



**Harper Adams
University**

Internationalisation Strategy 2020 - 2025

This strategy document updates and revises the 2014-18 version and builds on the success of international activities at Harper Adams University over the last two decades. It is encouraged by the Department for Education's 'International Education Strategy: global potential, global growth' (March 2019), which set out,

'...an ambition to increase the value of our education exports to £35 billion per year, and to increase the number of international higher education students hosted in the UK to 600,000 per year, both by 2030.'

That publication is both an industrial/trade and an educational strategy for the UK and it provides the university with justification and support for this renewed Internationalisation Strategy.

We note the UK's planned exit from the European Union and will need to secure and develop our success in alignment with the stated UK strategy.

'As we leave the European Union and reach out to meet the emerging possibilities of the wider world, we have the opportunity to build on these successes and embrace our ambitious objectives for the education sector.'

(DfE. 'International Education Strategy: global potential, global growth'. March 2019)

A. REVIEW OF 2014-18 STRATEGY

In the last strategy, we set out key aims with measurable targets. Over the four years of that strategy most aims have been achieved and several targets exceeded. The following summarises and comments on progress against each aim as of July 2019:

1. By 2017, appropriately embed international understanding and global awareness in all taught modules and programmes via TPG and UG curriculum review processes.

In the Undergraduate Review (Curriculum 2017), 'Internationalisation' was a key attribute in the curriculum framework. Course teams formulated documents for the new curriculum and international/global aspects are present within current courses and specific modules.

Taught Post Graduate (TPG) courses are subject to overall review for 2021 with 'Internationalisation' again a key attribute in course and module design. This was also the case in the 2015 Review. Some specific MSc courses such as the MSc in Applied Mechatronic Engineering and the MSc in International Agri-Business particularly focus on global developments and international students. New MSc Agricultural Economics and MSc Applied Economics courses were designed to attract international and UK students and validated in 2019.

2. Achieve recruitment of 180 undergraduate and taught post-graduate overseas/EU students based at Harper Adams by 2018, seeking to diversify the mix of home countries.

The total number of overseas/EU students (UG and TPG) enrolled and based full-time at Harper Adams campus in 2018/19 was 205 – a positive rise of 15 compared to 2017/18. The students were drawn from 34 countries. In 2013/14 academic year the figure was less than 150. Intakes in 2019/20 will be even higher as numbers are due to increase from Chinese institutions.

It is clear that the current strategy and activities at a global level to market, attract and recruit international students have assisted in counter-balancing some downturn in UK UG student enrolments. It is particularly positive to note that, of the 205 overseas students currently enrolled at Harper Adams, 13 are undergraduates from outside the EU studying here for at least three years.

[It should be noted that the total number of non-UK students enrolled on Harper Adams courses in 2019, including those in-country, in partner organisations and on short-courses is 448.]

3. Further extend successful opportunities for research students and programmes at the international level. Achieve enrolment of 30 international/EU research students by 2018 (14 enrolled in 2014).

42 international/EU research students were enrolled in 2018/19. This is a rise of 9 since March 2018.

We anticipate that our new scholarship links for PhDs with Government agencies in the Dominican Republic and Uruguay may lead to further research student enrolments in 2019/20.

4. Continue to develop and raise the international profile of our research projects and publications. By 2018, increase the number of international projects and publications by 20% from 2014. (2013-14 Research Projects = 12, Conference Papers = 15, Refereed Papers = 11)

The data below is as accurate as possible for academic year 2018/19.

2018/19 Outputs:

International research projects – 13 (either funded by international funder or involving international collaboration (funded in 2018-19).

Conference Papers - 32 papers delivered at international conferences.

Refereed Papers – 51, based on papers either published in International Journals, or published with international co-authors.

5. Sustain HAU representation at national and international meetings, events, committees and organisations

The Vice Chancellor continues his role on the UUK International Strategic Advisory Board and is also Chair of Guild HE.

The Director of Learning, Teaching and International is a member of the UUK International Asia Community of Practice, PVC Network and the Guild HE International Forum. He also attends meetings at a national level focused on international matters. These include the UUK International conferences as well as OFS sponsored events on internationalisation.

Many staff also engage in international events and activities on a regular basis and examples of these are noted in the following paragraphs.

6. Extend EU (ERASMUS+) and wider overseas staff and student exchanges, visits and cooperation by cementing and extending Memorandums of Understanding with countries/institutions top ranked in our specialist areas. Achieve 10 productive, non-EU, MoUs by 2018 (3 productive in 2014).

In 2018/19 we have 7 productive, non-EU, MoUs.

In academic year 2018/19 the university hosted 25 exchange/intern students (EU and non-EU), in addition to our enrolled students on full courses of study. These students were from the Netherlands, France, Germany, Brazil, Indonesia and the USA

CHINA

PfB Associates continue to provide a representation service for HAU in our China activities, both in terms of new developments and in operations for existing TNE partnerships. Staff regularly visit China to teach, induct students, visit partner institutions, discuss developments and chair Annual Partnership Review meetings.

China Agricultural University (CAU) – Beijing

The China Scholarship Council (CSC) has funded MSc Applied Mechatronics Engineering students from China Agricultural University (a top-ten ranked Chinese University) for the last five years. The CAU Engineering Department has confirmed that one further cohort will enrol for 2020 but funding cuts in China mean this may be the final, funded cohort.

Huazhong University of Agriculture (HZAU) – Wuhan City

A collaborative degree programme was established with this university in 2012 and we normally enrol circa 15 students per year for two years of study at HAU. We also ran a Summer school focused on engineering for four years until Chinese funding was curtailed.

Beijing University of Agriculture (BUA)

Established collaborative degree programmes with BUA have led to cohorts of students from Beijing studying at HAU since 2006. This has added a significant international presence and value to our work. We anticipate 67 enrolling in September 2019 for one year of study.

Northwest Agriculture and Forestry University (NWAUFU) - Yangling

The fifth engineering summer school for NWAUFU students and staff took place in July 2018 and was very successful. The summer school did not take place in 2019 due to a reduction in Chinese development funding.

Ocean University China (OUC) - Qingdao

The third Harper Adams summer school for OUC Economics students was held in July 2019. HAU has an agreement with OUC which assists the progression of their graduates to our MSc Economics programmes and we anticipate the first students to enrol in September 2020.

Shandong University of Technology (SDUT - Zibo City)

HAU has developed a collaboration with SDUT, which facilitates their graduates to enrol for the HAU MSc Applied Mechatronics Engineering course. In addition, SDUT has established a joint research centre with HAU at the Zibo campus focused on agricultural technologies. We also ran a Summer school focused on engineering for two years until Chinese funding ceased.

INDONESIA

Professor Keith Walters (Professor of Invertebrate Biology) visited Indonesia again in Autumn 2018 to deliver guest lectures in several universities and to represent HAU at a research symposium. A joint research project has now evolved from this collaboration as well as plans to develop a joint Master's degree programme.

Dr Simon Jeffery recently hosted a three-month research project visitor from Indonesia and there are plans for a joint Newton fund research proposal between our two universities.

Harper Adams is continuing to raise its international reputation in Indonesia and we remain keen to welcome Indonesian students to study here. The Indonesian authorities are aware that we are highly ranked in the QS World Rankings (2nd in the world for Agriculture and Forestry employer reputation) and we hope this will lead to funded students applying to us.

INDIA

We are building on new momentum driven by Universities UK International unit (UUKi), British Council, UK government and the Indian government to increase trade and education links between UK and India. This has been apparent at 2018/19 meetings of UUKi.

We engage the services of 'In Country', an India based company specialising in promoting UK Universities to targeted schools and universities in India. They carry out school/college promotional visits on our behalf. We are also contracted with two high quality UK approved agents in India, which have led to many enquiries and several applications for 2019 entry. We are also planning to develop a particular link with an International School following an 'In Country' visit to them. Our International Communications Officer visited India for marketing purposes in May 2019 along with staff from the Hands-Free Hectare project.

SOUTH AMERICA

We continue to employ Dr Leticia Chico-Santamarta as Coordinator for Latin American partnerships and developments whose work secures the following:

DOMINICAN REPUBLIC

The DR Ministry of Education has renewed its scholarship agreement with HAU and we will be enrolled a further four MSc students in September 2019 who join two DR PhD students already enrolled.

URUGUAY

We have signed an agreement with ANII (National Agency for Research and Innovation in Uruguay) by which they will offer five MSc, MRes, PhD scholarships over five years (signed in 2018). We also have a MoU with Universidad de la Empresa and offer their graduates part-fee scholarships each year. Two students enrolled at HAU for MSc study in September 2018.

We support the Uruguay Hackathon-Agro competition each October and host the winners when visiting Harper Adams as part of their prize. We attended the World Angus Convention in March 2019 at Punta del Este. Every September we have a stand at Expo-Prada, Montevideo and participate in many events, such as the Hackathon Agro. Dr Leticia Chico-Santamarta also participated in the Agri-Tech Trade Mission to Montevideo in September 2019, the UK Universities Virtual Fair in Uruguay and the SRT education fair in Costa Rica in 2019.

NETHERLANDS

Hogeschoole Applied Sciences (HAS) Den Bosch

Harper Adams' teaching and research links with this European partner have strengthened and expanded over the last two years with many activities and mutually beneficial visits between the two institutions. HAS den Bosch has a very similar mission and size to Harper Adams University and the opportunity to nurture close links with this European institution is significant as the UK plans to exit the European Union.

USA

North Carolina State University (NCSU)

For the last two years we have run a summer school for pre-Veterinary students from NCSU. This very positive development links to our current work in establishing the Harper & Keele Veterinary School. There have been staff visits to and from NCSU and there are regular visits as part of the NCSU CALS UK agricultural/animal science tour which has led to a taught postgraduate enrolment.

Cornell University

Our agreement with Cornell enables students to arrive here on exchange and HAU students to spend part of their placement year at Cornell.

University of Florida (UoF)

Our links to UoF centre on our being an approved partner for the collaborative delivery of their Agro-Ecology master's programmes, meaning that students can complete modules here, which form part of the Master's qualification in Florida. Dr Nicola Randall also contributes remote teaching with University of Florida colleagues.

ZIMBABWE AND ZAMBIA

Dr Andy Wilcox, Head of Crop of Environment Sciences, and Dr Edmore Mashatise, Lecturer in Sub-Saharan and Tropical Agriculture continue to develop training activities, links and research developments in these countries and with **Strathmore Business School**.

- 7. Affirm emphasis on links with cognate overseas institutions but also expand recruitment activities to include more individual Taught Postgraduate (TPG) applications, which are not reliant on institutional links. Achieve 30 direct application TPG, non-EU enrolments by 2018 (9 enrolled in 2014).**

There were 85 TPG applications (non-EU) for 2019 entry. Although this rise demonstrates that our marketing and global presence is very positive, many of these applicants are seeking scholarships that are not available. We expect to enrol 16 new overseas TPG students in September 2019.

International Marketing

The Director of Marketing and Communications leads international campaigns and directs the work of the International Communications Officer in increasing international marketing and connections with potential leads, especially through social media links, which have resulted in more than 7,000 followers. Enquiries are received via Facebook and work continues to secure

the link between leads and actual student applications. Work also continues on effectively disseminating international information and developing stories for marketing purposes.

Recent efforts to achieve a listing in the QS World Rankings for Universities have led to positive outcomes. In the 2019 QS World University Subject Rankings, the Agriculture and Forestry table demonstrated that Harper Adams University continues to excel in the area of employer reputation. In two of the indicators, based on research citations, the University made significant gains in performance.

In the measure of employer reputation, the University was, for the second time in two years, placed first in the UK and second in the world.

- 8. By 2018 provide further training and development opportunities for staff and students in international aspects such as language classes, effective teaching and learning (including e-learning), diversity and cultural understanding of English Language support, input to 'Survival' course for new lecturers (focused on working with international students) and aspects of admissions and visa sponsorship.**

Language modules are provided for UK students in French, Spanish and German as well as short courses in Mandarin (led by Chinese Master's students) and Arabic.

The Education development team, which includes the E-learning team, provides a range of sessions, learning and teaching forums and support for e-learning pedagogy and development to all staff. Specialist Learning and Teaching development courses for Chinese partner staff are also provided by the International Programmes Coordinator.

The International Officer provides a wide range of support as well as Cultural Diversity Workshops, cultural trips to China and across the UK, the annual international dinner, Planet Harper Society and links with the Student Union for international activities.

The English Language Support Team provides on campus English language support, pre-enrolment language testing, applicant interviews, English modules for HZAU students on campus, pre-sessional language courses, English course delivery in China and components of the Summer school provision.

- 9. By 2018 ensure that the international strategy and its values are effectively and regularly communicated to all staff, students and stakeholders of the university via committee agendas and e-communications.**

The 2014-18 Internationalisation Strategy was approved at Academic Board and is available to all staff on the Harper Adams portal. It is referenced in e-mail and meetings regarding the curriculum reviews. Its activities are regularly highlighted in public marketing/press releases and directly to governors, staff and students.

- 10. Responsibly enhance investment in estate, technical and human resources of Harper Adams to support international strategy and enhance related operations. By 2018 have built new accommodation blocks, enhanced IT connections with China and other countries and established consistent WIFI connectivity across the campus**

The IT team continue to work with their counterparts in our Chinese partnership universities to improve e-communications. Wi-Fi connectivity across campus has been strengthened to enable further e-learning activity and better communications.

International Student Support and the English language Support team have been restructured and the latter team expanded.

New self-catering accommodation blocks were completed in 2015.

An International Programmes Coordinator has been appointed, currently focusing on China and reporting to Director of Learning, Teaching and International. A Programme Manager for both the TNE degree partnerships has been secured in the Learning, Teaching and International team.

The e-learning team is accommodated in refurbished, specialist space and provides facilities for web-casting and video creation in relation to both overseas e-teaching links as well as similar home activities.

11. Extend alumni links and relationships in the international arena, maximising opportunities for further collaborations, exchanges, recruitment etc. By 2018 achieve an identifiable overseas alumni community of at least 1,500 (974 in 2014).

The overseas alumni community is circa 1,500 in 59 countries (EU and non-EU). The Marketing and Communications department will be expanding alumni links and communications over the next twelve months.

B. CONTEXT FOR THE RENEWED STRATEGY

Through the activities and specific links noted above, it is evident that a strong international community has been achieved on the Harper Adams campus. Many academic staff and several services areas at Harper Adams are significantly involved in the international mission and some teams have developed primarily due to the recruitment of international students. For example, the English Language Support team has evolved and grown to provide comprehensive language support to students and several academics have taken on key roles as course managers or international exchange coordinators. Admissions and Visa Compliance staff have developed excellent processes for handling applications and enrolments to comply with UK Visa and Immigration regulations and the university holds 'Tier 4 Sponsor' status as a licensed organisation for international recruitment. Staff involved with academic quality assurance and development have also been effectively engaged in the validation and securing of transnational programme agreements while student services staff have become highly skilled at supporting international students' pastoral needs, progression and development, both before and after enrolments.

Most staff and 'home' students have been involved or connected to overseas students or activities in recent years and this broad engagement has added to the experience and development of internationalisation at Harper Adams University.

The overarching context for international recruitment and internationalisation in UK universities is affected regularly by political and economic events, both in the UK and globally. Significantly, since the last strategy document was completed in May 2014, several factors have arisen to affect UK

universities' potential and approach to internationalisation. The plan for the UK to exit the European Union is a very significant factor as uncertainty remains over the future of ERASMUS+ funding and the global view of the UK as 'closing its doors to the rest of the world' has caused hesitation for overseas links and potential students. The economic picture has continued to change but the UK government's austerity and immigration controls remain largely in place, all of which impact on levels of mobility, funding and access to the UK.

Some developing countries have continued to emerge as new, robust economies with strengths in technologies, sciences, education and commerce previously unrealised. The 'BRIC' economies of Brazil, Russia, India and China now challenge previous western domination in industry, infrastructure and education. India and China in particular have continued to increase their investment and success in school, college and higher education provision with their universities benefitting from returning academics educated in countries such as USA, Australia and UK. The 'MINT' countries group of Mexico, Indonesia, Nigeria and Turkey are also regarded as potential economic giants and may encourage significant outward mobility of students as well as provide strong higher education opportunities in their own countries to rival that of India and China. The cost of study, however, remains very high for many students from these countries and, without funding schemes, most individuals cannot afford UK tuition fees and living costs.

It is, arguably, still the case that UK higher education is now less attractive to developing countries as their home universities' provision can rival the UK's and offer better value for money. It should be noted that other developed countries provide increasingly competitive, attractive or lower cost courses, taught in English, (e.g. Germany, Canada, India, USA, Netherlands, Australia) which reduces the UK's international enrolments. In addition, the Quality Assurance Agency's Quality Code, which presents rigorous quality requirements to universities engaging in arrangements with overseas universities, induces caution when developing international provision.

These factors, alongside demanding UK Home Office regulatory changes for student residency rights, reduced the UK's overall recruitment of international students between 2012 and 2016 with China being the only country not diminishing its outward-bound student numbers. In 2017 and since, however, there has been a circa 3% growth in non-UK countries recruitment to the UK. Much of this growth is due to further increases from China but also modest growth from India and the USA (HESA data 2019).

International (non-UK) students in UK HE in 2016-17 (HESA Data 2019 – latest available at time of writing))

- 81% of students studying in HE in the UK are from the UK. 6% are from the rest of the EU and 13% are from the rest of the world.
- The total number of non-UK students studying in the UK in 2016-17 is 442,375.
- 42% of students studying at postgraduate level in the UK are from outside the EU.
- The number of Chinese students far exceeds any other nationality; almost one third of non-EU students in the UK is from China. This is the only country showing a significant increase in student numbers (14% rise since 2012-13).
- The next largest number of non-EU students in the UK is from India but the number has declined by 26% since 2012-13.

- Across the UK:
 - England has the highest number of students from outside the EU (14%)
 - Scotland has the highest number of students from the EU (not including UK) (9%)
 - Wales has had the largest decrease in numbers of students from outside the EU (25% drop since 2013-14)
 - Northern Ireland has seen a 12% decrease in students from outside the EU since 2013-15.

Arguably, the weak pound since the EU Referendum of 2016 and consequent favourable exchange rates for incoming students has aided growth in numbers despite sustained Home Office constraints on visas and post-study working. Pakistan and Malaysia, previously established as high volume recruitment countries, have significantly dwindled in terms of UK based student study and associated collaborations.

Overall, EU student numbers in the UK have reduced by several thousand since the EU Referendum in 2016 (HESA 2019).

The era since 2014 has presented challenges to UK universities' traditional notions of internationalisation, which tended to focus chiefly on providing courses to overseas participants studying in the UK for degrees, higher degrees and research degrees. It is now evident that more Trans-National Education (TNE) is delivered by UK universities (in 200 countries) where the entire programme is delivered in the host country, but the bulk of this TNE takes place in China. It remains the case though that 442,000 non-UK students studied on UK based campuses in 2016-17, which demonstrates an ongoing, viable interest in UK based education and wider experience.

We should, however, be cautious about relying on the currently expanding Chinese market. There has been some economic slowdown in China in 2018-19, although their growth remains very positive compared to most global economies. During 2018-19, there has been evidence from some of our partner Chinese universities that funding for training and scholarships has been curtailed. There is also a drive from the Chinese government to encourage more TNE provision in China. Nonetheless, it is clear that the number of Chinese students choosing to study in the UK, either through collaborative provision or as independent applicants, is very high at 150,000 in 2017-18.

Well-founded Harper Adams University Memoranda of Cooperation have been established with many overseas universities in, for example, the USA, China, Japan, New Zealand, Zambia, Chile, Indonesia, Uruguay, India and these offer valuable potential for further student/staff exchanges and teaching/research links alongside those already in place. In addition, ERASMUS+ agreements with EU countries are of good number and standing, although outward mobility remains a challenge in the placement year due to UK students' preference to engage in paid work rather than the unpaid study placements that ERASMUS+ links tend to offer.

In September 2019 we cannot be certain of future funding arrangements for ERASMUS+ as this depends on whether or not the UK exits the EU with a withdrawal agreement. As the UK exits the EU, we must regard all EU students as 'overseas' and the fee levels for them may change accordingly.

What subjects do international students study in the UK Higher Education Sector?

International student numbers by subject area 2016-17

Subject of study	Number of international students
Business & administrative studies	121,675
Engineering and technology	52,545
Social studies	42,170
Creative arts and design	30,220
Law	23,090
Biological Sciences	23,395
Subjects allied to medicine	21,455
Languages	19,515
Computer Science	19,925
Architecture, building and planning	12,875
Physical Sciences	15,450
Medicine and dentistry	10,500
Education	10,445
Mass communications and documentation	11,645
Mathematical Sciences	9,715
Historical and philosophical studies	9,870
Combined	2,770
Agriculture and related subjects	2,225
Veterinary Science	1,264

Source: HESA [HE student enrolments by subject of study and domicile 2016/17](#)

The above figures indicate that, although our specialist area of Agriculture and Related subjects (2,225 students) make up a very small portion of the overall intakes, there are significant numbers in Agri-business, Engineering and Technology, Biological Sciences and Veterinary Sciences, all of which are offered at Harper Adams. Potentially, the university could expand numbers across undergraduate, taught postgraduate and research courses, but attracting students to study at our rural campus, rather than in a major city, remains a challenge. Taught postgraduate and research students remain particularly attractive as a target market because they would balance our proportionately strong undergraduate numbers.

Within this changing, complex context, Harper Adams University's specialist, high quality provision has a clear place in the international market. Recruitment of Chinese full-time undergraduate students is likely to continue to grow over the next three years due to the collaborative programme relationships with specialist Chinese agricultural institutions and we may see more enrolments from India, South America and the EU, particularly at postgraduate level.

The renewed Harper Adams strategy for 2019-23 needs to take cognisance of current factors and trends, which will affect the UK internationalisation potential over the next four years, and present a vision and potential activities which can build on success and respond, as shrewdly as possible, to changed market contexts.

C. INTERNATIONALISATION VISION AND VALUES

The vision for internationalisation, as a positive concept and aspiration in the university, remains largely unchanged since the 2014-18 document was produced and coheres with the university's overall Strategic Plan 2020-25 as well as the government's view of the value of international engagement.

We remain committed to maintaining and extending the university's global awareness and responsibility and reaffirm a concern for providing students and staff with an international perspective, skills and preparedness via our offer and portfolio. Harper Adams University staff, students and stakeholders should feel and recognise the internationalisation of the university, in both broad and specific terms, as our taught curriculum, research, workforce provision, projects and wide-ranging engagements embrace global values and international perceptions. This will be manifest not only in the specifics of our curriculum content (for example; how sustainable agri-food systems operate in other countries of the world), but also in social and ethical dimensions of our work which recognise our responsibility as global citizens. We can consider, for example, the potential to introduce a component in personal and professional development modules that focuses on working in a global marketplace. We have an ongoing concern for environmental planet protection, assisting developing countries and regarding the world increasingly as a global village shared by its citizens as fairly and productively as possible.

In practical terms, this stance has great benefits for the community of Harper Adams University, not least because our students will possess stronger employability skills for the third decade (and beyond) of the 21st Century but also because our status and position in higher education will become increasingly recognised and rewarded on a national and global platform. Our students, staff and stakeholders will benefit from being part of a forward-thinking, globally conscious institution in terms of its educational standards and its critical links to increasingly internationally focused industries.

Internationalisation at Harper Adams is, therefore, far more than tangible recruitment of international students to our courses or the presence of international exchange visitors, important though these developments are. It is also a broader, social and ethical aspiration that seeks to lead our competitor institutions in terms of values and practice, rather than merely keep pace with them.

This broader concept of internationalisation is a cultural challenge for the university's community as global awareness is not consistently evident in the practice and experience of all students, staff and employer partners. However, many have moved to a position of international understanding and fundamentally recognise the place of global values and development for the sustainability of the planet, people and all agri-food businesses and enterprises.

The strategy continues the drive for a university and a campus which celebrates and embraces cultural diversity and fosters a spirit of international exchange, understanding and mutual appreciation in all its activities. We require our students, staff and partners to join the mission for greater global awareness, education and understanding motivated by a desire for social justice,

ethics and vital business profitability. Not to embrace such values and maintain the drive for this goal would be to fail in our central purpose as an institution of higher education in the 21st Century. We must, however, be selective in our activities in order to achieve a return on our investment, as the resource costs are significant in developing such international presence and relationships.

D. 2020-25 STRATEGIC INTERNATIONAL AIMS FOR HARPER ADAMS UNIVERSITY

The following overarching aims capture the essence of our vision and seek to address points raised in the sections above.

1. Maximise internationalisation for the benefit of teaching, learning, research, knowledge exchange, graduate employability and the industries we serve.
2. Develop greater cultural diversity and understanding in the campus community
3. Extend the university's international presence and reputation with respect to UK government agencies and overseas agencies/institutions/businesses, including via league tables and rankings.

4. STRATEGIC OBJECTIVES

This list captures objectives needed to achieve our aims and demonstrates that the international strategy is intended to be embedded and multi-faceted at Harper Adams.

The university will:

1. By 2025, further embed international understanding and global awareness in all taught modules and programmes via curriculum review and validation processes.
2. Achieve recruitment of 300 undergraduate and taught post-graduate overseas students based at Harper Adams by 2025 (76 enrolled in 2014, 205 in 2019). NB. 'Overseas' now refers to all non-UK students, including those from EU and other countries.
3. Further diversify the mix of home countries and be cautious to avoid an over-reliance on Chinese markets. (Enrolled students arrived from 34 countries in 2019 but the vast majority were from China).
4. Further extend opportunities for research students and programmes at the international level. Achieve enrolment of 60 international research students by 2025 (14 enrolled in 2014, 42 in 2019).
5. Continue to develop and raise the international profile of our research projects and publications. By 2025, increase the number of international projects and publications from 2019. (2019 - International research projects = 13, conference papers = 32, refereed international papers = 51).
6. Sustain HAU representation at national and international meetings, events, committees and organisations.

7. Extend overseas staff and student exchanges, visits and cooperation by cementing and extending Memorandums of Understanding (MOUs) with top-ranked countries/institutions in our specialist areas. Achieve 10 productive MOUs by 2025 (currently 7 productive).
8. Affirm emphasis on links with cognate, overseas institutions but also expand recruitment activities to include more TPG applications, which are not reliant on institutional links. Achieve 30 direct application TPG, non-EU enrolments by 2025 (9 enrolled in 2014).
9. By 2025 further extend training and development opportunities for staff and students in international aspects such as language classes (with a focus on the adoption of new technologies for language learning), effective teaching and learning (including e-learning), diversity and cultural understanding (e.g. classes to focus attention on English as a global language) and aspects of admissions and visa sponsorship.
10. By 2025 further ensure that the international strategy and its values are effectively and regularly communicated to all staff, students and stakeholders of the university via committee agendas and e-communications.
11. Responsibly enhance investment in estate, technical and human resources of Harper Adams to support international strategy and enhance related operations. By 2025 have much improved high-quality streaming and video-link teaching connectivity with China and other countries.
12. By 2025 enhance alumni links and relationships in the international arena, maximising opportunities for further collaborations, exchanges, recruitment etc. By 2025 achieve an active and engaged overseas alumni community of at least 2,000 (1,500 listed in 2019).
13. By 2025 further develop extra-curricular activities for international students by linking with the Student Union to extend cultural diversity and awareness on campus.

E. OPERATIONS

In order for our internationalisation strategy and operations to be successful, it is necessary to secure particular resources and arrangements at Harper Adams.

1. The Director of Learning, Teaching and International (member of Senior Management Team) will have oversight of international strategy.
2. The International Programmes Coordinator will report to the Director of Learning and Teaching and manage/secure institutional links and the student experience in planned expansion of international programmes.
3. The English Language Support Team Manager will report to the Director of Learning, Teaching and International.
4. The Head of Educational Development and Quality Enhancement will report to Director of Learning, Teaching and International along with associated colleagues, thereby providing direct connection to the relevant QAA requirements for quality assurance and development of international programmes.

5. The Assistant to the Director of Learning, Teaching and International will provide organisational and administrative support for international strategy activities along with other aspects of their role.
6. The International Working group, formed of key academic and professional services staff, will meet four times per year to review activities, discuss plans and take necessary actions to safeguard successful operations, including compliance with Tier 4 Visa regulations.
7. Regular communication of university staff with overseas partner institutions, via visits or technology-based links will be resourced to sustain good relationships and to enable effective management of links and developments. These will include, but not be limited to, visits by the International Programmes Coordinator, China Programmes Course Manager, English Language Support team, IT systems staff, Education Developer and members of the Senior Management Team to support institutional links.
8. Information Systems will continue to develop effective e-communications and support platforms to strengthen international working practices.
9. Marketing and Communications will further develop our international profile and offer via the website and other activities.
10. The university will continue to develop research and knowledge exchange (RKE) activities and links in the international context, working closely with the relevant staff in pursuing projects, contracts and publications.
11. The University will continue to engage with selected in country representatives, agents and international promotion organisations to raise our profile and encourage further individual applications, particularly at postgraduate level.
12. The Director of Learning, Teaching and International will work with a nominated Finance Officer to produce annual data reports on International income versus expenditure in order to track the return on investment for international activities.

Andy Jones

Director of Learning, Teaching and International
December 2019