



**Enabling (preparing) graduates
for a changing job market:
*observations from two continents***

**Eurasian Higher Education Forum
Nur-Sultan , Kazakhstan, 6th June 2019**

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Principal, University of Edinburgh**

The world has changed:

- Universities are no longer the primary sources of information
- The advent of modern learning technologies & the rise of new education providers pose existential challenges to the conventional university model
- Today's students (tomorrow's graduates) have different motivations, needs and wishes

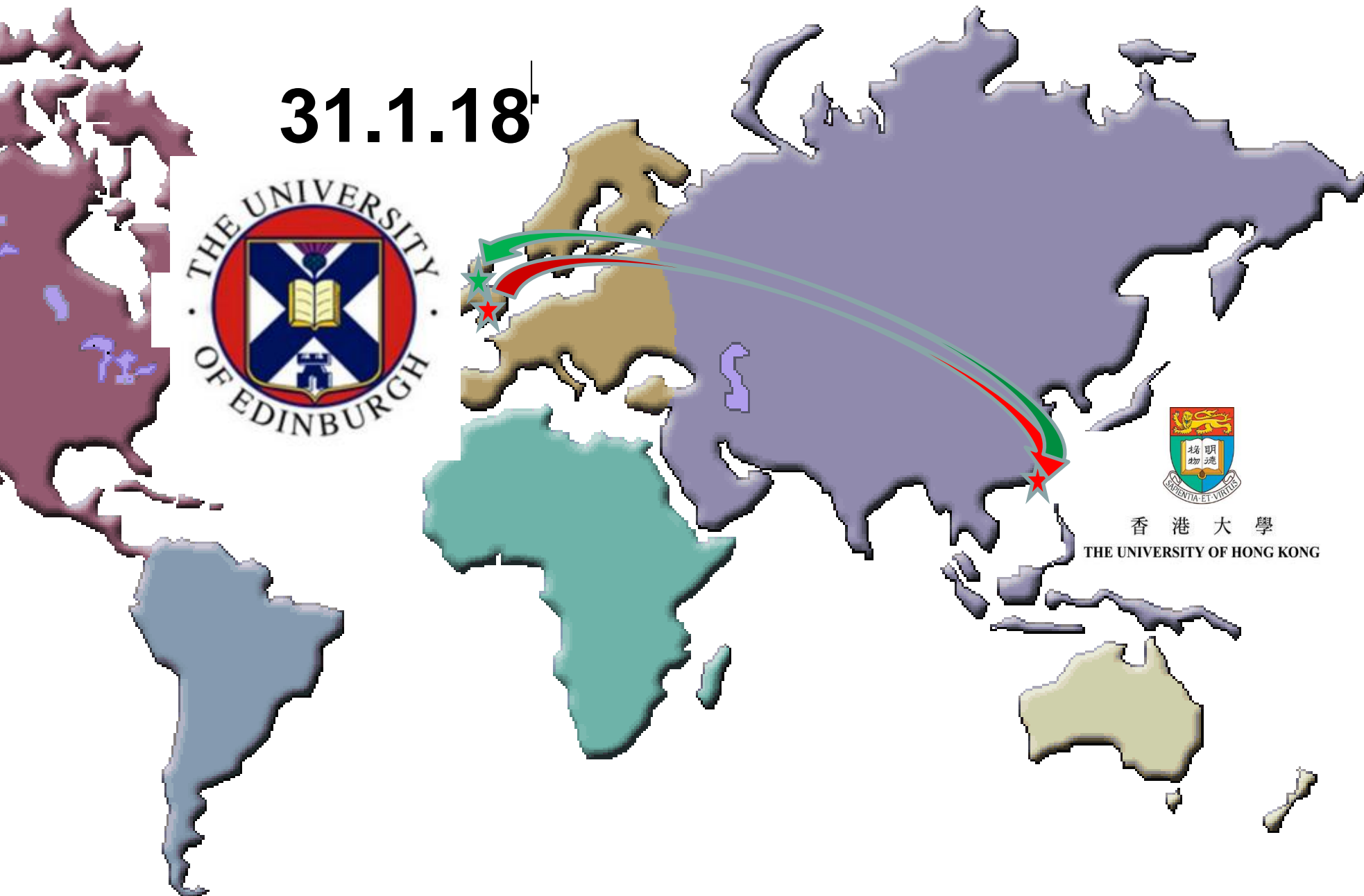
Are we adapting?

- Less “sage on the stage”, more “guide on the side”, flipped classrooms etc.
- Change content to assist and develop problem-solving skills, team-working etc
- Promote international mobility
- Provide more opportunities for extracurricular learning: volunteering, social projects etc.
- Define values, care about students and staff

31.1.18



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The University of Hong Kong (HKU)

- Founded 1911 by British as English-speaking university for China.
- Recently named as world's most international university
- 90% of students Chinese (HK or Mainland)
- Complexities of Hong Kong politics
- Moved from 3 year to 4 year UG curriculum, took opportunity to radically reform structure



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FOUR Areas of Inquiry

Scientific and Technological Literacy



Humanities



Global Issues



China: Culture, State



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over **170** courses
offered in 2018-2019
with more than **20000**
students enrolled, 6x 6 credits
per course, 36/240 ie 15%



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Liberal Arts Education in Common Core

Normally 6 Common Core Courses for Graduation


- **Develop intellectual, social, and innovative skills that all of our students will need to address the complexities of 21st century life**
- **Broaden students' perspectives beyond their own disciplines**
- **Help students to build friendships across various Faculties**



Liberal Arts Education and New Forms of Teaching and Learning



Humanity and Nature in Chinese Thought
HKU's free online course starts on 14 June 2016
Learning about how Chinese philosophers view humanity and nature



CCGL9051
Technology, Power, and Culture in the Global Age



CCCH9025
Humanity and Nature in Chinese Thought



CCST9003
Everyday Computing and the Internet



CCST9013
Our living environment



CCHU9001
Designs on the Future
Sustainability of the Built Environment



CCHU9002
Battles for Bodies
The Birth of Surveillance Society



CCHU9003
Making History
Engaging with the Powerful Past



CCGL9003
Contagions
Global Histories of Disease

Liberal Arts Education and Experiential Learning



**CCHU9023 Shaping the Landscape:
A Quest for Harmony between
Nature and the City
The WATER Collection**



**CCST9019
Understanding
Climate Change**

CCHU9005 Food and Values



International and Mainland China Cooperation

“One Mainland, one overseas” opportunities for 100% of UGs (study, volunteering, social programmes) & more

COMMONCORE 

 Universiteit Utrecht

The Common Core@HKU and the Honours College at Utrecht University present

THE MORE-THAN-HUMAN CITY: A TRANSDISCIPLINARY RESEARCH EXCHANGE

2018-19

Universiteit Utrecht

Nanjing University
Shanghai Jiao Tung University
Zhejiang University

Summer Common Core Courses

- CCST9054 War, Peace and the Natural World
- CCHU9056 Virtual Worlds, Real Bodies
[On offer in collaboration with Summer Institute and Peking University]
- CCHU9058 Nature in the City: Beyond the Concrete Jungle

CLASS (China Liberal Arts Summer Sessions)

- Common Core courses jointly offered with Mainland Universities
- Two weeks on the **Mainland** (July 8-21, 2019) and one week in **Hong Kong** (July 22-28, 2019)

Nanjing University

- CCST9026 Scientific Revolutions: Their Continuing Impact on Our World and Society
- CCGL9028 Gender, Health, and Globalization

Shanghai Jiao Tong University

- CCGL9001 Hong Kong Cinema through a Global Lens
- CCGL9034 Globalization and Architecture

Zhejiang University

- CCST9009 Living with Stem Cells



COMMONCORE 





The educational value of getting outside one's "comfort zone"

University of Edinburgh

- Global top ~20 University (QS, THES, US News)
- founded in 1583, planning for 2083

Size

- 41,000 students (26,000 UG).
- “Traditional” curricula, lots of choice
 - 43% non-UK nationals from ~160 countries
- ~2.8 million enrolled on our MOOCs
- ~4,600 academic FTEs
- ~£1bn turnover
- Investing £1.5bn in estates over next decade

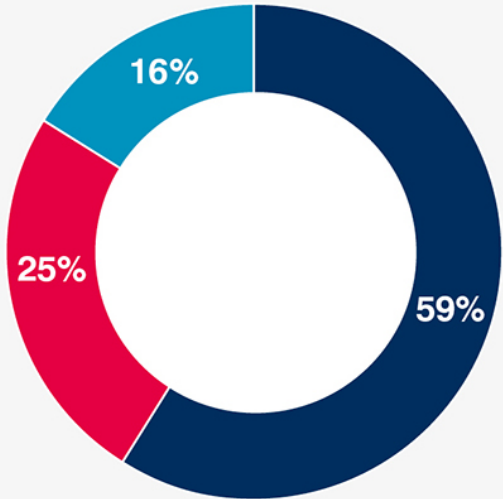
Structure

- 3 colleges (med & vets; sci & eng; arts, humanities & soc sci)
- 20 thematic schools
- Interdisciplinary focus



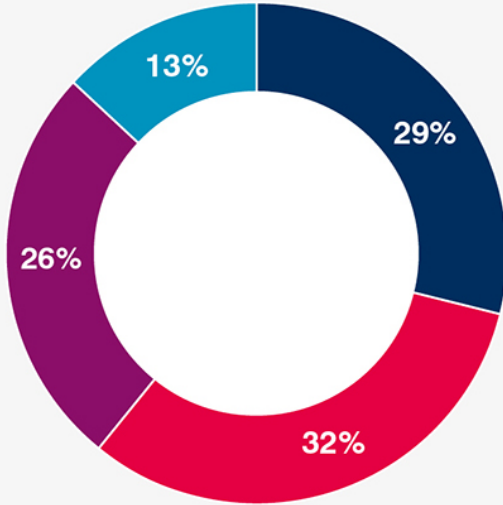
Student Body by College & domicile region on entry

Student body by College



Arts, Humanities & Social Sciences	24,201
Medicine & Veterinary Medicine	6,721
Science & Engineering	10,390
Total	41,312

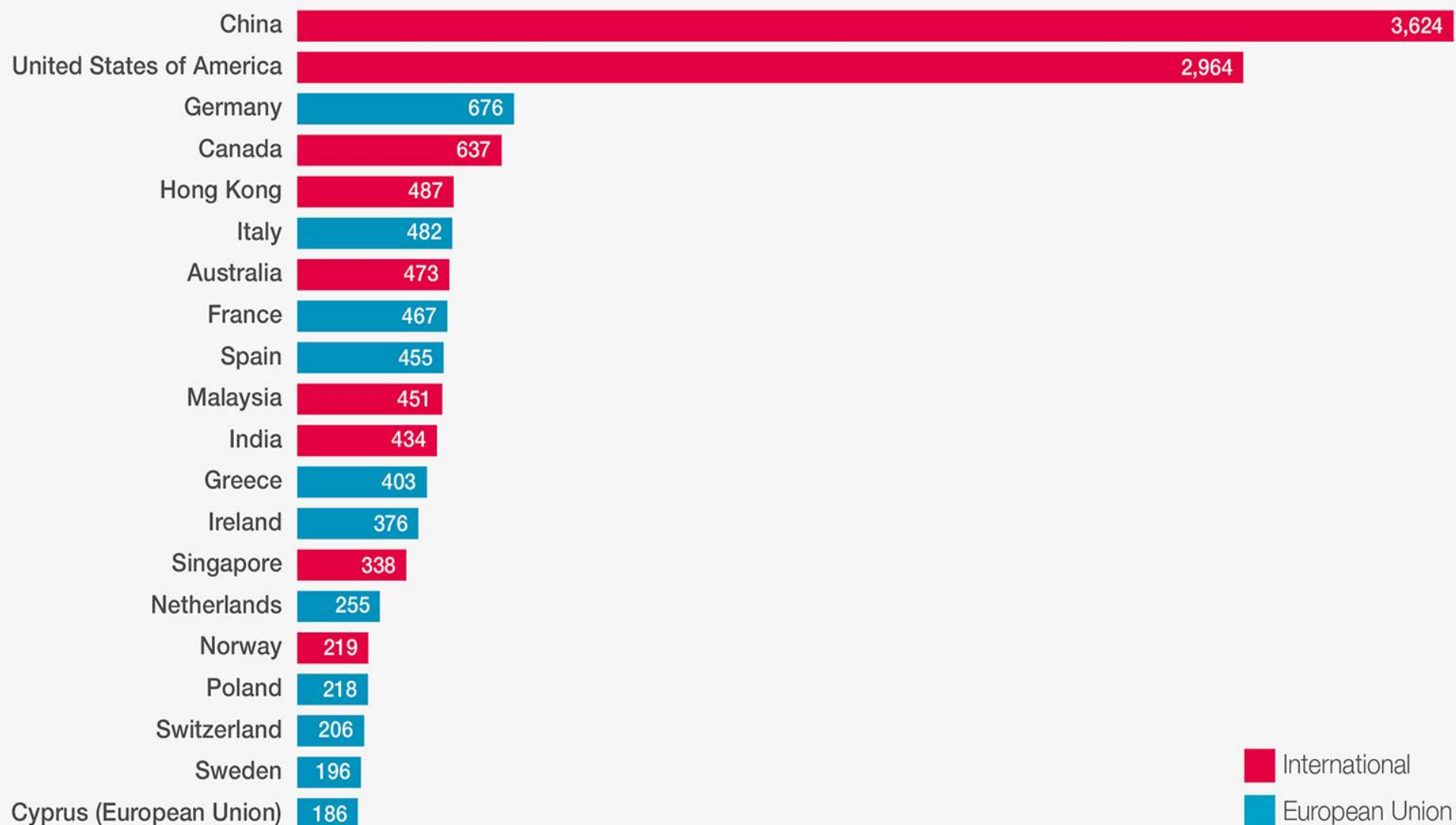
Student body by domicile region on entry



Scotland	11,991
International	13,353
Other UK	10,710
Other EU	5,258
Total	41,312

Please note:
Channel Islands and Isle of Man students have been categorised as international students.

Top 20 non-UK domicile on entry



Please note:

The figures above represent all students matriculated during the session, with the exception of those exiting or interrupting their studies within five weeks of the first semester start date. Visiting students, part-time and distance learning students, and students on collaborative programmes are included. Domicile on entry is declared by the student when first matriculating onto their programme.



Other aspects of internationalisation at the University of Edinburgh:

- Highly international staff (eg from non-UK EU 15% of total staff, 25% of academic staff)
- Numerous international partnerships, including Europe (KU Leuven, Amsterdam, Helsinki, Copenhagen, Sciences Po); China (ZJU, Shanghai JiaoTong U, Donghua U, Shenzhen municipal government); USA (Vanderbilt); South Africa (Wits) and many more
- More students than any other UK university in Erasmus scheme, both “in” and “out”



Current plans for the University of Edinburgh:

- Curriculum review: ensure that choice is deliverable, consider liberal arts approach to 1st year (and ?2nd) of 4 year UG curriculum
- Promote and celebrate our students' ingenuity, social consciousness and desire to make the world a better place
- Develop a values-based strategic plan, improve sense of community, care for our students and staff

City Region Deal: data-driven innovation £237m of government funding (largest ever grant to any UK university)



The former Edinburgh Royal Infirmary “best-planned hospital in Britain” 1879-2003



The Edinburgh Futures Institute.....



.....an iconic building which will become the flagship location of Edinburgh's excellence in data-driven innovation ethics, regulation & law



Conclusions:

- The University of Hong Kong has a modern undergraduate curriculum providing varied opportunities for broad general education; needs to diversify its student body & maintain its international outlook
- The University of Edinburgh is already very internationally diverse but needs to modernise its curriculum
- Both universities are innovating, experimenting and preparing for the future: are you?