GLASGOW CALEDONIAN UNIVERSITY

The value proposition for studying in the UK

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Structure

- Global Context
- Value Proposition
- UK Strengths
- Benchmarking

Global Context – Mass HE

- 150.6m HE students globally
  - 53% increase over 2000
  - but <5% increase in low-income countries
- 3m students studying overseas, 7m by 2020.
- UK share 10-15% (3rd after USA & Australia), 1.3% GDP
- Bologna-type initiatives in L America, Africa Asia-Pacific
- English as language of instruction

- (OECD Education at a Glance 2007, 2008, 2009)
- Trends in Global Higher Education: Tracking an Academic Revolution Executive Summary A Report Prepared for the UNESCO 2009 World Conference on Higher Education Philip G. Altbach, Liz Reisberg, Laura E. Rumbley

Value Proposition

- Promise to deliver a particular combination of values
- 3 value disciplines (Tracy & Wiersema *HBR, Jan-Feb, 84-93, 1993*)
  - Operational excellence
  - Customer intimacy
  - Product Leadership
- Fit to student needs = f(price, convenience, quality)
- Sector leaders
  - excel in at least 1 value discipline,
  - meet sector benchmarks in the others

UK Strengths

- Product Leadership
  - world-class research underpinning innovative programmes
  - the relatively short first and second degree courses
  - programmes correlated strongly with industry requirements leading to a good graduate employment record
- Operational Excellence
  - effective marketing by individual universities
  - perceived high quality resulting in high completion rates
  - significant numbers of international faculty
  - teaching in English
- Customer Intimacy
  - holistic student experience

Benchmarking

- **The International Student Barometer (ISB)** is the largest annual study of international students in the world, with feedback from over 150,000 respondents each year

- The ISB runs at institutions in 16 countries across 5 continents

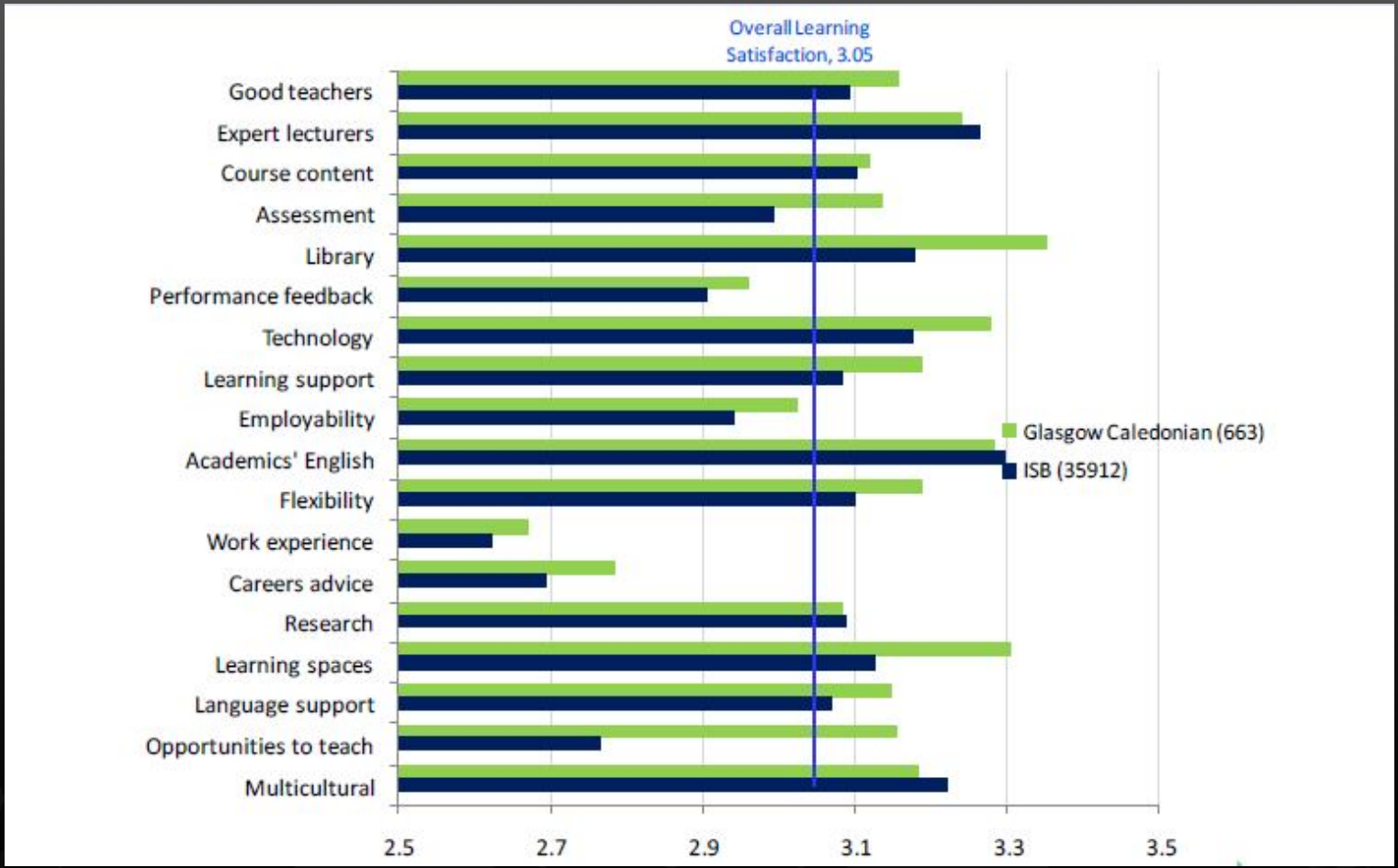
- Tracks decision-making, expectations, perceptions and experiences of international and/or domestic students

- Institution-specific results compared against sector, comparator groups, national and international benchmarks

- Reporting fully confidential and customised to each institution

Student Experience

Example
GCU Learning



Global Comparison Autumn 2008

	UK	Country A	Country B	Country C	Country D	Country E	Country F
ARRIVAL AVERAGE	**81.3%**	76.3%	78.5%	79.1%	84.0%	78.1%	71.4%
LEARNING AVERAGE	**84.0%**	78.9%	81.0%	77.3%	85.5%	81.8%	76.4%
LIVING AVERAGE	**78.2%**	74.6%	74.7%	76.3%	78.3%	74.9%	73.9%
SUPPORT AVERAGE	**87.8%**	80.9%	64.6%	85.0%	88.7%	80.1%	70.1%
OVERALL AVERAGE	**82.8%**	77.7%	73.8%	79.4%	84.1%	78.7%	72.9%
RECOMMENDATION	**81.4%**	81.7%	73.8%	70.4%	77.0%	70.5%	78.3%

Source: i-graduate International Student Barometer, Autumn

Conclusion

- Decide what value discipline to excel in
- Factor perspectives of a student's stakeholders into design of student experience
- Benchmark globally, improve locally

What EU students want - 2009

- 90%: focus on skills that meet the demands of today's workplace:
- 97%: important to provide students with the knowledge and skills
- 91%: enhancement of personal development was (very or rather) important
- 87%: education of people to play an active role in society was an important
- **83%** independent reports on the quality of universities and
- programmes would help students to decide where to study
- 83% students choose location on quality/reputation of the institution
- 40% said never planned to study abroad
- 11% had planned to do so but gave up
- 33% did intend to study in another country (33%).