

SERVICES FOR
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CONFERENCE 2016

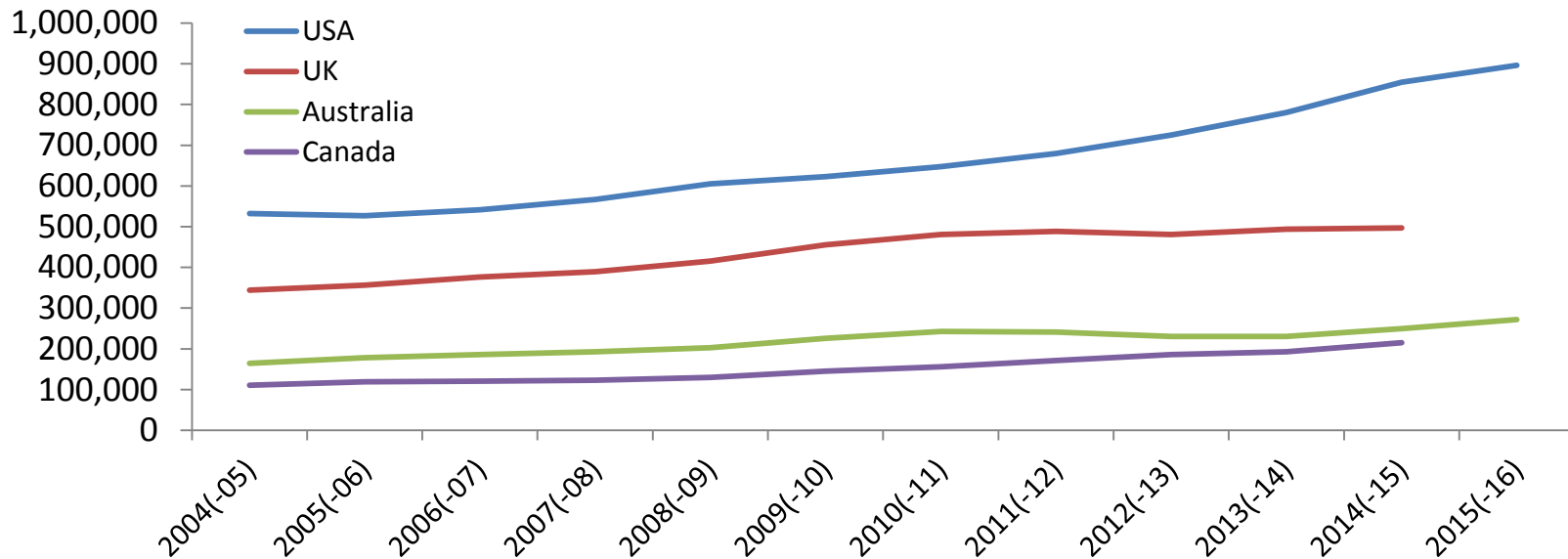
An edge over competitors
Drawing on collective strengths

Matt Durnin, Regional Head of Research and Consultancy, East Asia

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Competitor landscape

International HE enrolments



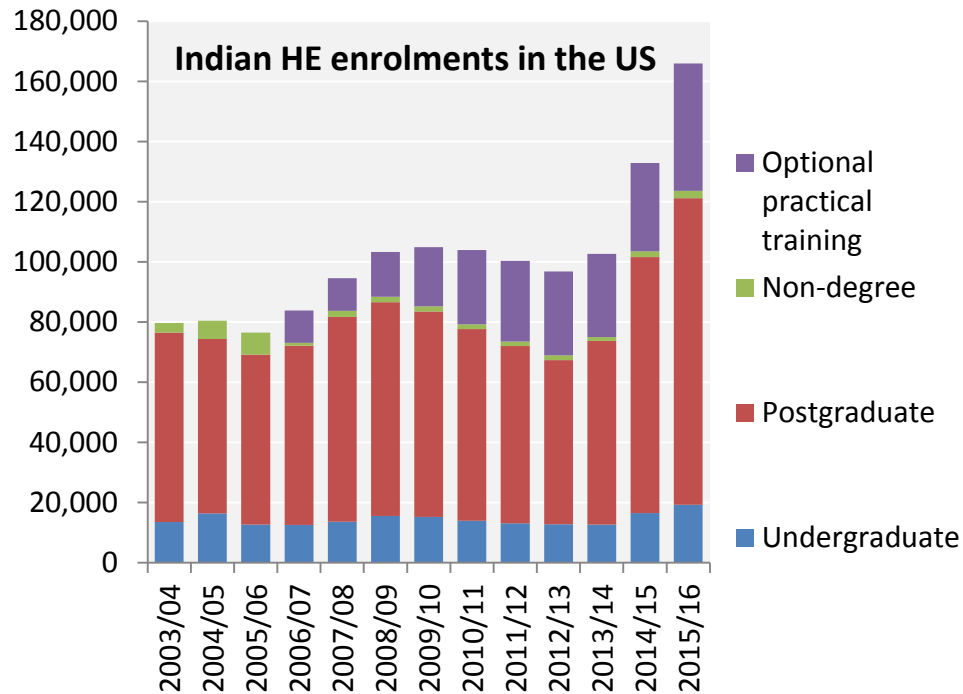
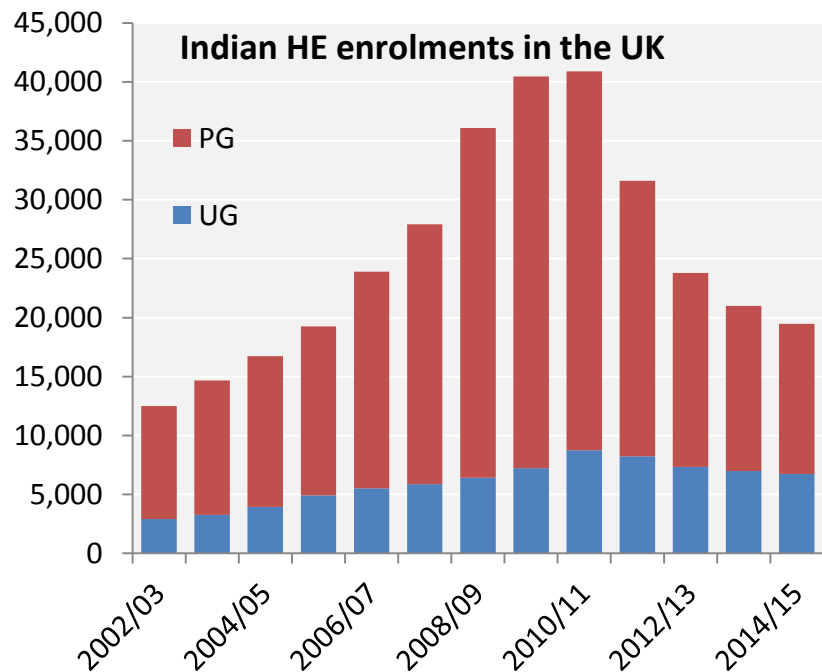
Sources: HESA, IIE, AusTrade, Citizenship & Immigration Canada

Note: Numbers refer to total HE enrolments. US data excludes OPT. Full-year data for Australia is matched against other countries' data for the academic year starting in that year (e.g. Australia 2014 is matched against UK/US/CA 2014-15).

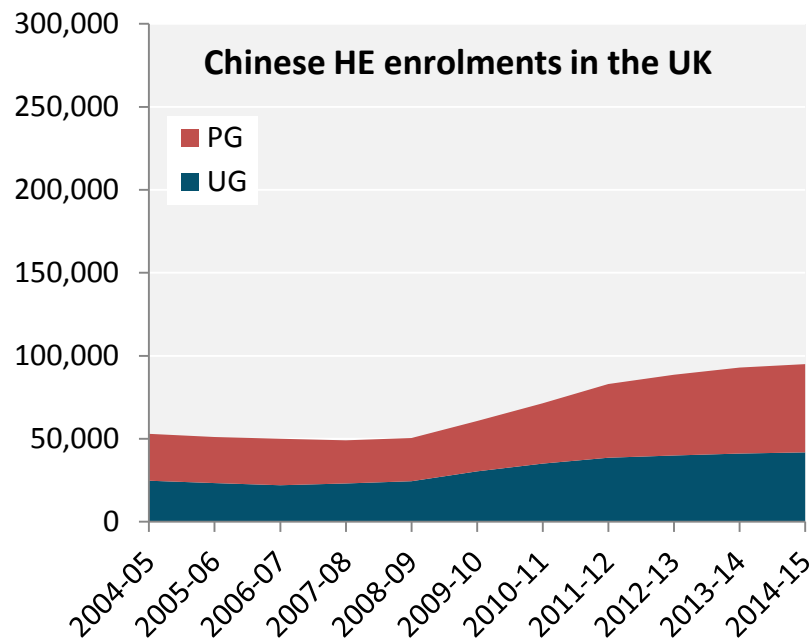
Competitor landscape

Australia	Graduates who have completed a degree, diploma or certain trade qualifications which involved studying in Australia for at least two years are eligible for work visas from 1.5 to 4 years, depending on the level of qualification obtained.
Canada	<p>Graduates who have completed a full-time post-secondary course which involved studying in Canada for at least two years are eligible for a 3-year post-graduation work permit</p> <p>Graduates who have studied in Canada for at least 8 months but less than two years are entitled to a post-graduation work permit lasting for the same amount of time as they have studied in Canada.</p>
New Zealand	<p>Graduates who have completed any higher education course which involved studying in New Zealand for at least two years, or at studying in New Zealand at level 7 (final year of bachelor's degree) or higher for at least one year, are eligible for a 1-year post-study work visa, which allows them to work in any field.</p> <p>If the position is related to their qualification, graduates are also eligible for a further 2-year post-study work visa, or 3 years for graduates working towards membership of certain professional associations.</p>
US	Graduates who have completed a full-time degree, diploma or certificate at an authorised institution are eligible for 1 year of post-study work. Graduates of most STEM programmes can extend this for a further 17 months (proposals are being considered to increase from 17 months to 2 years).

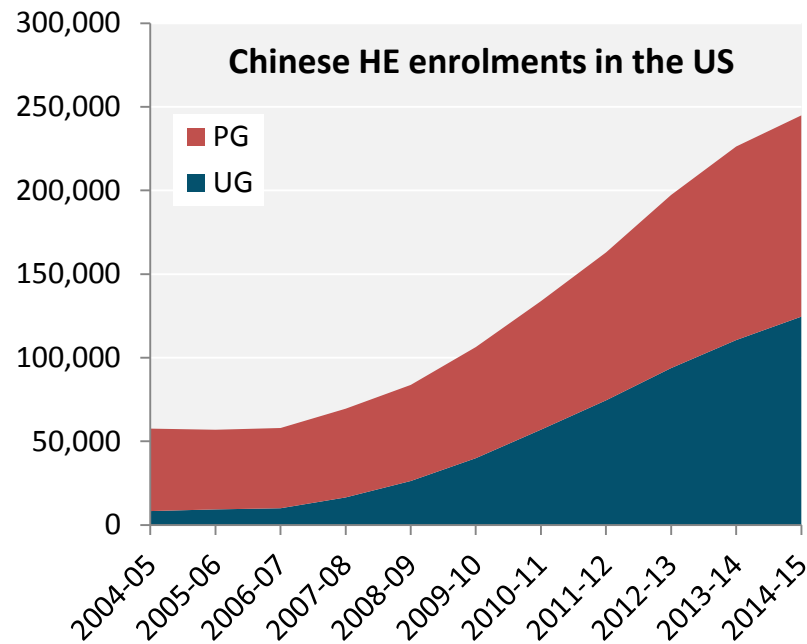
Competitor landscape



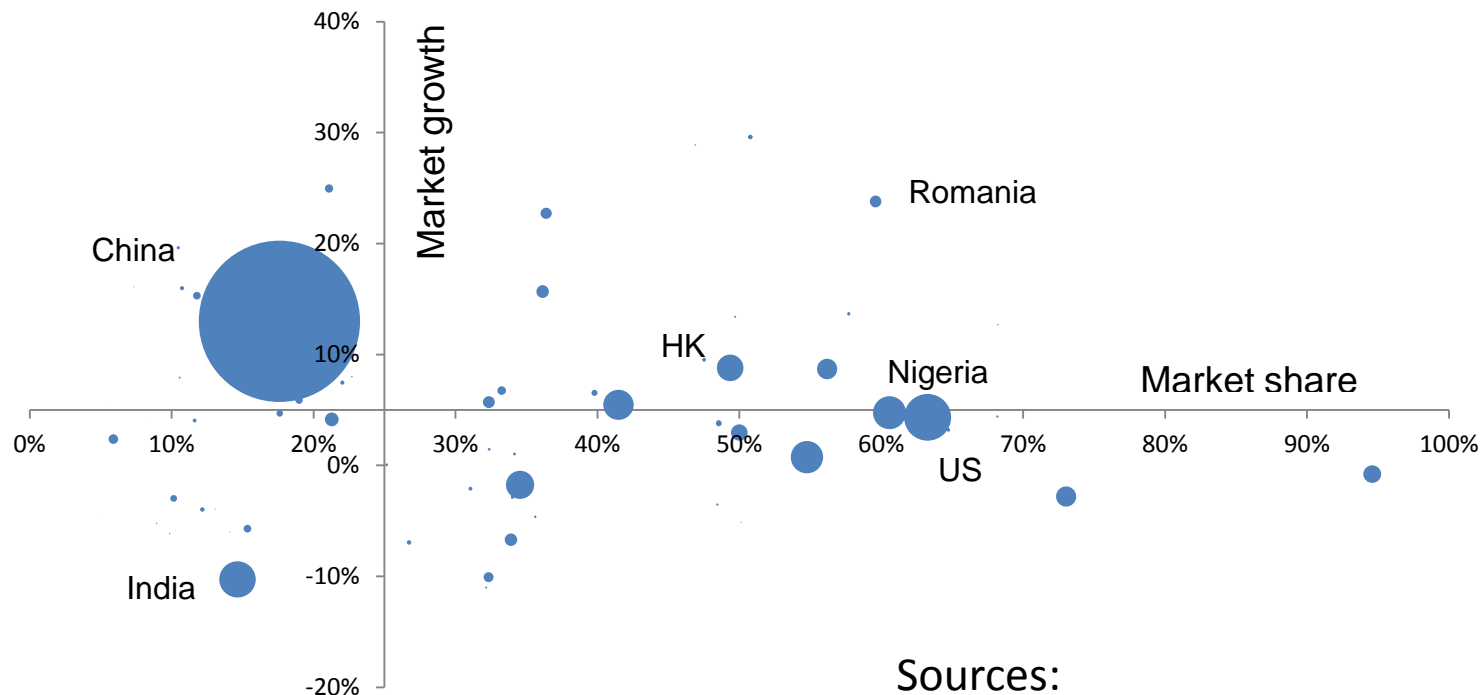
Competitor landscape



Sources: HESA, IIE

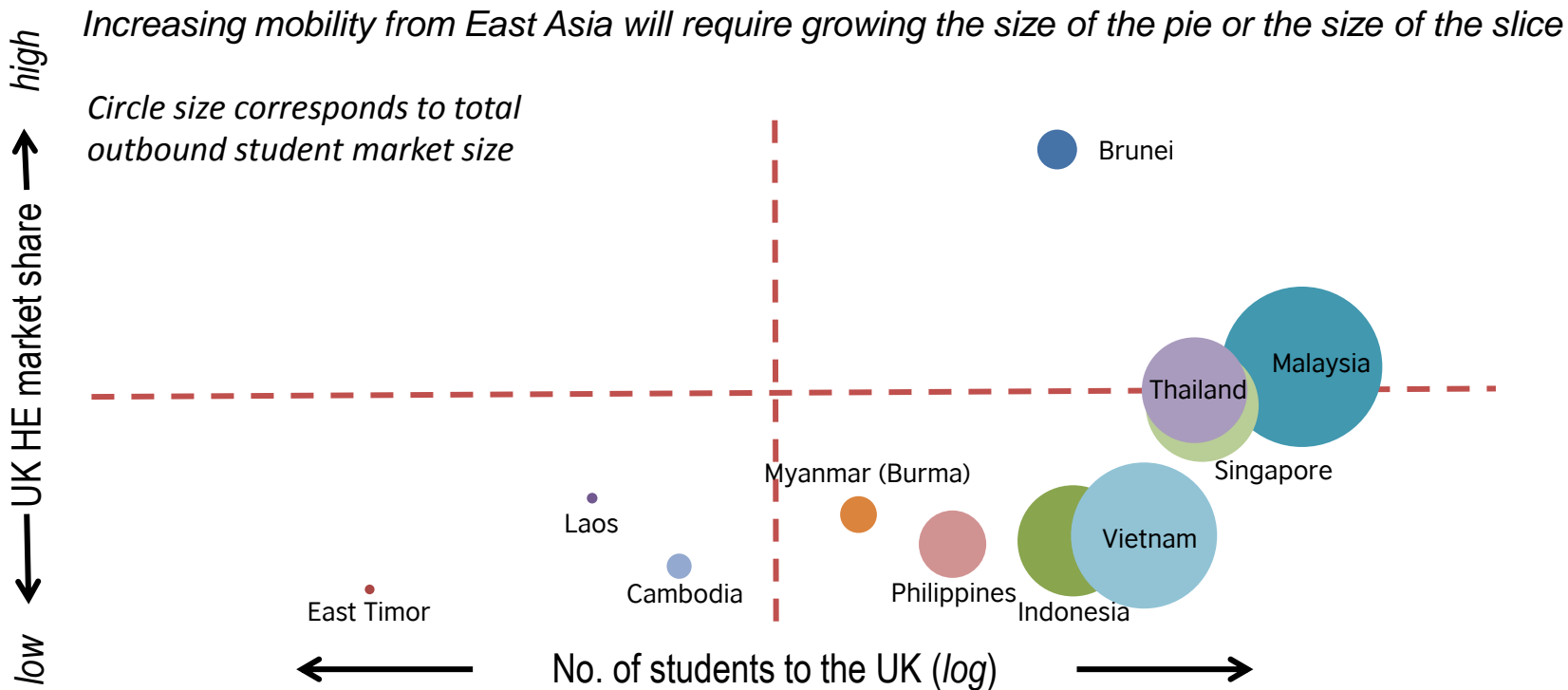


Competitor landscape



Sources:

Competitor landscape





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Better Together - The story from Scotland

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A close-up photograph of a Highland cow with long, shaggy brown fur and large, dark, curved horns. The cow is looking slightly to the left. A yellow ear tag with the number '70022' is visible on its left ear. The background shows a rolling landscape of green hills under a blue sky with light clouds. The cow is resting on a patch of green grass and low-lying vegetation.

An edge over the competition

Best practice from Scotland





Better together



3

FC BARCELONA - REAL MADRID
Barcelona, 1 d'Abril del 2006 CAMP NOU

Scottish Universities International Group

Vice Captain

Captain

UKVI/Govt



British Council

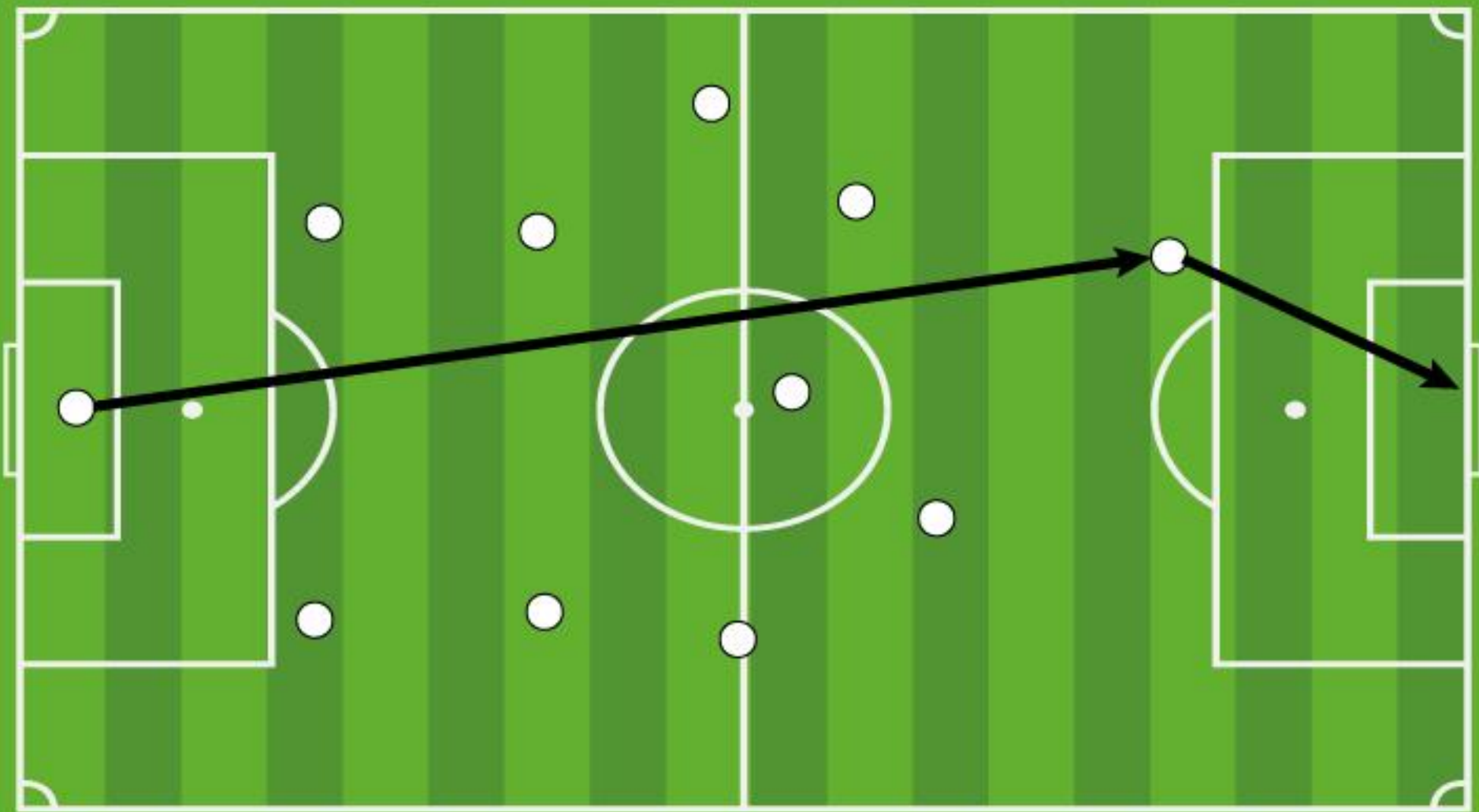
Universities Scotland

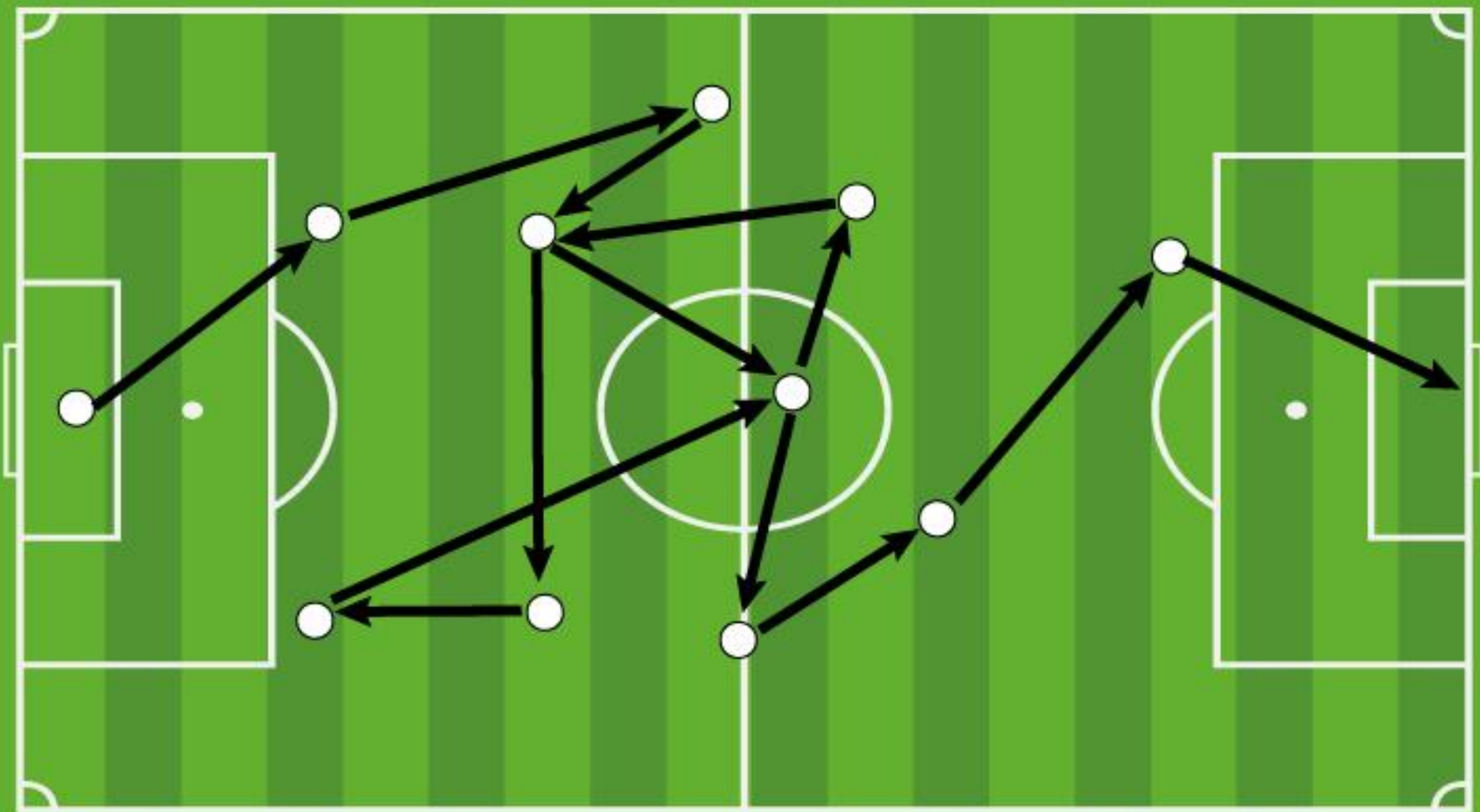
BUILA

International Committee

Scottish Government



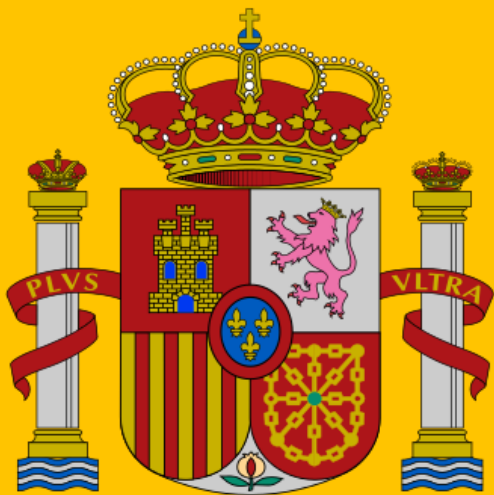






The competitive edge







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PLAYING NICE

How working collaboratively can mean everybody wins

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GeoXoLabs



Recruitment in South Korea

Historically a very US-focused market.

Most international schools looking to North America for progression.

Excellent fairs, but declining attendance and failing to steal share.



Back in the day...

Lots of individual visits to schools, usually around the same time (BC/agent fairs).

Most school counsellors from US, unfamiliar with UK and believe students aren't interested either.

Tend to be shoved into a corridor during lunch break and “if students are interested they'll come see you”.



Consequences

Frustrated counsellors.

Tiny proportion of students engaged with.

No incremental interest in UK.

Everyone competing for a small pool of prospects.

Gradual erosion of my will to live.



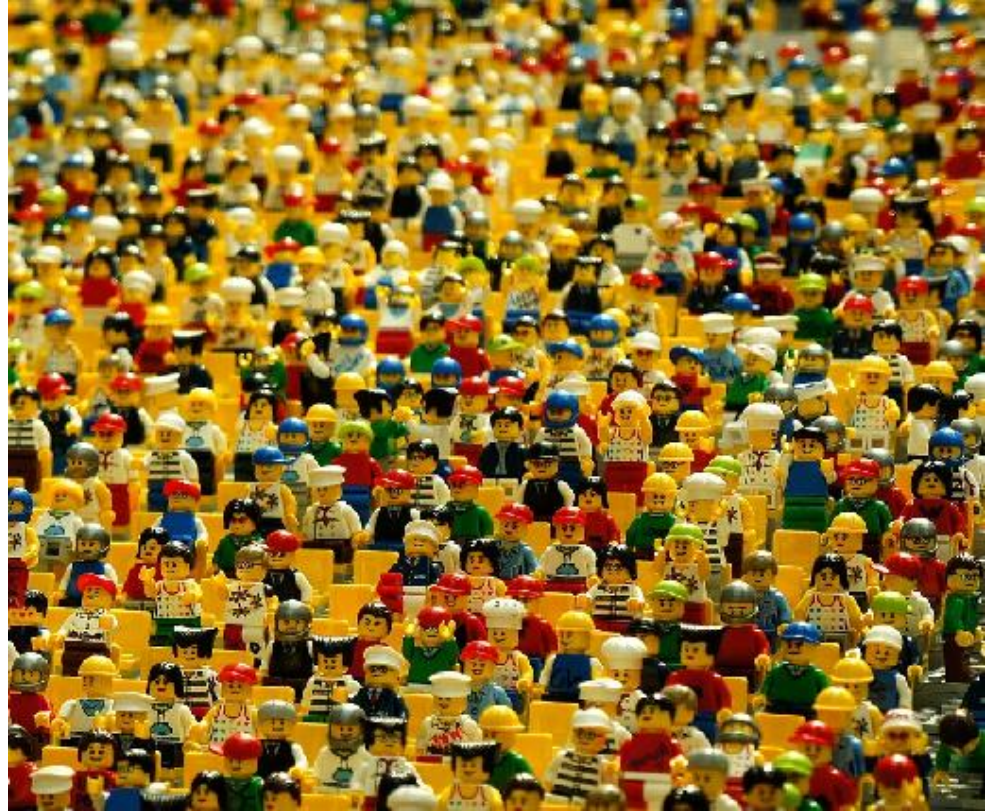
The Beginnings of BUISK

Started with one school (and someone else's idea!).

Agreed capacity and date with counsellor.

Unis invited on first come, first served basis.

Excellent attendance.



Growth

Used success from first school to persuade others to do the same.

Unis brought in their own existing schools relationships.

Varying response and speed of engagement.

But always better than going it alone.



Lessons learned

Have someone lead at the beginning.

Engagement of counsellor vital to success.

Push to get the timings you want.

Represent the whole sector including relevant niches.



Style of Leadership



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Where else would this work?

Consider where growth is likely to come from stealing share from other countries, not stealing from each other.

- South and Central America?
- Japan?
- Taiwan?

Consider working towards events with US or Australia (NOT Europe!)





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Australia vs UK
Keith Johnstone
Commonwealth Tragic | December 2016

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GeoLabs



Outline

- Similarities
- What both countries do poorly
- Who has the bleeding edge?
- How best to minimise that edge



Similarities

- Organisation of systems
- Government reducing financial support
- Too many international agreements
- Broadly similar mechanisms to support research
- Industry engagement



Both do poorly

- Siloed approaches internally
- Promoting the university as a civil society leader – and general public relations & advocacy
- Slow to expand into online & blended learning
- Unclear strategy in the USA & Western countries



The bleeding edge...

- Government support incl. funding & post study work rights
- Governance, managing change & budgets
- Strategy (deeper recognition of international relations)
- Promoting student entrepreneurship
- Sun, sand & surf



But...she'll be right...if...

- Investment NOT Austerity
- Be strategic
 - Think long term as well as short term
 - Reignite Britain's excellent public diplomacy
 - Highlight the better cost of living in the UK
 - Actively steal Australian & NZ students
- Go for scale
- Be prepared, embrace change, take risks and be nimble



Thanks!



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