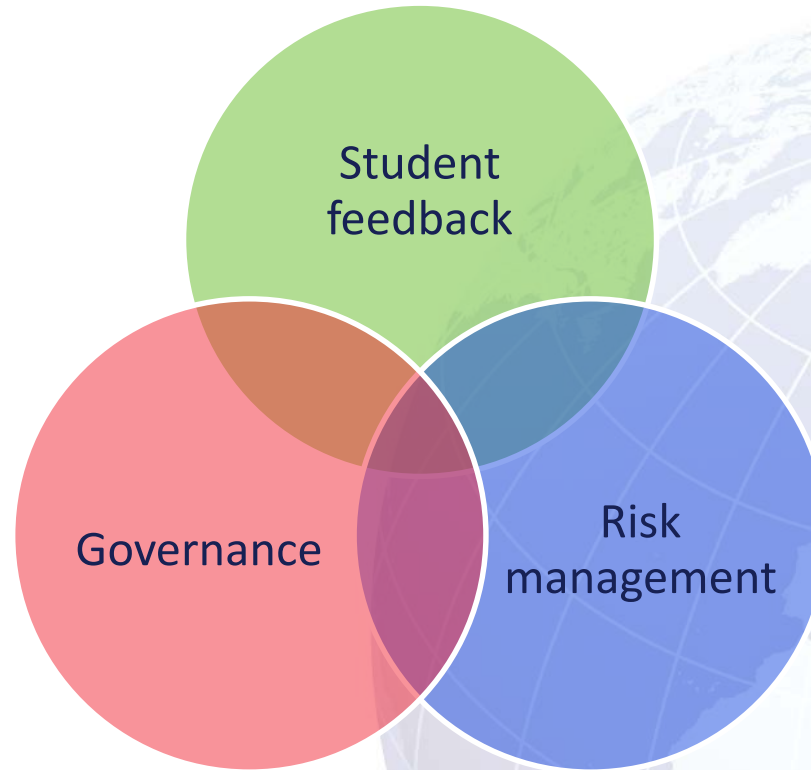


**Research and practice in
transnational education**

**Student feedback for
governance and risk
management**

Will Archer
i-graduate
The Observatory
University governor
10 June 2016


What do we know?



Who cares?

Why does it matter?

What do we know?



Student
feedback

- The UK justifiably claims world class higher education
- All traditional host countries deliver a great student experience
- But no country is universally great
- Nor is any university
- And that's in the context of traditional onshore delivery

The UK's performance

Good and getting better



UK

Overall Measures

	2008	2009	2010	2011	2012	2013	2014	
Recommendation	83%	83%	84%	84%	84%	86%	85%	2%
Overall Satisfaction	90%	91%	91%	91%	89%	91%	91%	1%
Arrival Overall	87%	88%	88%	88%	89%	90%	90%	3%
Learning Overall	87%	87%	88%	88%	86%	88%	88%	2%
Living Overall	86%	87%	88%	88%	88%	89%	87%	1%
Support Overall	88%	89%	90%	91%	91%	91%	90%	2%

International student satisfaction – undergraduate – 2008-2014

UK

Learning Experience								
	2008	2009	2010	2011	2012	2013	2014	Change
Academics' English	88%	89%	91%	91%	91%	92%	92%	3%
Marking criteria	N/A	N/A	80%	81%	79%	80%	81%	1%
Assessment	86%	87%	88%	88%	87%	88%	89%	3%
Careers advice	70%	72%	76%	77%	75%	76%	77%	7%
Course content	87%	89%	89%	90%	88%	90%	90%	2%
Class size	N/A	N/A	N/A	N/A	87%	87%	88%	1%
Expert lecturers	94%	94%	94%	94%	94%	95%	95%	1%
Employability	79%	80%	81%	82%	79%	81%	82%	4%
Good teachers	85%	86%	88%	88%	87%	88%	89%	3%
Online library	N/A	N/A	89%	90%	90%	91%	91%	2%
Physical library	N/A	N/A	88%	90%	91%	90%	91%	3%
Learning support	82%	84%	87%	88%	86%	88%	89%	6%
Learning spaces	84%	85%	87%	89%	88%	89%	88%	4%
Laboratories	N/A	N/A	91%	92%	92%	93%	93%	1%
Language support	84%	85%	88%	89%	89%	90%	91%	6%
Multicultural	86%	88%	90%	90%	91%	91%	91%	5%
Course organisation	N/A	N/A	85%	86%	85%	86%	86%	1%
Performance feedback	81%	83%	81%	81%	79%	81%	82%	1%
Quality lecturers	N/A	N/A	89%	89%	88%	89%	90%	1%
Research	86%	87%	87%	87%	86%	88%	89%	3%
Technology	86%	85%	88%	89%	89%	90%	90%	4%
Virtual learning	N/A	N/A	91%	90%	91%	92%	92%	1%
Work experience	67%	69%	71%	72%	70%	72%	74%	7%

The traditional hosts

Not a million miles from each other



Overall Measures: mean scores	UK	Australia	Canada	NZ	US
UG	2014	2014	2014	2013	2014
Recommendation	4.22	4.04	4.10	4.02	4.17
Overall Satisfaction	3.16	3.03	3.04	3.01	3.10
Arrival Overall	3.12	3.09	3.03	3.02	3.06
Learning Overall	3.08	2.97	3.01	2.94	3.07
Living Overall	3.07	3.05	3.00	3.02	3.01
Support Overall	3.02	2.96	2.96	2.96	2.99

The student experience

By the law of averages...

...half the sector is below average

Half of the departments in each institution will be 'below average'

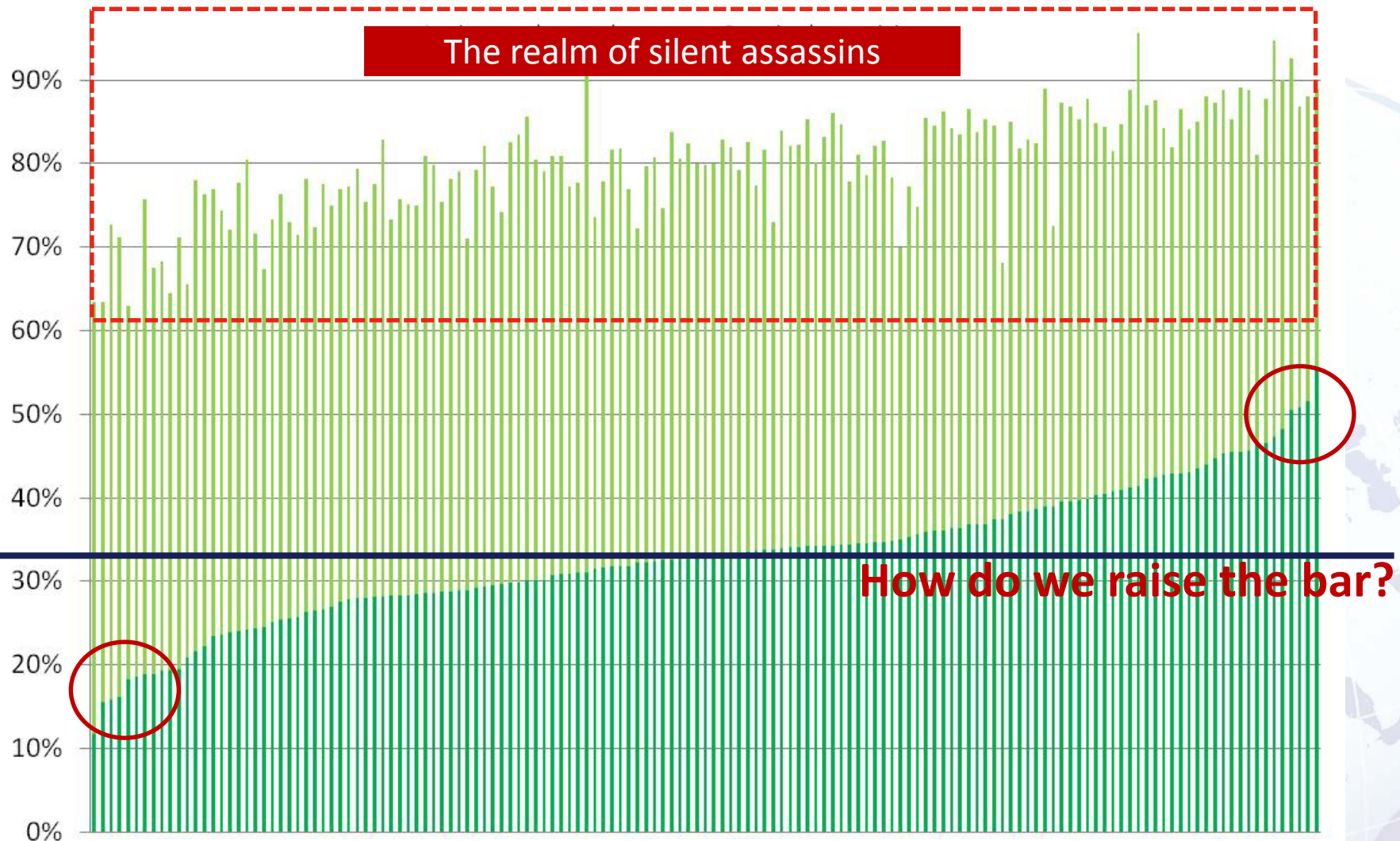
**Good to great...
and great to excellent**

**From 'meeting expectations' to 'excellent'
from 'excellent' to 'outstanding'**

World Class?

An example of the range of recommendation

Would you recommend your university to others?



Each column represents a university in the benchmarking group

Performance feedback – by school/department





Course temperature



Filters

Question Type
Learning Satisfaction

Department
Mathematics

Home / International
All

Study Level
All

Study Stage
All

Study Mode
All

Controls

Sort By
Alphabetical

Base Number
5

- Select Course:**
- BSc Actuarial Science & Mathe..
 - BSc Computer Science & Math..
 - BSc Information Systems with ..
 - BSc Mathematical Physics
 - BSc Mathematics
 - BSc Mathematics & B...
 - BSc Mathematics & I... Base number: 29
 - BSc Mathematics & Philosophy
 - BSc Mathematics & Physics
 - BSc Mathematics with a foreign..
 - BSc Mathematics with a year a..
 - BSc Mathematics with Financial..
 - BSc Mathematics with Manage..
 - MA Advanced Calculus
 - MA Economics & Statistics
 - MA Mathematics
 - MA Mathematics for Science
 - MA Mathematics with Business ..
 - MPhys Mathematical Physics
 - MSc Advanced Statistical Mode..
 - MSc Applied Mathematics
 - MSc Artificial Intelligence & Mat..
 - MSc Information Systems with ..
 - MSc Mathematics & Philosophy
 - MSc Statistics
 - MSc Statistics with Medical App..
 - All

Department: **Mathematics** , Course: **All**

Category	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
LEARNING OVERALL	20%	61%	15%	4%
Academics' English	70%	28%	2%	
Assessment	29%	58%	10%	3%
Careers advice	16%	52%	24%	8%
Course content	29%	53%	15%	3%
Course organisation	22%	54%	18%	7%
Employability	18%	54%	22%	6%
Expert lecturers	42%	52%		4%
Good teachers	37%	50%	12%	
Laboratories	39%	55%		6%
Language support	38%	62%		
Learning spaces	40%	54%		5%
Learning support	35%	52%	10%	3%
Managing research	80%	20%		
Marking criteria	27%	53%	17%	3%
Multicultural	22%	65%	11%	2%
Online library	42%	52%		6%
Opportunities to teach	30%	70%		
Performance feedback	28%	53%	16%	4%
Physical library	47%	49%		4%
Quality lectures	29%	57%	12%	2%
Research	24%	62%	11%	3%
Technology	37%	57%		5%
Topic selection	43%	50%		7%
Virtual learning	32%	58%	9%	2%
Work experience	18%	43%	27%	11%





Satisfaction Range, Course



Filters

Department
Literatures & Languages

Question Type
Learning Satisfaction

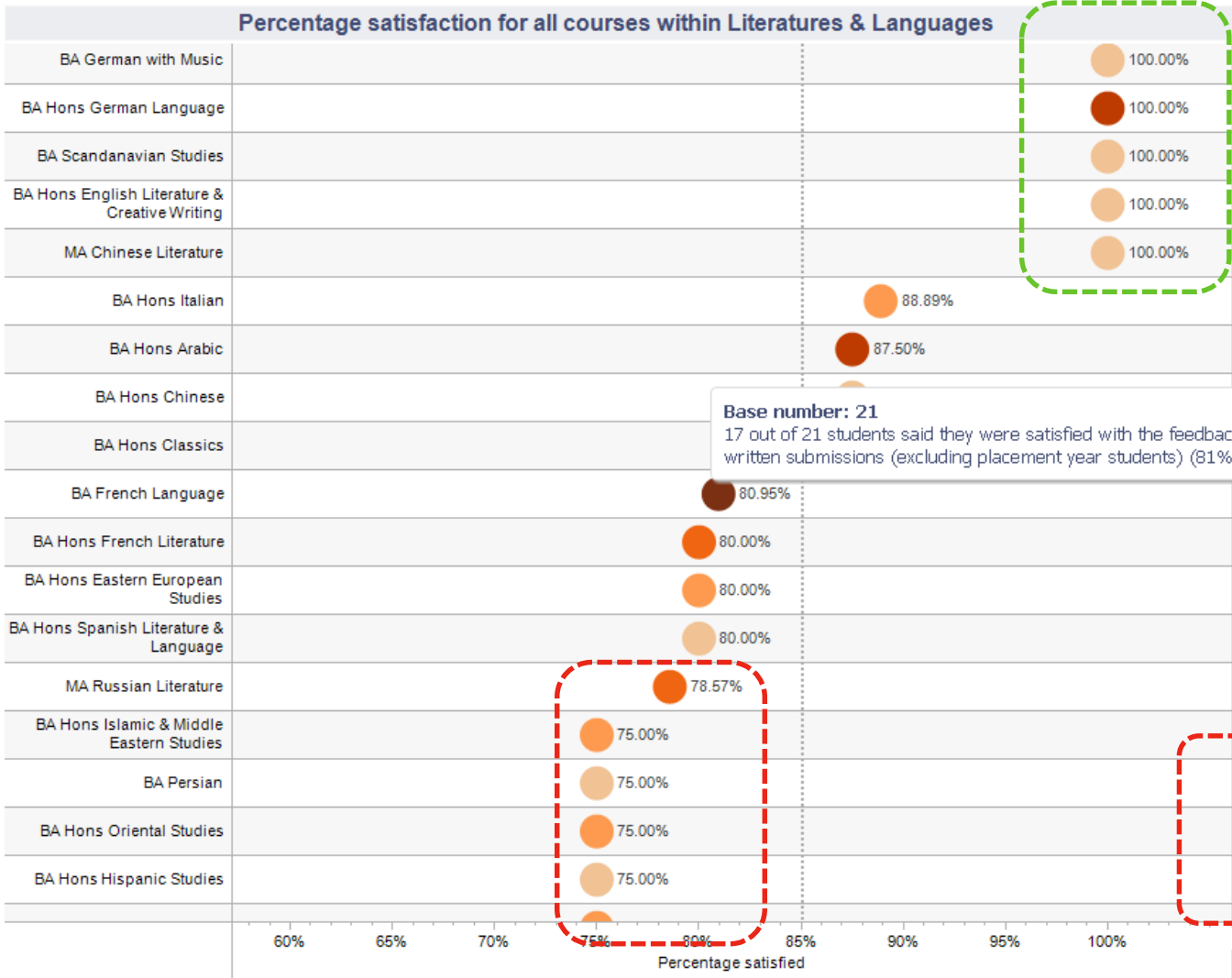
Question
Performance feedback

Home / International
All

Study Level
All

Study Stage
All

Study Mode
All



Base number: 21
17 out of 21 students said they were satisfied with the feedback on coursework/formal written submissions (excluding placement year students) (81%).

Controls

Base Number
5

Respondents
5 23

But the elephant in the room...

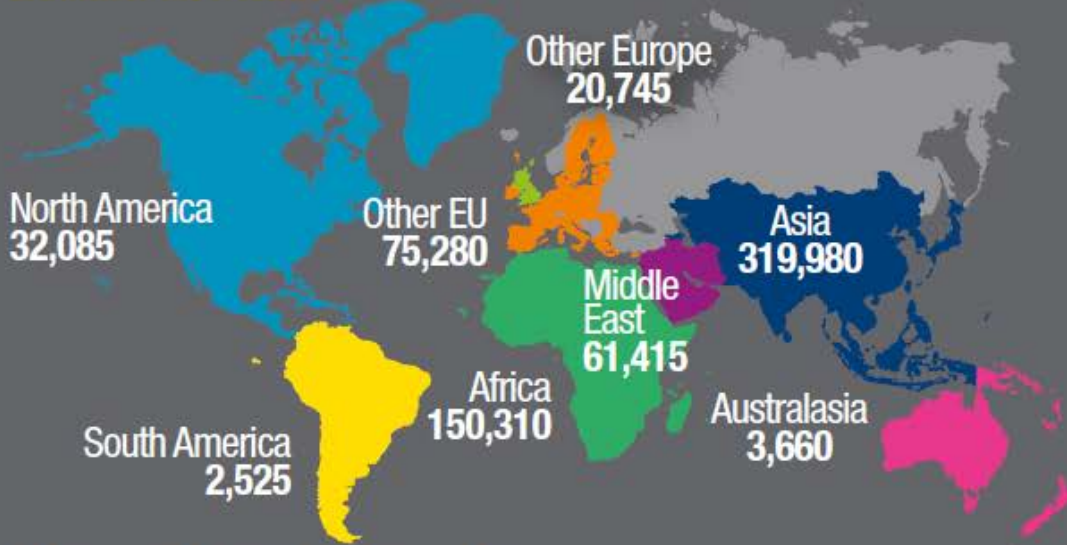
...is not in the room



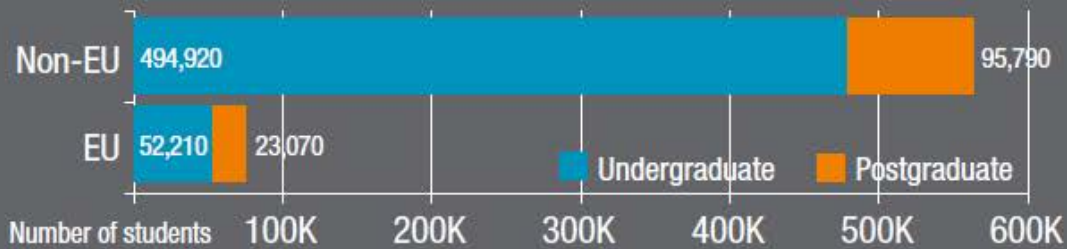
LOCATION OF TRANSNATIONAL EDUCATION STUDENTS, 2014-15

Around 664,000 students study for UK HE qualifications outside the UK.

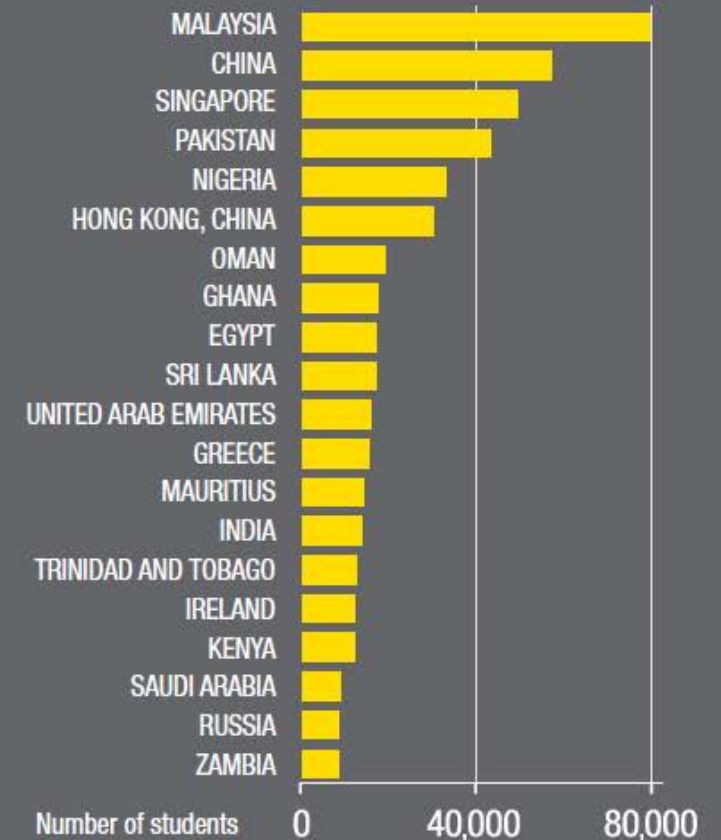
LOCATION OF TNE STUDENTS



Total number of TNE students in 2014-15 = 663,915

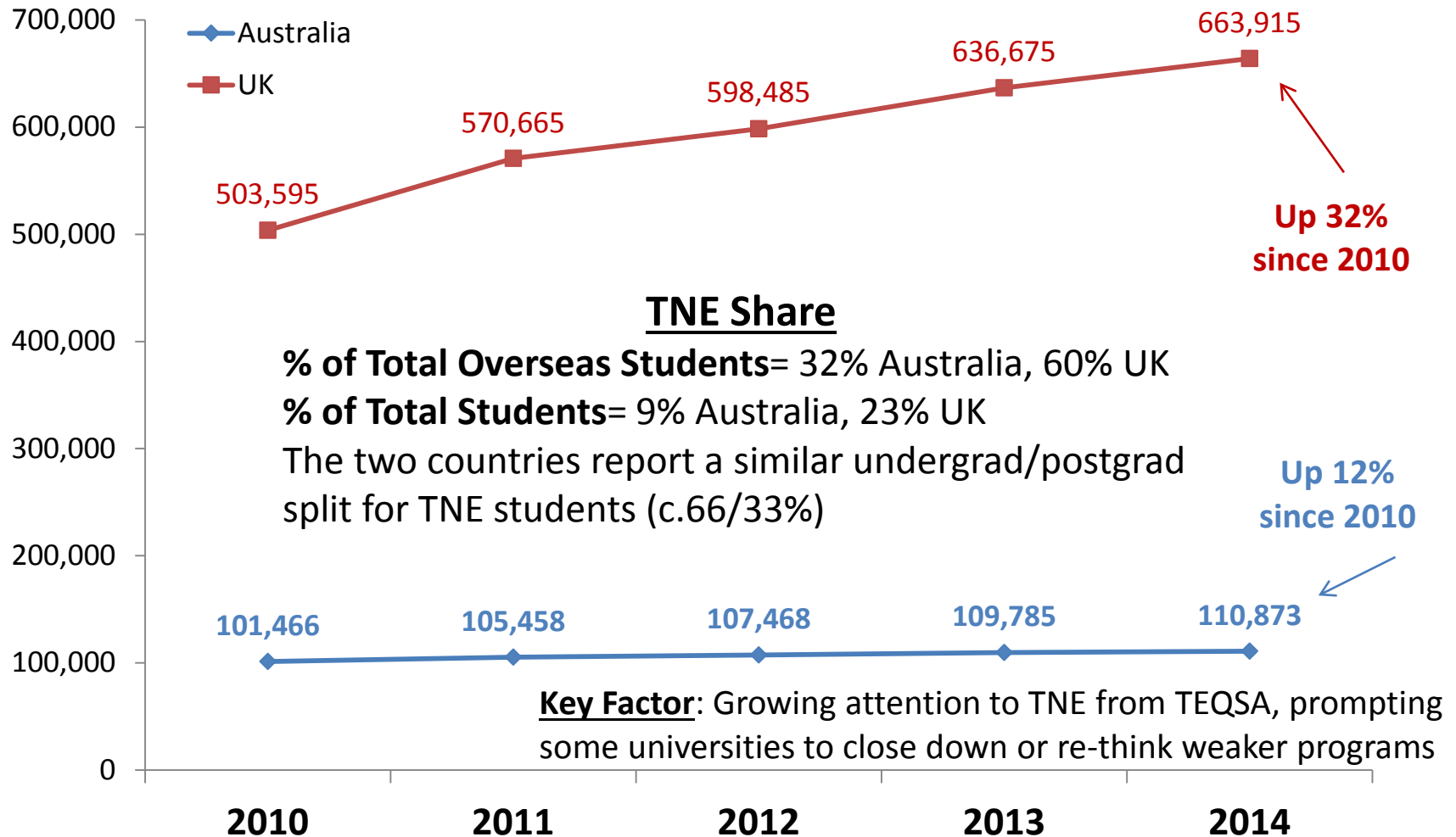


TOP 20 COUNTRIES OF ACTIVITY



Source: HESA Aggregate Offshore Record (2014-15) * Students registered at Oxford Brookes University accounted for over 40% of the total population of the Aggregate Offshore Record in 2014-15. The majority of these students were registered with an overseas partner on Association of Chartered Certified Accountants (ACCA) programmes.

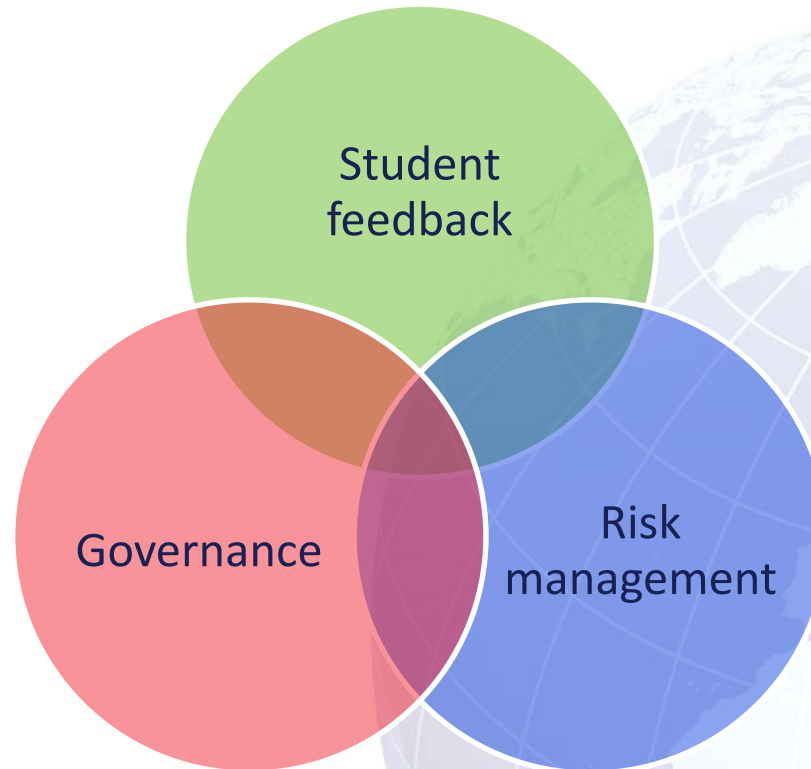
Why are Australia's TNE numbers plateauing, but the UK's still growing strongly?



Source: Australia DET and UK HESA data.and Observatory estimates Includes TNE distance learning students

What do we know?

Who cares?



Why does it matter?

A problem for the QAA



A problem for administrators



A problem for university leadership

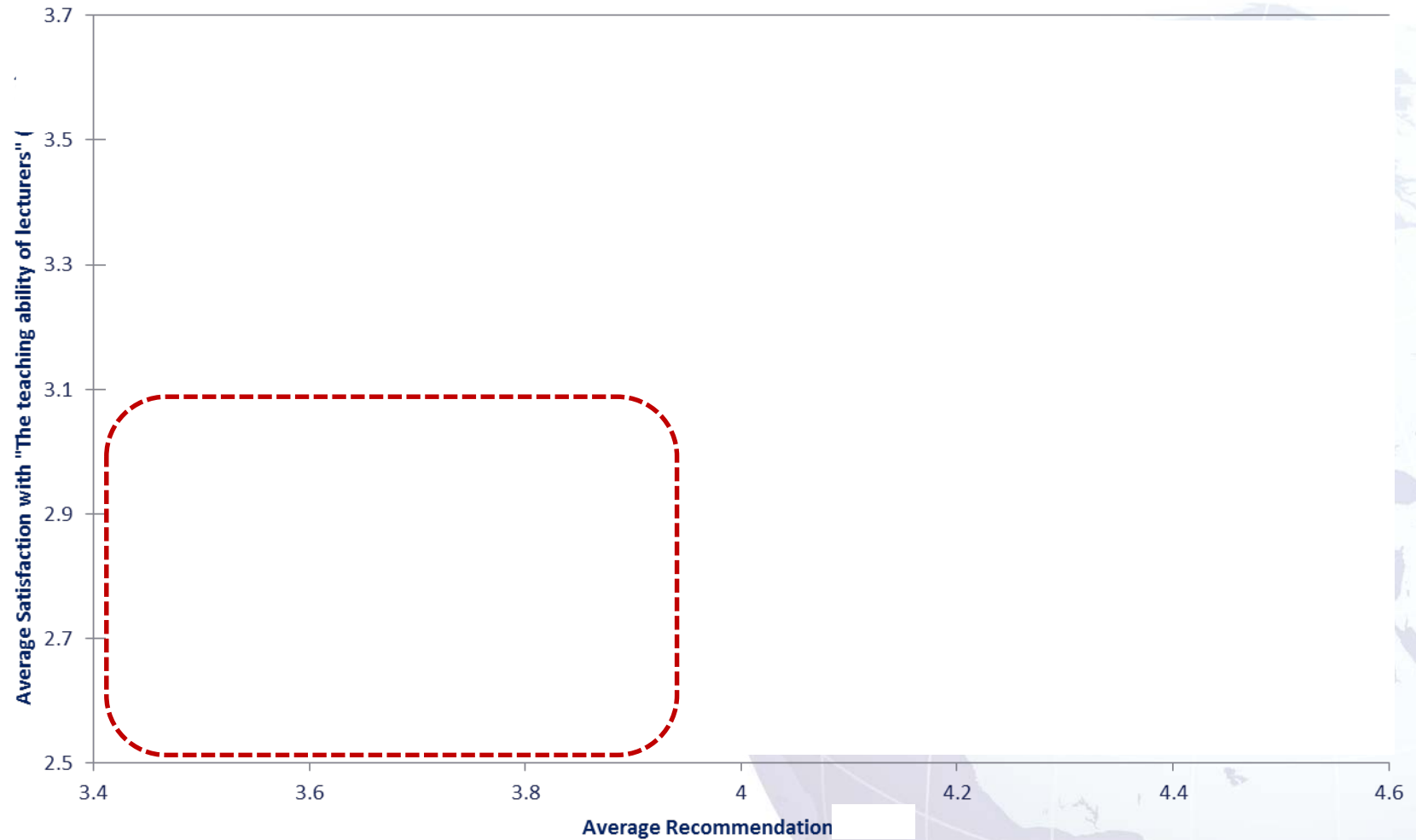




**A problem for governance
But most of all...
a problem for governors**

Identifying what matters: university example. Recommendation vs teaching ability of lecturers

Good teachers vs Recommendation



Example university.

1. A duty to ensure that those who may be legally responsible for the quality of provision are – by programme - aware of
 - i. Location
 - ii. Nature
 - iii. Scale & financials
 - iv. Quality of provision
 - v. Risk
2. A need to question the costs and benefits... and risks
3. Proper business case evaluation – beyond ‘the greater good’
4. OK to build a ‘greater good’ component into those evaluations...
5. But specify, define... and evaluate
6. Don’t rely on the QA agencies – working hard but note the 60-year schedule
7. Keep a finger on the pulse of offshore provision
 - – regular student feedback a key indicator
8. Compare with home delivery... but also in local context
9. The positive strength of great collaborative partnerships

Thank you!



International Graduate Insight Group

t +44 (0)207 222 7890

will.archer@i-graduate.org

www.i-graduate.org



The Observatory on Borderless Higher Education

www.obhe.org

T R I B A L

working as one

Tribal Group PLC

www.tribalgroup.com

Boston – New York – London – Rotterdam – Kuala Lumpur – Sydney – Melbourne – Auckland

To be continued...



An OBHE Global Forum in partnership with:



Dinner: Wednesday 9th November
Global Forum: Thursday 10th & Friday 11th November

The Royale Chulan Hotel, Kuala Lumpur, Malaysia

All warmly welcome
obhe.org