



Cambridge Assessment
International Education

The Future of Global Universities

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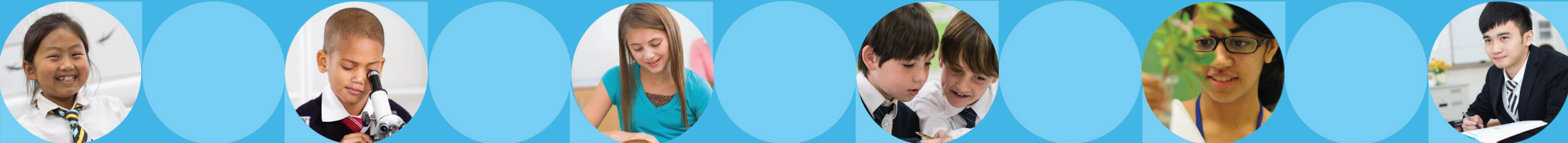


Overview

- ▶ Pre-university global education
- ▶ Prospects for future further education
- ▶ The importance of strategy and planning
- ▶ Future trends in teaching and research
- ▶ Universities post-COVID-19
- ▶ Key metrics
- ▶ Summary



Pre-university global education



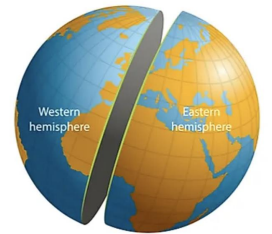
Different pre-university systems create a global challenge

- ▶ UK educational system 16-18 is very different to systems in other parts of the world (US and Chinese mainland, in particular, but also Hong Kong SAR)
- ▶ Based mainly on A-level (and IB)
- ▶ Presents specific challenges for non-A-level students
 - ▶ Breadth vs depth
 - ▶ Selection criteria
- ▶ Holistic - not solely test-based



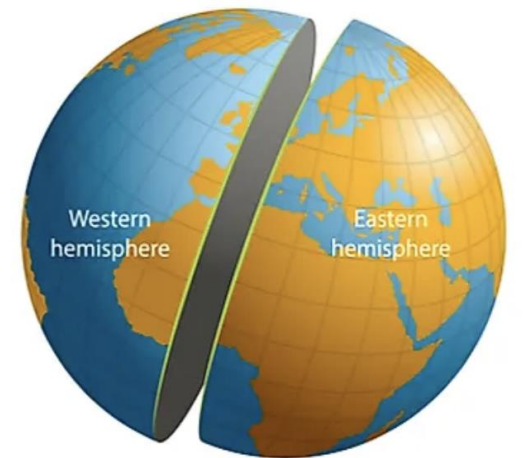
Different pre-university systems create a global challenge

- ▶ Some international education moving towards research and Problem-based Learning (PBL)
- ▶ Improved teamwork, ethics and communication
- ▶ Greater move towards English as a teaching language
- ▶ Different forces at play in the internationalisation of higher education
- ▶ East-west divide may be beginning to appear



East-west divide

- ▶ China moving away from international education and back towards traditional pre-university Chinese curricula
- ▶ Hong Kong Diploma of Secondary Education (HKDSE) for 15-18 (KS-4) since 2012 (4 core and 2 or 3 electives)
- ▶ Singapore and Malaysia offer H-levels and A-levels
- ▶ Australia and India move towards A-level compatibility
- ▶ <https://www.worldatlas.com/articles/which-continent-is-situated-in-all-four-hemispheres.html>



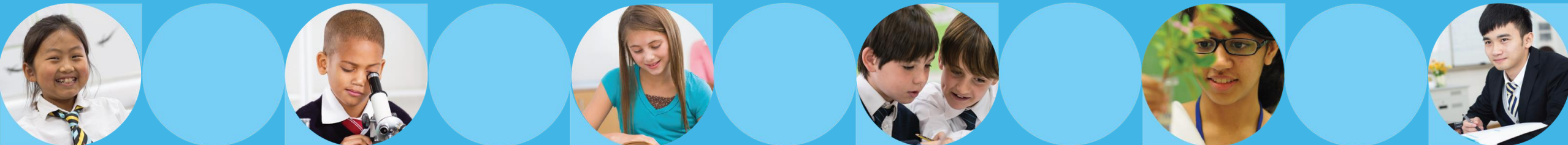
Incompatibility – a personal view

- ▶ Incompatibilities need to be addressed for a truly global education system
- ▶ Need to embrace differences in further education
- ▶ None of the existing systems are ideal

- ▶ World faces unprecedented challenges
- ▶ Our young people will have to address these challenges
- ▶ Need to make decisions throughout education in their best interests
- ▶ Time is not on our side



Prospects for future global higher education



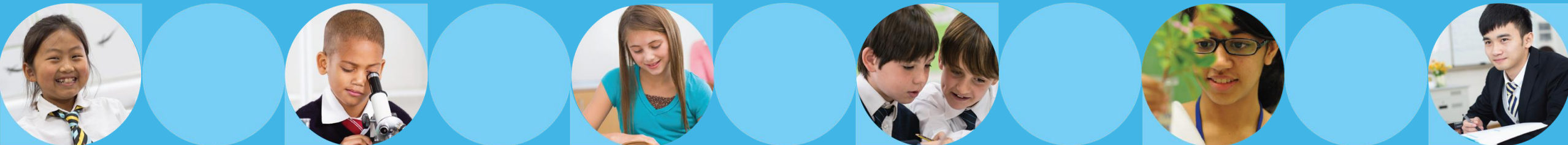
Prospects – another personal view

- ▶ Universities need to collaborate more with schools and each other, rather than compete
 - ▶ (E.g. HKU-Cambridge collaboration*)
- ▶ Need better standardisation of further education
- ▶ Move towards holistic skills and away from rote learning
- ▶ Move towards standardised international tests and better ways to evaluate academic potential
- ▶ *<https://www.hku.hk/press/press-releases/detail/20321.html>



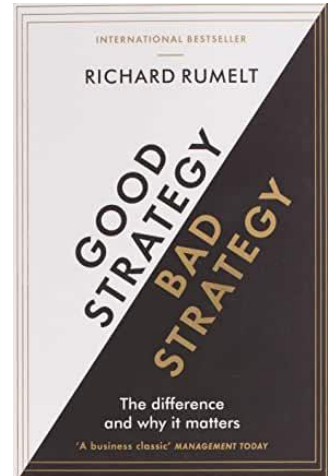
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The importance of strategy and planning for a global university



Strategy and Planning

- ▶ <https://www.hpwealth.com/p/essential-components-to-a-financial-plan>
- ▶ <https://corporatefinanceinstitute.com>
- ▶ *Good Strategy, Bad Strategy*, Richard Rumelt, ISBN 978 1 78125 617 6
- ▶ *University Strategy 2020 Analysis and benchmarking of the strategies of UK Universities*, Mike Baxter, Goal Atlas Ltd



Strategy and Planning; in a nutshell!



Alice: "Would you tell me, please, which way I ought to go from here?"

Cheshire Cat: "That depends a good deal on where you want to get to."

Alice: "I don't much care where."

Cheshire Cat: "Then it doesn't matter which way you go."

<https://www.istockphoto.com/photos/cheshire-cat>

Strategy and Planning; in a nutshell!



University Strategy 2020 Analysis and benchmarking of the strategies of UK Universities

Mike Baxter, Goal Atlas Ltd

What is a strategy?

- ▶ Bottom-up drivers
- ▶ Top-down management and direction
- ▶ An action plan
- ▶ Evaluation and evolution
- ▶ A good strategy is ambitious and dynamic
- ▶ Bottom-up usually dominant for older universities, top-down for corporates and newer universities

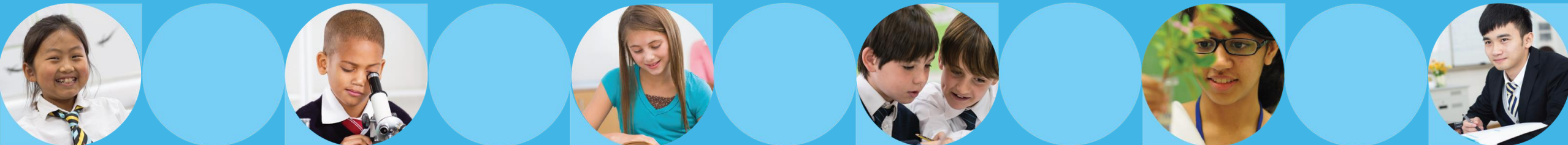


Strengths of a Good Strategy

- ▶ Stable, but responsive
- ▶ Few opportunities for game playing
- ▶ Clear structure and timetable
- ▶ Sympathetic to external influences
- ▶ Clearly articulated
- ▶ Coherent (not disjoint)



Future trends in teaching and research



Teaching and research

- ▶ Different international measures of quality (TEF and REF in UK)
- ▶ Semester vs term systems
- ▶ Led invariably by government funding (rich and poor)
- ▶ Differences between arts and humanities and the sciences
- ▶ Doctoral student/post-doctoral research assistant focus
- ▶ Global decline in number of doctoral students



Teaching and research – the challenges

- ▶ Widening participation
 - ▶ Effective evaluation of academic potential of students and staff from a wider variety of socio-cultural backgrounds
- ▶ “Lifelong education for all”
 - ▶ The move to non-credit-bearing courses
 - ▶ Part-time, vocational and collaborative courses
- ▶ Mental health and well-being



Teaching and research – the challenges

- ▶ Career development opportunities for post-docs and early career academics
- ▶ Open access and publisher policy
- ▶ Focus on quality of research rather than journal
- ▶ Embedding better quality assurance in research
 - ▶ Originality, significance and rigour

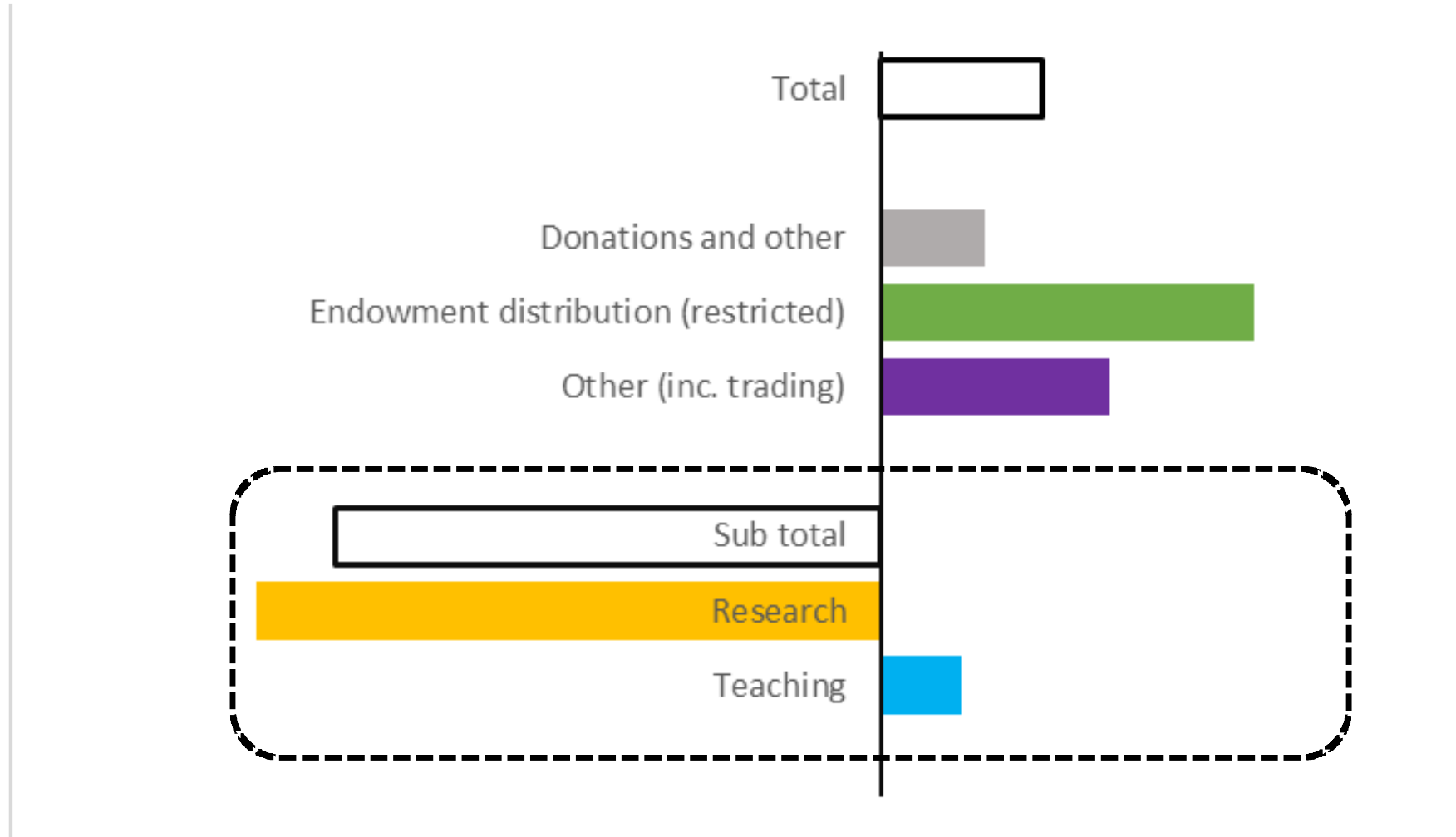


Teaching and research – the challenges

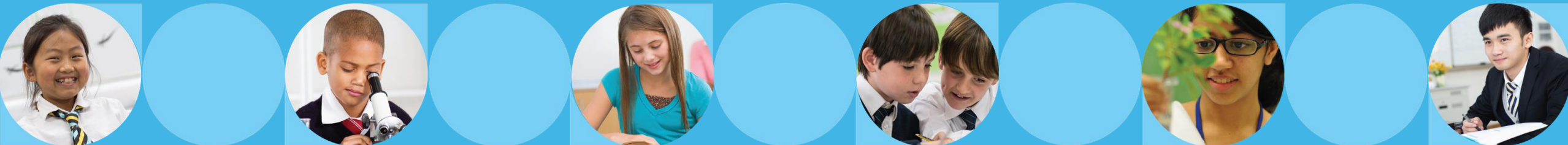
- ▶ Research collaboration
 - ▶ International incentives and exchange programs
 - ▶ Industry incentives
- ▶ Intellectual property (IP)
- ▶ Standardisation and quality of teaching and research
- ▶ Transition to larger, fewer funded research projects



Teaching and research – a financial balancing act

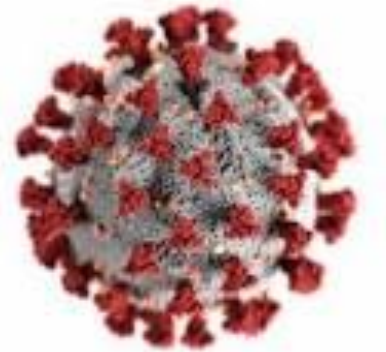


Universities post-COVID-19

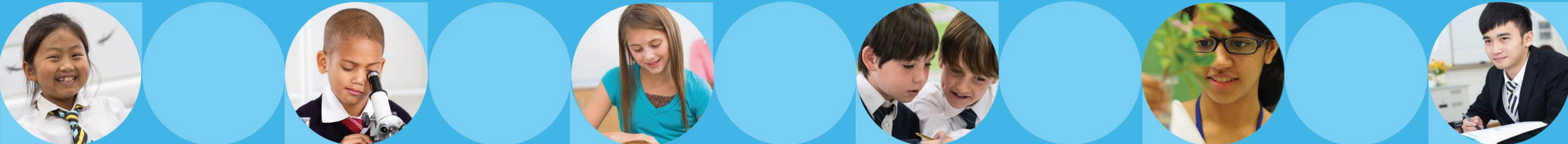


Impact areas of COVID-19

- ▶ The application process (remote interviews/assessment)
- ▶ English language testing (but conversational not academic)
- ▶ Student mobility (global variability, unpredictability)
- ▶
- ▶ Remote teaching and learning
- ▶ Opportunities for more flexible, blended T and L
- ▶ Danger we won't learn from the lessons of



Key metrics



Key metrics

- ▶ Diversity of students and staff
 - ▶ Gender, ethnicity, financial
- ▶ Employability of students
- ▶ Staff recruitment and retention
 - ▶ Data protection and freedom of information
- ▶ Arts, humanities and sciences balance
- ▶ Accreditation by professional bodies



Summary

- ▶ Significant differences in pre-university global education present challenges to long-term development
- ▶ Strategy and planning are fundamental to operation of a global institution and are closely related
- ▶ Move towards larger, more collaborative international programmes
- ▶ Mental health and well-being pivotal to the future of global universities
- ▶ Need to be able to demonstrate diversity and quality to survive



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Thank you
Any questions?

