



# CHINESE STUDENT TRENDS: IMPLICATIONS FOR THE UK HIGHER EDUCATION SECTOR

Rebounding demand from students in China signals growth for UK higher education institutions – but sector-wide innovation is required to unlock future opportunities.

*April 2022*



# ABOUT THE REPORT

To assess the environment for students from China coming to study in the UK, Study Group recently commissioned in-depth research<sup>1</sup> by Global Counsel on this specific market.

We conducted interviews with 19 higher education experts based in the UK and China, covering Chinese international student trends observed during the 2020–2021 pandemic period and their expectations for the future. The interviewees included: **key players in UK higher education**, based at higher education institutions or involved in policy; **senior leaders within China’s education sector**; and **student recruitment agents from the UK and China**. We also surveyed and conducted focus groups with students and parents from China with offers to study a pathway programme overseas<sup>2</sup>. The findings span these Chinese students’ study abroad ambitions, their decision-making processes and the pandemic challenges holding them back. This report also includes reviews of statistical data from various sources, referenced within.

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Sources

1 Research commissioned by Study Group, conducted by Global Counsel, Dec 2021  
2 Study Group China Student Survey - 93 students and parents from China with offers to study a pathway programme overseas, 2022  
3 Research reported by PIE News (2022) UK: Chinese numbers to ‘rise 70% by 2030’ Accessed: <https://thepienews.com/news/uk-chinese-student-numbers-set-to-rise-70-by-2030/>  
4 IDP Connect (2020) PRESS RELEASE: Crossroads III reveals international student choices and motivations are increasingly driven by the availability of face-to-face teaching, Accessed: <https://www.idp-connect.com/articles/student-insights/crossroads3> [Data available in downloadable infographic]  
5 IDP Connect (2021) International Student Crossroads V – international student perceptions, choices, and motivations during Covid-19, Accessed: <https://resources.idp-connect.com/hubfs/Crossroads%20V%20Assets/International%20Student%20Crossroads%20V.pdf>  
6 UK Government (2021) International Education Strategy: 2021 update – Supporting recovery, driving growth Accessed: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/958990/International-Education-Strategy-2021-Update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958990/International-Education-Strategy-2021-Update.pdf)

# INTRODUCTION

While the challenges of COVID-19 have been many and varied, sector responses also catalysed innovation. Now, as the world begins to emerge from the pandemic, the international education sector is entering a pivotal moment of reset and redesign.

In China, forecasts indicate a rising wave of demand for UK study, but that demand will be different, so adaptation is key. Education providers must employ innovative approaches designed around a changing set of needs and expectations from Chinese students aspiring to international higher education. This is not a return to ‘pre-Covid’ times.

At Study Group we are investing in deeper collaboration with our university partners, while designing solutions that will turn change into opportunity.

With this report we’re pleased to share the findings of new research, commissioned by Study Group, uncovering key trends influencing Chinese students and their future international study choices.

China is predicted to remain one of the UK’s top countries for international student recruitment, with significant growth in university applications from Chinese students expected over the next decade. The UK Government’s International Education Strategy, and accompanying policies, continues to boost the country’s appeal and accessibility for international students. Meanwhile, the rapid response by UK universities to launch initiatives helping international students start, or continue, their studies despite the challenges of the pandemic has continued to enhance the long-term appeal of UK higher education for students in China.

We certainly see demand bouncing back amongst Chinese students, but we also see expectations for the type of education available changing, particularly in the pathway space.

Much has been reported about the rapid pivot to online and blended delivery as a consequence of travel restrictions in the past two years. Looking ahead, we expect this to evolve, even as borders re-open. Hybrid and HyFlex learning options will offer even greater choice and access, unlocking new market growth across China’s lower-tier cities. These options connect with families unable to afford traditional routes into international higher education. Through our insendi platform, we will continue to develop online education programmes offering students far more flexibility and choice. We also see a growing opportunity for vocational programmes, workforce skills and local partnerships creating small satellite campuses across China.

As always, we remain committed to a better world through education – something perhaps even more important now, in 2022, as the world braces for new global and geopolitical challenges ahead.



Emma Lancaster,  
Study Group CEO





# KEY FINDINGS

## TEMPORARY BARRIERS TO STUDY BUT DEMAND TO BOUNCE BACK

The number of Chinese students choosing to study in the UK remains temporarily impacted, but Chinese demand for UK higher education is predicted to bounce back and grow beyond pre-pandemic levels.

At the time of writing, the pandemic continues to **impact the ability of students to undertake their planned international study**. Delays at IELTS (International English Language Testing System) test centres in China combined with ongoing concerns about the COVID-19 health situation are still making students cautious about travelling overseas to study<sup>2</sup>. This has been exacerbated by UK COVID restrictions lifting, in stark contrast to China's Zero-COVID-19 policy. As these barriers are mostly caused by the pandemic, we expect them to present only **short-term challenges to the market**.

In 2021 more Chinese students than ever applied to and were accepted to study at UK universities. According to UCAS data compiled during our research<sup>1</sup> from 2019 to 2021 applications increased by 43 per cent and acceptances increased by 31 per cent.

**University rankings and career opportunities** are key factors driving preference for UK study amongst students living in China today<sup>2</sup>.

# SUPPORTIVE UK LANDSCAPE

Positive UK Government policy and sector response to stimulate long-term growth.

While more UK students were accepted to their first-choice university in 2021, due to COVID-19 policies related to A Level exams, **institutions did not reduce their international student numbers**.

The UK's 2021 International Education Strategy and its Graduate Work Visa Route both create a **favourable political and regulatory landscape** that we hope will be maintained in the long term.

Some institutions offered **financial incentives** to international students, although with ongoing financial pressure on the higher education sector this is highly unlikely to continue.

# ADAPTION IS ESSENTIAL TO UNLOCKING NEW GROWTH OPPORTUNITIES

HyFlex learning and new delivery models, growing demand from China's Tier 3-5 cities and a greater focus on vocational education.

**HyFlex learning is here to stay** – during the pandemic, the move to remote pathway provision as an administratively easier and lower-cost option was well received in China. HyFlex refers to a hybrid model combining online and face-to-face learning, with the added flexibility of giving students full choice in how they participate in the programme and engage with the material from session to session. Programmes are delivered in person and online concurrently.

The agile adaptations which made hybrid and HyFlex study modes possible during the pandemic – a mix of online/ in-person, and home-country/destination learning – provide a longer-term **opportunity for UK institutions to reach even more Chinese students**. It could create a new market by unlocking demand from a different cohort of Chinese students, primarily those in **Tier 3-5 cities** who lack the financial ability to travel.

**Face-to-face delivery will resurge** – once international travel has resumed fully – amongst wealthier Chinese students, for whom the in-person experience is still considered essential.

**New models offering greater choice and flexibility**, such as satellite campuses, will also tap into China's ongoing investment in industrial and education parks.

A greater focus on **vocational education** from the Chinese Government should shape key decisions around course provision in the coming years, alongside adaptations to student support to include more **employability initiatives**.

Ultimately, more **choice and flexibility** will be the mantra for universities seeking to unlock new opportunities.

### Sources

- 1 Research commissioned by Study Group, conducted by Global Counsel, Dec 2021
- 2 Study Group China Student Survey - 93 students and parents from China with offers to study a pathway programme overseas, 2022
- 3 Research reported by PIE News (2022) UK: Chinese numbers to 'rise 70% by 2030' Accessed: <https://thepienews.com/news/uk-chinese-student-numbers-set-to-rise-70-by-2030/>
- 4 IDP Connect (2020) PRESS RELEASE: Crossroads III reveals international student choices and motivations are increasingly driven by the availability of face-to-face teaching, Accessed: <https://www.idp-connect.com/articles/student-insights/crossroads3> [Data available in downloadable infographic]

- 5 IDP Connect (2021) International Student Crossroads V – international student perceptions, choices, and motivations during Covid-19, Accessed: <https://resources.idp-connect.com/hubfs/Crossroads%20V%20Assets/International%20Student%20Crossroads%20V.pdf>
- 6 UK Government (2021) International Education Strategy: 2021 update – Supporting recovery, driving growth Accessed: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/958990/International-Education-Strategy-2021-Update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958990/International-Education-Strategy-2021-Update.pdf)

# CHINA-UK INTERNATIONAL STUDY LANDSCAPE IN 2022

## THE WORD FROM CHINA: WHAT ARE STUDENTS SAYING?

We surveyed students and parents from China with offers to study a pathway programme in the UK and conducted four focus groups – two with students from Study Group, one with students from other international education providers, and one with parents.

### Temporary barriers

The pandemic clearly continues to impact the ability of students to undertake their planned international study. Our research uncovered four key issues:

1. Delays at IELTS test centres
2. Due to the cost of the IELTS test, students delay taking it until feeling fully prepared
3. Not all universities accept other English language tests
4. Students are still concerned about the COVID-19 health situation in the UK.

"I didn't reach the required IELTS score and am still taking another test. Once I pass, I'll confirm right away."

*Anonymous Student, China*

We should note at this point that some of the UK's more recent health policy decisions, taken in early 2022, are not welcomed by Chinese students – for example, the idea of 'learning to live with' or coexisting with COVID-19, lifting travel quarantines, and changing mask-wearing from mandatory to optional – far removed from their own Government's Zero-COVID-19 policy.

Students are taking a "wait and see approach" – there is no sense of urgency, and they want to keep their options open. 53 per cent of students surveyed highlighted concerns about the pandemic, their safety in the destination country or getting infected on the way to campus, as the main reason to delay their decision making.

However, as these issues are mostly caused by COVID-19, we maintain that they will likely present only short-term challenges to the market.

In the meantime, providing students with plenty of options and giving them customer-centric support, including painting a clear and accurate picture of the local student lifestyle will help build trust and confidence.

"If I got COVID-19, I am worried about the medical treatment I'll be able to receive in the UK. I want to go there very much, but I still worry about my own safety."

*Anonymous Student, China*

### Future priorities: rankings matter

Looking to the future, we asked, 'What are the main factors influencing the decision to study overseas?' and found the number one factor to be the **university ranking**, with **43 per cent** of students choosing this. As the main objective for overseas study is to gain access to better career opportunities and higher pay, the university ranking is a key factor for university choice as it directly translates to better job offers.

"To me, it's more important to view the ranking by major because that means there are better teachers in this discipline."

*Anonymous Student, China*

The second key factor was **promising career**, at **38 per cent** of respondents – the unprecedented competitive job market during the pandemic contributes to a more career-oriented mindset among students.

In addition, **18 per cent** of the students we surveyed cited **scholarships** as a key factor.

### Rankings versus other incentives?

These findings suggest that high-ranked UK universities will continue to attract large numbers of students, but institutions that have lowered admission requirements and/or tuition fees to attract Chinese students (see next section for details) may have uncovered a good long-term idea, where it's financially feasible for them.

Pathway providers and lower-ranked universities may need to consider similar ongoing financial incentives to stay appealing to students in China.

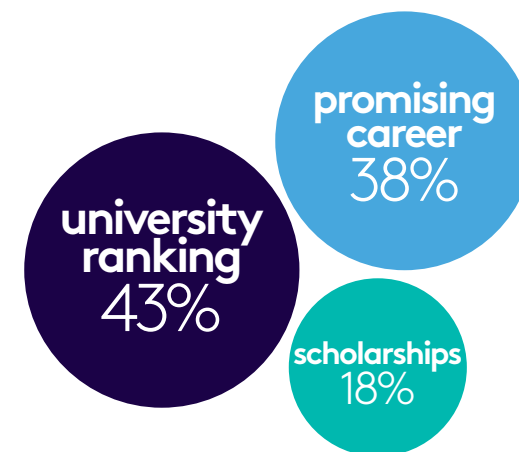
### Sources of influence: a targeted approach

Students are building their autonomy as the main decision-maker, but with respect to parents' opinions and advice from **friends and teachers**.

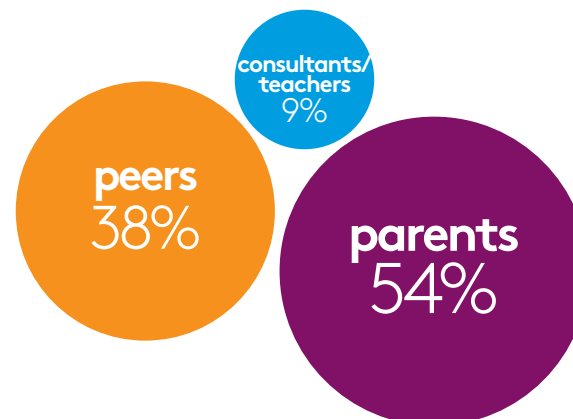
For institutions seeking to recruit Chinese students, the role of **peer** feedback is an increasingly important source to consider, working with current students and alumni to share their stories and bring to life the 'experience' an international student can expect.

The role of education agents in influencing **parents** remains an important channel within the student decision-making journey.

### Top three factors influencing Chinese students' decision to study overseas March 2022



### The top three influencers of a student's decision are:



## China's education landscape: key updates

### Vocational and skills-focused education

has remained a central priority for the Government in recent years, with vocational courses targeted to account for at least 10 per cent of domestic higher education admissions by 2025 – part of a wider 2035 skill-based society target.<sup>7</sup>

### China's "Double Reduction" Education

**Policy**, issued by the Ministry of Education in 2021 to reduce the 'academic burden' of homework and afterschool tutoring of children, will have an ongoing impact on the focus of China's education system – reflective of a shift to vocational development. The policy, which regulates private tutoring in subject-based curricula, has inhibited international tutoring companies operating in China and foreign investment in this space. It has not directly impacted Chinese students choosing international higher education study options.

**Competition** for a limited number of places in the top Chinese universities is intense, and even students with very high Gaokao scores may not secure a place. Many of these students will choose to study overseas in a highly ranked university instead of going to a lower ranked Chinese university. As such, while Gaokao isn't a formal part of the British university application process for Chinese students, it is gaining more weight as a supporting factor in admissions, particularly amongst top-ranked universities. This is not expected to impact pathway course demand – according to a senior official at the Shanghai International Education Association, what is still most important is International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL) and UK-specific or university-specific exam results.

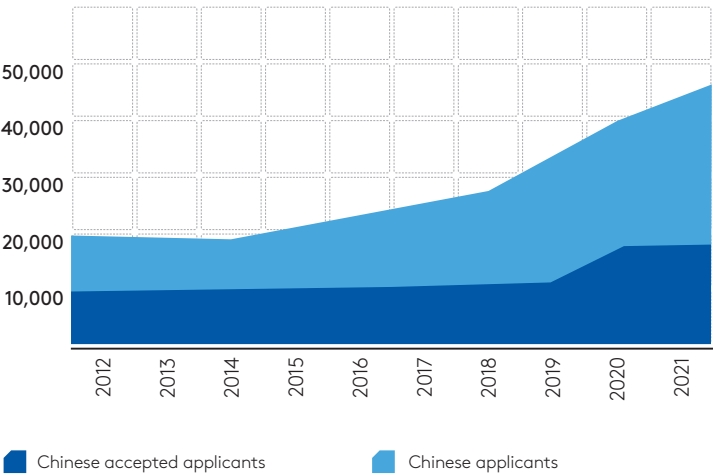
<sup>7</sup> Source: [http://www.gov.cn/zhengce/2021-10/12/content\\_5642120.htm](http://www.gov.cn/zhengce/2021-10/12/content_5642120.htm)



# CHINESE DEMAND FOR UK HIGHER EDUCATION CONTINUES TO RISE

China has been the UK's number one country for international student recruitment<sup>1</sup> for the past five years. With a 43 per cent growth in applications over the past two years, we expect China to remain one of the UK's top countries for international student recruitment.

The number of Chinese applicants and accepted applicants, 2012–2021, according to UCAS<sup>1</sup>



According to research by Chinese marketing company Sinorbis<sup>3</sup>, projections suggest that by 2030 around 50,000 Chinese students will apply to study undergraduate courses in the UK that year. Of those, around 24,000 would be accepted – a 48 per cent increase on the 2021 acceptance number of 16,310.

### A post-Brexit shift

A slight decline in overall international student numbers from 2020 to 2021 was due to fewer EU students coming to study in the UK due to Brexit. This decline has created additional space for international student numbers from non-EU nations, which bodes well for more Chinese student acceptances going forward.

#### Sources

<sup>1</sup> Research commissioned by Study Group, conducted by Global Counsel, Dec 2021. Some of these models rely on the prevailing, local regulatory conditions to allow this level of student-demand driven learning flexibility to thrive.  
<sup>3</sup> Research reported by PIE News (2022) UK: Chinese numbers to 'rise 70% by 2030' Accessed: <https://theplenews.com/news/uk-chinese-student-numbers-set-to-rise-70-by-2030/>



### Increasing capacity across UK universities

Due to temporary changes in the UK's exam system, many universities (particularly in the Russell Group) were also dealing with a higher number of home students joining their institution. UK universities are already well versed in handling fluctuations in student demand, whether for a specific course or the university overall. If those universities that have taken on more students manage to accommodate and sustain those levels, they are more likely to want to continue taking in higher student numbers – over time we're likely to see them increase their capacity to accept higher numbers of both domestic and international students.



# POSITIVE UK GOVERNMENT POLICY AND SECTOR LANDSCAPE

### The UK is open for global business

The current political and regulatory landscape for the UK's international higher education sector is far more positive than it was in the early 2010s. The Government's 2019 overseas recruitment target of attracting 600,000 international students to the country by 2030<sup>6</sup> has already been met, nine years early. And there's a clear understanding and appreciation, both within the sector and the wider country, of the significant contribution that international students make to:

- The **financial viability of their host institution** – funding high-cost STEM subjects, facilities construction and research, amongst other things
- Their **university's local community**, and the regional economy
- The **UK economy** as a whole

Of course, the impact of students from China, and many other countries, goes well beyond financial and economic returns.

"International students are a crucial contributor to the UK's wider national priorities, such as levelling up, job creation, innovation, diversity and driving prosperity for local communities."  
*James Pitman, Managing Director of Development for UK and Europe.*

#### Sources

<sup>6</sup> UK Government (2021) International Education Strategy: 2021 update – Supporting recovery, driving growth Accessed: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/958990/International-Education-Strategy--2021-Update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958990/International-Education-Strategy--2021-Update.pdf)

### Job opportunities for international students

In Q3 2021, job vacancies in the UK hit a record 1.1m. While many vacancies (134,000) are in the hospitality sector, vacancies within professional scientific and technical activities (106,000) are the highest on record. Caused by the pandemic, along with Brexit-driven immigration policies, these labour market shortages are not likely to disappear imminently. Following the launch of the new Graduate Route for international students studying in the UK, there will be a more open approach for those who choose to remain in the country to work – providing a positive tailwind for international students.

### Financial assistance

Within our research, we saw evidence that many universities continued and stepped up their international recruitment efforts during COVID-19, with several offering new incentives and support for international students, including various types of financial assistance:

- contributions to the costs of quarantine hotels
- reductions of 10 or 20 per cent in fees – sometimes dependent on a student's willingness to study online for a term of a year
- fees dropped to domestic student rates
- fees completely waived

Even the less significant financial support offers were shown to have increased trust among Chinese students and their parents – this is a good sign for maintaining the UK's appeal within this key market.

Initiatives launched to help international students start, or continue, their studies despite the challenges of the pandemic have also enhanced the long-term appeal of UK higher education for students in China.

# UNLOCKING NEW CHINESE STUDENT OPPORTUNITIES FOR UK UNIVERSITIES: A ROADMAP TO 2025

Thinking about the short-term changes we’ve experienced alongside the long-term shifts in demand we foresee, we asked ourselves: ‘What are the top trends and innovations in Chinese international student recruitment for UK universities to consider between now and 2025?’ We’ve got five...

## 1. HYFLEX LEARNING IS HERE TO STAY

Our Chinese interviewees said that online and blended learning provision, known as ‘HyFlex’ learning, had been well received by parents and students in their market.

It offers an administratively easier, lower-cost option to prepare and qualify students for British universities while they stay at home, rather than paying for a year (or less) of overseas tuition before they arrive on campus.

The UK Government supported this approach during the COVID-19 pandemic by allowing those on student visas to continue their studies remotely. With Omicron and the possibility of other variants emerging, there’s a chance these relaxed rules will be extended’.

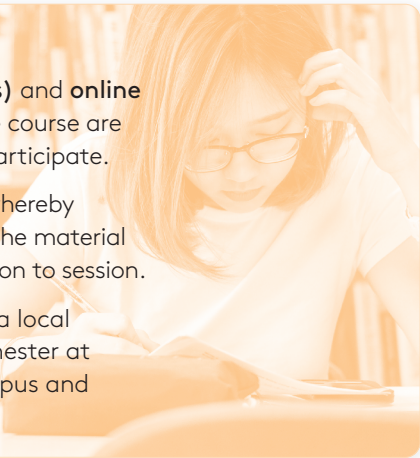
Our research found that across the sector, at least 50 per cent of pathway courses for Chinese students are currently being delivered 100 per cent online, with at least another 25 per cent partially online.

### Hybrid versus HyFlex

Hybrid refers to learning that integrates complementary **face-to-face (synchronous)** and **online learning (asynchronous)** experiences. The in-person and online activities within the course are set by the educator/institution and are fixed – that’s how a student is expected to participate.

HyFlex combines the terms “hybrid” and “flexible.” This introduces a flexible aspect whereby **students are given choice in how they participate** in the course and engage with the material in the mode that works best for them, over the duration of the course and from session to session.

For example, a Chinese student may choose to take their pathway programme at a local study centre which combines online and in-person classes, then take their first semester at a UK university fully online, before travelling to start their second semester on campus and study for the rest of their degree there.



## The Tier 3 to 5 Cities - ones to watch

With demand for higher education outstripping supply in China itself, many parents and students will continue to consider international education. However, not all families can afford to send a child to study abroad for three to four years. Their needs could be met through hybrid and HyFlex options.

Our research indicates that **online courses and pathways will increase the market size** as most of the demand for them will come from a different cohort of Chinese students, primarily those in Tier 3–5 cities who often lack the financial ability to travel.

It should be noted however that the financial constraints of these families and their level of desire for, and knowledge of, international education present fundamental barriers that should not be overlooked.

These students will perhaps, in the first instance, be more attracted to international options located in China’s Tier one and two cities.

The development of **hybrid courses**, where content is split between local delivery and online delivery, provides an in-person, social element to courses delivered partly online, or **HyFlex options** where students will have a greater choice of when and for how long they will study online versus on-campus at home or in their destination country. Hybrid and HyFlex study modes offer a longer-term opportunity for UK institutions to reach even more students from China.

## Wealthier Chinese students seek a return to face-to-face learning

Throughout the pandemic, Chinese students’ desire for face-to-face teaching and an on-campus overseas study experience has stayed strong and will remain the first choice for those who can afford it; wealthier families in Tier one and two cities.

An IDP Connect survey showed that only 11 per cent of international students said they would be willing to continue their course fully online, so it’s clearly not a preference.

For those students who travelled to the UK to start their studies during the pandemic, even if they felt apprehensive beforehand, they found that universities were well-prepared to deal with the evolving health situation and supported them extensively with online learning:

“I remember before my face-to-face classes started, I was quite excited, but also a little bit worried about COVID-19. Nonetheless, when I actually entered the campus, I felt that the whole environment in the campus was clean and safe and that I was really well protected. This lets me enjoy the face-to-face classes without my studies being impacted by the pandemic.”

Aaron studying at Study Group's Durham University International Study Centre in the UK

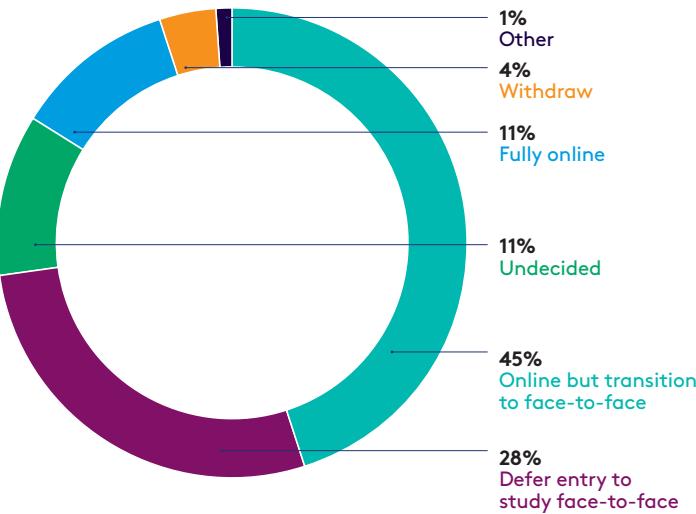
“Regardless of the challenging circumstances caused by the pandemic and the possible difficulties that may be associated with online learning; teachers, the Student Support Team, and academic advisors, to name a few, have made the online environment easy to access and navigate through, as well as providing a very welcoming environment for me and, I am certain, for all fellow students.”

Tiba, studying at Study Group's University of Sheffield International College in the UK

“I enjoy studying here [in the UK] – all the vibes give me positive energy. Even if it is blended learning, I still prefer to study here because I can spend time with friends and go to campus to use facilities such as the Library, Surrey Hive and Nest. And it's safe if we follow the rules and guidance strictly. It will help us stay safe during this tough time.”

Jujie, studying at Study Group's University of Surrey International Study Centre in the UK

Acceptable learning mode for international students in the UK, March–April 2021 - according to IDP





## 2. SATELLITE CAMPUSES

Ongoing developments of industrial and education parks across China will see local provincial or city governments welcoming foreign universities to develop high-quality education services locally. A key emerging opportunity is the development of satellite campuses, set up to deliver study options locally before a student travels to the UK to complete their studies. These will appear both in China, as well as non-China locations like Macau, Hong Kong, Singapore, and even Malaysia.

Our International Study Centre in Shanghai, a partnership between Study Group, the Shanghai Institute of Technology (SIT) and the University of Sydney, allows students to take their pathway programme without leaving China, demonstrating what a future satellite higher education option for Chinese international students could look like.



### OUR INTERNATIONAL STUDY CENTRE IN SHANGHAI, CHINA

**We are proud to have partnered with the prestigious Shanghai Institute of Technology (SIT) to launch a satellite campus in Shanghai for Chinese students enrolled on our University of Sydney Foundation Programme.**

In the centre, students learn online alongside other students enrolled on the programme. This provides a more authentic 'study abroad' experience, with the opportunity to make lasting friendships through in-person social interactions.

The International Study Centre provides all the facilities of a campus including classrooms with high-speed internet, large screens, and audio-visual capacity; space for small group work; support services for welfare, relocation, and English language; and a library, gym, and restaurant.

"The centre truly demonstrates our student-centric approach, to give aspirational learners in China a fully flexible, blended, and dynamic international student experience in their home country. We plan to open more such centres in China in the future to facilitate progression to UK higher education too."

*Peter Lo, Study Group Sales Director of China*



## 3. EMPLOYABILITY AND VOCATIONAL SKILLS

**Vocational education is high on the Chinese Government agenda and its latest policy on driving skills-focused learning sets out a vision for the establishment of a nationwide modern vocational education system by 2025.**

On one side of the coin, this change in focus within China's education system towards a greater emphasis on vocational learning means overseas institutions offer an important alternative route for able students to access academically focused subjects outside their own, highly competitive, university entrance system.

On the other hand, UK institutions are also well-placed to tap into these shifting priorities and deliver world-leading vocational options for Chinese students – from undergraduate degrees and postgraduate courses to workforce skills and certification programmes.

With the heightened focus on bringing vocational learning into earlier years learning, integrating through high-school, there is even a growing opportunity to leverage TVET or TAFE and start blending in courses into vocational path at an earlier stage.

"There is a market for adult education where employees would like to uplift on work skills, knowledge or even degrees, but do not want to leave their existing jobs. Providers should look to offer options for them either through online or a mixture of virtual and face-to-face."

*Peter Lo, Sales Director of China, Study Group*

In addition to vocational options, higher education providers are already looking to increase their employability skills training, work experience initiatives and careers support services. The focus must stay here, putting knowledgeable teams and new technology together to build services that meet the needs of international students to help them develop their employability.

Taking this one step further, Adult Education - sometimes called Lifelong Education in China - is also seeing increasing demand. Higher education providers should consider micro-credentials, or short courses, targeting the Chinese working population seeing to enhance their skills, or in some cases attain a higher degree while continuing to work.

## 4. DAZHUAN GRADUATES

**With competition on university places in China intensifying, there is a key opportunity for UK universities to offer Dazhuan graduates a route to top up their Dazhuan diploma to a full undergraduate degree, or upgrade to a Masters degree.**

This could be a particularly appealing opportunity for universities with lower rankings inhibiting demand amongst the highest performing Chinese students. Dazhuan students are at a less advantageous position in China and will readily look overseas for one-year top-up courses that will increase their employability.

## 5. MORE CHOICE AND FLEXIBILITY

**Explore making a variety of options available for those in China aspiring to UK study.** Whether it's different online courses, more robust blended and hybrid courses, innovative short courses, or the addition of a physical campus presence in China, in the future UK education providers will simply need to give students more choice and flexibility.





# STUDY GROUP INNOVATION

Study Group is already working with university partners on several new ways to directly benefit students from China and the rest of the world.

## A new online learning programme portfolio from Study Group delivered on our award-winning digital platform, insendi

To support students in China and around the world, we’re building more online programmes to offer students the choice and flexibility that they want and need when it comes to international study. These new digital programmes are powered by Study Group’s award-winning insendi digital learning experience platform. insendi enables the delivery of transformative, intuitive, and accessible online and blended learning experiences, with the most powerful digital tools available.

We’ve already launched a suite of Online Pre-Masters’ and English language programmes to support international students, and we will be releasing additional online learning options in 2022.

## Employability initiatives to meet evolving expectations of students from China

We have launched a range of programmes to help students develop their employability skills while studying with us, including:

**Prepare for Success:** A digital programme that supports international students, including students from China, to develop skills for the future ahead of starting their degree. Within this course, there is a focus on transferable soft skills, strategies to promote deep learning and the development of a growth mindset and self-reflection.

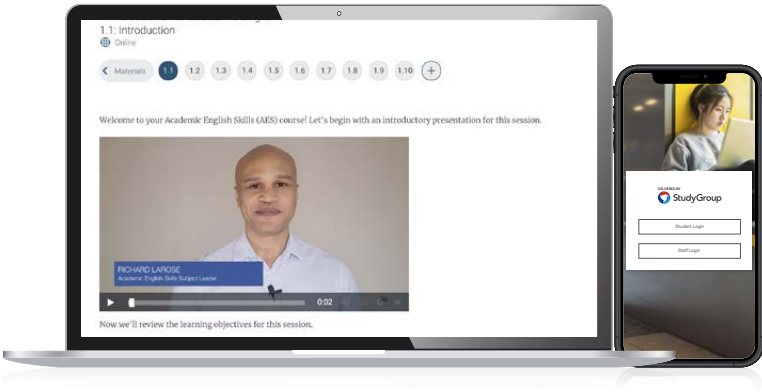
**CareerAhead Activities:** A series of workshops, activities, and guest speakers, embedded with the programmes at our Study Group International Study Centres (ISC) or Colleges, where students begin to identify, develop, and learn how to demonstrate their strengths and experience to potential employers.

## Innovation investment

At the end of 2021, we created a new Partnership Development team at Study Group, which works with our university partners around the world to develop new education solutions responding to the challenges and opportunities across the sector.

The team have a wealth of experience spanning the digital, off shore and recruitment aspects of the international higher education sector. For enquiries or to arrange a call to discuss your University’s aspirations, please reach out to Georgina Jones or Josh Rubin at [partnerships@studygroup.com](mailto:partnerships@studygroup.com).

For more information, visit [studygroup.com](https://www.studygroup.com)





## About Study Group

Study Group is a leading provider of international education. After working with universities across the UK and Europe, North America, Australia and New Zealand, we are now growing our expertise with the integration of our innovative digital learning platform, Insendi.

We offer over 500 teaching programmes to nurture ambitious students from diverse academic and cultural backgrounds. Our study opportunities help to prepare students for success at their chosen university and in the world of work through face-to-face, online and hybrid opportunities.

With a global outlook and offices all over the world, we use our expertise, knowledge and commitment to keep creating more opportunities in international education. The universities we work with trust us to increase their global footprint, access student diversity and provide assured progression to higher education – so they can continue to focus on academic excellence.



Get in touch to learn more  
about our future initiatives.

[studygroup.com](https://studygroup.com)