

Warwick Integration Summit

Professor Susan Dilly
Vice Principal for Teaching and
Learning

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Questions

- What are your institution's integration goals?
- How are you trying to achieve them?
- How could you (university and students' union) collaborate more effectively?

Strategic context (2010-15)

- Doubling of students from outside the EU
- 30% increase in students taught outside the UK- transnational
- Doubling of Study Abroad students at QM

International Strategy

- Ensure programmes are attractive to overseas students
- Provide opportunities for exchange (incoming and outgoing) so get international experience
- Internationalisation of the curriculum (to develop a discipline-based international perspective in all students)

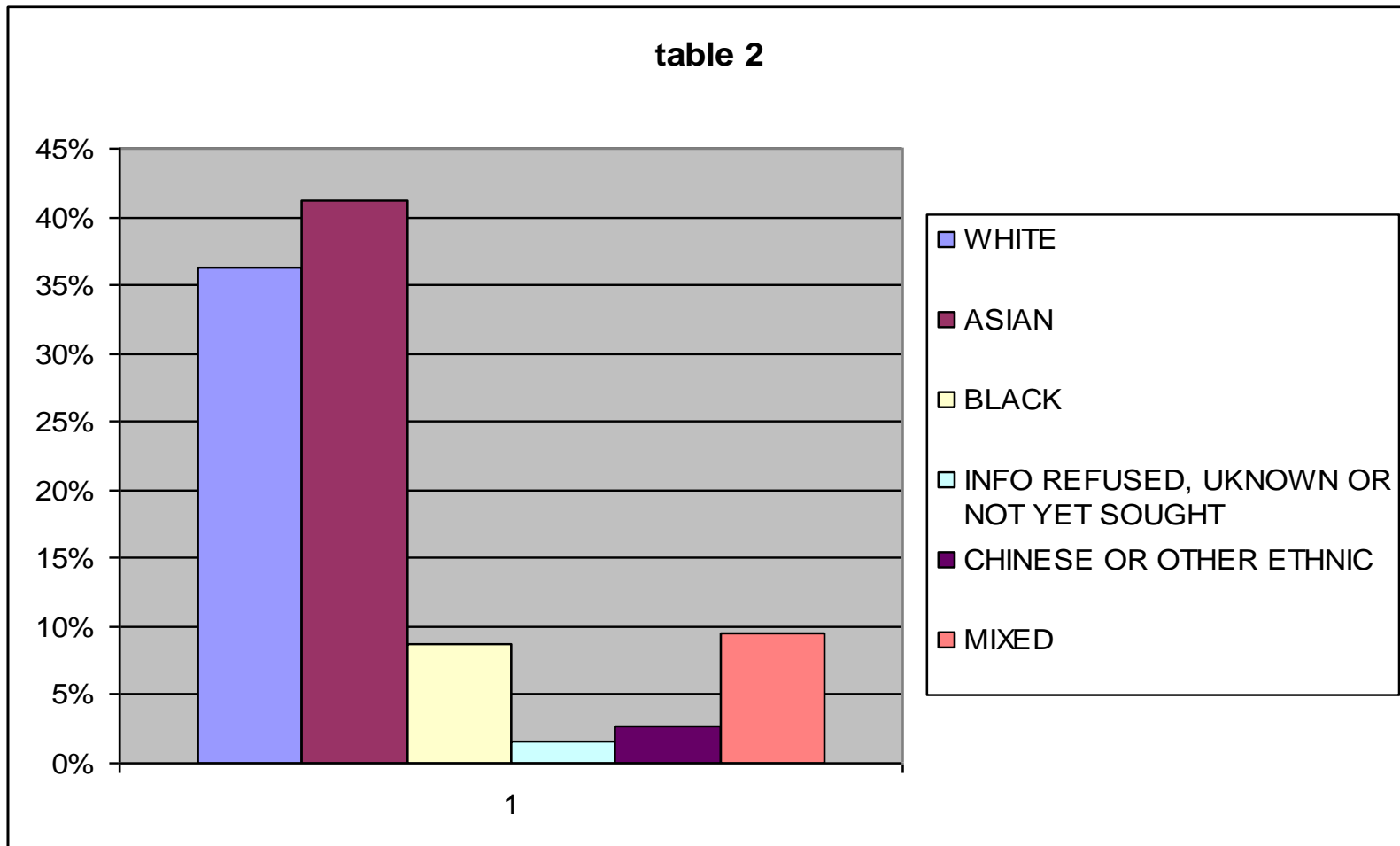
Cultural engagement rather than international integration?

International students on QM London campus

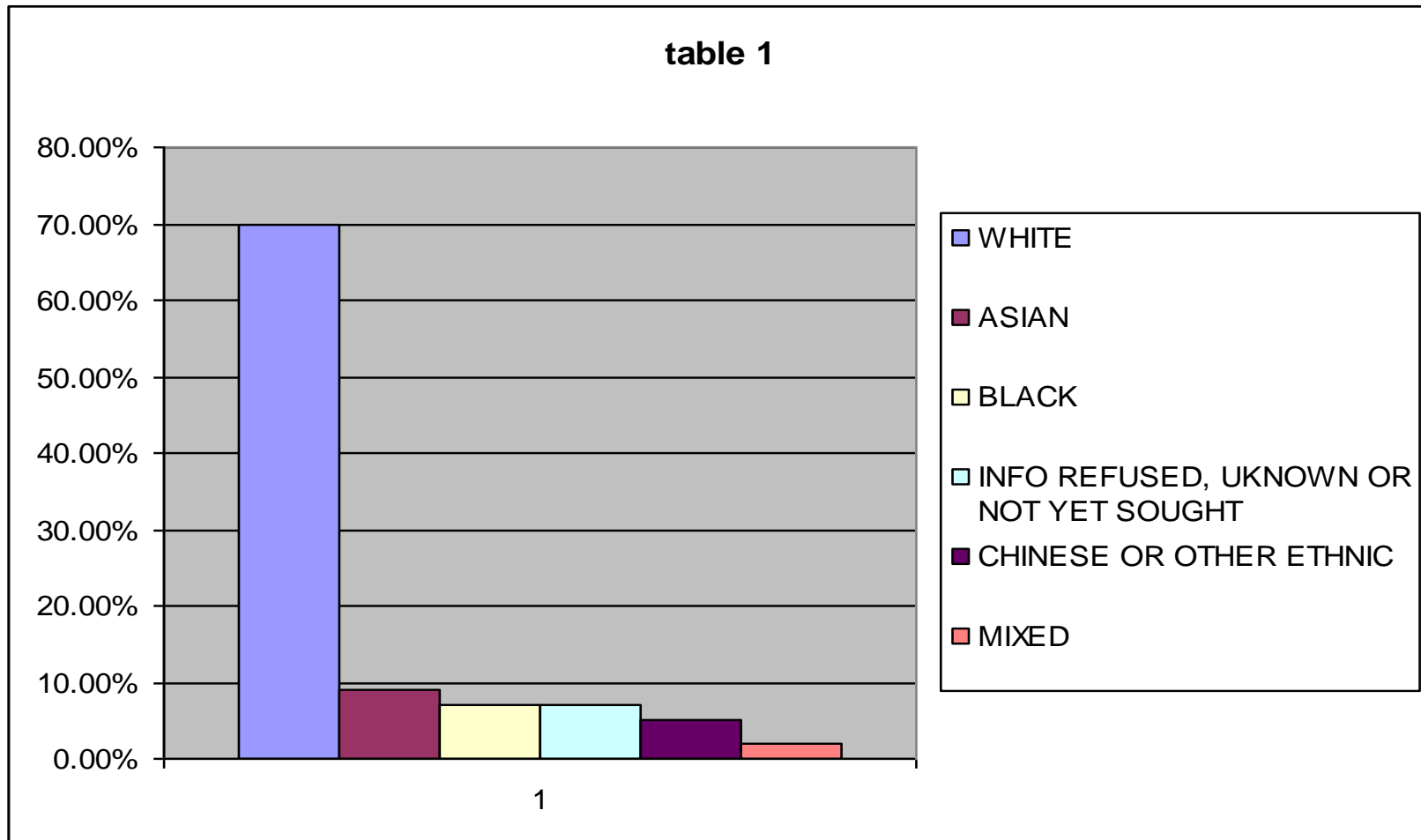
2009-10: 14,726 headcount,
2,921 international students

1. China 441
2. Pakistan 242
3. India 161
4. Nigeria 151
5. Bangladesh 131
6. Malaysia 127
7. Russia 82
8. US 77

Queen Mary Student undergraduate population by Ethnicity



QM all staff ethnicity



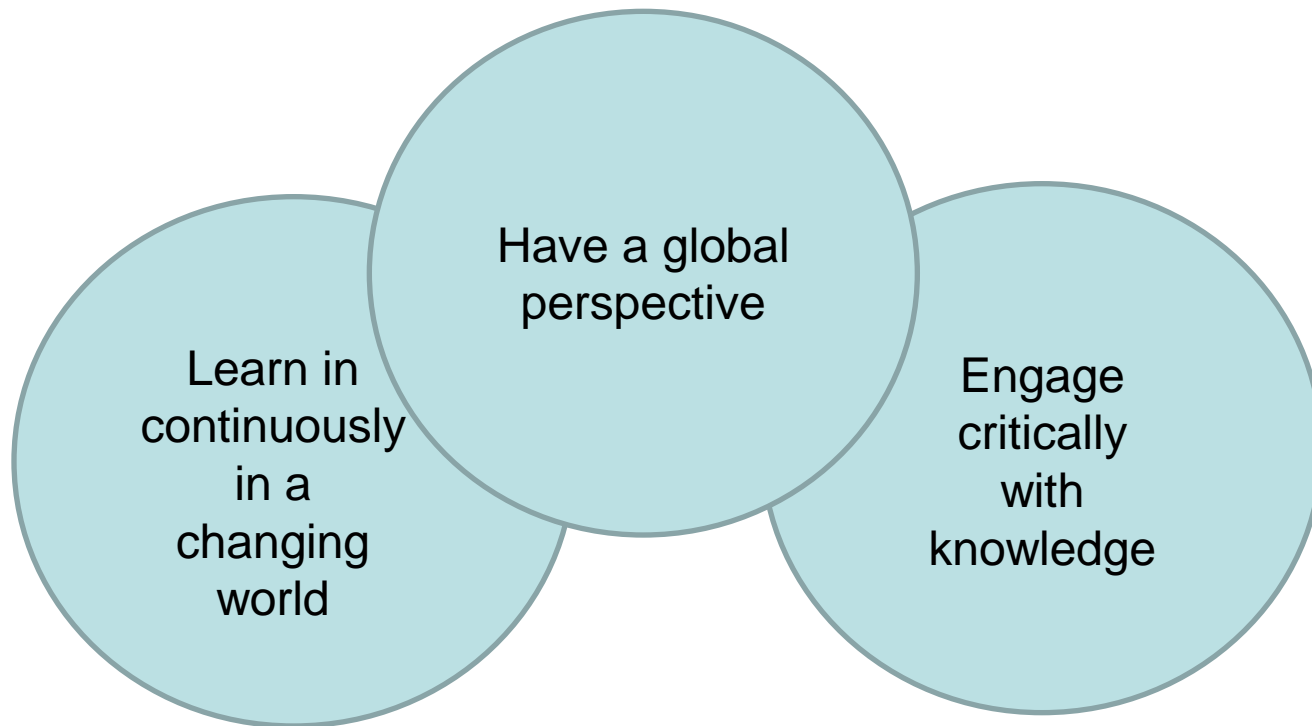
'Integration' initiatives with Student Union

- Go Global- International celebration event
- Student Course representative system
- Next- student engagement across academic school, support services and SU





Integration- academic initiatives

- 'Thinking Writing' scheme
- QM Graduate Attributes scheme



Students can view their personal Graduate Attribute profile


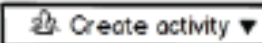
 **Anabelle Aardvark** graduate attributes | [personal info](#)

 Sharing with 5 people

| | Self assessment rating |
|--|------------------------|
| Engage critically with knowledge | |
| Acquire and apply knowledge in a rigorous way | ☆☆☆ |
| Connect information and ideas within their field of study | ☆☆ |
| Use writing for learning and reflection | |
| Adapt their understanding to new and unfamiliar settings | ☆☆☆ |
| Have a global perspective | |
| Accept the responsibilities that come from taking a global perspective | ☆ |
| Recognise the value of operating in more than one language | ☆☆ |
| Work effectively in diverse communities | ☆☆ |
| Engage with the professional world | ☆☆ |
| Learn continuously in a changing world | |
| Acquire new learning in a range of ways, both individually and collaboratively | ☆☆☆ |
| Possess the skills to influence, negotiate and lead | |
| Respond appropriately to criticism | ☆☆☆☆ |
| Use quantitative data confidently and competently | ☆☆ |

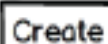
Rounded Intellectual Development


Teacher/tutor/admin/SU can post activities with pre-defined set of Graduate Attributes

 My groups and activities 

Enter a title...

Enter a short description...

 Invite people ▼ 

 5 suggested graduate attributes

Engage critically with knowledge [Show suggested](#)

- Acquire and apply knowledge in a rigorous way
- Connect information and ideas within their field of study
- Use writing for learning and reflection
- Adapt their understanding to new and unfamiliar settings

Have a global perspective

- Accept the responsibilities that come from taking a global perspective
- Recognise the value of operating in more than one language
- Work effectively in diverse communities

... and so on ...

Figure 9: Creating a new channel: assigning suggested graduate attributes

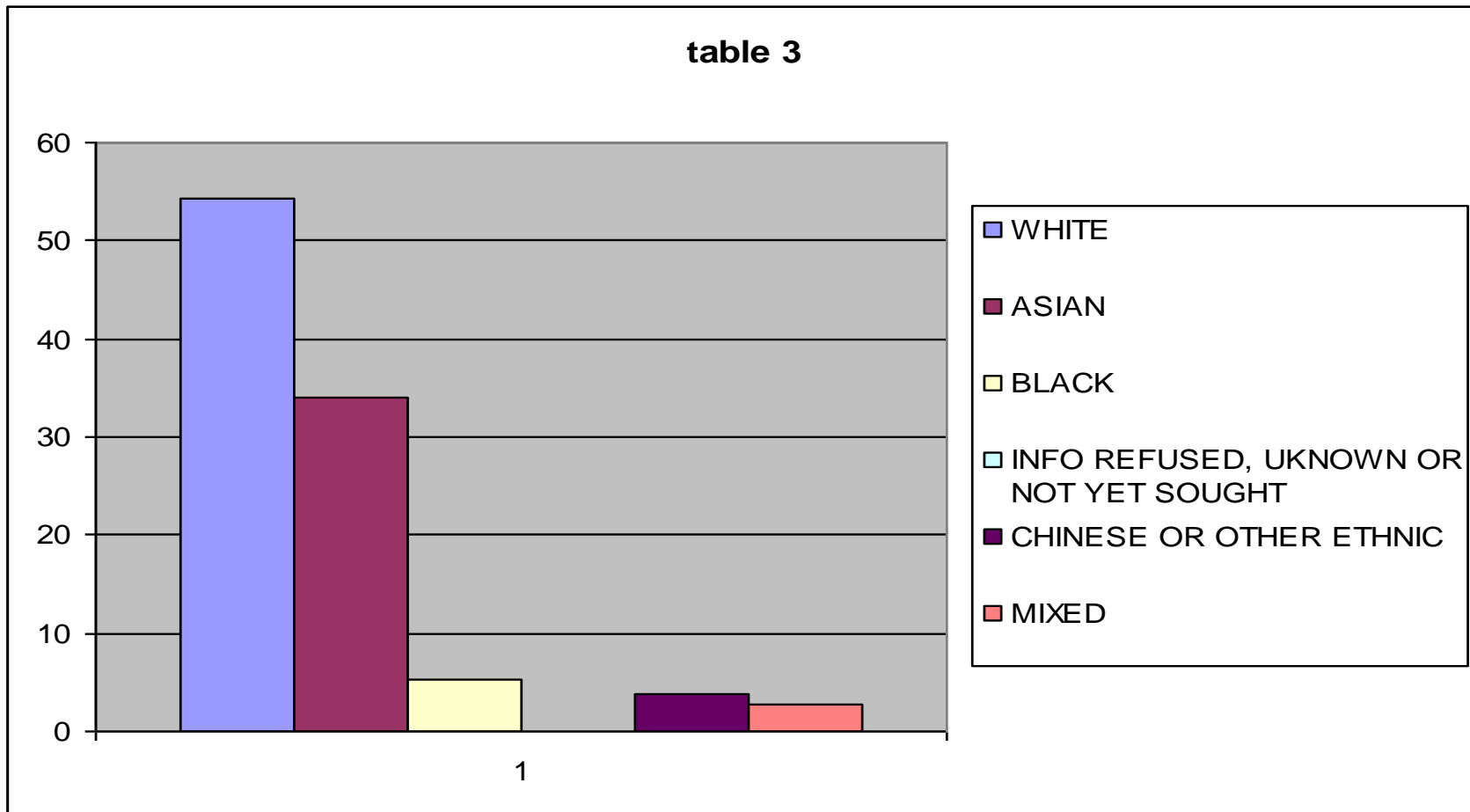
QM Graduate Attributes- Global perspective

- Accept the responsibilities that come from taking a global perspective
- Recognise the value of operating in more than one language
- Work effectively in diverse communities

Global Public Health

- Introduces global public health through the lens of the local environment, including housing, income levels, nutrition and migration
- Developed with local Primary Care Trusts and involves webinars with other countries

Tower Hamlets Population in 2006-2007



Cultural integration-

Student diversity
Local population
Patients groups

The challenge of transnational education

- Purpose
- Delivery
- Content
- Assessment



Transnational education

- 2000 joint UGT students in China (Beijing)
- 50:50 BUPT and QM design and delivery
- Taught in English
- Adopts mixed pedagogical approaches maintaining distinctiveness
- Aims to equip Chinese students better for international roles

Potential medical programme

- Clinical knowledge and skills taught by 'home' university so best for local healthcare needs
- Basic science and research skills taught by QM so assists development of an international clinical research culture

RESPONSE → DESTINATION → APPLICATION → EXPECTATIONS → ARRIVAL → LEARNING → LIVING → SUPPORT → APPENDIX

