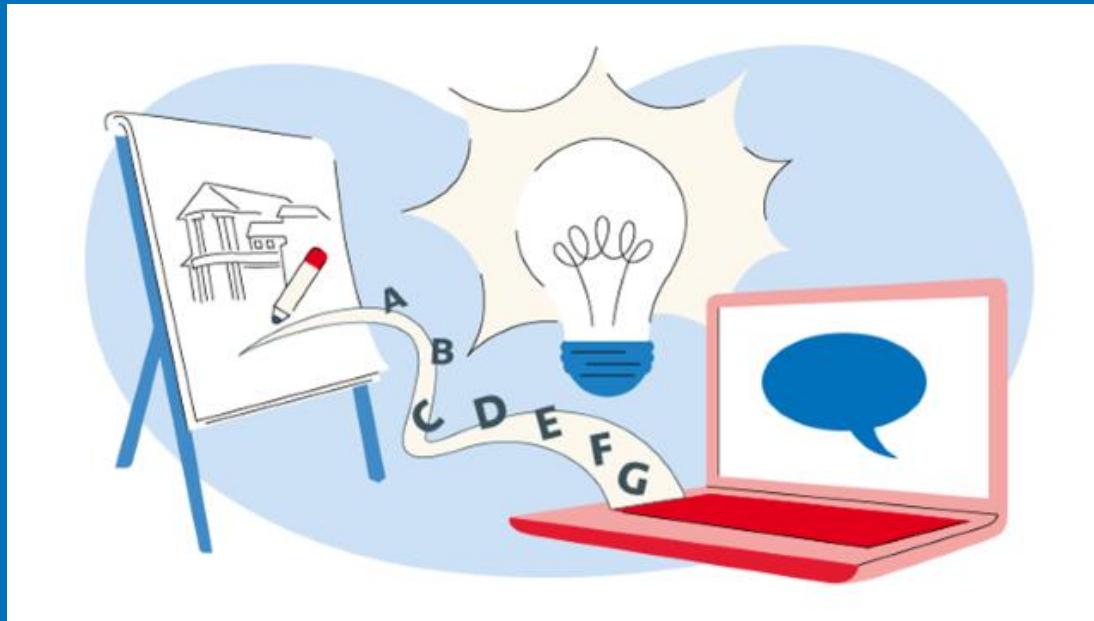




Developing Degree Programs and Student Recruitment: How to Work with Value Maps in Higher Education

Global Competence for Academic Administration (GloCAA)



Plan for today

Introduction (5 minutes)

Background (10 minutes)

Group question 1 (10-15 minutes)

Case studies (10 minutes)

Group questions 2-3 (15 minutes each)

Conclusion (10 minutes)

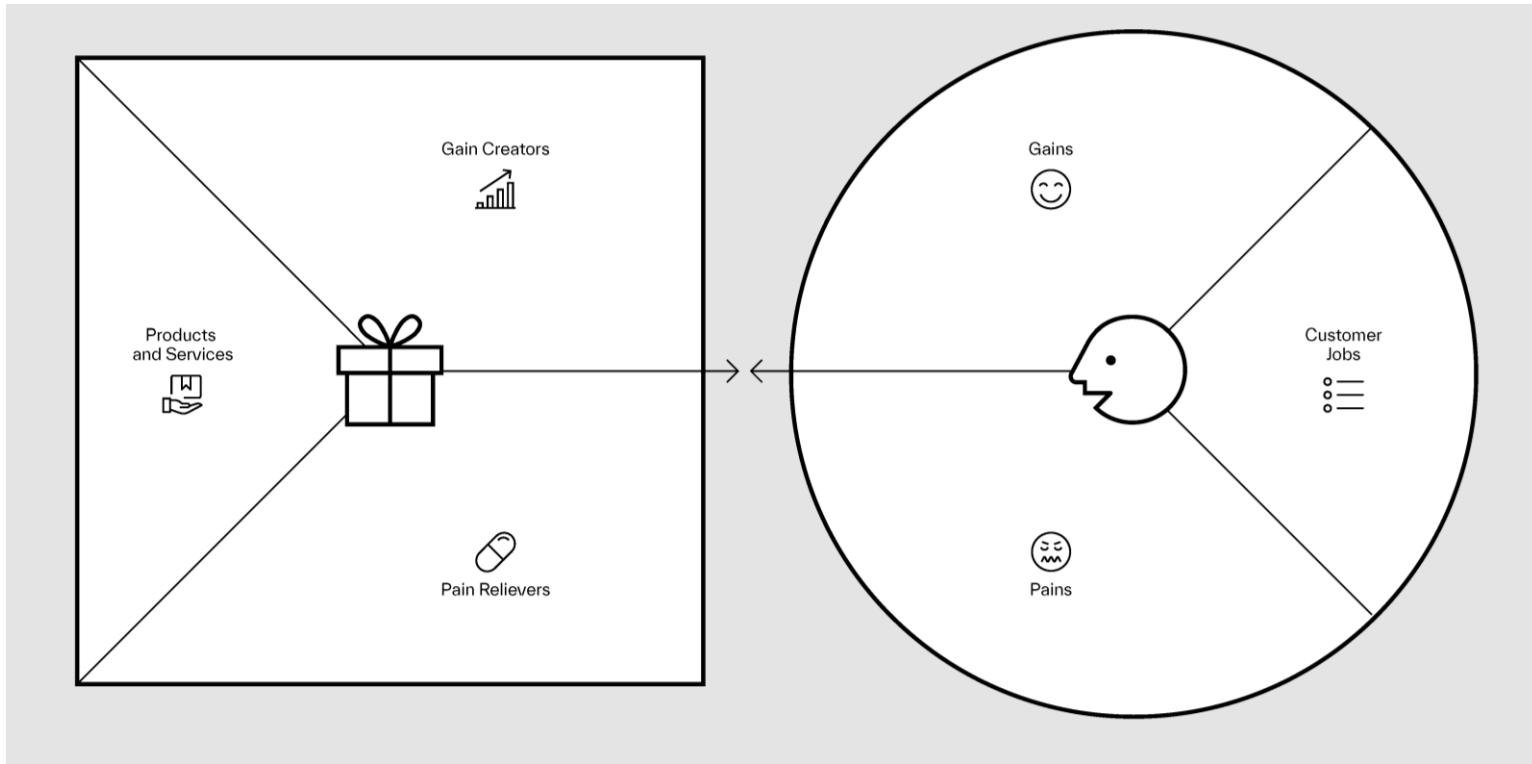
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Background

What is a value proposition?

„A value proposition is **a simple statement that summarizes why a customer would choose your product or service**. It communicates the clearest benefit that customers receive by giving you their business. Every value proposition should speak to a customer's challenge and make the case for your company as the problem-solver.” (www.helpscout.com)

„The value proposition is the element of strategy that looks outward at customers, at the demand side of the business. Strategy is **fundamentally integrative, bringing the demand and supply sides together**.” (Harvard Business School)



Source: [Strategyzer](#)

Value propositions in (German) higher education

- Considering **what** we offer, for **whom**
- **Why study this specific program at this specific university?**
- One statement can be useful – but the larger value comes from the nuances found in the map

Value map for study programmes



OFFER: Value proposition

Write your study value programme's proposition including:

- **Objectives.** What are your key objectives?
- **Competence.** What are the key competences you build?
- **Differentiation.** How does your program differentiate from other similar programs? Why study in Tampere?
- **Collaboration.** What kind of collaboration do you have with other programmes and faculties within Tampere?
- **Worklife value.** What future prospects does the program offer to its students? How prestigious is the degree?
- **Extracurricular value.** Which extracurricular activities does the program offer?
- **Credentials.** How does the program validate its promise through awards, recognitions etc.?

WHO: Student profile

Describe the variance in students in the program from their perspective.

- **Professional aspirations.** What do the students aspire to work with? What kind of challenges do they want to solve? In which kind of organizations they wish to work?
- **Academic interests.** Are the students interested rather in applied or academic domains? What paradigms are they interested in?
- **Extracurricular interests.** Which guilds, student organizations and activities appeal to your students?
- **Prior degree and interests.** What kind of prior degree and hobbies pave the way to the program?
- **Exclusion:** Who is the program not for?

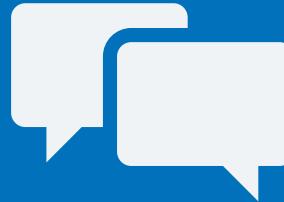
Action points:

How should you improve the program?

Source: Joanna Kumpula, University of Tampere

Value Proposition Mapping Workshop

- 3-hour workshop with key faculty, staff and students
- The different components of the value map are discussed
- After the workshop, three next steps have been identified



What does the workshop cover?

- 1 What do we offer?
- 2 Who is it for (and not for)?
- 3 What do we do next?

2

Group question 1

Group question 1 (10-15 Minutes)

Why do value proposition mapping?

→ ...when we e.g. already have PO, FSB, QZ?



3

Case studies: Tampere and UHH

University of Tampere

- Developed this specific format (with external consultants).
- The goal for Tampere is always the development of programmes and services by **putting the student in the centre**. → their involvement in all parts is vital.
- Have run workshops with all international degree programs (40+)



The screenshot shows the Tampere University website with a navigation bar at the top. The main content area features a photograph of two students in a study environment. Below the photo, the text "Tampere University Master's Programmes" is displayed, followed by a brief description of the programmes.

Tampere University Master's Programmes

Tampere University offers various master's programmes conducted entirely in English. The scope of the Master's degree is 120 ECTS credits (two years of full-time studying).

The application period for master's programmes conducted in English with studies starting in autumn 2025 has **ended 3 January 2025**. It is not possible to submit an application after the deadline. All information on the next admission round, for master's studies starting in autumn 2026 will be published on our webpages in autumn 2025.

For detailed information the application process, see [How to apply to Master's programmes at Tampere University](#). Carefully read through the detailed admissions instructions before submitting your application.

Please see our programmes and their specialisations by faculty below. If you don't find what you are looking for here, discover our [other study options in English](#)!

Faculty of Built Environment

Civil Engineering:

- [Geotechnical Engineering](#), Master of Science (Technology)
- [Structural Engineering](#), Master of Science (Technology)
- [Sustainable Transport](#), Master of Science (Technology)

Architecture:

- [Sustainable Architecture](#), Master of Science (Architecture)

Faculty of Education and Culture

[Teaching, Learning and Media Education](#), Master of Arts (Education)

Faculty of Engineering and Natural Sciences

Automation Engineering, Master of Science (Technology)

Environmental Engineering, Master of Science (Technology)

Materials Science and Engineering, Master of Science (Technology)

Photonics Technologies, Master of Science (Technology)

Faculty of Information Technology and Communication Sciences

Computing Sciences and Electrical Engineering:

- [Communication Systems and Networks](#), Master of Science (Technology)
- [Data Science](#), Master of Science
- [Embedded Systems](#), Master of Science (Technology)
- [Human-Technology Interaction](#), Master of Science

„For us it has been such a **powerful decision**. Even though the student feedback has always been available, having them be part of the workshops has given us so much more insight and also has given students a great and unique opportunity to be part of the process. ”

Workshop components

- Part 1: discussing our offer
- Part 2: discussing our target group
- Part 3: deciding next steps
- Tampere: intentional mingling of groups during breaks to „steal“ ideas

Value map for study programmes



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Action points:

How should you improve the program?

Action points

How could you serve your students better?



Issue 1	Issue 2	Issue 3
Proposed solution	Proposed solution	Proposed solution
Next step & responsible person	Next step & responsible person	Next step & responsible person

Actions from Tampere

Program noticed a decline in student (not applicant) numbers from a few countries.

ISSUE: Need to diversify the applicant pool

PROPOSED SOLUTION: Collaboration with more EU universities and professors

NEXT STEPS: shortlist of three partners they wanted to talk with more

Actions from Tampere

Program noticed they didn't have any ways to gather informal feedback from students about courses and integration.

ISSUE: More informal events needed between students and academics

PROPOSED SOLUTION: Made immediate decision to set up a coffee hour with new international students in the next month

NEXT STEPS: The invitation was written during the workshop!

UHH-WiSo

- Held a workshop in spring 2025 for a new degree program
- Two faculty, two staff, one moderator
 - New program – no students
- Mixed results – but clear next steps and positive feedback
- On offer for other degree programs – as yet, low interest
 - Challenging to get buy-in when everyone is overworked – program directors, StuKos and others

Learnings from UHH

- Misconception – not only about marketing
- Stakeholder/participant buy-in is vital
- Carefully consider what preparation is necessary from attendees and how it's communicated
- Agile facilitation may be necessary – be prepared!

Why do the workshop?

Identify areas for development

- What could we do, to build on the program's existing value proposition and/or fulfill its potential? And who is responsible for what?

Improvement of marketing and communications („Öffentlichkeitsarbeit“)

- The results are important for successful marketing and communications, as they show us what we should be saying about the program and to who

Mindset shift

- The workshop helps us to think in new, value-oriented ways – what can only we offer, and for who?



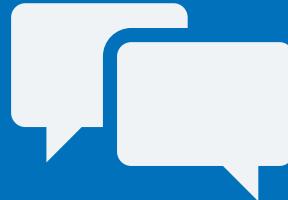
UHH/Götting

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Group questions 2

Group question 2 (15 minutes)

- How can key participants (faculty, staff, students, other?) be motivated to participate – what's in it for them?



Group question 3 (15 minutes)

- How could the results of a VPM workshop be used specifically for your program/in the UHH(/your university) context?



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Reflection and Conclusion

menti.com
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I like...

I wish...

I wonder...

Get in touch!



Rachel Rau

Project Coordinator for Degree Program Internationalization
Faculty of Business, Economics and Social Sciences
University of Hamburg
rachel.rau@uni-hamburg.de

Joanna Kumpula

Head of Unit, International Recruitment
University of Tampere
joanna.kumpula@tuni.fi