

**Managing Quality  
in  
a Globalised Higher Education:  
*Student Expectations and Perceptions***

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## Aim / Scope of the Study

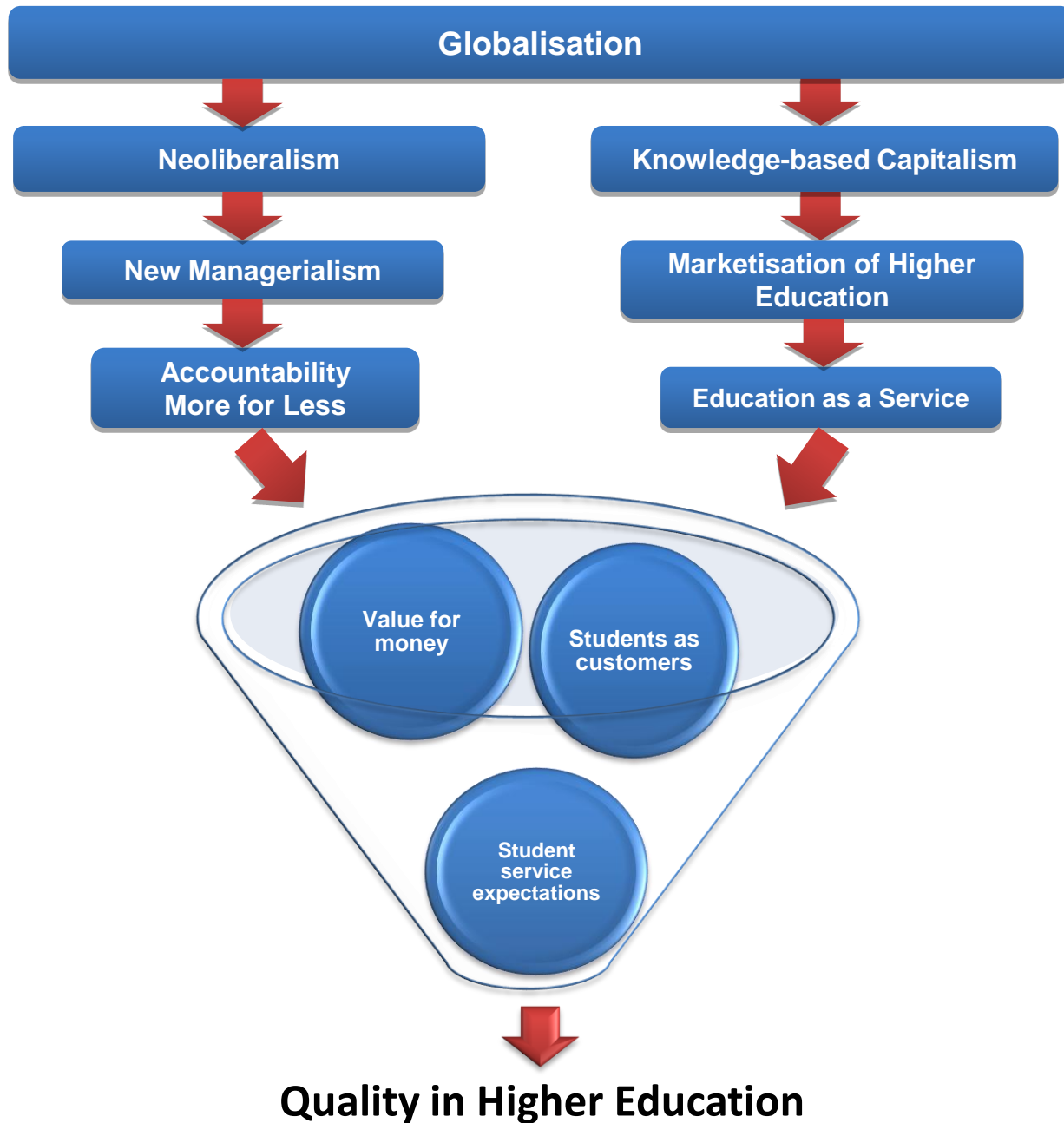
- The aim of this study is to investigate if there is the need for contextualisation of academic programmes and the overall HE provision at different parts of the world as part of Transnational HE Quality Management strategy .
- This is particularly relevant for HE policy strategists who wish to address issues of Quality Management and student satisfaction within an internationalised HE context.

# Contextual Dynamics

- **Globalisation of Economy and Markets**
  - Knowledge capitalism
  - Free flows of human capital
- **Neoliberalism**
  - Reduced public funding for higher education
  - Accountability (Value for money)
  - More for less
- **Managerialism in HE**
  - HEIs like business organisations
  - Private sector management practices in HE

# Contextual Dynamics - effects

- **Globalisation of Economy and Markets**
  - Sharp rise in the demand for HE programmes
  - Internationalisation of HE
    - Mobility of students (international students)
    - Distance Learning / on-line
    - Mobility of academics
    - **mobility of programmes and institutions (Transnational HE)**
- **Neoliberalism**
  - Quest for new streams of income by HEIs (Internationalisation)
  - Rise of quality assurance and management in HE
  - Rationalisation of provision (programmes, academics, research)
- **Managerialism in HE**
  - HE as any other service hence service quality management in HE
  - Adoption of the Marketing Concept (student as customer)



# Transnational Higher Education

- Partnerships between the awarding institution (University) and the offshore institution (Partner).
- Various forms
  - **Franchise**
  - Validation
  - Mutual agreements
  - Top up / exchange
- Branch Campuses

# Research Problem

- Even if we accept that HE is a service which can be traded according to GATS / WTO guidelines...
- Even if we accept that students are customers whose expectations can be managed to achieve higher quality in HE...

then...

***to what extent student expectation and perceptions of service quality in HE are the same between different student groups who study at the same programme but at different geographical locations?***

# Methodology

- A case study
  - A franchise partnership between
    - The University (UK university)
    - The Partner (Greek private for-profit College)
- A Mixed Methods research approach

## **Sequential Explanatory Strategy**

- Quantitative (Questionnaire Survey)
- Qualitative (Semi-structured personal interviews)

# Some initial findings

Significant differences in service expectations among the two student groups.

- More important for students in UK
  - Facilities
  - Proximity to home
- More important for students in Greece
  - Personal tutorial support
  - Traditional teaching (specific reading material, Power control by lecturer)

# Some initial findings

- Similarities in certain areas/attributes
  - Reputation of HEI a prime factor for selection
  - Rankings of HEI and subject area
- Common concerns/expectations from Degree
  - employability
  - programme content to reflect the needs of the market
  - placement plays a very important role for students in UK

# Possible implications for HE Managers

- Need to consider of student expectations while designing and implementing HE strategic plans
- Prioritise investment according to student service quality expectations to achieve higher Return on Investment (ROI)
- Consider the difference in student expectations to make more accurate assessment of HE provision quality

Thank you...  
any questions ?

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