

**University of Leeds
Faculty of Medicine and Health
International Strategy
February 2010**

Faculty of Medicine and Health International Committee

Contents

1 Summary	5
2 FMH International Strategy Review 2010	7
3 Strategic Elements and Plans	8
4 Learning and Teaching	8
4.1 Key Achievements.....	8
4.2 Strategic Objectives and Actions	9
4.3 Shared Strategic Objectives	9
5 Research and EKT	9
5.1 Key Achievements.....	10
5.2 Strategic Objectives and Actions	10
5.3 Shared Strategic Objectives	11
6 Talent (Students and Staff)	11
6.1 Key Achievements.....	11
6.2 Strategic Objectives and Actions	12
6.3 Shared Strategic Objectives	12
7 Recruitment, Marketing and Communications	12
7.1 Key Achievements.....	13
7.2 Strategic Objectives and Actions	14
7.3 Shared Strategic Objectives	15

Tables and Appendices

To be posted on the FIC strategy webpage.

Table 1:	Comparison of Student numbers in Faculty M&H in 2005/06 and 2009/10
Table 2 a:	Distribution of International Students in the University and Faculty of M & H (2009/10)
Table 2b:	Distribution of International Students in the University and Faculty of M & H (2007/08)
Table 2c:	Distribution of International Students in the University and Faculty of M & H (2005/06)
Table 3:	Staff nationality by School/Institute in the Faculty M&H and UoL Faculties
Appendix 1:	Staff International Travel August 2005 – January 2009
Appendix 2:	International Staffing within the Faculty of M&H by staff category
Appendix 3:	International Staffing within the Faculty M&H by School/Institute
Appendix 4:	International Staff by Faculty at the University of Leeds
Appendix 5:	Budget for Activities
Appendix 6:	Extract from LUBS International Strategy and Actions October 2009

1 Summary

Embedding Internationalisation into all our activities means:

Our staff understand what Internationalisation means for the Faculty and the University of Leeds

We have country and regional engagement plans supporting our international strategic agenda and priorities and helping secure our international presence and profile

We provide international experience for all students, through Internationalisation of the Curriculum and increasing opportunities for home students to engage with international activities both within the course and within LeedsforLife

We understand how Internationalisation supports research performance

We have a diverse and vibrant community, including high-quality international students and staff

Alumni relation activities support the Internationalisation agenda.

1. The Faculty of Medicine and Health International Committee (FIC) was established in 2005 and by 2006 had developed an International Strategy, the first in the University. The refresh of the University Strategy Map in 2009 and draft of the University International Strategy provides a timely opportunity to re-visit the Faculty International Strategy. This document reflects on key achievements and focuses attention on future strategic International priorities for the Faculty and proposed FIC activities.
2. **University Impact:**
 - a) The Faculty of Medicine and Health International Committee has been acknowledged as a model for other University Faculties and is considered to be a leading player in the recently established University Faculty International Representatives group, led by the International Director.
 - b) Contributing and sharing experience at university level has meant that other Faculties (PVAC and LUBS foremost) have replicated the model and structures used by the Medicine and Health FIC. These Faculties are now establishing International Committees which have, in turn, representation at Faculty Executive level.
 - c) FIC members have also contributed to the establishment of the University Regional Working Groups
3. **Faculty Impact:**
 - a) **Learning and Teaching:**

We have enhanced the profile of internationalism through Learning and Teaching (L&T) activities via a number of cross faculty mechanisms, including internationalisation of the curriculum and improved international student recruitment.

b) International Students and Staff:

The talent of our International Staff and students are considered valuable Faculty resources. The FIC has identified and implemented mechanisms to support and facilitate their integration into the Faculty.

c) Research and EKT:

FIC has contributed to this key area for the Faculty which creates impact from academic excellence. We have raised the profile of our international activities and collaborations, developed new strategic partnerships and identified key strategic contributions in activities mapping to promote our research and KT.

d) Marketing & Publicity:

Marketing has a significant role to play in delivery of a number of the key themes of the University's strategy, particularly those relating to increasing our global impact and raising our international profile. FIC has developed marketing and publicity material, and also raised the Faculty's profile through participating on the international regional working groups.

4. Continued investment in the work of the Faculty International Committee is essential. Now is not the time to consider a reduction in investment in this area. The value of enhanced Internationalisation is recognised amongst our competitors; examples include appointment of similar FMH international leads (Manchester, Sheffield, and Newcastle); expansion of International Health BScs (UCL, Bristol, Birmingham, Leeds, Edinburgh, with plans in Newcastle) and Internationalism integrated within the new medical curriculum allowing students to qualify as MBChB (International) in Manchester.
5. As other universities seek a competitive edge and similarly chase income, we are more vulnerable to competition in this area. The current budget allocation for the work of the FIC is ~£50k, a very small amount set against the overall Faculty budget of ~£120m. Disinvestment at this time will cost significantly more in the longer term.
6. **Principal Recommendations:**
 1. Continued support for Faculty International committee, both financial and high level administrative support.
 2. Strategic prioritisation of potential activities to align with Faculty's core objectives over the next 5 years will require further debate and input from leaders.
 3. FIC representation at Faculty Executive to contribute actively and strategically to the central role internationalism plays in future stability and growth.

This document aims to identify both the scope and potential for Internationalisation within the Faculty.

2 FMH International Strategy Review 2010

7. *Internationalisation* is defined as the process of integrating an international and inter cultural dimension into the teaching, research and service functions of an institution.¹
8. The University of Leeds has acknowledged the central importance of internationalisation and incorporated it as a *key theme in the refreshed strategic map* (2009). Internationalisation is of key importance to the University's vision of a position in the world's 'top 50' universities by 2015 and to its intention to "enhance our standing as an International University". Our key UK competitors also recognise its significant contribution to their future success.
9. Internationalisation is vital to *diversifying, securing and generating future income* for the Faculty. Investing in Internationalisation will increase the Faculty's international profile and position, strengthen its research capacity and maintain its international standing and profile. It will enable the Faculty to demonstrate its contribution to the Internationalisation agenda and thus successfully contribute to the University's vision of securing a place among the top 50 universities in the world.
10. Internationalisation is important to and *benefits the Faculty* because:
 - a) Making a global impact rests, in part at least, on greater international visibility and greater international penetration.
 - b) In the current economic climate, Internationalisation offers the potential to sustain reliable, diverse and accessible income streams.
 - c) In an increasingly competitive environment it is a vital element to attract top quality students, staff, research and other funding.
 - d) Our students expect to experience an internationally-focused education including the opportunity for study abroad. Providing such an experience helps to enhance their competitiveness in the global workplace.
 - e) The recruitment of increasing numbers of international students and meeting their expectations requires a high-quality, supportive and internationalised study environment.
 - f) Increasingly, major funders require co-operative bids which bring together partners from a variety of different fields and countries. An international focus helps build these vital partnerships.
11. The *risks* to the Faculty of non-investment in Internationalisation include:
 - g) Loss of market share of students.
 - h) The loss of the momentum so far established by the International Committee. Lack of co-ordination is a future threat and the Faculty would risk losing its existing approach and potential for enhanced effectiveness in this area.
 - i) Potential drop in international league tables as a consequence of decrease in international acknowledgement by peers and diminishing international profile due to reduced visibility. From being a pace-setter in the university, we will lose standing at a time when other Faculties are strengthening and supporting their infrastructure for Internationalisation.

¹ Knight, J. (1994) *Internationalisation: elements and checkpoints*. Ottawa. Canadian Bureau for International Education

3 Strategic Elements and Plans

12. This strategic review addresses the *achievements* of the committee since establishment in 2005, and presents *strategic plans* for the following areas:
 - a) Learning and Teaching,
 - b) Research and Enterprise & Knowledge Transfer,
 - c) Talent (Students and Staff),
 - d) Recruitment, Marketing & Communications.
13. Whilst each of these areas is a discrete entity, some cross-theme repetition within the plans is acknowledged and there are also key shared strategic objectives. These are clearly identified within the document.
14. The new strategy will be *driven by the FIC in tandem with Schools and Institutes*. There are areas where Schools and Institutes can deliver with support from FIC, and those which FIC can deliver on behalf of Schools and Institutes. Prioritization of these strategic elements will require further discussion at both School/Institute level and at Faculty level.

4 Learning and Teaching

15. An international university must both attract students from a wide international range to courses which meet their particular needs and provide 'home' students with a learning experience including a significant international component. This is reflected in the 2009 University Strategy Map:

"We provide an environment which values, respects and encourages diversity and equality, promotes intellectual freedom and gives students the opportunity to engage actively with issues of internationalisation, sustainability and ethical awareness"

http://www.leeds.ac.uk/downloads/strategy_map_definitions.pdf

4.1 Key Achievements

16. International issues have been mainstreamed through existing modules and courses in a number of schools.
17. There is now representation from the FIC on the FLTC ensuring international issues in learning and teaching are identified and considered.
18. Internationalisation has been incorporated into the Faculty Annual Review process.
19. Across the Faculty there is increasing recognition that Internationalisation goes wider than just recruitment of students and amongst other themes, includes Internationalisation of the Curriculum (IoC).
20. There has been further development of existing and new courses that focus on International Health. For example, the Leeds intercalated BSc in International Health was until recently, one of only two in the UK and is extremely popular with medical students from both Leeds and other institutions. A new MSc in International Health has also been developed.
21. Innovative and effective teaching and learning methods have been developed and implemented. The 'Flying Faculty' model has been used in several areas of the Faculty. This involves staff travelling to deliver courses in collaboration with local educational institutions. Examples of short courses or curricular developments taking place in the overseas country itself using this model are the recent

experience of LIHS in Iran and Sudan, and the increasing levels of international educational consultancy undertaken by LIME.

22. A range of social activities have been organised for International Students on important cultural occasions. These contribute to integrating international students with home students.

4.2 Strategic Objectives and Actions

23. The FIC will provide leadership to facilitate the achievement of Learning & Teaching strategic objectives and:
24. Ensure all students taking courses in the Faculty are exposed to international health issues as a core part of their educational provision and develop this as a brand hallmark of Leeds Medical and Health education. This will involve further development of Internationalisation of the Curriculum (IoC) and recognition that it is an inclusive and integrated element of all Faculty programmes.
25. FIC is leading a cross faculty (FMH, LUBS & PVAC) project bid to develop an “Internationalisation toolkit” for IoC for the university. This will contribute to the Leeds Curriculum project. The toolkit will identify and promote opportunities for students to engage with international activity. These opportunities will include overseas learning experiences such as study abroad, and enhanced utilisation of central resources including LeedsforLife and the VLE.
26. Faculty should provide, as a significant proportion of its teaching and learning portfolio, courses which:
 - Are relevant to international students;
 - Offered in a manner and environment that is attractive to such students;
 - Increase the percentage of international students in the Faculty.
27. Encourage and support all staff to take an international perspective within learning and teaching activities, including recognition of the potential for learning from other health systems.
28. Identify and actively explore academic exchange schemes, including opportunities for staff exchange. Scholarships such as Erasmus should be promoted and new areas for exchange explored in order to provide opportunities for all staff to incorporate an international dimension into their activities.

4.3 Shared Strategic Objectives

29. Following the example established in Psychology and the School of Medicine, develop and maintain high quality international strategic partnerships in learning and teaching.
30. Identify mechanisms in which alumni can support the internationalisation agenda.
31. The FIC will explore establishing bursaries and scholarships for talented students from poor backgrounds.

5 Research and EKT

32. The concept of internationalism as it applies to Research and EKT is variably understood and expressed across the Faculty. In some cases the international aspect of research is core work. For example, where the focus concerns matters

such as health and agriculture/nutrition, these often have a very overt relevance to international matters. Currently, such work is often undertaken in the context of low or middle income countries.

33. In other institutes core business is focussed towards more fundamental biomedical research. Examples are gene regulation or developmental biology relevant to medicine. The knowledge generated through this research has an intrinsic international currency which can be enhanced by promotion, publicity and translation. In these institutes the international dimension is further represented in three major and related ways:
 - The origin of students, post-doctoral research fellows and some senior staff,
 - International collaborations,
 - International travel by members of staff in the context of initiating, sustaining, publicising and knowledge transfer of research outcomes.
34. A key component of the Faculty's International Strategy is the promotion of the Faculty's research and knowledge transfer activities. A successful international research & EKT approach will blend research which is both income-generating and has impact in global society and thus contributing to the University's strategic aim of making a major impact upon global society. In a competitive, global research environment, high quality staff and researchers expect to work in an internationally-focused environment with opportunities for interaction with international partners.

5.1 Key Achievements

35. Identification of a research and educational partnership in a low-middle income country which is coherent with Faculty's strengths and strategic developmental needs. This has resulted in the development of Leeds University Africa Health Collaboration (LUAHC), an international research and education platform. Successful visits to Nigeria and Tanzania have progressed the LUAHC partnership. The main aim of LUAHC is to work closely on identifying and developing potential collaborations in health research, development and education in Africa.
36. Development of LUAHC as part of the University Fund Raising Campaign.
37. A number of successful external collaborations have been facilitated by FIC members. Examples include The Nuffield Centre for International Health's project with medical schools in Italy to advocate and teach global health. This project, 'Equal opportunities for health: action for development' was funded by the European Union and implemented by the Italian NGO 'Doctors with Africa CUAMM'; and LIME's facilitation of the embedding of the South African national health care educator's academic and developmental organisation (South African Association of Health Care Educators (SAAHE)).

5.2 Strategic Objectives and Actions

38. Liaising with the Faculty Research group and the EKT director to facilitate a focused approach to identifying potential partners and expert help to prepare grant applications when calls for funding are issued.
39. Evaluation of the extent of interest in active participation in LUAHC, and potential models for this collaboration.

40. The potential for cross faculty initiatives, including greater use of LUAHC, to deliver research with significant international impact and which also generates income will be explored.
41. A system for prospectively identifying international travel of staff will be developed and trialled within Dentistry and Healthcare. This system will provide co-ordinated knowledge of faculty staff travel plans allowing cross-faculty identification of co-incident interests/international links. It has the potential to facilitate wider international networking.
42. The role played by alternatives to travel such as video conferencing in helping to develop and maintain existing international relationships and sharing of curricula or programme delivery with international institutions will be evaluated.

5.3 Shared Strategic Objectives

43. FIC will continue to work with LUAHC, the Campaign management group and Faculty Research group to progress the international platform to meet Faculty research interests and expertise.
44. The FIC will work with the International office and Schools/Institutes to develop improved promotional tools (including web-based material) for the international market. An example is, providing generic faculty/university publicity materials for use in international conference presentations.
45. An exercise which maps research contacts, collaborations, visits and other international activity will be undertaken by FIC. This will enable more effective use of international links within the Faculty, across the university and possibly externally. As a result, it will be possible to identify strategic international collaborations suitable for potential further development. (See proposals by the Leeds University Business School, appendix number 6). This will also contribute to research institutes' understanding of where investment might be better/more efficiently targeted. FIC recognises that this is a challenging objective and requires sensitive handling.

6 Talent (Students and Staff)

46. World class universities are inherently international. An "International University" not only has an international profile, it additionally has an internationally diverse student and staff profile. As recognised in the strategic objectives for Learning and Teaching, it creates opportunities for regular exchange of staff with partner institutions overseas, and incorporates study abroad programmes for students. FIC has played an important role in protecting and growing our international student market. By doing this it has not only provided an exceptional student experience for international students but has also taken a role in the internationalisation of all students' experiences.

6.1 Key Achievements

47. As a result of the Committee's work with Faculty HR on the specific needs of International Staff, Faculty staff induction now addresses these needs.

48. Staff with line-managerial responsibilities are trained on the requirements of new International Staff and given information on the resources available.
49. Members of the Faculty IC were amongst the first to feed in to the project for the establishment of the website for new International Staff:
(www.internationalstaff.ac.uk).
50. At University level, a member of staff has been appointed with responsibility for addressing the needs of International Staff.
51. Agreements to support sustainable recruitment of high quality international students have been developed. These include:
 - An agreement between LIME and the International Malaysian University (IMU) to admit students into year 3 of the medical degree programme;
 - An agreement between Psychology and the Higher Education Learning Programme (HELP) College in Kuala Lumpur to admit students into level 2 of the BSc Psychology programme;
 - Formal admission agreements between Dentistry and Kuwait.
52. FIC members have supported the Leeds branch of Medsin.
53. FIC members have advised on national priorities for global health education.
54. The work of the FIC has resulted in the identification of individual members of staff in 3 Schools to support international students.
55. FIC has supported students in influencing the University policy concerning the licensing and accessibility of medicines developed through University work.
56. FIC members have supported students in applying for LeedsforLife funding to participate in international placements.

6.2 Strategic Objectives and Actions

57. Staff should be made aware of and encouraged to be involved with international exchanges and sabbaticals etc for teaching, learning and research.
58. Schools and Institutes should collaborate with SDDU to develop courses for all staff on international staffing and student issues.
59. Web links to existing Faculty international links/contacts should be included on Faculty webpages.
60. Contributions by UG and PG students to international staffing/student issues should be promoted.

6.3 Shared Strategic Objectives

61. The FIC will work with the International Student Office to increase engagement with international students and review student support systems within the Faculty. This will include developing a shared understanding of the primary factors which attract high quality international students, and also contribute to the Leeds experience.
62. Mechanisms of promoting alumni involvement with the Alumni Office to be explored. This will include engaging alumni in promoting Leeds to future students and staff, and also in facilitating international collaborations.

7 Recruitment, Marketing and Communications

63. To assist in maintaining its international profile and protect an important source of income, the Faculty needs a strategic international recruitment plan. Sustainable

and diverse recruitment streams will establish a critical mass of students who enhance the international culture of the Faculty as well build an increasing network of world-wide contacts and relationships. The plan, whilst recognising recruitment constraints in some of the Faculty's undergraduate programmes, needs to encompass building relationships and partnerships for trans-national education or collaborative provision with high quality overseas institutions (see 4. L&T strategy), as well as direct recruitment activity.

64. Within the UK, Leeds is the 3rd biggest recruiter of taught masters' international students and the Faculty of Medicine and Health performs well in this area. Over-dependence on masters' programmes is, however, both risky and high cost to maintain. The Faculty is well placed to do more to grow PGR and UG numbers, based on existing links e.g. Dentistry and University of Nanjing, School of Medicine and IMU. As highlighted elsewhere, the Faculty can also benefit from investing more effort in strengthening relationships with its considerable international alumni network.
65. In addition to student recruitment, a marketing and promotional strategy needs to consider the promotion of research and knowledge transfer activities. This links with the delivery of a number of the key themes of the University's Strategy, particularly those relating to increasing our global impact and raising our international profile. The strategy needs to be flexible to respond to demands of a wide range of different markets and also ensure it maximizes opportunities represented by the availability of new technologies such as video conferencing, Skype etc.
66. Finally, communication with internal stakeholders i.e. current staff and students also needs to be reviewed in order to ensure that opportunities for sharing of ideas and best practice are created, as well as promotion of success stories and achievements.

7.1 Key Achievements

67. Maintenance of international student numbers despite global economic downturn. Links in Psychology, the School of Medicine and the Dental Institute represent sustainable sources of undergraduate recruitment; recruitment to existing masters programmes has been strong, and new programmes such as those in LIGHT and Nuffield have recruited well.
68. Development of Faculty international webpages. These have been renamed 'international activities'; content has been revised and updated; new pages have been added for LUAHC and FIC; links have been created to Faculty institutes and Prospective students.
69. Development of Faculty brochure highlighting strengths and areas of expertise of all institutes. The brochure is now available for all staff to distribute to relevant partners whether overseas or incoming visitors. It supports institute specific information and represents a good example of the Faculty's joined up approach to international promotion.
70. Promotional tools which are appropriate and relevant to the International market have been developed in a number of schools. Psychology's brochures incorporate clear guidelines on entry requirements and information specific to international students.

71. 'International Student Focus' magazine has been produced. This provides an insight into international students' experiences of studying in the Faculty of Medicine and Health at all levels. It is an effective conversion tool, providing more information about the Faculty to those who have already applied. The magazine has been distributed via network of agents and overseas offices.
72. As mentioned previously, FIC members participate in the university's regional working groups (China, Japan and Middle East). This has ensured FIC members are actively engaged in and informing discussions on specific regions.
73. Engagement with schools and institutes with regard to marketing of and development of new programmes. FIC has created a network of contacts (e.g. International Office, Market Research team) to facilitate preliminary discussions about new programmes or marketing of new programmes.
74. Successful visit to Tanzania to progress the LUAHC collaboration. This also involved a successful alumni event, which helped raise the profile of the collaboration and strengthen alumni relationships.
75. Comprehensive information about staff travel overseas was collated. Plans are in place to build in monitoring of future travel so value can be added to all visits, whether recruitment, learning and teaching or research focused.
76. A Faculty photo competition was established. There was an excellent response to this both illustrating the breadth of engagement in international activities as well as providing an impressive set of photographs for future marketing and promotion.

7.2 Strategic Objectives and Actions

77. Add value and share good practice through exploring opportunities to improve sharing of information about international activities (e.g. via SharePoint).
78. Introduce regular updates on applications and acceptances as standing item on FIC to ensure monitoring and tracking of applications to identify areas of strength and weakness and respond appropriately.
79. Market research is needed to establish demand for new programmes which will be attractive to international students.
80. Review target recruitment markets for Faculty and ensure that where possible these are aligned with University Strategy. This will assist with identification of where Faculty has existing strengths and links in countries outside of key target markets e.g. S Africa, Sudan.
81. Develop marketing strategies to support the development of Faculty student recruitment across all levels.
82. Establish a marketing sub-group of FIC to bring together Faculty colleagues whose role encompasses an element of marketing. This will enable sharing of good practice (e.g. good examples of brochures in LIGHT and Nuffield, and website in Healthcare) and sharing of market intelligence. In the absence of a Faculty central marketing team, alternative approaches to coordinating marketing activity need to be adopted in order to ensure a consistent brand image.
83. Review information available on webpages for international research students; increase use of student profiles and research success stories (including alumni testimonials); promote training available to research students

7.3 Shared Strategic Objectives

84. Further promotion of opportunities for UL students to engage with international activity and have overseas learning experiences e.g. via study abroad, Leeds for Life. We need to maximize opportunities for all students to participate in international agenda, and provide support for these activities.
85. Work with Alumni & Development Office to a) identify alumni champions to support the internationalisation agenda, thereby building on existing relationships and maintaining alumni engagement with UL b) identify potential recipients of honorary degrees from the Faculty, and thus to recognise value of alumni contribution to UL global profile.
86. Increased promotion of international agenda and resources available through Faculty webpages. This will promote the Faculty's breadth of international activities, attract high quality international students & staff and ensure research success is publicised.
87. The proposal to develop a mechanism for systematic gathering of information about existing partnerships (educational, business and third-sector) has important implications for marketing and will require the resource to be shared across the Faculty. A means of maintaining and updating this resource will be required.
88. Increased investment in communication tools. This is essential to enhance and develop web resource (key for international audience) as well as enabling ease of communication with international partners.

12.02.2010

Deborah Murdoch Eaton, Chair Faculty International Committee

Faculty Exec Sept 2010

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