements as all other private universities in those countries. In that sense they are recognised as local universities and are, for example, eligible to bid for local research funding. As integral parts of the University of Nottingham, they are also subject to the strategic and operational considerations of the University of Nottingham. In particular, with respect to award of degrees and diplomas, the provisions of relevant UK legislation and the requirements of the UK Quality Assurance Agency apply to the international campuses in the same as to the UK campus.

3.3 In order to operate legally, both campuses must be incorporated locally and this is provided (as required by law) by joint venture companies in both Malaysia and China. Both joint ventures assign sole responsibility for academic matters to the University of Nottingham. In line with domestic legal requirements, the University of Nottingham is a minority shareholder in both joint venture companies, but the CEO is a University of Nottingham secondee and University of Nottingham has a significant presence on both Boards of Directors with appropriate minority rights protection. In the case of UNMC the Chairman of the Board is an independent appointment, in the case of UNNC it is the Vice Chancellor of the University of Nottingham. Major strategic initiatives require approval from the Management Board and the Council of the University of Nottingham, as well as approval from the relevant Boards of Directors.