



MIGRATION ADVISORY COMMITTEE

Impact of international students in the UK: Call for evidence responses (2 of 3)



September 2018

Migration Advisory Committee

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<https://www.gov.uk/government/organisations/migration-advisory-committee>

**Impact of international students in the UK: Call for
evidence responses (2 of 3)**

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Association of Graduate Careers Advisory Services

About AGCAS

AGCAS is the expert membership organisation for higher education student career development and graduate employment professionals. Through our members, we support the best possible career outcomes from higher education for individuals, institutions, society and the economy. AGCAS represents 98% of careers services within the HE sector, providing professional development and sharing best practice.

There are many areas within the call for evidence which fall outside the remit of AGCAS and therefore we have provided responses to the questions where AGCAS members have expert knowledge.

If international students take paid employment while studying, what types of work do they do?

Anecdotal evidence from a range of universities shows that international students undertake work on or off campus, in the form of part time work or internships.

Typical off campus roles are:

- Catering, bar and waiting roles; retail sales assistant
- Tutoring
- Embassy work (if there's a family/friends connection)
- Various visitor/customer services roles at tourist attractions or hotels
- Office administration
- Translation work using their home language
- Match day assistant roles at local sports clubs
- Extra work for films

Additionally, a very capable student with a specific skill set might obtain a technical part time role in a company, such as CAD and work shop machining roles for engineering students or technical roles in a start-up for computer scientists.

Typical on campus roles are:

- Campus shop sales assistant
- Catering and bar roles
- Employer brand ambassador
- Halls and student union jobs
- Campus/student representatives
- Disability support assistants
- Events assistants
- Cleaning assistants
- Administration roles for an academic department
- Customer services or support roles with IT and library services
- Casual work as events assistants or helpers at open days
- Laboratory assistant/technical/demonstrator (particularly relevant for PhD students)
- Research and teaching
- Translation

In addition some international students focus on gaining experience relevant to their degree rather than getting part-time work. This can be obtained through work experience schemes run by their university. For example, the University of Huddersfield runs an internship programme offering paid opportunities with local businesses. For the 2016–2017 round of this programme 5 of the 20 internships offered were secured by international students and the roles were 'sales development', 'research and development manager', 'test engineer', 'business development and customer research' and 'software development'. London School of Hygiene and Tropical Medicine annually recruits four students to be paid Careers Project Assistants, working on a project beneficial to both the careers service and the students' own career through the development of networks or relevant skills.

Some universities have recognised the benefits that international students can bring to the local economy, through part time work or internships. One such example is [UWE's Bristol International Talent Programme](#). The programme aims to provide international students with work experience and access to UK businesses whilst completing their academic studies. Employers are able to access a wide portfolio of services such as translation and interpreting, researching and identifying new markets, liaising with key suppliers, customers, and clients in specific markets, and providing cultural insight. The scheme is mutually beneficial; students hone their UK business

acumen and employers are able to capitalise on students' cultural and linguistic assets.

Despite the above, the reality for many international students is that they struggle to find part time work. This is due to language difficulties meaning they can't compete with their UK/European counterparts, lack of contacts, lack of previous experience or relevant experience and cultural differences that make the application process a challenge. Often students try and gain some experience through voluntary work to build transferable skills and confidence, where they have not managed to get part time paid work, however this again can be tricky with many volunteering roles requiring the need for a DBS check. In order for international students to acquire the equivalent of this they need to apply for a 'certificate of good conduct' from their home country and this process can be extremely complex and lengthy making the ability to undertake this volunteering particularly problematic. This is especially an issue for international students undertaking education or teaching related degree courses who are looking to gain experience of working with children/young people alongside their course.

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

This is difficult to comment on but evidence would suggest that international students who want to work in the UK usually only want to do this for a short period and the medium-long term goal is to return to their home country. As quoted by ONS in their recent survey:

Additional data on graduating international students' post-study intentions and how sure they are of these intentions was also collected; 75% of responding non-EU graduating students planned to stay for less than 12 months in the UK after completing their courses. Overall, 46% of non-EU graduating students stated that they were not certain about their post-study migration plans. Of the quarter of responding students stating that they intended to stay in the UK or to remain longer than 12 months, 59% also indicated they were uncertain of their intentions (Figure 3). If students are uncertain of their plans after study, this will affect how they answer the third of the criteria used to identify long-term emigrants.

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/articles/internationalstudentmigrationresearchupdate/august2017>

Anecdotal evidence from a Careers Adviser at the University of Liverpool would suggest that other cultures have much stronger family commitments and responsibilities than we do in the UK and so the focus is rarely for long term settlement. There is a perception of western experience as a way of learning 'good practice' which they can then take back to their home countries. This is based on over 200 interviews where the adviser has asked them about their goals.

With regards to shortage occupations, we have outlined the types of occupation that international graduates go on to do in the question below.

A colleague at the University of Liverpool has also noticed that the number of Indian students studying in the UK has dropped (44% decrease in the last five years: [UKCISA](#)). In particular they have lost a lot of Postgraduate students who have engineering and technical backgrounds. Many of the postgraduate and MBA students who were coming from India did have those types of backgrounds so maybe there is an argument for reinstating the Science, Engineering route and widening it for STEM to support the critical shortage of STEM skills in the UK. There is an interesting report on this provided by CaSE (Campaign for Science and Engineering):

<http://www.sciencecampaign.org.uk/resource/caseimmigrationreport2016.html>

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

There is no doubt that, of the number of international students studying in the UK, the number who enter the labour market in the UK is minimal. To give a picture of this, across four institutions providing 2015–16 DLHE statistics for their international cohort, on average 17% of those who responded and who reported their employment location had secured employment in the UK. It is also difficult to provide a valid picture utilising DLHE statistics as institutions are only required to achieve a 20% response rate from their international students as opposed to 80% of their UK-domiciled students. Our assumption would be

that the percentage of total international students entering the labour market in the UK is actually much lower than this due to those remaining in the UK being easier to contact/more likely to respond to the survey than those who return home/work overseas.

With regards to the types of post-study work they do, aggregated 2015–16 DLHE data across three Russell Group Universities indicated that international graduates go on to a range of occupations in the UK:

Occupation (SOC)	Count
Medical practitioners	97
University researchers, unspecified discipline	56
Researchers n.e.c.	47
Veterinarians	38
Higher education teaching professionals	33
Business and related associate professionals n.e.c.	29
Finance and investment analysts and advisers	26
Management consultants and business analysts	21
Biochemists, medical scientists	19
Archivists and curators	19
Programmers and software development professionals	18
Business and financial project management professionals	15
Business, research and administrative professionals n.e.c.	12
Social and humanities scientists	11
Health professionals n.e.c.	11
Statisticians	10
Chief executives and senior officials	9
Teaching and other educational professionals n.e.c.	8
Secondary education teaching professionals	8
Nurses	8
Pathologists	7
Other administrative occupations n.e.c.	7

Natural and social science professionals n.e.c.	7
Welfare and housing associate professionals n.e.c.	6
Marketing associate professionals	6
Journalists, newspaper and periodical editors	6
Health services and public health managers and directors	6
Economists	6
Legal associate professionals	5
Laboratory technicians	5
IT business analysts, architects and systems designers	5
Functional managers and directors n.e.c.	5
Sales accounts and business development managers	4
Public relations professionals	4
Pharmacists	4
Ophthalmic opticians	4
Legal professionals n.e.c.	4
Human resources and industrial relations officers	4
Finance managers and directors	4
Engineering professionals n.e.c.	4
Conference and exhibition managers and organisers	4
Architectural and town planning technicians	4
Solicitors	3
Sales and retail assistants	3
Physiotherapists	3
Information technology and telecommunications professionals n.e.c.	3
Dental practitioners	3
Biologists	3
Therapy professionals n.e.c.	2
Teaching assistants	2
Senior professionals of educational establishments	2
Science, engineering and production technicians n.e.c.	2

Pharmacologists	2
Officers in armed forces	2
Human resource managers and directors	2
Further education teaching professionals	2
Financial accounts managers	2
Education advisers and school inspectors	2
Chartered and certified accountants	2
Business sales executives	2
Brokers	2
Bacteriologists, microbiologists, etc.	2
Welfare professionals n.e.c.	1
Waiters and waitresses	1
Veterinary nurses	1
Typists and related keyboard occupations	1
Travel agents	1
Transport and distribution clerks and assistants	1
Sports coaches, instructors and officials	1
Sports and leisure assistants	1
Special needs education teaching professionals	1
School secretaries	1
Sales administrators	1
Research/ development chemists	1
Research and development managers	1
Public services associate professionals	1
Property, housing and estate managers	1
Production managers and directors in manufacturing	1
Production managers and directors in construction	1
Primary and nursery education teaching professionals	1
Planning, process and production technicians	1
Personal assistants and other secretaries	1
National government administrative occupations	1
Medical secretaries	1
Mechanical engineers	1
Mathematicians	1

Managers and proprietors in agriculture and horticulture	1
Local government administrative occupations	1
Library clerks and assistants	1
Leisure and travel service occupations n.e.c.	1
Leisure and theme park attendants	1
Leisure and sports managers	1
IT operations technicians	1
Human resources administrative occupations	1
Housing officers	1
Health and safety officers	1
Graphic designers	1
Financial and accounting technicians	1
Exhibition, multimedia designers	1
Environmental health professionals	1
Elementary storage occupations	1
Electronics engineers	1
Customer service occupations n.e.c.	1
Construction project managers and related professionals	1
Cleaners and domestics	1
Civil engineers	1
Chemical scientists n.e.c.	1
Buyers and procurement officers	1
Biological scientists and biochemists n.e.c.	1
Authors, writers and translators	1
Artists	1
Actuaries, economists and statisticians n.e.c.	1
Actuaries	1

Of those Universities, two were also able to provide their international graduate destination data by Standard Industrial Classification (SIC), their employment destinations covered 18 of the 21 SIC areas:

Major grouping SIC	Count
Human health and social work activities	144
Education	90
Professional, scientific and technical activities	87
Arts, entertainment and recreation	30
Public administration and defence; compulsory social security	24
Wholesale and retail trade; repair of motor vehicles and motorcycles	15
Manufacturing	12
Information and communication	9
Administrative and support service activities	5
Activities of extraterritorial organisations and bodies	5
Other service activities	3
Financial and insurance activities	2
Construction	1
Transport and storage	1
Real estate activities	1
Water supply, sewerage, waste management and remediation activities	1
Accommodation and food service activities	1
Mining and quarrying	1

Anecdotal feedback from professionals working in careers services in higher education suggests that international students find it very difficult to secure graduate level work in the UK. Whilst part of this is due to the competitive nature of the graduate recruitment market, international applicants have the added barrier of visa restrictions and a very limited timescale of 12 weeks within which to secure employment following their course completion.

According to data provided by UKCISA

([https://www.ukcisa.org.uk/Research--Policy/Statistics/International-student-statistics-UK-higher-education#International-\(non-UK\)-students-in-UK-HE-in-2015-16](https://www.ukcisa.org.uk/Research--Policy/Statistics/International-student-statistics-UK-higher-education#International-(non-UK)-students-in-UK-HE-in-2015-16)) , 105,970 of the 285,120 non EU students in HE in 2015–16 are studying taught postgraduate (TPG) courses. International students on TPG courses have a particular struggle with this limited timescale. As their course is only 12

months, most are unable to gain any kind of structured work experience due to the majority of UK recruiters only offering internships over the summer months or 12 month placements for undergraduate students. The summer is usually when TPG students are writing their thesis and so would be unable to work full time hours due to the 20hr a week limit on a Tier 4 student visa. Many UK graduate recruiters use these internships and placements as a talent pipeline to their graduate roles meaning that international TPG students are often 'on the back foot' before they have even applied for graduate job opportunities. According to the 'High Fliers' report – The [Graduate Market in 2017](#), *'More than a third of the Times Top 100 employers warned that it was either 'not very likely' or 'not at all likely' that a graduate who'd had no previous work experience at all with any employers would be successful during their selection process and be made a job offer, irrespective of their academic achievements or the university they had attended.'*

In addition to the above, many employers are unable to offer to sponsor a Tier 2 work visa for international graduates and even if companies do hold a licence, anecdotally many are not using these for graduate recruitment. There have also been instances of employers wanting to keep on international students who have worked for them previously (quite often through a placement year) but due to the complexity of the visa process, not feeling confident enough or having the in-house legal expertise to go through the process.

The University of Sheffield has provided some [video case studies](#) of international students who have gone on to work in the UK after graduation utilising both the Tier 2 and Tier 5 visa. These are a fantastic example of the calibre of our international students and their positive impact on the UK economy. They also outline the tenacity these students need to be successful at securing graduate level work in the UK in light of the complexity of the visa process and the competitiveness of graduate level roles with large organisations (who are most likely to have the ability to sponsor).

Following graduation, some international students start their own business via the Tier 1 Graduate Entrepreneur route. To give an example, across five higher education institutions there have been 273 students endorsed since the universities became endorsing institutions (between 2012 and 2014).

Usually, successful uptake of this scheme relies on a strong enterprise service offered to students within the university, to support the development of their application through workshops and one-to-one advisory appointments.

There is a significant challenge in international students obtaining this visa. Government restrictions prevent students from market testing and prototyping to develop an appropriate business plan, as they are unable to freelance or be self-employed on their student visa. This challenge is reflected in the fact that whilst one university has 20 licences per year, only two endorsements have been given. For many universities it is often difficult to give as many endorsements as licences, as students have not had sufficient opportunity to trial their business idea prior to submission due to the aforementioned visa restrictions.

Aston University

About Aston University

Founded in 1895 by the employers of Birmingham, and a university since 1966, Aston is a research-led university based in Birmingham's city centre. Aston University has a distinctive mission to be the leading provider of graduates for business and the professions, and the journey we offer our students is one of added value, high aspiration, and achievement. Students often enter Aston with comparatively low social capital, and our approach is to enable social mobility through developing our students' employability. A key feature of an Aston education is the integrated placement year, industry-relevant curricula and dedicated support for students and graduates wishing to start their own businesses. Aston University was awarded Gold in the Teaching Excellence Framework, and achieves high student satisfaction. Aston graduates are highly employable – with 80% going into graduate roles within six months.

Aston University has a diverse student population of over 15,000 students from around 120 countries. Around 80% of our students are from the UK, and we have particularly strong links with local students - with 40% of Aston students coming from the West Midlands region. Overall 20% of our students are international, coming from both EU and non-EU countries.

Introduction

Aston University strongly values international students – who, individually and as a group, enrich the learning environment on our campus, and contribute to businesses and the local economy while they study with us. Furthermore, we recognise the value of our international alumni, who continue to make a significant contribution to the UK economy and society after they graduate, by fostering goodwill, and generating soft power for the UK from abroad.

Through our quantitative and qualitative evidence below, we highlight how international students contribute to the academic life of Aston University and enrich the educational experience of their fellow students - particularly those with lower social capital - by providing a global perspective.

Importantly, the impact of international students reaches far beyond Aston University, or higher education as a sector. The Industrial Strategy white paper sets out Government's ambition for the UK to continue to be an attractive destination for the world's most talented and innovative people, to remain a global, outward looking nation, and for the UK to be home to the brightest and best. We provide a snapshot of how Aston international students and graduates fit into this ambition – by increasing the UK's research capacity, adding value to local industry, making a difference by setting up their own businesses and employing local staff, and enhancing business relationships between the UK and the rest of the world.

We welcome the opportunity to provide evidence to the Committee. If the Committee has follow up questions about our evidence, please do not hesitate to contact Elizabeth Woodfield, Policy Advisor on

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

International students have a significant net economic benefit to the regional economy.

Aston University is aware of three studies that provide useful information on the economic impact of international students in our region. The studies each look at slightly different measures of impact, across different geographical areas and cohorts, but when read together they paint an evidenced-based picture which shows international students have a significant net economic benefit to the regional economy. Crucially, and in line with Government's ambition to rebalance the

economy so there are 'prosperous communities throughout the UK'¹, the impact international students have on the UK economy is distributed across all regions and indeed all parliamentary constituencies.

The economic impact of international students

According to an Oxford Economics [report](#) commissioned by Universities UK, the West Midlands's universities attracted 36,600 students from outside the UK in 2014-15.

International revenue in the West Midlands amounted to £537 million which, together with the estimated off-campus expenditure of international students and their visitors, represented a total of £1,058 million of export earnings.

Overall, international student spending on and off campus was responsible for £904 million of this total.

International students' off-campus expenditure (£478 million) in the West Midlands generated £544 million of gross output, a £268 million GVA contribution to GDP, and 3,916 full-time equivalent jobs in the region alone.

An earlier report from Marketing Birmingham and the Birmingham Commonwealth Association examined the short-term impacts of non-EU international students on the city of Birmingham in the academic year 2013/14. The impact model calculated:

Student subsistence spending of £189 million

Value of fees paid by international students to institutions of £223 million

Impact of the VFR (visiting friends or relatives) spending associated with international students of £444k.

The report calculated a total economic impact of £412 million

¹ See page 216 of the Industrial Strategy White Paper

Please note we have attached a copy of this report to our email to the MAC.

The most [recent report](#) by London Economics, for the Higher Education Policy Institute and Kaplan International Pathways, sets out in detail both the costs and benefits of international students by

parliamentary constituency. To our knowledge this is the most comprehensive study undertaken to date. We understand that the study has been submitted to the MAC, but we would highlight the following key findings for our region:

There is a net impact associated with 2015/16 international students by region of the higher education institution of £1.95 billion for the West Midlands.

International students contribute an average of £31.3 million of economic benefit to the UK economy per parliamentary constituency. For parliamentary constituencies in the West Midlands, the average net impact is £33 million.

For Birmingham Ladywood, the inner city constituency where both Aston University and Birmingham City University are located, the net impact is much higher than average, at £154 million. Birmingham Ladywood is ranked number 10 of the 650 UK constituencies on this measure.

How do migrant students affect the educational opportunities available to UK students?

Student recruitment and admissions

It is important to emphasise that, rather than international student recruitment and admission being at the expense of home students securing places, quite the opposite is true, at Aston and across the sector². In other words, an increase in international student recruitment to a certain course does not correspond to a reduction in home student recruitment. On the contrary, the funding universities receive in fees from international students has valuable spill-over effects for home students, because increased income actually enables universities to increase their capacity to take more home students. UCAS data shows that offer rates increased in 2017³.

International students make up 13% of our undergraduate cohort. The top subject areas for EU undergraduate students are business studies, computer science, general engineering, chemical engineering and pharmacy. The picture is similar for non-EU undergraduates, with the top five subjects at Aston being business studies, general engineering, mechanical engineering, pharmacy and accounting. At postgraduate level, international students make up a larger proportion of our cohort, 52%. The top five subject areas for EU postgraduate taught students are business studies, international relations, marketing, international politics and health psychology. For non-EU postgraduate taught students, the top five subjects are business studies, accounting and finance, marketing, investment and human resource management.

Unlike many counterparts in the sector, Aston's recent growth as an institution has been down to a significant increase in places for local and other UK students, and in fact we have seen a slight decline in international student recruitment across a ten year period.

Global perspectives and cultural awareness for the world of work

As a leading university for business and the professions, we aim to ensure the classroom replicates the outside world we prepare our students for, and this means

² <http://blog.hefce.ac.uk/2017/08/07/do-universities-take-foreign-students-ahead-of-british-a-look-at-some-facts/>

³ <https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/2017end-cycle-report>

our students work with a diverse international cohort. Our experience shows international students *enhance* the educational and employability opportunities of UK students. Aston graduates are among the most employable, even though many have not come from advantaged backgrounds. International students, who often have more ‘intercultural capital’ than their home student counterparts⁴ provide home students with vital exposure to the challenges and opportunities of working in a global environment. They also encourage home students to take up outward mobility opportunities. For example, international exchange students studying at Aston provide peer support and advice at special events to inspire confidence – which we find is often lacking – among home students to study or work abroad during their degrees.

Our teaching and pastoral approach is based on evidence from research carried out by Aston academic and leader, Professor Helen Higson, Provost and Deputy Vice Chancellor. Professor Higson’s research shows that both home and international students benefit from tailored interventions aimed at developing intercultural awareness. One practical way Aston fosters this is through Intercultural Communications workshops which are designed to ensure new students interact with peers from other countries and backgrounds, question their own preconceptions and welcome discussion of their own culture. Crucially, they are not simply about ensuring international students ‘integrate’ with the home population, they are also about creating an environment where home students recognise the value international students bring to their university experience.

Group work between home and international students enhances students’ professional development and is embedded into our curricula, as the Aston Business School case study below shows.

⁴ Higson, HE, (2009) “The journey towards cultural competence: developing innovative learning which benefits both Home and Overseas students.”

Case study: Aston Business School – Professional Development Programme

The Professional Development Programme (PDP) is an integral part of all the MSc taught courses offered by Aston Business School. The PDP has been designed to enhance the employability of students by supporting the acquisition of knowledge through practice, and the development of transferable skills.

Time and again, employers and recruiters have identified the top five sets of skills as being:

Communication skills — listening, speaking and writing. Employers want people who can accurately interpret what others are saying and organise and express their thoughts clearly.

Teamwork — in today's work environment, many jobs involve working in one or more groups. Employers want someone who can bring out the best in others.

Analytical and problem-solving skills — employers want people who can use creativity, reasoning and past experiences to identify and solve problems effectively.

Personal management skills — the ability to plan and manage multiple assignments and tasks, set priorities and adapt to changing conditions and work assignments.

Interpersonal effectiveness — employers usually note whether an employee can relate to co-workers and build relationships with others in the organisation.

No more are these skills brought to the fore, developed and stretched to their limits than when put to the test in a multicultural environment when difference in national identities and culture are added to the mix of personality and socio-economic background.

The vast majority of the modules on offer at Aston require an element of group work and students have no option but to learn to work effectively in their assigned team. The PDP capitalises on the incredible cultural diversity of its student population to maximise the learning experience and the development of soft skills needed for an increasingly global job market. It uses team-working as a vehicle for students to develop problem solving,

negotiation, leadership and communication skills in a challenging cultural set up and allows students the opportunity to practice and develop their intercultural competencies in an intensive but safe environment.

International students are active members of the Aston community – adding value to the educational experience of their fellow students through volunteering as peer mentors and working as student ambassadors.

Case study: International students providing peer support

Aston University places a huge value on peer mentoring and brokers more than 2000 mentoring partnerships every year, equating to well over a quarter of the student population. Mentoring partnerships, including those between home and international students, enhance our students' interpersonal skills and intercultural awareness. Developing skills in these areas help ensure Aston graduates are

prepared for the world of work. Mentoring is offered from the pre-arrival stage and at every transitional point up until graduation and beyond. Students describe their experience of mentoring a student from a different country to them as follows:

“Becoming a mentor allowed me to meet many new people and also enhanced my emotional intelligence, team working and listening skills which was good for my personal development and employability.”

"Being a mentor has been a great experience and I have learned a lot from it. I have helped to give my mentee a great student experience and developed my own listening and communication skills. There are likenesses to being a mentor and being a supervisor and having this initial experience lets you see where your skills lie and where you need to improve for the future.”

International students also play a proactive role in supporting their peers to settle in by taking the role of international student ambassadors. International student ambassadors also have a role to welcome and facilitate successful meetings with incoming international visitors, including potential partners, which is hugely valuable to the University.

Intercultural experiences come about organically too, by virtue of students living, socialising and studying together, as the below testimonials collected by Aston's Students' Union show.

Student testimonials

“For the first time in 22 years, I made friend who was not born here in England, and I realized the importance of integrating myself into a group out of my own comfort zone. You see in life, you will meet a range of people, and as we all know some come and go, but when you meet them, try to learn something from them. I've learnt that life does not have to end here in the place I was born...That's only just the beginning.”

“I believe international students are an important part of home student’s university experience as not only are you expanding on your academic abilities, but you have the chance to broaden your cultural knowledge and experience without leaving your own country.”

“Within certain modules in my degree (International Business), I have had chances to learn about how other cultures conduct business procedures, however it was been equally (if not more) helpful to learn first-hand from international students who have lived and experienced these cultural traditions and ways of life.”

The impact and engagement of international students is not limited to the campus. International students are active in the wider community.

Case study: Aston Optometry Summer School

Universities like Aston have an extensive professional education offering, as well as more traditional undergraduate and postgraduate courses – so there is more than one ‘type’ of international student. This case study example shows how international summer school participants undertake local community engagement via their professional practice while studying at Aston.

Aston University, world-renowned for its Optometry education, has operated the Aston Optometry Summer School programme since 2014, in response to overseas and UK demand for a short professional clinical course. The month-long intensive clinical practice programme is open to optometrists, ophthalmologists, prereg optometrists and optometry students. Participants gain credits which they can transfer back to their home country or collect as evidence for professional development.

During this period international participants are placed at local practices, performing full optometric routines on patients, making a practical difference to local people, while themselves gaining a wider understanding of the profession in the UK.

As well as making a practical difference in communities, the international knowledge exchange facilitated at the summer school ultimately means quality is driven up in the profession – both at home and abroad.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

International students ensure the viability of several Aston postgraduate taught programmes.

Aston Business School calculates that, based on a viable course having a minimum of 15 students, a 50% reduction in international students would result in the closure of 5 postgraduate taught programmes. For a 75% reduction this rises to 7 programmes, and for a 100% reduction this would result in the closure of 13 programmes. The same is true of postgraduate taught programmes in other Aston Schools, including the School of Languages and Social Science, where we calculate 4 programmes rely on EU students for financial viability. Any loss of programmes would negatively impact home students by reducing choice.

What role do migrant students play in extending UK soft power and influence abroad?

International alumni who have studied at UK universities are a vast resource that can be drawn upon to increase the UK's soft power and influence abroad.

Collectively, international alumni have huge potential to support Government's aims⁵ to expand access to markets, and to support UK businesses to export and increase

⁵ See page 25 of the Industrial Strategy white paper

investment and global collaboration. At Aston alone our global alumni community is made up of around 90,000 graduates from around 167 countries – including China, India, Greece, France, Hong Kong, Malaysia, the USA, Germany, Thailand and Nigeria.

Alumni often become informal ‘ambassadors’ for the UK abroad and can open doors for UK businesses. For example Aston alumnus Stephen Lai, who graduated from in 1984, merged his Asia-based company with a business based in Birmingham, UK. As a result, the company (now called Rider Levett Bucknall) was able to gain a presence in Europe, and the partnership has continued successfully for ten years.

Even before they graduate, international students are making a difference to the UK’s relationships abroad. For example, through their entrepreneurship current international students at Aston are supporting the UK to enhance cooperation with businesses in China.

Case study: Aston University student won Young Entrepreneur of the Year in the UK-wide Confederation of Chinese Business Awards.

Xiaohao Dai, a full-time MBA student at Aston Business School, received the 2017 Young Entrepreneur of the Year [award](#). She was joined by three other Aston students who were nominated in the same category – Jingjing Wang, Jing Shang and Yong Zhang.

The Confederation of Chinese Business UK is the oldest Chinese business association in the UK, existing to facilitate investments and business cooperation between China and the UK. The ceremony was set up to recognise organisations and individuals who have made great contributions towards business cooperation between the UK and China.

Nominees were all invited to submit a business proposal which generates benefits for both the UK and China. Xiaohao won the award for her business plan launching an app that connects Chinese and English language learners together according to their level of ability. The app follows the 'freemium' model, where connecting with other non-professional learners is free but users can also purchase time with a professional language tutor if they want to progress further.

Jingjing proposed a business that helps UK healthcare brands enter the Chinese market, Jing suggested a start-up teaching British high etiquette to Chinese customers, and Yong submitted a plan to create a service company that helps develop cooperation in innovation and R&D.

5. If migrant students take paid employment while they are studying, what types of work do they do?

At Aston University, many international students undertake work placements and consultancy projects as part of their courses, including with businesses in our region.

Aston's international students add capacity to businesses in the West Midlands through their work placements and consultancy projects. Two thirds of UK placements undertaken by international undergraduate students are with businesses in the West Midlands – ranging from small law firms to larger companies including Jaguar Land Rover.

International MBA students contribute to business in the West Midlands, as shown by the case study example below. That placement students and those carrying out consultancy projects are hired after they graduate is testament to the lasting impact they have, especially among smaller businesses leaders who may not otherwise have the resources to carry out international recruitment.

Case study: international student impact on work placement businesses

“We employ Emily Full-time now and she has taken on the full time role of Development Director. Of course her business acumen and Chinese background have enabled her to explore new markets for some of our existing products but it has really been her energy, her forthright communication and determination that has brought a timely disruption...”

“Dan's dissertation provided some insights for us into culturally different responses to social media which have altered our practice and added to our bottom line.”

Testimonial from the Managing Director of a communications company based in the West Midlands

6. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Aston international alumni contribute to the UK's research capacity after they graduate.

Aston attracts research talent to the UK and builds research capacity by recruiting PhD students from around the world, and then retaining the best PhD candidates as early career researchers, and then full time academic staff. Research carried out by international staff is impactful and has societal benefits, especially when it involves research into disease, as demonstrated below.

Case study: Dr Vivian (Zhou) Wang, Aston School of Life and Health Sciences.

Dr. Wang completed her medical training at undergraduate (Clinical Medicine, Tianjin Medical University) and master's level (Clinical Immunology, Tianjin Medical University) in China. In 2006, she embarked on her PhD research at Aston University. Subsequently, she undertook the role as Postdoctoral Research Fellow at Aston University investigating the physiological and pathological roles of Tissue Transglutaminase (TG2) in various biological systems.

Her research covers important subject areas, including cancer stem cells (in particular colon and breast cancer), angiogenesis and fibrotic diseases (for example kidney, cardiac, lung fibrosis and cystic fibrosis). She has also been actively involved in research in biomaterials - working to identify novel biomaterials based on collagen for bone regeneration.

Dr. Wang is now a Lecturer in Biology and Biomedical Science, School of Life & Health Sciences, Aston University.

Similarly, as a University with a focus on applied, industrial research, Aston has a strong track record of generating collaborations with industrial, commercial and public sector organisations across the UK and further afield. In particular, Aston has a sector-leading reputation of delivery through the Government's flagship Knowledge Transfer Partnership programme. KTPs often rely on the recruitment of talented international graduates and postgraduates to fulfil the role of KTP Associate.

Associates are crucial for spearheading delivery during the programme with many going on to join the collaborating companies on completion of their projects.

Case study: Hassan Taghizadeh, Iranian national and Knowledge Transfer Partnership associate

Hassan Taghizadeh was awarded a prestigious Dorothy Hodgkin Engineering and Physical Sciences

Research Council (EPSRC) Case Postgraduate Scholarship to undertake his PhD research at Aston University in 2012, which was sponsored by EPSRC and the industrial partner Alstom Grid UK, based in Stafford in the West Midlands.

The Dorothy Hodgkin Postgraduate Award scheme was aimed at bringing outstanding students from the developing world to study for PhDs in top rated UK research establishments. That two patents were filed by Alstom Grid UK as the result of his work during his PhD is a testament to the quality of his work.

In light of Hassan's specialist expertise, he was subsequently recruited as a Knowledge Transfer Partner

(KTP) associate to continue his work with Alstom Grid UK, a partnership first led by Aston, and later by Loughborough University, which is helping to develop a more environmentally friendly energy network for the future through the design of a multi-megawatt converter for advanced power connections.

International alumni start-up businesses in the West Midlands and employ local staff

The Industrial Strategy aims to make Britain the best place to start and grow a business⁶ Current students and recent graduates are part of the UK's entrepreneurial talent base and will help Government to realise this ambition. Aston

⁶ See page 164 of the Industrial Strategy White Paper

students have a strong track-record of starting up businesses in the West Midlands before and after they graduate, and this is true of our international students as well as home students. Birmingham Skills for Enterprise and Employability Network (BSEEN) is a start-up support and incubation centre, made possible by a collaboration of four Birmingham based universities, led by Aston and currently part-funded by the European Regional Development Fund. It has supported 370 student and graduate businesses to start-up since 2012, including 20 started by international students.

Case study: Aston MBA international alumnus Guarav Singhal

Gaurav Singhal graduated with an MBA from Aston University in 2014 and shortly afterwards set up Door Ironmongery Ltd with the support of the BSEEN (Birmingham Skills for Enterprise and Employability Network) project.

The business was established with the aim of becoming one of the leading supplier of door furniture fittings in the UK. Gaurav studied Post Graduate Diploma in Business Finance at the Aligarh Muslim University in India and went on to found his first business in 2007, manufacturing and exporting ironmongery products from the city of Aligarh in India. This was the first step to understanding the manufacturing business and is now managed by his father. In 2012 Gaurav set up his second business in the UK but he was living in India and virtually managing the business from there.

In 2013 Gaurav enrolled on the MBA at Aston Business School in order to enhance his entrepreneurial skills and improve his management responsibilities and efficiency. He describes how Aston provided a platform for him to think practically and globally through a series of events led by industry experts, managing directors, Aston alumni and other speakers from around the world. He believes the key to the Aston Business School MBA is rigorous teaching and management training, with a global focus applied through projects addressing current issues and challenges for real organisations.

After he graduated, Gaurav applied to the BSEEN project, and following a successful panel interview was selected to join it. This enabled the University to sponsor him for the Tier 1 Graduate Entrepreneurship Visa, initially for 12 months but following an evaluation of his business progress for a further 12 months.

Door Ironmongery Ltd company name changed to G Decor Ltd in February 2017 to expand business in home decoration and furnishing. It is an innovative take on the old-age process of manufacturing and metal and ceramic goods, in the form of door handles, doorknobs, hinges and front door fittings, which come in various designs, colours and materials. It has recently expanded the range of products offered to include designer mirrors and lighting and is advertising in home decoration magazines such as Ideal Home.

The business originated from Gaurav's garage but is now based in a 2000sq footage warehouse in Birmingham's Jewellery Quarter. It employs 3 staff and plans to expand the staff and has an annual turnover growing 36% annually. G Decor trademark has been registered in Europe and USA. The company is on the track to expand the business into the USA market in 2018.

In 2016 Gaurav successfully applied for the Tier 1 Entrepreneurship Visa which enables him to continue to grow the business and contribute to both the regional and national economy. He says that he learned a huge amount on his MBA both from the academics who taught on the programme as well as his peers of UK and International students from an array of different countries. It is therefore important to him to give back to the UK for the opportunities it has afforded him.

Conclusion

As our evidence shows, Aston international students and graduates make a positive and varied impact to the economy and society – in the West Midlands and beyond.

On a purely economic level, the studies we have highlighted show that international students have a clear net benefit to regional and national economies while they are studying at UK institutions.

International students also provide strong benefits to home students, in the classroom, through the peer support they provide and by virtue of ensuring the financial viability of some Aston programmes. Their presence makes for a more vibrant and stimulating learning environment, and develops intercultural awareness in home students – better preparing them for the world of work.

The benefits of international students do not end when a graduate returns to their home country to begin or resume their careers. International alumni, collectively and individually, enhance the UK's soft power and diplomacy.

Given these benefits, if the UK is to remain a top destination for international students, we suggest serious consideration should be given to ensuring the UK's post-study work visa offer is competitive. This is particularly important as we know that many competitor countries are using improvements in post-study work entitlements to attract growing numbers of international students.

Bangor University

Bangor University Response to the Migration Advisory Committee call for evidence on the impact of International Students in the UK

This response will focus on the Impact of International students on Bangor University and the surrounding community. The main emphasis will be on students from outside of the EU. The report is structured around the the issues listed in 4.1 of the 'Call for Evidence' document published by MAC on 3rd October, 2017.

1) Introduction – local context

- Location: city of Bangor – North West Wales coast.
- County: Gwynedd. But staff also live in and commute to Bangor from the counties of Anglesey, Conwy, Fflint, Wrexham, Chester and further afield.
- University City - University is the largest employer in the city and the second largest in the County of Gwynedd – 2000+ staff.
- Employment in the area dominated by micro-businesses and small enterprises. Largest employers are in the public sector.
- University City - local population 16,500 (Census 2011).
- Student population 11,269 (2016/17 academic year).
- International Students 17% - 1,881 (2016/17 academic year).
- Local economy relies heavily on the income from student & university staff spend.
- As a University town the local economy is more sensitive to any fluctuations in students numbers (including international) and this can have a disproportionately larger economic impact on the community than it would in a larger town or city where there are other big employers and a larger local population to absorb and mitigate the impact of fluctuations in students numbers and their spending power.

2) What impact does the payment of migrant student fees to the educational provider have?

International student registration at Bangor University rose from 1,361 in 2009/10 to 1,881 in 2016/17. Now representing 17% of the student body, international students

and the fees they pay make a significant contribution to the universities annual finances. Taking into account that international students on the whole pay significantly more in tuition fees than home/EU students, this is particularly significant at postgraduate level where international students make up 38% of enrolled students (2016/17). For instance in 2018/19 International LLM Law students will pay fees of £13,500 while UK/EU students will pay £5,600. This income stream is included in university financial planning models and in future spending plans including on capital investment projects and staffing levels.

The total **International tuition fee income** for Bangor University from non-EU students was:

- 2014/15 - £16.0 million • 2015/16 - £15.2 million
- 2016/17 - £14.3 million

A number of capital investments projects undertaken by the University in the last 10 years have been possible because of the contribution made to the university finances by the fee income from international students. Also the forecast growth in international students numbers and resulting increase in demand for certain types of facilities to cater for these students has formed an important part of the business case for some of our main capital investment projects. I have detailed these below:

St Mary’s Student Accommodation Village - The growth in international student numbers prior to and since 2009/10 led to an increase in demand for more university accommodation and this created part of the business case for the development of our 2nd student village St Mary’s, which opened in September 2015. The **£40million** development at St Mary’s includes 600 rooms with a range of accommodation including studio apartments and townhouses. There is also a cafe, shop, common rooms and sports and fitness room facilities on the site.

As you can see from the table below International students (EU & Overseas) make up 33% of students living in University halls of residence:

Year	Students in Halls Total	Returners	Total International	% of International	EU Students	% EU Students	Non-EU Students	% of Non-EU Students
2015/16	3222	587	901	28%	201	6%	700	21%
2016/17	3096	454	942	30%	222	7%	740	24%
2017/18	2913	504	990	33%	258	9%	732	25%

- **Pontio** our £50 million **Arts & Innovation Centre** that opened in December 2015 and includes a theatre, cinema, food outlets, a 450 seat lecture theatre, an innovation centre and the student union offices. Co-funded by the University, European funding and the Welsh Government. Part of the business case was the need for larger lecture theatre space to cater for growing student numbers in the business school (71% of students are international in this school) and the school of Psychology (31% of Postgraduates in this school are international).
- **International Education Centre** – a £2.5 million renovation project completed in June 2011, transformed an old halls of residence into a high quality purpose built office building, which provided the 7 teams within the International Education Centre (IEC) with an appropriate space for our staff to interact with students. An integrated international team are now able to deliver a one-stop shop service to all our International students.
- **Bangor International College (BIC)** - A capital investment project that was completely driven by international students and a drive to increase their numbers was our £120K refurbishment of one of our University buildings to house **Bangor International College (BIC)** for our Pathway Provider partner Oxford International Education Group. BIC opened in June 2016.

3) Do migrant students help support employment in educational institutions?

International students support a number of roles at Bangor University. Below is an analysis of the number of jobs supported by international students among 2 groups of staff:

1. Academic teaching staff
2. Roles directly related to supporting/working with international students

1. Teaching jobs dependent on International students

Based on 16/17 student:staff ratio for each School and applied to FTE (teaching load) for international students in the school as a proxy for the number of staff needed to service these students, gives the following for each of our Colleges:

Arts & Humanities	8
Business, Law, Education & Social Sciences	40
Health & Behavioural Sciences	9
Natural Sciences	8

Physical & Applied Sciences	8
TOTAL FTE headcount	73

2. Bangor University - Staff directly employed as support for International students

International Education Centre – student recruitment, students support, international partnerships	33
Bangor International College - Private Pathway provider	15
English Language Centre Teaching staff	17
International Support Staff academic schools	4
Total Headcount	69

In addition to the figures above 'The Economic Impact of International Students in Wales report' commissioned by Universities Wales and detailed below, includes in their analysis the number of jobs created within Universities that can be attributed to International Students.
<http://www.uniswales.ac.uk/publications/publications-andresearch/>

4) How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Universities Wales commissioned a report published in November 2017 from Viewforth Consulting to look at the Economic Impact of International students in Wales. <http://www.uniswales.ac.uk/publications/publications-and-research/> This updated a previous report published in 2015.

This report presents analysis of the economic impact on Wales of international students studying at the eight universities in Wales during the academic and financial year 2015/16. The study examines the impact of international student spending on the economy and its generation of jobs, output and Welsh GVA (Gross Value Added). The study also considers the additional spending of short-term international visitors associated with international students i.e. visiting family and friends of students. The analysis presents the impact of both EU and Non-EU students on the Welsh economy.

Results are presented of the overall impact on the economy and the per-capita impact of EU and Non-EU students. It also analyses and presents the distribution of overall economic impact across Wales. I have briefly summarised the findings below, including the figures for North Wales.

There were 22,190 international students in Wales in 2015/16 - 25% from EU, 75% from outside the EU. This comprises 17% of the total 128,670 students in Wales.

Bangor University with 17% of International students is around the Welsh average.

Output

The expenditure of international students and their visitors generated £716m of Welsh output across Wales.

- Every Non-EU student generated £34.9k of Welsh output.
- Every EU student generated £19.3k of Welsh output.
- 5.1% of this output was felt in Gwynedd and 1.7% in Conwy and 1.2% in Anglesey.

Export Earnings

International students and their visitors spent £487 million in 2015/16. This was equivalent to 3.7% of all 2015 Welsh exports. This is also **greater than the total 2016 international tourist and visitor spend in Wales.**

Jobs

The spending of international students and their visitors generated over 6850 full time equivalent jobs in Wales, equivalent to nearly 0.5% of Welsh employment. While a large part of the impact was felt in the areas immediately surrounding the universities, jobs were generated right across Wales.

- 385 jobs were created in Gwynedd (0.6% of local employment), 111 in Conwy and 63 in Anglesey, a total of 559 in north west Wales.
- One Welsh job was generated for every 3 Non-EU students in Wales.
- One Welsh job was generated by every 6 EU students in Wales.

GVA (Gross Value Added)

The spending of international students and their visitors generated £372 million of Welsh GVA – which was equivalent to 0.7% of 2015 Welsh GVA.

- Every Non-EU student generated £18.5k of Welsh GVA.
- Every EU student generated £9.3k of Welsh GVA.
- £20.6 million for Gwynedd, £5.7 million for Conwy and £3.2 million for Anglesey. So for NW Wales a total of £29.5 million.

Distribution of impact

Most of the impact was felt in university areas, where students are based. However the analysis also showed that impact flowed across Wales including to areas that do not have a university presence.

- 1,598 jobs and £82m of GVA were created in areas which do not have a university presence

Overall the report shows the significant and positive economic benefit to Wales of hosting international students. However, the impact of international students on the Welsh economy is sufficiently substantial that a drop in student numbers has quite clear negative ramifications. Over the 2 years since the last study was undertaken (of the 2013/14 period) numbers of non-EU students in Wales have fallen by 3230 or 16.2%. Based on this report's analysis, this equates to 1098 additional Welsh jobs and £59.8m of Welsh GDP. A major factor in the decline is increasingly strict immigration and visa regulations for overseas (non-EU) students.

Case study

An interesting local case study looking at distribution impact, is how the growth in demand for private student accommodation in the UK among international and home/EU students, is benefitting local companies in North Wales and allowing them to employ people both locally but also nationally. Watkin Jones Construction a Bangor based construction company is now one of the biggest builders of student accommodation in the UK

<http://www.watkinjones.com/student-accommodation/>. Their first student accommodation construction project was building several blocks for Fresh Student Living a private halls provider in Bangor. A local furniture factory in Caernarfon, Welcome Furniture, was hired by Watkin Jones to outfit the rooms and has since been awarded contracts by Watkin Jones to fit out student accommodation projects in other cities including Sheffield and Glasgow.

5) To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

International student numbers have had a positive impact on both the number and variety of degrees courses that Bangor University is able to run, in particular at postgraduate level. 17% of the total student population at Bangor University is made up of international students (non-EU). This % varies between academic schools and between study levels. The highest % of international student can be found in Bangor Business school (71%), but international students also make up a significant % of the students across a range of academic school including the STEM subjects of Electronic Engineering and the subjects across our College of Natural Sciences. A cross-section is illustrated below. Please see Appendix 1 for a full breakdown of student numbers for 2016/17 for all academic schools.

Table showing a cross section of academic colleges and schools and the relative importance of International Students in these schools. Based on 2016/17 total full time student headcount.

College / School	Total%	UG %	PGT %
<i>Total student population</i>	17%	10%	38%
Arts & Humanities	10.3%	6%	45%
<i>Linguistics</i>	16%	5.5%	68%
<i>Music</i>	21%	15%	45%
Business School	71%	61%	95%
Law School	24%	14%	66%
Healthcare & Medical Sciences	NA	NA	40%
Psychology	13%	8%	31%
College of Natural Science	9%		32%
<i>School of Environment, Natural Resources & Geography</i>	19%	4%	64%
Electronic Engineering	31%	27%	67%

Assessing the viability of degree courses is difficult as courses will have many modules in common. However, there are 74 degree courses at Bangor University (52 taught postgraduate, 22 undergraduate) where international students make up more than 50% of enrolled students, and where the absence of international students could be considered to threaten the viability of the course. *(Based on 2016/17 HESA Student Record)*

The Home/EU market is becoming more competitive and a number of new developments have heavily impacted the middle tariff HEIs in the UK, including Bangor University. I refer to the removal of the cap on the recruitment of Home/EU students, the introduction of UCAS Adjustment and BREXIT. The first two developments have advantaged high tariff Universities who are now able to accept higher numbers of students. It is becoming increasingly difficult to maintain Home/EU recruitment levels in this increasingly competitive environment.

Given the increased risks associated with recruitment of Home/EU students, in order to be able to maintain the course provision available at Bangor University and the level of services provided to students, the University is looking to grow the number of International students and is working hard to do this through developing new partnerships overseas, direct recruitment and working with government sponsors. However in the current uncertain and competitive global recruitment market heavily influenced by current UK policy regarding International students, achieving a substantial growth in International Recruitment from a diverse range of countries is unrealistic. The university has set targets to maintain International recruitment with a small growth through new partnerships.

A change in government policy to allow more post-study work options and a more transparent and subjective Tier 4 visa process would help the UK become more competitive again in a more diverse number of countries and mitigate the risk of over reliance on a small number of markets, in the case of Bangor University China and the Middle East.

6) *Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?*

The university has sponsored a small number of students to apply for **Tier 1 - Graduate Entrepreneur Visa** sponsorship:

- **2015 - Kala Krishnanmurthi – Bubble Tea Family.** Established the business in Bangor and also opened a branch in Chester. She has since set up an **app development business**.

- **2016 – Ned Hartfiel – Healthy Back Company.** (See Appendix 1 for a full case study) Ned developed a yoga based exercise regime to address the issue of stress and sickness absences in the workplace. Ned is always eager to support the University and students and share the experience and knowledge which he has developed. He recently attended the Welsh Government ‘Be the Spark’ to inform attendees about how he has received support from the University.
- **2017 – Gurjiven Singh – Company ‘Ftnce’ – a Fitness Training company.** Small scale start up at present but is still receiving support to develop the business.
- **2018 – Suita Diaz – ‘Casa Spiral’** Exporting green coffee from Honduras to UK and Europe. Was recently approved for sponsorship by the University and has returned to Honduras to apply for the visa. Whilst doing an MA here, Suita got involved in many activities including volunteering as a facilitator for the Enterprise by Design programme.

7) If migrant students take paid employment while they are studying, what types of work do they do?

Examples of part-time employment roles of students on Tier 4 visas:

- Teaching Assistants & demonstrators – mainly PHD students
- Care Worker – Care Homes
- Elderly care (home visits) – agency work
- Office work/reception
- Supermarkets – Check out & shelf stacking
- Chain shops – stock worker
- Restaurants/cafes
- Factory work
- Cleaning
- University Undergraduate Internship Scheme (part of the Bangor

Employability Award (BEA) scheme) – range of semester long or summer paid internships in academic schools & support services departments up to 150 hours. Working on real life projects e.g. market research, event organisation, Databases, research, science projects. Internships are competitive and students go through a full recruitment process. The 9 internships secured by international students during the last two years have included:

- School of Psychology - Developing a work placement scheme for Psychology undergraduates
- School of Chemistry - Identification of ATM/ATR targets involved in carbon metabolism
- International Marketing and Recruitment Office Intern – Social Media
- The PhD experience
- Market Research - Key Information Sets (KIS) – Competitor Analysis.
- Student Engagement Project
- Bio-composite Centre - Development of Natural Fibre/Honeycomb/Wool Fibre Hybrid Composites
- Market Research Intern – International student recruitment
- Developing Intercultural Understanding
- English Language Centre (ELCOS) - Summer Social Programme Assistant

Case Study

In 2016 CCI Legal Services a local financial services company based in Penrhyndeudraeth, approached the University Careers and Employability service for assistance in finding students with language skills to help them develop their overseas business and to service their overseas customers. They were interested in internships, part-time work and graduate employment. They employed one of Bangor Universities Chinese PHD students on a part-time basis, who helped them secure a number of lucrative contracts in China through her existing networks.

8) What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net-migration and on shortage occupations?

The number of International student from Bangor University transferring from Tier 4 to Tier 2 Visa's is relatively small. Of the cases that we are aware of 2 have gone into skills shortage areas in health:

- Tier 2 – Iran – Medical Doctor (Initially Doctoral Extension Scheme)
- Tier 2 – Nigeria – Physiotherapist (Initially post study work) Betsi Cadwalader Health Trust

Others have transferred into academic and non-academic roles within the University:

- Tier 2 – USA PHD Graduate. International Officer, Bangor University

- Lecturers
- Post-doctoral researchers

9) ***What role do migrant students play in extending UK soft power and influence abroad?***

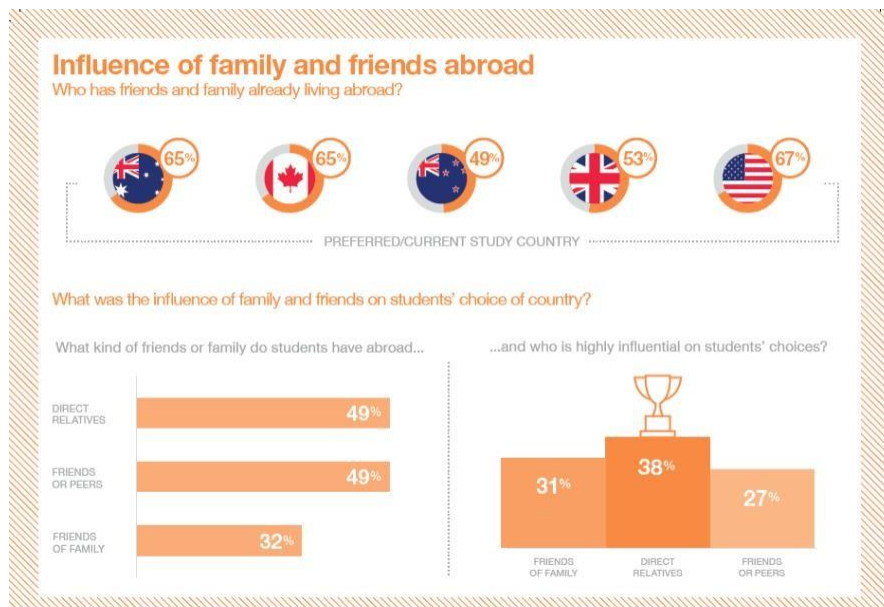
We cannot underplay the important role that UK Alumni can have in promoting the reputation and influence of the UK following their return to their home country. In particular this can be powerful if alumni rise to positions of influence in whatever sphere in the future. Bangor University has several examples of notable alumni who have occupied senior positions in politics, government, business and culture. I have listed a few of these below:

- **Paul Berenger, Prime Minister of Mauritius** - Paul Berenger was the Prime Minister of Mauritius from 2003-2005. He graduated from Bangor University with a degree in Philosophy and French in 1969.
- **Mmusi Aloysias Maimane, South African politician** - the ***leader of South Africa's opposition*** Democratic Alliance (DA) political party since 10 May 2015, and the Leader of the Opposition in the National Assembly of South Africa since 29 May 2014. Studied a Masters in Theology at Bangor University.
- **Karen Lord, Barbadian Science Fiction Writer** – studied a PHD in Sociology of Religion at Bangor University 2001. Books include ‘Redemption in Indigo’, ‘Best of all possible worlds’.
- **Yuanfang XIANG, Law firm Partner, China** – works in Beijing Yingke Law Firm, one of the biggest Law Firms in the Asia-Pacific Region. He also works for Anhui Provincial People’s Government and is a Legal Adviser of Hefei Municipal Government. Advising on trade links with the UK for his regions.
Mr. Stavros E. Ioannou, Greek - Has been Deputy Chief Executive Officer and Director at Eurobank Ergasias S.A. since April 28, 2015 and serves as its Member of Executive Board.
- **Samura Mathew Wilson Kamara, Politician Sierra Leone** - Politician and economist. Is the All Peoples Congress (APC) Party’s ***nominee for President of Sierra Leone in the 2018 election***. He was Minister of Foreign Affairs and International Cooperation of Sierra Leone from 2012 to 2017, Minister of Finance and Economic Development from 2009 to 2012, Governor of the Bank of Sierra Leone from 2007 to 2009, Financial Secretary in the Ministry of Finance during

President Ahmad Tejan Kabbah's administration. He holds a PhD in Development Economics (1986) from Bangor University

- **Ram Hari Pantha, Nepal** — Under Secretary & Chief Climate Change Section, Ministry of Science, Technology & Environmental. MSc Environmental Forestry
- **Muhammad Ghauri, Pakistan** - Head of the Division of Industrial Biotechnology, National Institute for Biotechnology and Genetic Engineering. He does research in Biotechnology, Microbiology and Systematics (Taxonomy). Their current project is 'Development of biocompatible porous nanostructures for biomedical applications.
- Mark F Lungu, **Malawi, Economist** - Principal Economist, Reserve Bank of Malawi. PHD Banking & Finance 2008

A major contributor to student's decision to study in the UK is often recommendations of friends, family, teachers & lecturers that have previously studied in the UK. IDP a multi-national recruitment agency who recruits students for study in Australia, UK, Canada, US and New Zealand undertake a number of student surveys among their clients. In 2016 they conducted an online survey among 2,800 students asking about their perceptions of studying in different countries (see Appendix 4 for a copy of the full report). This included a question about what influenced their decision to choose to study in a certain country.



If the UK loses further market share to our competitors, then we not only lose one cohort of students, but also the students they would have recommended and so

on. This can not only be applied to where student choose to study, but also where graduates and their family and friends choose to do business!

Bangor University has a particularly strong global alumni network in the field of forestry, agroforestry and sustainability. This network not only provides a regular supply of masters and PHD students from around the world including Africa, Latin America and South Asia but also has help set up research links and placements; partnerships with universities, NGOs, governments agencies and research bodies across the globe.

10) How do migrant students affect the educational opportunities available to UK students?

Below is evidence demonstrating the positive impact of non-UK students on the domestic student experience (employability, cultural awareness etc.)

Classroom & research skills

Internationalisation of the curriculum is now a key focus of most UK universities as there is a call from students, employers and government alike to produce globally aware graduates that have the skills, experience and outlook to succeed in our global world. The presence of international students is an essential contribution to this process as students are able to share their culture, viewpoint, experiences and skills with their fellow UK students on a day to day basis. But also, international

student's global networks have led to exciting educational opportunities for Bangor University students. A prime example is the school of School of Environment Natural Resources and Geography:

- a group of undergraduates undertaking a fieldwork placement jointly with undergraduates from our partner university, the University of Ghana to the forests of northern Ghana in the summer of 2017. The partnerships link initially came from a Nigerian PHD Alumni
- each year UK masters students are able to undertake research placements in Africa including Uganda, Kenya and Ghana.

Employability

Many International students fully engage themselves in student life and the opportunities that this bring. We have some excellent examples at Bangor

University of our International students working in interdisciplinary teams with home students and achieving great national and international success in our enterprise activities. Developing the employability skills of both the home and international students themselves. Please see **Appendix 2** for details of the case studies below:

Enterprise by Design – brief was to develop a concept for **Zip World's** sites that would deliver an improved experience for their diverse customer base.

Participating students identified problems and explored solutions relating to a range of target groups of Zip World clients. The winning team was made up of a student from Wales, 2 students from China and dual nationality UK/Australia.

- **Enactus Bangor** – Enactus is an international non-profit organization that aims to improve the lives of people within communities by encouraging university students to become involved in social entrepreneurship. The Bangor Team from UK, Romania, Canada and Bangladesh set up a local produce shop.
- **Law School** – Team from Bangor Law school have successfully competed in several International mooted competitions and developed their legal skills to a high level. A number of these team have included international students that made a big contribution to the success of the team along with their UK colleagues.

Culture

- Cultural Challenge – a competition run by the international student support office to encourage mixed groups of International students and home/EU students to work together to prepare for the competition. Winning teams have won trips to China and Spain.
- Peer Guides – supporting UK and International students when they arrive.
- One World Gala
- Bangor University Christmas Market – 51 non-UK students involved in the stalls (out of 160), the winning stall went to a group of Columbian students
- International clubs – open to all students

At Bangor University international students are also involved with volunteering projects that have a positive impact of the local community. The Head of our Careers and Employability Centre said that 'International students are really proactive and plug the gap in terms of volunteering. Examples of the positive impact of international students on the local community include (Please see **Appendix 3** for case studies)

- 'International Go Green Campaign' – beach cleaning, Christmas Tree, volunteering, refugees clothes collection & sorting
- Rotary Club annual International evenings. Annual event for the last 12 years
- Chinese New Year celebration/parade Bangor High street run jointly by the Confucius Centre and Chinese student society.
- Local Mosque – student Islamic Society based in the mosque. Students have contributed to it becoming a thriving young mosque. Good links with the university.
- Churches – African students are heavily involved in local church life.

11) What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

There has been a growth in the number of private halls of residence in Bangor in the last 5 years. The growth in private accommodation providers is driven by the rise in the number of international students and an increase in demand for good quality accommodation from 2nd and 3rd year UK undergraduate students. Below is a short interview with Andrew Doodson, Operations Manager at iQ Student Accommodation in Bangor in answer to a series of questions:

Private Halls of Residence – Ty Willis, run by iQ Student Accommodation

Q: What percentage of your residents that are international students?

A: **215 UK (57%) / 162 International (43%)**

Q: examples of any local people/businesses that you've been able to employ because of the fact that international students are living in your halls

A: *Local cleaning company for regular housekeeping of middle eastern residents.*

Q: anything else that you think would demonstrate the impact that international students might be having on your business.

A: *As a company and site our business would be severely impacted by a reduction in international students. We have large numbers of Chinese and Bahrain students and contacts in their financial schools. We also sponsor the International Society.*

Another point would be from my time working at Caffe Nero in Bangor where sales were increased during term time with international students contributing to 65% of this increase. Their culture was to spend time socialising during the day in alcohol free environments. Sales also dropped by 30% during Ramadan showing the impact to local businesses in a small city like Bangor.'

As Bangor University is a compact city students are able to walk to most locations

and do not need to use local public transport so it's difficult to assess their impact on public transport locally. However local Taxi firms claim that their core cliental during the day is international students, in particular those living in St Mary's site, which is located at the top a steep hill.

12 i) Policy impact to date (perceptions of the UK offer and UK's attractiveness, impact on recruitment from specific countries, impact on recruitment at specific course level)

In 2017 Bangor University has seen a decline in recruitment from a number of the more price sensitive markets. *(New enrolments FTE)*

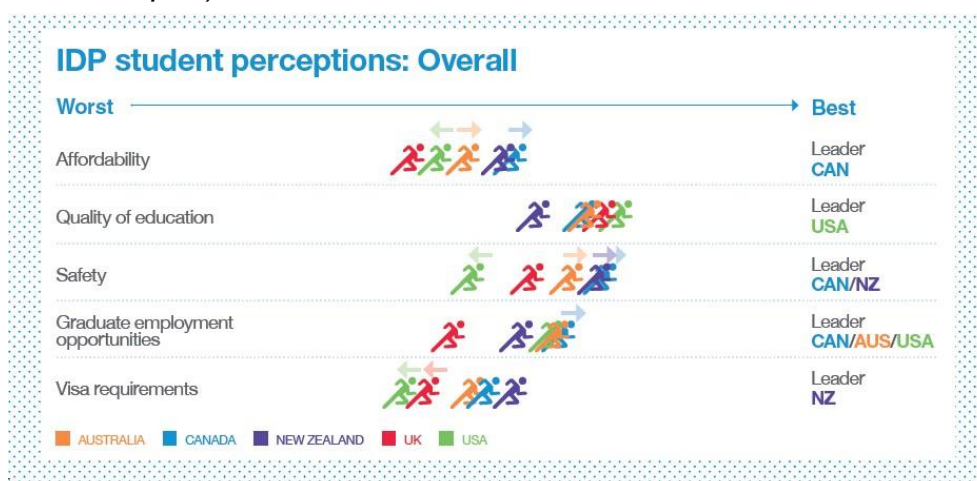
Country	2016/17	2017/18
Bangladesh	25	8
Pakistan	26	17
Nigeria	27	15
Vietnam	18	9

In previous years 2014/5 and 2015/16 Bangor had not experienced the same level of decline from South Asia as was experienced by universities in Wales as a whole, this is in part due to that fact that we offer generous scholarships schemes and had less market share from these countries. However for 2017 entry we reduced the scholarship levels available for student from Bangladesh and Pakistan and have experienced a sharp decline. The decline from Nigeria has been occurring for the past 5 years. The current economic downturn that Nigeria has been experiencing since the global drop in oil prices and the rise in graduate unemployment means that students are increasingly looking for study destinations that offer post study work opportunities. Year on year the UK is losing market share. In contrast the decline

seen in Vietnam is more recent and corresponds with more aggressive marketing from competitors including Canada.

The decline in Bangor figures is backed up by the decline in the total number of Tier 4 visas in the UK granted in 2017 for student from these countries. Some of our competitors (Canada, Australia and the US) are seeing a corresponding growth in recruitment from these markets, which backs up what International Recruitment professionals from the UK Universities are seeing on the ground.

IDP a multi-national recruitment agency who recruits students for study in Australia, UK, Canada, US and New Zealand undertake a number of student surveys among their clients. In 2016 they conducted an online survey among 2,800 students from asking about their perceptions of studying in different countries (see Appendix 4 for a copy of the full report)



The UK lags behind our main competitors in in all but one of the elements. This survey suggests that the UK is saving market share only by our reputation for quality, but is losing ground in all the other areas.

12 i) Potential implications if there was no longer a demand from International students for UK Education.

This is not a 'what if' question but is already turning into a reality. The UK has been losing our market share to the Canada, US, Australia for some time, but this has increased since the UK reduced the post-study work options available and tightened up the visa regulations, while our competitors are opening up the opportunities. More recently New Zealand, Europe and Ireland are also seeing increases. The UK is currently relying on its global reputation for excellence in education.

The Universities Wales report 'The Economic Impact of International Students in Wales' shows the significant and positive economic benefit to Wales of hosting international students. However, the impact of international students on the Welsh economy is sufficiently substantial that a drop in student numbers has quite clear negative ramifications. Over the 2 years since the last study was undertaken (of the 2013/14 period) numbers of non-EU students in Wales have fallen by 3230 or 16.2%. Based on this report's analysis, this equates to 1098 additional Welsh jobs and £59.8m of Welsh GDP. Some of this decline can be attributed to currently UK migration policy.

The impact of a fall in International student numbers would be felt particularly hard in a small city like Bangor, where the University is such a key employer and student and staff spend such a crucial part of the local economy.

Report Compiled by: Sarah Jones-Morris, Acting Head of International Recruitment, Bangor University.

Appendix 1 – Tier 1 case study

'Healthy Back Programme' – Ned Hartfiel

Originally from Colorado Springs in the US, Bangor University PhD graduate in Health Economics, Ned Hartfiel, set up the Bethesda-based 'Healthy Back Programme' in June 2016 to address the issue of stress and sickness absences in the workplace. Several large organisations, including the NHS, Siemens and local government authorities have expressed an interest in implementing the programme so Ned started the company with support available through the B-Enterprising Project at Bangor University.

His programme has proven benefits for reducing sickness absence related to back pain and musculoskeletal conditions. Weekly sessions in the workplace with qualified instructors are supported by easy-to-follow online and offline instructional materials.

Ned's journey started in 2009 when he completed his MSc at Bangor University in Public Health and Health Promotion. For his master's thesis, Ned conducted a randomised controlled trial investigating the effect of yoga for improving wellbeing

and resilience to stress in the workplace. The results of this trial were published in the Scandinavian Journal of Work, Environment and Health (April 2010), where it was the journal's top-viewed article for five months in row.

In March 2010, the Welsh Assembly Government awarded Bangor University (academic partner) and Dru UK (company partner) a two-year KTP project, in which Ned was selected as the Project Associate. Under the supervision of Dr Christopher Burton, Ned conducted another pilot study examining the effect of a yoga-based programme for reducing stress and back pain in the workplace. The results of this trial were presented at the Symposium of Yoga Research in the September 2011, and submitted for publication in March 2012.

In March 2012, Ned began his PhD at the Centre for Health Economics and Medicines Evaluation (CHEME) under the supervision of Professor Rhiannon Tudor Edwards. Building on his two previous pilot studies, Ned conducted a larger randomised controlled trial to investigate the cost-effectiveness of a yoga-based intervention for reducing back pain and sickness absence in the workplace. The results of this trial are illustrated in the following video produced by the CADARN Project:

<https://www.youtube.com/watch?v=Y7ir4RKsjnY>

Since completing his PhD thesis in 2016, Ned was awarded a graduate entrepreneur visa to enable him to deliver yoga-based 'healthy back' programmes to employees in a wide variety of settings throughout the UK. In addition, Ned continues to work at Bangor University in the Centre for Health Economics and Medicine Evaluation CHEME as a research officer, specialising in social return on investment analysis.

Asked what makes his business unique Ned says 'It offers a simple, easy-to-learn and accessible programme of gentle stretching, strengthening, breathing and relaxation that can be practised by anyone at work or at home, requiring only a yoga or exercise mat and 15 – 20 minutes per day. The programme is delivered professionally, using jargon-free language. This approach is non-dogmatic and nonreligious, similar to the mindfulness techniques widely used in all manner of private and public sector organisations'.

Ned has impressive ambitions for the future; 'My vision is that the Healthy Back Programme will be offered in every NHS organisation and local government in the UK and ultimately in private and public companies throughout the world'.

Website: www.healthybackprogramme.co.uk

Youtube: <https://www.youtube.com/watch?v=Y7ir4RKsjnY>

A shorter 2-minute video is also available on the home page of the company website:

www.healthybackprogramme.co.uk

Appendix 2 - Bangor University Case Studies – Positive Impact of International students on Employability and Cultural Awareness of UK students

1. Zip World Triumph for Enterprising Students



Left to right are winning team members: Adam Reading (Australia/UK), Yui Ting Lee (China), Fangzhi Cao (China) and Jesse Young (Wales) with their winning cheque presented by David Stacey of Zip World, with Prof Oliver Turnbull

With Wales declared ‘the Year of Legends’ in 2017 by Visit Wales, businesses have new opportunities to showcase the best that North Wales has to offer and promote the region as a destination. Tapping into this concept, Zip World have joined together with eight other leading North Wales adventure businesses to form a marketing group, the Adventure Map, to encourage visitors to Wales to spend more, stay longer and enjoy a greater range of activities.

Bangor University’s [Enterprise by Design](#) team are delighted to have this pioneering company as the commercial partner this year to provide the students with a meaningful challenge that actively seeks to contribute to the future success of the company.

With its long association with outdoor adventure, North Wales is now being recognised on the international stage, with Lonely Planet naming it one of the top ten places to visit in the world for 2017 in their annual Best in Travel list.

Zip World is a key driver of this change and an attractor to the region with a range of adventure sites in three locations locally, boasting the world’s fastest zip line, the first four-person zip line and a unique network of huge underground trampolines in disused slate caverns.

In keeping with the Zip World vision of constantly innovating around the core activities and developing new and unique offers to clients, the brief created for Enterprise by Design 2017 proposed a product concept for Zip World’s sites that

would deliver an improved experience for their diverse customer base. Participating students identified problems and explored solutions relating to a range of target groups of Zip World clients.

Twelve multidisciplinary teams pitched for a stake in the £5,000 prize fund following ten weeks of working alongside postgraduate facilitators and academic specialists in a design-led process to tackle this real-world design brief.

David Stacey, Managing Director of Zip World, UK, presented the winning prize of £2,500 to Team Bluebell (comprising Electronic Engineering student, Adam Reading (Australia/UK), Fangzhi Cao (China) from the School of Business, Jesse Young (Wales) from the School of Creative Studies & Media and Yui Ting Lee (China), from Psychology, for their 'Slate VR' concept; a package of VR related benefits to enhance the customer experience at Zip World sites. **The winning team was not only multidisciplinary, but also international including students from China, Australia as well as the UK.**

'There were several ideas with real potential' said David, 'the final choice was influenced by the credibility of the presenters, the superb content and professional delivery. We want to work with credible people who fit our culture and brand and this team did that brilliantly. We also wanted an innovative solution that challenged the norm and at the same time delivered commercially across a multi-site operation. We felt this group was extremely professional, understood our brand and delivered significant potential for future value'.

In addition to the monetary award the winning team was offered the opportunity to capitalise on their success with an offer of paid employment in the marketing and operations teams of Zip World.

The second prize of £1,500 went to Team Buttercup; Benjamin Simmonds, Ryan Cornwell, Robert Griffiths and Emily Burns, and Third prize of £500 to Team Poppy; Noor Hani, Adam Haigh, Tim Hunt and Lydia Rose.

Ilan Davies, postgraduate facilitator for the winning team said 'the potential future collaboration with Zip World is wholeheartedly deserved by the team and is an example of the additional collaboration that Enterprise by Design can produce. On a personal note I have experienced this course now from both sides; as an undergraduate participant and previous winner, and this time as a postgraduate facilitator. I would love to be involved again – it's a worthwhile experience for any undergraduate; the rewards are endless and winning is a plus.'

Jesse Young of the winning team said of the experience *'it was hard work well spent, and even though joining in was a snap decision on my part, it was one worth making. I love doing things that I fear. Working with people who look at things in an entirely different way to me definitely qualifies as something I fear, as does developing and pitching a product to a company. I think I've grown a lot in the process, and I feel much more prepared for what post-university life will bring. My teammates were actively engaged in the process and a pleasure to work with, and our facilitator Ilan was the driving force we needed. We worked hard right up to the last moment, and the payoff was all the more satisfying for it.'*

Professor Oliver Turnbull, Pro Vice-Chancellor for Teaching and Learning at Bangor

University who was on the judging panel said of Enterprise by Design: 'This is one of the most innovative and inspirational programmes that I've seen in higher education, and I'm delighted that it was developed in Bangor University'.

On the judging panel alongside David Stacey and Professor Turnbull were Nick McCavish, Head of Operations at Zip World, Phil Nelson, Adventure Tourism Consultant and Phil Scott from RibRide.

A central activity for Arloesi Pontio Innovation, Enterprise by Design provides a way to teach students about enterprise while bringing together academics from various disciplines to work on commercial collaborative projects.

Academic specialists who contributed were Dr Iestyn Pierce, from Computer Science and Electronic Engineering, Dr Gareth Harvey from Psychology, Dr Siwan Mitchelmore from the Business School, Dr Steffan Thomas from the School of Creative Studies & Media, Dewi Rowlands from Product Design, School of Education and Dr Andy Goodman, Director of Arloesi Pontio Innovation. Lowri Owen and Ceri Jones from B-Enterprising in the Careers and Employability Service provided overall coordination of the course. Postgraduate facilitators were Conor John, Nikita Savy, Katherine Atkinson, Rory Farmer, Charlotte Wells, Marcela Banguero, Bukola

Adetonwa, Ankita Goyal, Vasianna Antiochou, Thomas Nichols, Andy Leavers, Ilan Davies plus Uber facilitators Rhi Wilmott and Kate Isherwood. Pontio Innovation staff provided support to the whole team.



2. Entrepreneurial international student graduates Suita Manuela Díaz Nolasco, Honduras

A Bangor University international student graduated this week after jam packed year of study and entrepreneurial activities.

Suita Manuela Díaz Nolasco, from El Progreso, Honduras was awarded an [MA Business and Marketing](#) postgraduate degree. She graduated with a BA Communications and Advertising degree from the *Universidad Tecnológica Centroamericana* in 2013 and then gained professional experience working within the coffee industry and the communications field. Suita was also involved in volunteering projects focused on the development of Honduras. In 2015 she was awarded a [Chevening Scholarship](#) to study for a Masters degree in the UK.

Suita said: “I found Bangor University listed in the Chevening Program. When selecting Bangor, I read about the different support programs that they offer to international students including English support, help with finding accommodation and entrepreneurship programs.

“While studying I got involved with many extracurricular activities including being a facilitator for the “Enterprise by Design” scheme, a multidisciplinary challenge which brings students from Business, Electronic Engineering, Product Design and Psychology backgrounds together to work on a real-life business challenge.”

Suita also received a £500 Santander Universities Excellence in Enterprise scholarship for showing exceptional commitment to developing her enterprise skills for her work involving her Honduran coffee social enterprise.

During her time in the UK, Suita had the opportunity to attend various important trade shows related to the coffee industry. She also participated in the Green Coffee Intermediate Level course, part of the Speciality Coffee Association of Europe Coffee Diploma held in Edinburgh. Part of this trip was sponsored through the [Santander Universities](#), of which Bangor University is part of its network.

Suita said: “I had a great overall experience. I had lots of support from University staff, local people and my landlords. I’ve met many people who are now my friends. My whole experience was unique. The personalised support that I have received has made my learning experience a most memorable one that I will cherish for ever.”

“During my year at Bangor I have learned about many new things related to coffee. I have a commitment to my country, and my hopes for the future is to be involved with helping Honduras become a safe home for its people and I am very grateful for all the opportunities that I have been given.”

Suita has now began an internship at IKAWA coffee in London. She is currently working on a project that has a combination of different elements including marketing, logistics, and market research in the coffee industry.

Related stories:

[Santander Universities Enterprise Scholarships Awarded to Bangor University Students](#)

[Entrepreneurial students selected for Santander Universities competition](#)

Publication date: 15 December 2016

Postnote: Suita is currently applying for her Tier 1 – Graduate Entrepreneur Visa supported by Bangor University to set up a Business importing Green coffee to UK and Europe from Honduras.

3. Students seek to benefit community with local produce shop

A group of enterprising students from Bangor University will be opening a local produce shop on Bangor high street in an initiative to support the local community.

The *Y Bont* shop forms part of the students’ social enterprise project for the Enactus programme. Enactus is an international non-profit organization that aims to improve the lives of people within communities by encouraging university students to become involved in social entrepreneurship.

Y Bont will open this Spring and will stock produce sourced from local suppliers; including fresh fruit and vegetables and dairy products from local farmers. The shop, which will be a fully sustainable and viable business, is a not for profit enterprise which will offer paid work placements to local job seekers.

Through a partnership with Bangor Job Centre, job seekers will be given the opportunity to gain employment skills during 8-week work placements. Any profits made by the *Y Bont* store will be re-distributed by Enactus Bangor to fund the development of other community projects.

MSc Consumer Psychology with Business student Scott Willey from Derbyshire is part of the Enactus Bangor team. Scott said, “*Y Bont* means ‘The Bridge’, as we are employing individuals who are currently seeking work and hopefully bridging the gap between themselves and employment.

“Our beneficiaries will be with us on paid placements and will also come out of *Y Bont* with a university accredited qualification.”

Scott added, “On a personal level, Enactus Bangor has given me the chance to gain some real world business skills in a worldwide organisation, that works with sponsors as diverse as Enterprise-rent-a-car, Coca-Cola and Unilever.”

MSc Consumer Psychology student Taylor Stokal from Canada is also working on the project. Taylor said, “Enactus was something that really got me excited. What started out as something to do “just for fun” ended up providing me with so many new and amazing skills and experiences. I’ve had the chance to engage with people from the community and university that I never would have before.

“Being involved in Enactus has already provided me with so many incredible experiences. It’s also taught me a lot about starting your business and working together as a team. There is so much that has gone into this project, the team is what has made it a success.”

Psychology student Adrian Petrov from Romania has gained skills and experience through his involvement with Enactus.

“Working as part of a team has proven to be an invaluable opportunity to learn a great deal about many aspects of setting up a business.

“Our dedication has definitely opened up new opportunities for us and I feel that through the environment that we have created within our team I can learn a lot of things which will be beneficial for my future career.”

A team of Bangor University Law students have beaten off previous winners and made it through to the semi-finals of a prestigious international competition for law students.

This was Bangor University Law School's first attempt competing in the International Criminal Court (ICC) Moot Court competition. Held at The Hague and organised by Leiden University's Grotius Centre for International Legal Studies, with the support of the International Criminal Court, the ICC moot is one of the more notable international mooting competitions in which law students compete against each other in simulated court proceedings.

Over three days, the Bangor University team of LLM students Silvina Sanchez Mera and Fay Short and final year LLB student Laura Jager, participated in the preliminary rounds of the competition, seeing off competition from Bond University, Australia, who have won the competition twice in the last six years, and teams from Ukraine, Turkey, Bosnia, Germany, Ghana, USA, Kenya, Afghanistan, Switzerland and Malaysia. The competition organisers then announced Bangor University's team among the highest-ranked teams who would progress to the quarter-finals.

Law Lecturer Yvonne McDermott-Rees, who supported the team said:

Laura Jager and Silvina Sanchez Mera, with Fay Short in support. "We were delighted to have progressed so far! We faced tough competition in the quarter finals from the University of New South Wales from Australia and Osgoode Hall Law School from Canada, who won the competition in 2010, and have been in the top three four times in the last six years. At this stage, only one team from each round of three can progress to the semi-finals – the top nine teams in the competition - so we were delighted to just make it that far. However, thanks to an absolutely stellar performance from Laura, we won the round. In the semi-finals, following an outstanding performance by Fay, we were narrowly knocked out by the competition's eventual winners, the Singapore Management University."

She adds: "Needless to say, I could not be prouder of the team; which also included LLM students, Tahsin Khan and Andra Filimon, who acted as researchers. Silvina deserves a special mention. She was highly commended by the judges for the breadth of her knowledge. Laura, having never studied international criminal law before, only joined the team in March when an original team member departed, and she is now a true expert in the subject! Fay only joined the team six weeks ago, and despite countless other commitments, gave her all to the competition and delivered confident and passionate presentations as though she had been mooting all her life!"

Publication date: 31 May 2016

5. Culture Challenge

Culture Challenge 2016/17 - Trip to Barcelona

On the 10th of December 2016, the International Student Support Office organised the Culture Challenge, an event that aims to promote cultural diversity and unity among Bangor students. On the day, ten teams made up of home and international students went head to head in both a presentation round and a general knowledge quiz to win a trip of a lifetime to Barcelona!

After winning the competition, 'TeamTeam' – a group of 4 Bangor students, have just returned from their adventure abroad. Sanjitha (UK/India), May (Thailand), Norra (Thailand) and Jack (UK) spent 5 days discovering every corner of the Catalan capital and learning about its history, its culture and its language. From Barceloneta beach to the top of Tibidabo mountain, the students were introduced to a city full of life by our International Student Support staff member, Marcel Clusa, who is actually from Barcelona!

On the Team's own words: *"Our first destination after arriving in Barcelona was Park Güell and La Pedrera, famous creations of Gaudí the famous architect, known for his bizarre, innovative buildings. It was an incredible experience for all of us, because not only did we see the functionality of his designs, such as the self-irrigation system, but also how he drew inspiration from nature. The second day, we had a free morning where we all decided to see the Picasso museum. It was so amazing, especially because we got in for free due to Instagram (we used #bangorinternational to prove we were students). We also visited Mountjuïc and the Olympic Park, where we took awesome pictures. On Thursday, we went to La Barceloneta, the city's beachside. We frolicked around in sun, sand, and sea, and had a cuddly encounter with some dogs, which we hijacked for some photos. Afterwards we visited Tibidabo's amusement park and almost wet ourselves as we rode a basket high into the sky. The aerial, drone-like views of the church and the city played beneath us were worth it, though. On our last day in Barcelona, we visited the incredible, on-going project that is the Sagrada Família. It's one of those structures similarly with, say, the Eiffel Tower which you cannot fully appreciate just from a picture. From the intricately designed façades to the heavenly rays beaming in from the stained glass windows, it was simply breath-taking."*

The International Student Support Office would like to thank all the students and judges who made the Culture Challenge possible, allowing the Support Team to keep working to create a more international, open, accepting and multi-cultural University. To see some pictures of the team's adventures in Barcelona, please check our [BU International Facebook page](#).



Appendix 3 - Case Studies of International students having a positive impact on the local community



Internationals GO GREEN



A team of 30 enthusiastic international students from Bangor University got together on the 4th of November for a cleaner planet! They spent 3 hours picking up (a lot of) litter around upper and lower Bangor as part of a new project organised by the International Student Support Office - called **Internationals Go Green**. The initiative consists of a series of trips and events aimed at raising awareness on environmental issues, sustainability and wellbeing among students. In addition, all their events are organised together with other University Departments (with UNDEB Bangor this time) and Local Organisations to enhance the Student Experience to the max and to work as a bridge between students and the local community.

Students experienced first-hand the problematic of litter and waste in our current societies. Kilos and Kilos of items were picked up from the floor, one by one, in a very short period. These consisted mainly of plastic and glass bottles, cans and take-away related litter. 15 bags full of litter were collected from the Pier to the High Street to College Road, highlighting the need for a change. Plastic can take up to thousands of years to decompose and in the majority of cases, the litter around Bangor ends up in the sea, becoming a real hazard for many species and habitats.

The event on Saturday reminds us that each and every one of us needs to engage and work for a better, cleaner planet. In the words of Frederick Walters from Germany –BSc student in Marine Biology/Zoology – “Seeing the shocking amount of rubbish gathered on that day, in such a short time, has made me realise how much one can do for our world. It is vital for people to get active and change our future”.

A time to change our actions has come, as shown by this group of students from all over the World who dedicated their Saturday morning to clean up our city and hopefully influence the actions of others to help reduce littering for a nicer, healthier and even more beautiful Bangor.





Internationals GO GREEN



Have you been to Main Arts recently? On Thursday 30th November, a Christmas Tree was decorated with plastic litter by international and home students, together with staff and colleagues from Bangor University as part of a project organised by the **International Student Support Office** - called Internationals Go Green. The initiative consists of a series of trips and events aimed at raising awareness on environmental issues, sustainability and wellbeing among students. In addition, all the events are organised together with other University Departments and Local Organisations (with the **North Wales Wildlife Trust** this time) to enhance the Student Experience to the max and to work as a bridge between students and the local community.



The Tree was chopped down by students themselves in **Cors Bodgynydd**, a nature reserve managed by the North Wales Wildlife Trust as part of their conservation project to preserve a wetland from invasive tree species such as this one. **All** the litter used to decorate the was collected from previous **Beach Cleans** around North Wales, highlighting the problem with plastics and littering in our current societies.

Did you know at least 8 million tons of plastic enter the oceans each year? Or that one million sea birds and 100,000 marine mammals are killed annually from plastic in our oceans? **BUT YOU CAN CHANGE THAT AND MAKE A DIFFERENCE FOR THE FUTURE OF THE PLANET!**



Check out the 5 Golden Rules for a cleaner Bangor below and join the international students at Bangor University in their bid for a better World:

- 1-Always carry 2 shopping bags with you, you never know when you might need them.
- 2-Stop buying bottled water/refreshments, use a stainless water bottle instead.
- 3-Reduce the amount of single-use products and plastic packaging when shopping.
- 4-Dispose your waste in the appropriate bin and do not litter when out and about.
- 5-REINVENT IT! Use recyclable materials to explore your creativity, from flower pots to home decorations.

After Christmas, the Tree will be burrowed in Denbighsire's sand dune reserve to help stabilise this unique habitat together with the Denbighsire Countryside Service. This will close the full cycle of an invasive tree species that went from a Nature Reserve in Snowdonia, to Bangor University to be used for educational purposes and to raise awareness about the problem with plastic and littering, to then end up in a sand dune reserve, helping our unique Welsh coastline to become healthier and nicer for all.

For a cleaner, healthier planet,
Nadolig Llawen Gwyrdd, Happy Green Christmas!



International Evening with the Rotary Club - Angel Tan, Malaysia

“On the 9th of November, 12 international student ambassadors and international societies members representing different nationalities were honoured to be invited to the annual International Evening held by the Rotary Club of Llanfairfechan and Penmaenmawr. This has been an annual event of the local Rotary Club for 12 years now and this year, the evening was held at the Split Willow hotel in Llanfairfechan.



The event started off with a meet and greet session, whereby international ambassadors were arranged to be seated with members of the club who they shared their personal experiences as a student at Bangor University with. It also provided an opportunity for us as students to gain more insight into the club. Later, a 3-course meal dinner was served, and the evening followed by speeches from president of the club and representative from the Bangor University International Office, Marcel Clusa. Marcel also introduced the international ambassadors after giving his speech and each ambassador was given a chance to introduce themselves and share their thoughts about student life in Bangor with members of the charity club.

The event ended at 10 pm after photo-taking session and the opportunity to mingle with those present for the evening. **It was a delightful evening where people from different cultures came**

together to build connections and celebrate diversity.”



More details about Angel and how to contact the rest of the Ambassadors at:



Internationals GO GREEN



45 international Bangor University students got together last Saturday, on 25th of March to volunteer on a Beach Clean organised by the International Student Support Office in collaboration with the North Wales Wildlife Trust.

Students from all over the World travelled to Newborough Beach and picked all sorts of rubbish found on the beach and sand dunes, from shoes to plastic bags and cotton ear buds. They covered 200m of coastline, from the dunes right down to the sea, and contributed to the Marine Conservation Society's (MCS) Beachwatch Litter Survey by logging all the items found. With all the data collected, MCS will create an annual report on litter, with data from beaches around the globe that will help implement future environmental policies.

As well as volunteering for a cleaner Planet, Bangor University international students got the chance to collaborate with a local organisation and work to help the local community to get a cleaner environment. Thanks to Dawn Thomas, from the North Wales Wildlife Trust, the students learned a lot about marine biology, and the importance of environmental protection; they also got some tips on how to reduce our impact on the environment and wildlife by simply modifying some of our daily life routines and behaviours.

It was a truly FANTASTIC day! Diolch yn fawr pawb/ Thank you very much to you all for your enthusiasm and commitment to the Environment!

**THINK GLOBAL
ACT LOCAL**



International Student Newsletter - April 2017



PRIFYSGOL
BANGOR
UNIVERSITY



ONE WORLD GALA

WHAT A NIGHT! 16th March saw Bangor University celebrate diversity and talent amongst its students, staff and the local community, with the annual event called the One World Gala. The programme comprised of twenty acts and over 400 audience members turned out to watch the performances at PJ Hall! From Tongan song to Ghanaian drumming, Welsh folk singing to Japanese martial arts, there were acts representing many corners of the Globe. We couldn't have enjoyed it more!

The University's International Student Support Office has been organising the One World Gala for a decade, and during this time it has become one of Bangor's main student integration events. There are over 1,500 international students at the University, and the project has grown a lot in recent years. The programme now includes acts from the local community, as well as University students and staff.

Just like last time, One World Gala was raised money for Wamumbi Orphan Care Foundation, a small charity set up by Genevieve Lamond, a staff member at the University. The foundation operates in Kenya providing outreach services for orphaned children and their guardians. A total of £409.35 was raised through donations and charity sales. The audience got the opportunity to see and hear a traditional Chinese instrument performance, a showcase of Afro-Caribbean dance and poetry, an Opera act in Mandarin, and many other exciting and unusual performances! No matter where you come from, who you are or the colour of your skin, we were ONE WORLD that night and this is how EVERY DAY SHOULD BE. # UNITY IN DIVERSITY.



Birkbeck University of London

Subject: Migration Advisory Committee's (MAC) Call for Evidence on International Students

Introduction

Birkbeck, University of London, founded in 1823, is a world-class research and teaching institution and UK's only specialist provider of evening higher education, located at Bloomsbury. Birkbeck has over 12,000 students and 463 academic staff. Our students, predominantly non-traditional, are aged 18 to 89 and study at all levels. In all subject areas, Birkbeck offers a full range of programmes, from open access certificates through to doctoral study. We are also the sixth largest recruiter of home and EU postgraduate taught students in the country.

What impact does the payment of international student fees have on Birkbeck?

Following the UK government's implementation of the *Equivalent or Lower Qualification (ELQ)* policy in 2008, which withdrew funding for a significant proportion of Birkbeck's traditional students, the College identified the growth of International student numbers as a key plank of its recovery strategy. From a small base, Birkbeck has grown international recruitment to around 700 FTE, mainly in full-time Masters (250 FTE), undergraduate full-time degree (200 FTE) and research (130 FTE). AS Chart 1 shows, income from International fees has more than doubled over the last 10 years, to £8.9m, or 8% of turnover, in 2017/8.

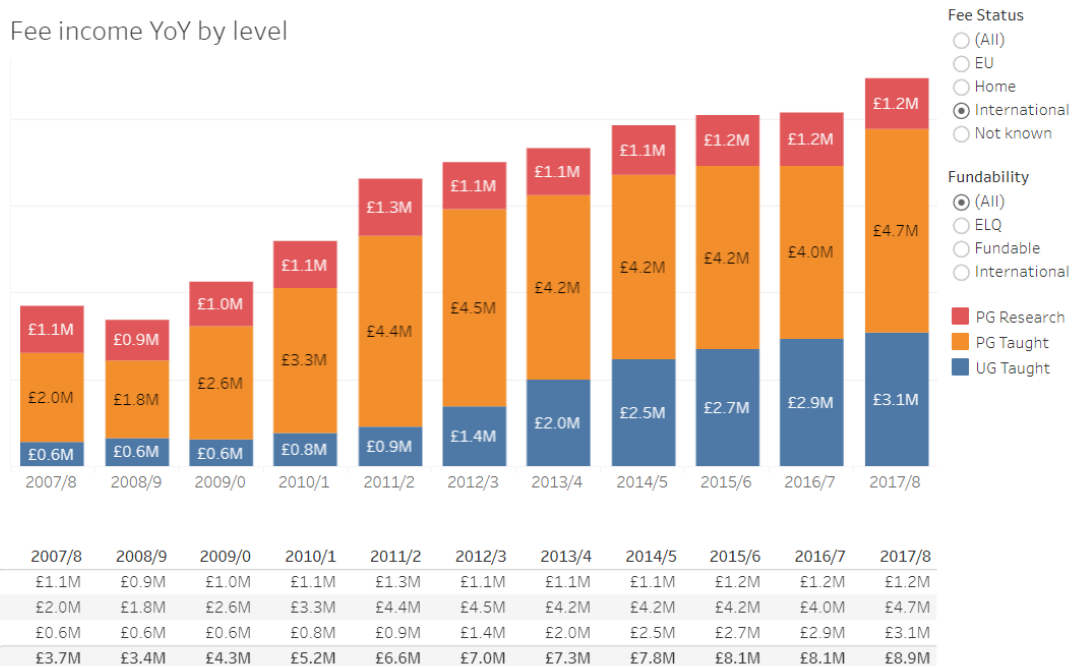


Chart 1: income from international fees at Birkbeck, 2007/8 to 2017/18. Source: Birkbeck student records system.

Again, in response to the ‘ELQ crisis’, Birkbeck introduced full-time undergraduate programmes through UCAS, and these in turn have boosted the growth of international students at Birkbeck.

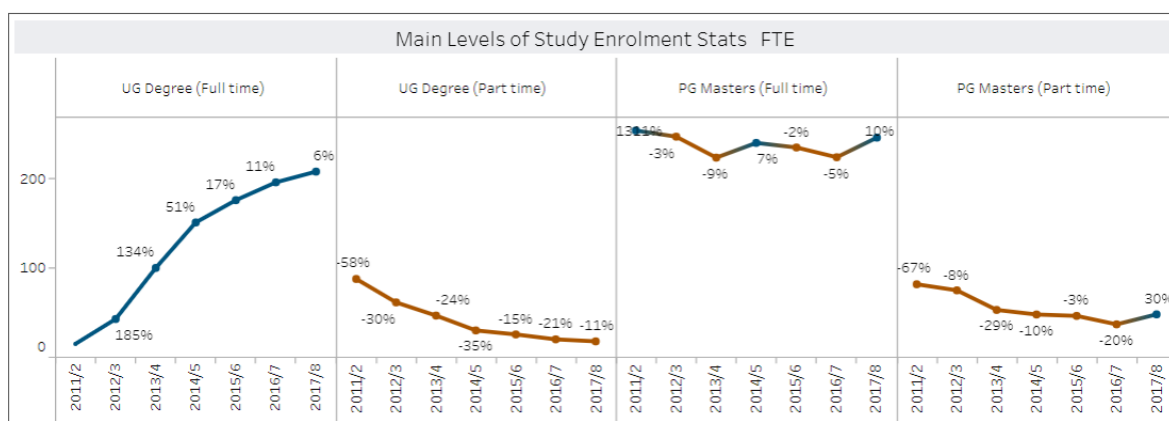


Chart 2: student FTE from international students at Birkbeck in key markets, 2011/2 to 2017/8. Source: Birkbeck student records system.

Growth in **EU students** and the associated income have been important to Birkbeck in recent years. The mounting evidence of the adverse effect of Brexit on this market – see Chart 3 below - is thus presenting the College with a significant financial challenge. As Chart 4 also shows, this decline in EU student numbers has led to a £2m fall in Birkbeck fee income in 2017/18 compared to 2016/17.

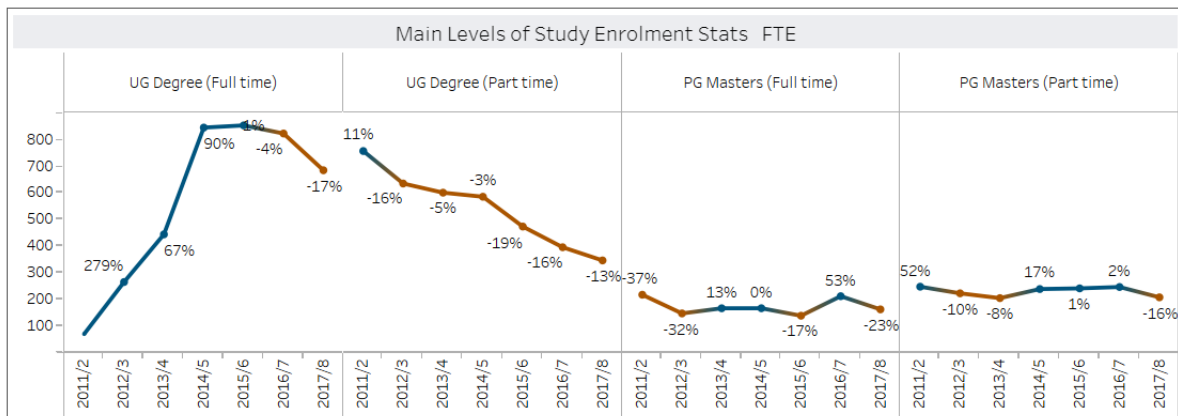


Chart 3: student FTE from EU students at Birkbeck in key markets, 2011/2 to 2017/8.
Source: Birkbeck student records system.

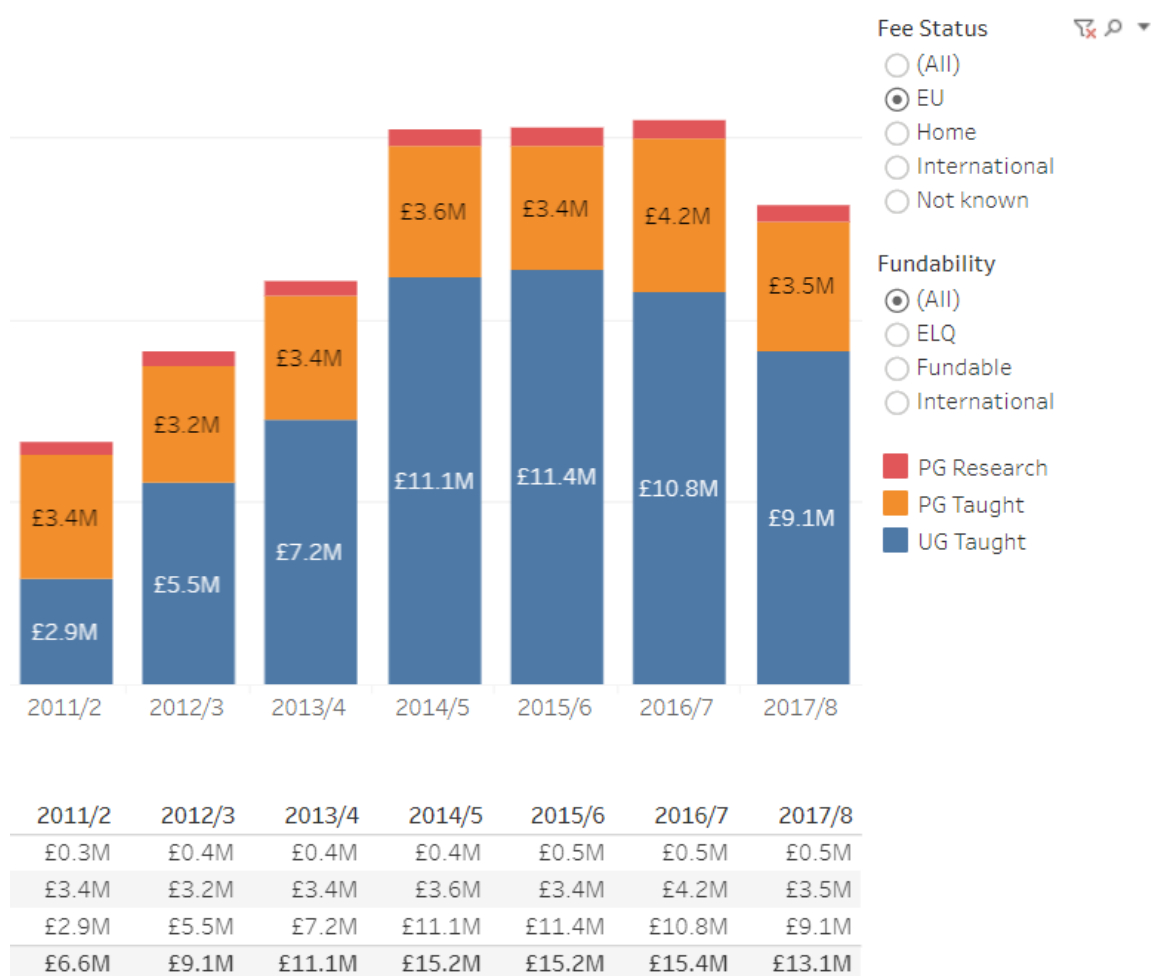


Chart 4: income from EU fees at Birkbeck, 2007/8 to 2017/18. Source: Birkbeck student records system. Note that some of the fee income growth is down to the replacement of HEFCE teaching grants with fees from 2012/13.

Examples of capital investment programmes which have been planned and executed on financial projections based on projected international student income (i.e. without that income they would not proceed) and take into account the wider impact of these capital investment programmes on the domestic student experience and wider community. For example, will new buildings be open for public use? What impact will they have on improving the experience for all students? Etc.

As shown above, international students have been a major source of growth for Birkbeck. The associated fee income, historic, current and projected, has contributed

to Birkbeck’s ability to invest in much-needed teaching facilities and research space. Notable examples are the purchase of a building named Cambridge House on Euston Road and the expansion of the Infant/Toddler Laboratories. These investments in facilities and learning environments will improve the experience for all students and staff members at the College.

Impact of international students on places for domestic students (Are they taking their place? What evidence is there to show they are not?)

There is no evidence that higher fee-paying international students are taking places on Birkbeck courses that would otherwise go to British students. There is no cap on student numbers at postgraduate level other than on very specific courses. Although Birkbeck is, relatively speaking, a postgraduate-heavy institution, and international students account for a substantial proportion of the UK postgraduate student population (29% of all PG places and 46% of full time PG places), Birkbeck recruits less than half the average rate of international PG students. As Table 1 below shows, international students account for only 10% of PG recruitment at Birkbeck as against the sector’s 29% average.

	Home (PG)	EU (PG)	International (PG)
Birkbeck (2016/17)	74%	16%	10%
UK Universities total (UKCISA 2016)	62.5%	8.5%	29%

Table 1: Origin of Birkbeck students, 2016/17. Source: Birkbeck student records system.

Any differentiation in impact – is an undergraduate student “more valuable” than a postgraduate student? Are students on specific courses “more valuable”?

Students across all levels are of comparable value to Birkbeck. Almost 70% of Birkbeck's international students study postgraduate programmes, which means that the College has smaller numbers at undergraduate level. However, in terms of fee income, the College benefits from three years of full time fee income for each enrolled undergraduate student, compared to one year of fee income for PG taught students. Students at both of these levels are, thus, extremely valuable to the College.

The community impact of non-UK students particularly on housing (Do they stay in halls throughout their course or for longer than UK students? What impact do they have on local housing? Is it more or less of an impact than UK students?)

More than half of Birkbeck's international students stay in University of London intercollegiate halls and private student halls of residence, so their accommodation does not have any known adverse effect on private local housing. The vast majority of UK students who attend Birkbeck do not choose to stay in halls of residence as they typically already live and work in London, i.e. 'working Londoners'. As very few of Birkbeck's UK students choose to stay in student halls, international students comprise the majority of Birkbeck students that live in halls of residence. As such, they receive guaranteed placement in intercollegiate halls when they apply to Birkbeck.

Examples of non-UK students who have gone on to be entrepreneurs/ set up their own business in the UK

As the post-study work route for non-PhD students has been unavailable for some time, we do not have many recent examples of international graduates becoming entrepreneurs in the UK. However, there are many instances of Birkbeck's international graduates who have made and are continuing to make outstanding contributions to the UK economy. For example, Geraldine Sundstrom, who graduated in MSc Finance at Birkbeck in 1998 is an award-winning Hedge Funds Industry Leader. She is currently Managing Director and Portfolio Manager in PIMCO's London

office, having previously held comparable positions at Brevan Howard, Moore Capital Management, Citigroup Global Investments and Pareto Partners.

**Post-study work – how does the UK offer stack up against key competitors?
What are other countries’ strategies on international students?**

Many of the UK’s competitors for the recruitment of non-EU students have more attractive post-study work visa regimes. These include:

- **IRELAND:** The Irish Government has extended to 24 months the period during which foreign graduates of Master’s and Doctoral programmes may remain and work in the country after their studies. Under Ireland’s Third Level Graduate Scheme, international students completing advanced degrees may stay in Ireland to seek employment, work for up to 40 hours per week and/or apply for a further work permit or green card
- **CANADA:** Post-graduation work permits (PGWP) are available to students who have graduated in Canada. The length of the permit varies according to the length of study that a student has undertaken:
 - More than 8-month study, but less than two years = PGWP up to the same length as the study programme
 - Two-year study or more = PGWP for three years
- **GERMANY:** International students may apply for residence permits after completion of their education from a German University. Immigration Laws permit students to apply for and get a Residence Permit of 18 months to look for a job as per their qualification.
- **AUSTRALIA:** International students may apply for post-study work visas which are valid for two to four years depending on the highest qualification used to apply for the visa:

- Bachelor Degree, Bachelor Degree with Honours, Masters by Coursework Degree or Masters (extended) Degree – visa is valid for two years
- Masters by Research Degree– visa is valid for three years
- Doctoral Degree – visa is valid for four years.

We would like to see the UK return to a post-study work visa system but recognise that this may have to be tied to a salary level. If a graduate has a job lined up paying £25,000 a year or more (the current threshold for Student Loan repayments for UK and EU students) then they should be eligible for a post study work visa for two years as was previously the case. This would put the UK in an excellent position to retain skilled graduates in a post-Brexit world.

Professor Kevin Ibeh, Pro Vice Master (International)

Lauren Prone, Head of International Office

Nick Head, Head of Planning

Bournemouth University

What impact does the payment of migrant student fees to the educational provider have?

In total we have 3,300 international students (16% of all students).

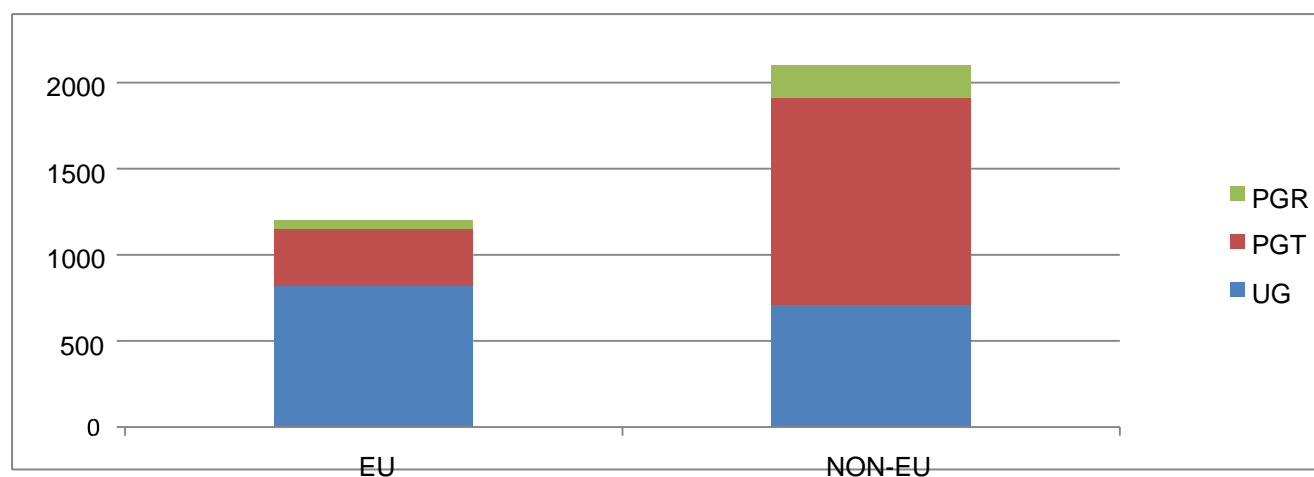
6% of our students are from EU countries (1,200)

10% of our students are from non-EU countries (2,100) (10%)

Bournemouth University's proportion of international students is generally consistent with the national sector average (national sector data 2014/15 14% average international students (Universities UK with Oxford Economics); and the January 2018 HEPI/Kaplan with London Economics which updates the average figure to 19%).

The majority of EU students (68%) take undergraduate degree courses (3-4 years). 28% take taught postgraduate programmes (usually 1 year of study), and 4% follow postgraduate research programmes (approximately 4 years study).

57% of non-EU students take taught postgraduate programmes, 34% undertake undergraduate study, and 9% are undertaking postgraduate research programmes.



Tuition fees from international students therefore make a significant contribution to BU.

In 2015-16, of the 92 postgraduate taught programmes provided at Bournemouth, 56 of the programmes included more than 20% international (both EU and non-EU)

students. Without these students the diversity and range of courses on offer at Bournemouth might be more limited.

What are the fiscal impacts of migrant students, including student loan arrangements?

Our best estimate is that half our EU students take either undergraduate or postgraduate loans from the student loans company.

At Bournemouth University (BU) we undertook a [survey in 2013](#) on the economic impact of the university, and we update the impact numbers each year. To do this we assume the same pattern of expenditure. This data shows that we expect that expenditure related to EU and overseas students is as follows (including direct, indirect and induced expenditure):

Bournemouth, Christchurch and Poole (BC&P) - £69,159,000

South-West region - £84,668,000

UK - £146,435,000

The full data is set out below. As noted, these figures are based on the assumption that expenditure patterns by staff and students are the same as those identified in the 2013 update of the BU impact study.

Expenditure Effects related to				
overseas students				
	Overseas Students			
	Direct	Indirect	Induced	TOTAL
B,C & P				
Conurbation	30,595,814	10,708,535	5,167,633	46,471,982
South West Region	32,673,135	16,336,567	7,883,561	56,893,263
UK	38,497,002	32,576,163	27,325,172	98,398,337

Expenditure Effects related to Students		overseas students EU		
	Direct	Indirect	Induced	TOTAL
B,C & P				
Conurbation	14,936,539	5,227,789	2,522,781	22,687,109
South West Region	15,950,664	7,975,332	3,848,667	27,774,663
UK	18,793,812	15,903,324	13,339,848	48,036,984

Do migrant students help support employment in educational institutions?

As we have noted above, in 2015-16, of the 92 postgraduate taught programmes provided at Bournemouth, 56 of the programmes included more than 20% international (both EU and non-EU) students. Without these students the diversity and range of courses on offer at Bournemouth might be more limited, which might have an impact on employment. Professional services staff are required to support these students in services such as advice, catering, estates, administration and sports facilities.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

In the Universities UK report (UUK Briefing: The economic impact of international students, March 2017), it is stated that *“on and off campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy.”* In the same report it highlights that *“On- and off-campus spending by international students and their visitors supports jobs all over Britain, supporting 206,600 full-time equivalent (FTE) jobs nationally.”*

When looking regionally, the same report studied the economic impact of international students on the regions and confirmed that in the southwest region in which Bournemouth University sits, international students’ off-campus expenditure

amounted to £323 million, there were 2,832 jobs generated by international student spending and export earnings generated by international students amounted to £612 million.

Our local area has the greatest concentration of English language schools in the UK, bringing in much needed income to the region all year round. The demographic for the English language schools ranges from junior to adults and helps create an international vibrancy within the town. In research completed by the International Education Forum in conjunction with the Bournemouth and Poole Tourist Boards it was calculated that £1 in every £10 generated in the local economy is derived from international students, equating to over £300 million annually.

As we have noted above, based on our estimates, international students attending Bournemouth University alone generate at least £26 million for the local economy from their accommodation costs, food and consumables, study resources and transport to the University.

How do migrant students affect the educational opportunities available to UK students?

Considering our own student recruitment, international students do not take places at BU that could otherwise be filled by UK students – our international students are valued additional participants in our community.

We believe strongly that UK students benefit by being part of a diverse cohort of students, UK students build international contacts and an understanding of other cultures that equips them for an increasingly globalised labour market. A recent survey (HEPI (2015) What do home students think of studying with international students?) found that three-quarters of domestic students say that studying alongside international students was a useful preparation for working in a global environment, and the same proportion said it gave them a better worldview.

An integral part of the degree offer at Bournemouth University is the opportunity of a placement within industry. Anecdotally staff report the UK students are able to access further-reaching global placements through contacts made through their fellow international students.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this in UK students?

In a recent HEPI report entitled *How much is too much? Cross-subsidies from teaching to research in British universities* it is argued that each international (non-

EU) student in the UK contributes £8,000 to UK research, as on average tuition fees charged to non-EU students are higher than those charged to home and EU students. This supports our research, our staff, and our research students. International students benefit through the inclusion of cutting edge research in their curriculum.

As noted above, in 2015-16, of the 92 postgraduate taught programmes provided at Bournemouth, 56 of the programmes included more than 20% international (both EU and non-EU) students. Without these students the diversity and range of courses on offer at Bournemouth might be more limited.

A strength in UK HE is the interaction with international employers and global accreditation bodies in the creation of courses. This leads to universities constantly evaluating their portfolio of programmes, ensuring they are fit for purpose in a global environment. The output of this is that both UK and migrant students are being offered courses of relevance nationally and internationally, providing options for all students to be globally employable.

What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

Bournemouth has seen a growth in private business providers of student accommodation over the last few years and has also increased the frequency of university bus services (which are used by the wider community). This has had a positive impact on the local community and the environment and has created additional employment opportunities locally. It is also reducing the proportion of private rented accommodation occupied by students, which has improved the local housing supply. The overall student numbers, including international students, have supported these developments.

As regards health provision, the University subsidises a local campus-based GP surgery to provide an additional nurse practitioner staff resource (for all students and the community). The overall volume of all students recruited, including international students, makes this support measure possible.

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Using the January 2018 HEPI publication (HEPI and Kaplan with London Economics: The costs and benefits of international students by parliamentary constituency, January 2018) calculations which determine the per student value of spend by our overseas visitors to visit the student or student's area alone, we can

estimate that the impact our international students have on the regional Dorset economy to be £7.8 million including their full period of study and their graduation ceremony.

Additional to this figure is the significant income brought into Bournemouth by the numerous language school students and its context as a desirable tourist area in its own right.

What role do migrant students play in extending UK soft power and influence abroad?

A report entitled Britain's Global Future: Harnessing the soft power capital of UK institutions (Blond, P., Noyes, J. and Sim (2017) Britain's Global Future: harnessing the soft power capital of UK institutions. London: ResPublica.) states:

"The UK's domestic institutions of education and research have a vital role to play in building Britain's soft power. The UK's status as a world leader in education (higher education in particular) and academic research contributes significantly to our national prestige and provides many opportunities to reach out to equivalent individuals and institutions abroad to form the meaningful long-term relationships which underpin soft power."

It goes on to say that the UK's position as the second most popular country in the world for attracting migrant students places UK universities in a very strong position for:

"Encouraging analytical skills and accurate information...a vital prerequisite for citizens of other countries to be influenced by the power of example channelled by British institutions, rather than having traditional ways of thinking reinforced."

A 2015 report by ComRes, The Soft Power 30: A Global Ranking of Soft Power, noted that the ability of a country to attract foreign students, or facilitate exchanges, is a powerful tool of public diplomacy. In a report by the Higher Education Policy Institute, (HEPI (2015) Now that's what we call soft power: 55 world leaders educated in the UK) it was reported that 55 world leaders from 51 countries have studied in the UK.

UK higher education is one of the UK's 'export' sectors. As well as the "soft power" described above, international students can be a longer term resource for business partnerships, future mobility opportunities and capital flow. In the context of the higher education sector, this can mean future research funding, mobility opportunities, placement and employment opportunities for students and graduates.

Additional references:

Atkinson, C. (2010) Does Soft Power Matter? A Comparative Analysis of Student Exchange Programs 1980–2006. *Foreign Policy Analysis*, 6 (1), 1-22.

Brown, Richard. (2009) *Global Horizons: How International Graduates Can Help Businesses*. London: Council for Industry and Higher Education London.

Hill, Ch. And Beadle, S. (2017) *The Art of Attraction: Soft Power and the UK's Role in the World*. London: British Academy.

Matthews, D. (2014) Higher Education Bolsters UK Soft Power. *The Times Higher Education*. Available from: <https://www.timeshighereducation.com/news/higher-education-bolsters-uk-soft-power/2011196.article> [Accessed on 14 December, 2017].

Trilokekar, R. D. (2010) International education as soft power? The contributions and challenges of Canadian foreign policy to the internationalization of higher education, 59 (2), 131-147.

If migrant students take paid employment while they are studying, what types of work do they do?

For a variety of reasons, many migrant students face additional barriers to securing paid employment while they are studying (compared to UK students). Consequently many migrant students will seek employment in an environment where they feel secure and safe and will work on the University campus as student ambassadors in roles such as event support, IT, and in the library.

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including net migration and on shortage occupations?

N/A

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Of the BU international recent graduates who responded to the 2015/16 Destination of Leavers in Higher Education survey (an eligible international and non-EU BU population of 291):

80.4% were in employment or further study (with EU students = 84.3%)

70.7% were engaged in professional level employment (with EU students = 74.6%)

Of those in employment 28.3% (58) remained in the UK with 41 of those (73.2%) in professional level employment. They were primarily employed within the industries of Marketing & Events, FE & HE (lecturing and research), Hospitality, Animation and Visual Effects.

We have analysed the Destination of Leavers Higher Education data across a four year period for the Bournemouth University PhD graduates from an international background. 50% of international PhD graduates take up employment within our region, of this 38% remain in the immediate local area. The data does not reveal their actual roles however given their specialised and high level of qualification it seems likely they are making a positive contribution to the local market.

Any other relevant information the institution wishes to provide

International students are often first in line to volunteer within the community. Bournemouth University's Students' Union (SUBU) note that EU and Non-EU students have had a potentially significant positive benefit on the local community in Bournemouth. SUBU have analysed the figures for community volunteering undertaken through the Union and have confirmed that, out of all students registered with the Union, EU and Non-EU students are more likely to volunteer than UK students:

5.1% of UK students registered with the Union volunteer

7.3% of EU students registered with the Union volunteer

10.7% of Non-EU students registered with the Union volunteer.

Examples of volunteering undertaken by EU and Non-EU students include beach cleans; food donation collections for food banks; putting up Christmas decorations in care homes; and conservation work at a local RSPB reserve.

A comment from one of our international student volunteers:

"I feel very fortunate to be able to go to Bournemouth University. Unfortunately though I feel as a university we can become so disconnected from the community around us. Putting on the first Vegan Festival this year felt like bringing some of that community to the uni. With many local organisations, charities, individuals and companies coming in. I got to see the coming together of students and community."

Fulfilled may be the best word to describe how I felt that day working alongside many of the other society members of the Reducetarian society.

For me as an international student coming to university life and having this and many other unbelievable experiences feels more like a wonderful dream looking back on it. I am grateful that others have the opportunity as well to do the same as I have here.”

Two major political decisions had a significant negative effect on applications and enrolments by EU and non- EU students. The loss of the post-study work visa in 2012 and the Brexit result of the EU referendum led to marked declines in application and enrolment rates from both EU and non-EU students. Following the changes to the post-study work visa there was a particularly large drop in applications from Southern Asia and this negative trend continued until 2016/17. This effect has been widely reported across the HE sector.

University of Cambridge

Introduction

In August 2017, the MAC was commissioned by the UK Government to assess the impact of student migration on the UK. The following constitutes the official response from the University of Cambridge to the MAC call for evidence dated 3 October 2017.

The University of Cambridge is a collegiate research-intensive University, founded in 1209. It is the second-oldest University in the UK and the world's fourth-oldest surviving University. Cambridge is formed from a variety of institutions which include 31 constituent Colleges and 150 academic departments. The University frequently ranks amongst the foremost Universities in the world⁷, reflecting its position as global leader in teaching and research.

Overview of international students at collegiate Cambridge

Outline

Collegiate Cambridge has a diverse international student body with students from over 150 different countries studying at all levels and in all subject areas. International students contribute significantly to the academic, social and cultural environment of Cambridge as a global University.

The collegiate University highly values the contribution of international students because we believe they enrich the educational experiences we are able to offer to all of our students. This is a consequence of the broader and more diverse range of perspectives and learning experiences; of students' and teaching officers' exposure to different cultures, languages and scholarly approaches; and of the opportunities to build and strengthen connections and to facilitate exchanges with universities, research hubs and industries across the world.

⁷ For example, see [The Academic Ranking of World Universities 2017; The Times Higher Education World Ranking 2017/18; The Center for World University Rankings \(CWUR\) 2016](#)

Cambridge relies upon its ability to admit the best and brightest students from across the world to help maintain its reputation as one of the world's leading universities. The principal aim of the admissions policy is to offer admission to students of the highest academic potential, irrespective of background and nationality.

In numbers

Table 1: Headcount of full-time matriculated (members of the University) undergraduate students by domicile group, 2017-18

	UK	EU	EEA (non-EU) and Switzerland	Non-EU	% UK
New entrants	2,881	424	18	576	73.9%
Total population	9,297	1,185	66	1,637	76.3%

Table 2: Headcount of full-time and part-time matriculated postgraduate taught students by domicile group, 2017-18

	UK	EU	EEA (non-EU) and Switzerland	Non-EU	% UK
New entrants	845	368	22	1,004	37.7%
Total population	965	384	25	1,040	40.0%

Table 3: Headcount of full-time and part-time matriculated postgraduate research students by domicile group, 2017-18

	UK	EU	EEA (non-EU) and Switzerland	Non-EU	% UK
New entrants	1,144	489	33	836	45.7%
Total population	3,326	1,660	87	2,551	43.6%

Table 4: Headcount of full-time and part-time matriculated postgraduate students (taught and research) by domicile group, 2017-18

	UK	EU	EEA (non-EU) and Switzerland	Non-EU	% UK
New entrants	1,989	857	55	1,840	42.0%
Total population	4,291	2,044	112	3,591	42.7%

Notes to Tables 1-4:

Numbers are sourced from the University's student records system (CamSIS). They include all matriculated students who were active on the census date of 1 December 2017; matriculated incoming exchange and other visiting students; and postgraduate students writing up/under examination.

As these numbers include incoming exchange and other visiting students, who tend to fall either in EU or nonEU groups, the proportion of new entrants to total population for those two groups is higher, especially for undergraduates (this is because visiting students are only here for one year or less).

Table 5: Headcount of summer programme and short course participants, as of November 2017

	UK	EU	NON-EU
Summer programmes	396	128	804
Short courses	1,638	38	29

Call for evidence questions

What impact does the payment of migrant student fees to the educational provider have?

How do migrant students affect the educational opportunities available to UK students?

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

Income and course viability

International students make a significant contribution to the academic University's operating income associated with educational activities. However, the University is not so dependent on these students that any undergraduate course would not be viable without them. The viability of some postgraduate taught courses might need to be reviewed if there were no international students, since there may not be sufficient Home students of sufficient quality to fill all places.

In 2015-16 (the most recent period for which we can provide these figures), the academic University's income from Overseas undergraduates (fees and education contracts) totalled £30.2m. Fee income from Home/EU undergraduates in 2015-16 totalled £87.9m.

At postgraduate level, income from Overseas students accounts for a greater share of the University's total fee/education income, reflecting the greater proportion of students admitted compared to at undergraduate level. In 2015-16, fee and education income from Overseas students at postgraduate level amounted to £57.6m, compared to £34.1m from Home/EU postgraduates.

The contribution of international students is therefore considerable at both levels. Naturally, if the University lost this fee income and it was not replaced, there would be a reduction in the resource available to the University for expenditure on its core educational activities (these fees do not subsidise our research).

In terms of numbers of students, all undergraduate courses at Cambridge have a preponderance of UK students, reflecting the fact that c.76.3% of undergraduates in the academic year 2017-18 are UK domiciled.

At postgraduate level, in the academic year 2017-18, 40% of students on postgraduate taught courses and 43.6% of students on postgraduate research courses are UK domiciled. On some postgraduate courses, the number of non-EU overseas students exceeds the number of UK as well as of EU/UK participants, raising the possibility that their viability may need to be reviewed in the event of a significant reduction in overseas applicants.

Postgraduate research students are integral to the success of the University's world-class research and 56.4% are non-UK domiciled. Such students develop highly specialised knowledge, problem solving and leadership skills which help to maximise the impact of UK research on UK society and on the wider world, including addressing grand challenges which are shared by nations globally. Many

postgraduate research students also undertake undergraduate supervisions, enhancing the learning opportunities for undergraduate students and supporting teaching across the collegiate University. These students are a vital part of UK universities' talent pipeline and make excellent candidates for postdoctoral research and Principal Investigator roles, thereby helping to attract further research funding and to sustain UK institutions' international competitiveness.

Such is the importance of postgraduate students to the University of Cambridge that we have developed a Postgraduate Recruitment Strategy, including Open Days for postgraduate students, and have introduced the Vice-Chancellor's award scheme to ensure that financial barriers do not deter exceptional students from taking up an offer from Cambridge. Funded studentships are also important in facilitating interdisciplinary research programmes, which often fall outside the remit of research councils. Some postgraduates are sponsored for their research studies by overseas governments and other international scholarship agencies.

In terms of recruitment at both undergraduate and postgraduate levels, the University is only concerned with recruiting the brightest and the best with the potential to excel, regardless of nationality, reflecting our position as one of the world's leading universities. Fee income and fee status are not considerations in admissions decisions.

Financial assistance from University and philanthropic sources

As a consequence of our commitment to recruiting those of the highest intellectual potential the

University provides financial assistance to eligible international undergraduates and postgraduates (naturally, we are always keen to be able to offer more support, and seek to continue to raise philanthropic funding towards this end). Such financial assistance includes awards distributed by the Cambridge Commonwealth, European and International Trust, the Gates Cambridge Trust, College awards and support from the International Disabled Students' Fund, which is administered by the University's Disability Resource Centre. The Cambridge Trust also offers Cambridge

International Scholarships for international students undertaking PhD studies, whilst the Gates Trust distributes awards to exceptional non-UK postgraduates undertaking residential full-time courses at the University.

Reciprocal student mobility

Student mobility is a vital component of the University's educational provision, offering opportunities to study and work overseas. Erasmus+ is the main programme used to facilitate mobility to Europe and provides an established framework and an annual budget to support activities. In 2016-17, 133 UK students undertook a period of mobility under Erasmus+ at Cambridge.

The programme relies on the reciprocal movement of students between partner institutions and the University has exchange arrangements with over 80 institutions across Europe. The programme supports an undergraduate year abroad in Modern Languages, Law and Engineering as well as exchanges in a number of other Departments. Many of Cambridge's collaborative research partnerships with overseas institutions are also strengthened by the exchange of students.

The continuation of reciprocal mobility arrangements with EEA institutions is necessary to ensure UK students continue to have access to study opportunities in Europe. Such arrangements help to maintain our competitiveness, as the opportunity to spend part of one's course overseas is hugely attractive to students when choosing their course and institution.

What are the fiscal impacts of migrant students, including student loan arrangements?

Student loans for EU students

In 2016-17, around 60% of undergraduate EU students studying at the University received a student loan. The majority of students from countries in Eastern Europe, particularly Lithuania, Slovakia, Romania, Hungary and Bulgaria, received a loan. Students from Germany, Belgium, Sweden and the Netherlands were more likely to be self-funded.

Postgraduate loans for Masters students were introduced for those starting a course in 2016-17. Around 20% of loans approved were for EU students. The overall numbers are too small to determine any clear trends although they suggest students from Eastern Europe, particularly Poland, Romania, Hungary and Bulgaria, were more likely to receive a loan.

In the event that EU students were no longer able to access loans from student finance, and were unable to access alternative funding opportunities, this could potentially have an impact on the number of students from the countries listed.

Financial support through the Cambridge Trust

The University faces fierce international competition in the recruitment of the best and brightest undergraduate and postgraduate candidates from across the world, and therefore needs to be able to offer competitive packages of student support.

The Cambridge Commonwealth, European and International Trust (the Cambridge Trust) is the largest provider of scholarships across the University. Working with its worldwide partners, the Trust helps PhD, Masters and undergraduate students to benefit from the educational and research opportunities at the University. Awards are made on the basis of academic merit and financial need and range from full-cost (covering fees and maintenance) to part-cost. In collaboration with funding partners, many of whom are international, the Trust seeks to provide as many full-cost awards as possible.

The Trust works with roughly 90 partners across the world, including government and state agencies, other trusts and foundations, corporations, individual philanthropists, and partners within Cambridge itself. In 2015-16, restricted and endowment funds accounted for 40% of the Trust's income, whilst the University of Cambridge accounted for 43% of the Trust's income. The Trust spent £21.5m on direct student support (grants and scholarships) over the course of 2015-16. This

expenditure supported 800 PhD candidates, 151 Masters students and 212 undergraduates from 99 countries, at an average cost per student of £18,500.

The philanthropic support offered to PhD candidates is especially important in ensuring we are internationally competitive, as overseas candidates are not eligible for RCUK studentships, whilst non-UK EU candidates are eligible for a fees-only award (UK candidates can also claim a maintenance stipend).

Financial support through the Gates Foundation

A further crucial form of support to world-leading non-UK scholars is the Gates Cambridge

Scholarship programme. The programme was established in October 2000 by a donation of US\$210m from the Bill and Melinda Gates Foundation to the University of Cambridge: the largest ever single donation to a UK university.

Prospective postgraduate students who are a citizen of any country outside the UK are eligible to apply for a Gates Scholarship if they are seeking to pursue a full-time residential PhD, MSc or MLitt or one year postgraduate course at the University of Cambridge.

Each year, University Departments are asked to rank eligible applicants according to their academic ability, ensuring that the most academically outstanding candidates make it through to the Shortlisting Committee.

To date, the Cambridge Gates Trust has awarded 1,596 scholarships and spent £91m in support. In 2015-16, the Trust spent £8.3m towards financial support. On average it receives 6,000 applications for 90 scholarships each year.

The Gates Cambridge Scholarship is one of the most generous international scholarships available. Its core components cover fees, a maintenance allowance, inbound visa costs and the cost of the Immigration Health Surcharge. Additional discretionary funding is also available.

Do migrant students help support employment in educational institutions?

As with the enrolment of UK students, international students' enrolment at the University helps to support the employment of academic and academic-related staff with teaching responsibilities. In 2015-16, the University employed 3,703 staff in academic and academic-related roles.

A clear example of employment that is very directly supported by international student enrolment is Cambridge's International Students' Office. The Office provides specialist support to students who come to study at Cambridge from outside the UK, manages the University's Tier 4 sponsor licence responsibilities, helps to promote and support student mobility opportunities and administers some specific international funding awards. The Office consists of 6 full-time members of staff.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Research conducted by Oxford Economics for Universities UK found that, over 2014-15:

International revenue in the East of England amounted to £586 million which, together with the estimated off-campus expenditure of international students and their visitors, represented a total of £988 million of export earnings. Overall, international student spending on and off campus was responsible for £781 million of this total.

International students' off-campus expenditure (£368 million) in the East of England generated £419 million of gross output, a £215 million GVA contribution to GDP, and 3,081 full-time equivalent jobs in the region alone.

Research commissioned from London Economics by the Higher Education Policy Institute demonstrates that the Cambridge parliamentary constituency enjoyed a net benefit of £168m from new EU/non-EU starters in 2015-16. The net economic

contribution generated by international students (i.e., benefits minus costs) based in the East of England was estimated as £1.3bn.

Nationally, Cambridge constituency is ranked #4 in terms of net economic impact per resident of new EU/non-EU starters at HEIs in 2015-16 (=£1,500 per resident).

A useful proxy for international students' spend in the local and regional economy is the recommended minimum living costs for students to study in Cambridge. For 2018-19, the University of Cambridge recommends that non-UK postgraduates and undergraduates ensure they have living expenses of at least c£10,300 per annum.

Some of this will be spent in College, for example on accommodation and food (thereby contributing to the local economy through staff wages and supply chains), and some will be spent outside of College in the local city and region, for example on entertainment, non-College sports facilities, clothing, etc.

What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

EU and non-EU undergraduate students are expected to reside in College accommodation, as are UK undergraduates. This reduces the impact on demand for non-College housing accommodation and, due to the central location of most College accommodation, limits students' reliance on local transport modes in order to move around the University site. The majority of students get around Cambridge by cycling or walking.

Many postgraduate students are also accommodated in College and University accommodation. Those students who require private accommodation support the local rental market and generally do not encounter housing issues.

In addition, once fully completed the University's new landmark housing development at Eddington will provide 2,000 postgraduate student bed spaces. With rent exposure significantly below market rates, any international students who benefit from this investment will have additional money to spend elsewhere in the local economy.

What role do migrant students play in extending UK soft power and influence abroad?

Many international alumni have gone on to build academic, scientific, business, diplomatic and international development-related networks with countries and institutions across the world. We have compiled the following case studies as examples of the roles international graduates have played in extending UK soft power and influence abroad.

Cambridge Trust

The following alumni who attended Cambridge as overseas students and received support from the Cambridge Trust are influential leaders in multilateral science, education and international development projects:

Dr Arabinda Mitra is Adviser and Head of International Bilateral Co-operation at the Government of India's Department of Science and Technology. He oversees India's international science, technology and innovation relationships with over 40 countries worldwide. He has also served as Indian representative for International Antarctic Treaty bodies like SCAR and COMNAP, and as the first Executive Director of the bi-national Indo-US Science and Technology Forum.

Having previously received a Master's degree in Geology from Patna University, Dr Mitra was awarded a Cambridge Nehru Fellowship in 1988 to pursue a PhD in Earth Sciences at the University of Cambridge. He also received a Bursary award from St. Edmund's College.

Professor George Oduro is Pro Vice-Chancellor and Associate Professor of Educational

Leadership at the University of Cape Coast, Ghana. He is a Leadership and Management Training Facilitator for the British Council's Connecting Classrooms Project and the Local Director of the Leadership for Learning (Ghana-Cambridge) programme.

A Cambridge Trust alumnus, Professor Oduro studied for an MPhil in Institutional & Professional Development in 1997 and a PhD in Educational Leadership & Administration at Girton College in 1999. His PhD thesis focused on the professional development of head teachers in Ghana.

A Cambridge Trust alumnus, Dr Nidhi Singal is a Fellow of Hughes Hall and a Reader at the Faculty of Education at the University of Cambridge. Dr Singal's research interests include addressing educational inequity and improving the quality of teaching and learning processes for the poorest children in South Asia and Africa, with a particular focus on those with disabilities. She has worked on various international research projects, including those funded by the Department for International Development (DFID, UK) and the Economic and Social Research Council (UK). She has worked in an advisory capacity with international organisations, such as CBM, Handicap International and UNESCO. Nidhi has published widely both in high quality peer reviewed journals and for wider audience.

Gates Cambridge Trust

The Gates Cambridge Trust currently has 1,500 Cambridge Scholars from 105 countries and more than 600 universities, including 1,339 alumni who are helping to improve lives across the world. Gates Cambridge Scholars are expected to be academically outstanding with the ability to make a significant contribution to their discipline while in Cambridge. Successful applicants must also demonstrate clear leadership potential and a commitment to improving the lives of others.

Case studies of Gates Cambridge Scholars who have gone on to highly influential and internationally recognised roles include:

Wale Adenbanwi [2003], the first Black African Rhodes Professor of Race Relations at Oxford University and Director of its African Studies Centre.

Wendi Adelson [2002] has recently been appointed executive director of the Immigration Partnership & Coalition (IMPAC) Fund. The organisation focuses on raising funds to finance existing legal services for undocumented individuals with no criminal background in the US. Prior to IMPAC, Wendi served as a law clerk to the Honorable Adalberto Jordan on the United States Court of Appeals for the Eleventh

Circuit from 2015 to 2016 and for seven years was a law professor specialising in immigration at Florida State University.

In 2015, Njoki Wamai [2012] co-founded Black Cantabs, a historical and research focused society that aims to highlight and share the past and present stories, experiences and achievements of the University's black students.

Kevin Beckford [2011], who worked at the White House during the Obama Administration, has co-founded Hustlers Guild - an organisation which aims to help young people from underrepresented groups to develop innovative career paths.

Kayla Barron [2010] has been selected by NASA to join the 2017 Astronaut Candidate Class and reported for duty in August 2017. Upon completion of two years of training, Kayla will be assigned technical duties in the Astronaut Office while she awaits a flight assignment. Kayla undertook an MPhil in Nuclear Engineering at the University of Cambridge after doing her undergraduate training at the US Naval Academy. She has also worked as a Submarine Warfare Officer and was a member of the first class of women commissioned into the submarine community.

Rajiv Chowhury [2009] completed his PhD in Public Health and Primary Care and was the first Gates Cambridge Scholar to be awarded the Bill Gates Senior Prize in recognition of his work. Rajiv is currently joint Principal Investigator on CAPABLE [Cambridge Programme to Assist Bangladesh in Lifestyle and Environmental risk reduction], a programme which will see researchers from the UK and developing countries working together as equal partners. CAPABLE is funded by an £8M grant from the Global Challenges Research Fund, which will enable the establishment of a 100,000-person cohort study from across Bangladesh to study their long-term health. The aim is to develop simple, scalable and effective solutions to control major environmental and lifestyle risk factors in Bangladesh.

Srilakshmi Raj [2007] has recently been named as one of Forbes' 30 under 30 in healthcare. Sri has been doing medical research since she was 14 years old. Now a

postdoc at Cornell, she works as a population geneticist focused on how evolutionary adaptations have elevated or lowered different groups' susceptibility to chronic disease. Her research spans from hypertension in African patients to adaptation to cold among native Siberians.

Carlos Adolfo Gonzalez [2015] has recently been appointed as a Commissioner on the Pennsylvania Governor's Advisory Commission on Latino Affairs. The Commission is dedicated to advising the governor on policies and legislation that impact the one million Latino residents in the Commonwealth of Pennsylvania. Carlos completed his MPhil at the

University of Cambridge in Latin American Studies, and subsequently won a Schwarzman Scholarship for graduate studies in China. He has also been appointed as a Youth Panellist to the International Commission on Financing Global Education Opportunity.

Chandler Robinson [2009] won the 2015 Entrepreneur Award at the prestigious British Council's inaugural Education UK Alumni Awards. The award was presented in New York and recognised Chandler's entrepreneurial activities while a Gates Cambridge Scholar. He is cofounder and CEO of Tactic Pharmaceuticals, a biopharmaceutical company developing preclinical and clinical stage compounds for unmet medical needs.

Daniel Storisteanu [2012], Toby Norman [2011] and Alexandra Grigore [2012] developed a tech start-up, SimPrints, which has recently won a \$2m innovation prize to prevent maternal and child deaths in the hardest-to-reach regions of the world. The start-up was selected as among 15 of the world's most promising ideas to prevent maternal and child mortality by Saving Lives at Birth, a 'Grand Challenge for Development' funded by the Gates Foundation, USAID, UKaid, and the Canadian, Korean and Norwegian governments. Simprints simultaneously received a \$250k innovation award to begin R&D on neonate fingerprinting technology that can improve vaccination rates across the developing world. Cambridge tech giant ARM Ltd has also announced that it will match the prize to the tune of \$200k to expand Simprints' integration with leading global health technology platforms.

In 2013, two Gates Cambridge Scholars – Greg Nance [2011] and Bart Szewczyk[2001] – were named in the 99 most influential foreign policy leaders under 33 by the Diplomatic Courier and Young Professionals in Foreign Policy. Greg Nance has also received recognition from the Jefferson Awards for Public Service as a Globe Changer in 2011 and was selected to attend the 2017 World Economic Forum in Davos, Switzerland.

Paulo Savaget [2015] and his supervisor have teamed up with a Brazilian NGO to win highly competitive Newton Fund grant to support FA.VELA, an initiative to support lowincome entrepreneurs in Belo Horizonte scale up their businesses in a sustainable way.

Gates Cambridge Scholar Arif Naveed [2014] and Cambridge International Trust

Scholar Mahvish Ahmad have established the ‘Critical Pakistan at Cambridge’ Research Cluster, based initially at the Centre for South Asia Studies with membership from across the departments of the University of Cambridge. It aims to approach existing research on Pakistan with a critical eye.

Andreas Vlachos [2006] co-founded <http://factmata.com/> - a fact-checking startup to help journalists and the public deal with issues of ‘fake news’. It has received a lot of media attention, including a recent feature in the New York Times.

Julia Fan Li [2008] leads Seven Bridges’ efforts in the UK to build self-improving systems to analyze millions of genomes. Prior to joining Seven Bridges, she helped raise and launch the pioneering \$108 million Global Health Investment Fund. The innovative mezzanine fund was developed in partnership with Lion’s Head Global Partners, JP Morgan, and the Bill & Melinda Gates Foundation and focuses on accelerating biomedical innovation in vaccines, drugs, diagnostics, and devices for diseases that disproportionately affect poor countries. Julia completed her PhD at the University of Cambridge, focusing on innovative financing solutions for global health. During her time in Cambridge as a Gates Scholar, Julia cofounded the African Innovation Prize and served on University Council; she is now a Gates Cambridge Trustee.

Wolfson College

Wolfson College is one of Cambridge's most international Colleges: 70% of Wolfson's postgraduates are non-UK. The College admits mature undergraduate students as well as full-time and part-time students enrolling in postgraduate courses. Many of Wolfson's students are in or go on to enter the law or other professions, as well as high-ranking political or government jobs. By their very nature, these people are leaders and influential thought leaders in their respective fields.

Notable alumni include:

Political leaders:

Carrie Lam, the Chief Executive of Hong Kong.

Tharman Shanmugaratnam is a Singaporean politician. He is currently Deputy Prime Minister and Coordinating Minister for Economic and Social Policies.

Rupiah Banda, who served as President of Zambia from 2008-11.

Shahid Aziz Siddiqi, former senior Government official in Pakistan and Vice Chancellor of the Ziauddin Medical University.

Business leaders:

Zhang Xin, a Chinese business magnate. She also known as Xin Zhang, according to SOHO China. She is co-founder and CEO of SOHO China, the largest prime office commercial real estate developer in Beijing and Shanghai.

Judges/lawyers:

Song Sang-Hyun is a South Korean lawyer, and the former President of the International Criminal Court.

Susan Kiefel AC, who is Lord Chief Justice of Australia.

Architects:

Ken Yeang is an architect, ecologist, planner and author from Malaysia, best known for his ecological architecture and ecomasterplans that have a distinctive green aesthetic.

Environmental:

Sahar Mansoor, who applied for postgraduate study at Cambridge upon completing an undergraduate programme at Los Angeles. Sahar moved back to India after her time at Woflson and since then has pursued solutions for tackling the environmental, health and social justice impacts of excessive waste. She has founded Bare Necessities, a women-run enterprise which seeks to reduce what the trash deposited in landfills and incinerators to zero and engages in corporate talks with companies such as Google and Mircrosoft in order to reduce overconsumption. Sahar has been recognized as one of Femina India's "6 Millennial Women who are the Keepers of Hope" and Google India's Inspiring Indian of the Year 2017.

If migrant students take paid employment while they are studying, what types of work do they do?

The University of Cambridge restricts work students can do during their studies. Undergraduate and Masters students are expected not to work during term-time. PhD students may work up to a maximum of ten hours per week and the work should either be academic-related or related to a student's professional or career development.

Many PhD students work within the collegiate University in a variety of roles including assisting with exam invigilation, supervising undergraduates, working in a University / College library or museum, or demonstrating in a laboratory. Undergraduate and Masters students may work occasionally on Open Days or undertake other outreach work.

We have data on the number of Tier 4 students working at the University. As of October 2017, the total was 81 Tier 4 students, 40 of which held a time-limited

contract of employment and 41 were engaged as temporary workers. Many more PhD students undertake work in Colleges, in particular providing undergraduate supervisions, and this is not reflected in the data.

Many undergraduate students undertake internships during the summer period, which is actively encouraged. Internships are undertaken in a wide variety of sectors and provide students with valuable work experience.

In terms of volunteering as opposed to paid employment, international students are prominently involved in the activities of the Cambridge Hub, a student-led group offering practical volunteering, skilled placements, project incubation and events. In 2016-17, over 100 international students participated in activities. Examples include Schools Plus, a programme where students mentor children at schools in Cambridge, and the Social Innovation Programme, which brings teams of students in contact with local charities, grassroot groups and larger organisations. A number of international students also participate in STIMULUS, a community service programme which involves students supporting the teaching of STEM subjects in local schools by volunteering as Teaching Assistants in the classroom.

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

1. Non-EEA employment

Highly-skilled international graduates make a significant contribution to the UK labour market as well as to our world-leading teaching and research.

The University supports the Doctorate Extension Scheme and Tier 1 Graduate Entrepreneur and believes the concessions within immigration policy that support the switch from Tier 4 into Tier 2 are important in facilitating opportunities for students to secure graduate-level employment in the UK after they complete their studies.

University job offers

Over 2016-17, 74 students sponsored by the University under Tier 4 were made a job offer and supported in switching into Tier 2. This represents 28.3% of all unrestricted Tier 2 Certificate of Sponsorship (CoS) issued for the academic year. The vast majority were made job offers for Research Assistant/Associate roles. Out of the 74 CoS assigned, 71 moved into this type of role. The others were offered non-PhD level specialist roles, such as data management.

Researchers were employed across the University in a wide variety of departments, the most prevalent being Engineering, Physics and Computer Science.

General

Returns from non-EEA graduates to the Destinations of Leavers from Higher Education (DLHE) survey over the past 5 years (2011/12-2015/16) have not been particularly high but the data does provide an indication of the extent to which students stay to work in the UK after their studies. Since 2011/12, of those who responded, 1,134 were working in the UK which makes up 22% of respondents. 98% were in graduate level employment. The following table presents a percentage breakdown by sector.

Employment sector	Overall %
Accountancy and tax	1.59
Actuarial and insurance	1.06
Arts and Recreation	2.38
Banking and investment	11.64

Communications Business	0.88
Engineering and architectural consultancy	2.82
Health	4.94
IT sector	7.50
Legal	3.26

Management consulting	8.64
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Manufacturing, utilities, power:

business	3.35
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Manufacturing, utilities, power:

technical	4.76
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Work is not main activity	3.26
Other sector	7.76
Other service industries	2.56
Public service	1.32
Publishing and media	1.23
Research – science	17.90
Research - social science/humanities	5.38
Social, community and charity	1.32
Teaching	6.44

Tier 1 Graduate Entrepreneur

The University has endorsed around 40 graduates under the Tier 1 Graduate Entrepreneur route since the scheme was introduced in 2012. The businesses have had varying success, as would be expected for new businesses and start-ups, but a number of graduates have transferred into Tier 1 Entrepreneur at the end of the two years and continue to grow their businesses in the UK. If this route was not an option, many graduates endorsed under the scheme would still establish their own businesses but overseas. The UK therefore reaps the benefits of potentially having innovative and rapidly growing companies, many of which are at the forefront of technological advances within their sectors, basing themselves here long term.

Some examples of the businesses supported under Tier 1 Graduate Entrepreneur are outlined below:

A genomics technology company developing molecular tools and techniques for DNA sequencing. The company has now successfully developed its core technology which is a group of products that allow researchers - and eventually doctors - to expand the amount and sophistication of information that they can generate with DNA sequencing, across a whole slew of important genetic analyses.

The development of a free mobile app and pharmacy platform that has now been launched and gained over 8000 active patients through more than 200 pharmacy partners to date. The pharmacy integrated mobile app solution helps chronic disease patients manage their prescriptions with the professional help from local pharmacies. They also integrate with pharmacy IT and GP system providers to automate medication usage further and improve adherence. The business now employs 10 programmers, sales and marketers.

A company manufacturing solar energy generators with the goal of helping global industry switch to lower-cost renewable energy sources. The business was founded to address a dislocation in the energy market where risk and complexity were discouraging remote business from adopting solar. The company takes existing solar tech and makes it modular and portable, yet similar in cost and performance to traditional large-scale systems. It is the world's first mobile solar field that uses tracking technology, enabling up to 30% more energy production from each panel installed.

Tier 4 Doctorate Extension Scheme

Around 20% of eligible Tier 4 PhD students at the University opt to switch into the Doctorate

Extension Scheme (DES) at the end of their studies. The scheme is designed to provide a bridge for PhD students to Tier 2 (and Tier 1). It provides an extended timeframe for graduates to gain work experience or secure longer-term employment in the UK. The DES is particularly useful for graduates moving into research roles where funding is limited to a year or less, or for those moving into academic jobs as they can often publish from their PhD whilst also applying and interviewing. The high cost of obtaining a DES visa followed in less than a year by those with a job offer of a Tier 2 (General) visa, however, can be discouraging for individuals at an early stage in their career.

2. EEA employment

DLHE returns provide anonymised data on those EEA nationals who have replied to the survey over the last five years with information on their employment in the UK. The graduates are surveyed roughly 6 months after they complete the qualification

(there are two census points per year). 843 EEA graduates who have stayed on to work in the EEA have responded to the DHLE between 2011/12 and 2015/16.

The DLHE survey also invites a declaration of job title and location. The full data set for 2011/12 to 2015/16 indicates that 17 EEA leavers have declared that they have gone on to work as teachers in schools in the local region (Cambridge and East of England) (2.02% of respondents). Approximately 29 EEA leavers have declared that they are working in clinical roles in Cambridge and the East of England (3.45% of respondents).

The data tables below present the employment sector breakdown for those completing first degrees, MPhils and PhDs who have responded to the DLHE between 2011/12 and 2015/16 and who have provided a description of their employment in the UK. It should be noted that the full DLHE returns also cover other postgraduate courses such as Diploma, Certificate and Masters courses.

First degree leaves (221 respondents)

Employment sector	Overall %
Accountancy and tax	1.81
Actuarial and insurance	1.36
Arts and Recreation	4.07
Banking and investment	15.84
Communications Business	2.26
Engineering and architectural consultancy	3.62
Health	13.57
IT sector	16.29
Legal	1.36
Management consulting	7.24

Manufacturing, utilities, power: business	1.81
Manufacturing, utilities, power: technical	4.52
Other sector	8.60
Other service industries	4.52
Public service	0.90
Publishing and media	2.71
Research – science	3.62
Research - social science/humanities	0.90
Social, community and charity	1.81
Teaching	3.17

MPhil leavers (171 respondents)

Employment sector	Overall %
Actuarial and insurance	0.58
Arts and Recreation	1.17
Banking and investment	20.47
Communications Business	1.75
Engineering and architectural consultancy	4.68
Health	3.51
IT sector	7.60
Legal	1.17

Management consulting	16.37
Manufacturing, utilities, power: business	3.51
Manufacturing, utilities, power: technical	4.68
Other sector	14.62
Other service industries	3.51
Public service	1.75
Publishing and media	0.58
Research – science	4.68
Research - social science/humanities	3.51
Social, community and charity	1.75
Teaching	4.09

PhD leavers (348 respondents)

Employment sector	Overall %
Arts and Recreation	1.15
Banking and investment	2.87
Communications Business	0.57
Engineering and architectural consultancy	1.72
Health	5.17
IT sector	4.31

Legal	1.15
Management consulting	3.74
Manufacturing, utilities, power: business	0.86
Manufacturing, utilities, power: technical	4.02
Other sector	5.46
Other service industries	0.57
Public service	1.72
Publishing and media	0.57
Research – science	43.39
Research - social science/humanities	13.22
Social, community and charity	0.86

Teaching

8.62

International students: economic and social impacts

Response from Bournemouth University to the Migration Advisory Committee's call for evidence, January 2018

What impact does the payment of migrant student fees to the educational provider have?

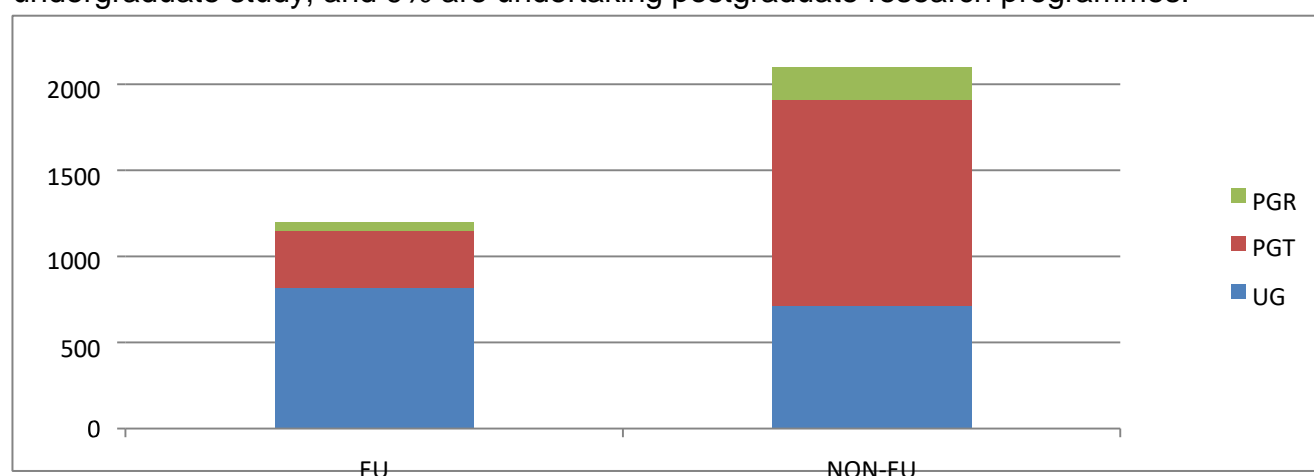
In total we have 3,300 international students (16% of all students).

- 6% of our students are from EU countries (1,200)
- 10% of our students are from non-EU countries (2,100) (10%)

Bournemouth University's proportion of international students is generally consistent with the national sector average (national sector data 2014/15 14% average international students (Universities UK with Oxford Economics); and the January 2018 HEPI/Kaplan with London Economics which updates the average figure to 19%).

The majority of EU students (68%) take undergraduate degree courses (3-4 years). 28% take taught postgraduate programmes (usually 1 year of study), and 4% follow postgraduate research programmes (approximately 4 years study).

57% of non-EU students take taught postgraduate programmes, 34% undertake undergraduate study, and 9% are undertaking postgraduate research programmes.



Tuition fees from international students therefore make a significant contribution to BU.

In 2015-16, of the 92 postgraduate taught programmes provided at Bournemouth, 56 of the programmes included more than 20% international (both EU and non-EU) students. Without these students the diversity and range of courses on offer at Bournemouth might be more limited.

What are the fiscal impacts of migrant students, including student loan arrangements?

Our best estimate is that half our EU students take either undergraduate or postgraduate loans from the student loans company.

At Bournemouth University (BU) we undertook a [survey in 2013](#) on the economic impact of the university, and we update the impact numbers each year. To do this we assume the same pattern of expenditure. This data shows that we expect that expenditure related to EU and overseas students is as follows (including direct, indirect and induced expenditure):

- Bournemouth, Christchurch and Poole (BC&P) - £69,159,000
- South-West region - £84,668,000
- UK - £146,435,000

The full data is set out below. As noted, these figures are based on the assumption that expenditure patterns by staff and students are the same as those identified in the 2013 update of the BU impact study.

Expenditure Effects related to overseas students	Overseas Students			TOTAL
	Direct	Indirect	Induced	
B,C & P Conurbation	30,595,814	10,708,535	5,167,633	46,471,982
South West Region	32,673,135	16,336,567	7,883,561	56,893,263
UK	38,497,002	32,576,163	27,325,172	98,398,337

Expenditure Effects related to EU Students	overseas students			TOTAL
	Direct	Indirect	Induced	
B,C & P Conurbation	14,936,539	5,227,789	2,522,781	22,687,109

South West Region	15,950,664	7,975,332	3,848,667	27,774,663
UK	18,793,812	15,903,324	13,339,848	48,036,984

Do migrant students help support employment in educational institutions?

As we have noted above, in 2015-16, of the 92 postgraduate taught programmes provided at Bournemouth, 56 of the programmes included more than 20% international (both EU and non-EU) students. Without these students the diversity and range of courses on offer at Bournemouth might be more limited, which might have an impact on employment. Professional services staff are required to support these students in services such as advice, catering, estates, administration and sports facilities.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

In the Universities UK report (UUK Briefing: The economic impact of international students, March 2017), it is stated that *“on and off campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy.”* In the same report it highlights that *“On- and off-campus spending by international students and their visitors supports jobs all over Britain, supporting 206,600 full-time equivalent (FTE) jobs nationally.”*

When looking regionally, the same report studied the economic impact of international students on the regions and confirmed that in the southwest region in which Bournemouth University sits, international students’ off-campus expenditure amounted to £323 million, there were 2,832 jobs generated by international student spending and export earnings generated by international students amounted to £612 million.

Our local area has the greatest concentration of English language schools in the UK, bringing in much needed income to the region all year round. The demographic for the English language schools ranges from junior to adults and helps create an international vibrancy within the town. In research completed by the International Education Forum in conjunction with the Bournemouth and Poole Tourist Boards it was calculated that £1 in every £10 generated in the local economy is derived from international students, equating to over £300 million annually.

As we have noted above, based on our estimates, international students attending Bournemouth University alone generate at least £26 million for the local economy from their accommodation costs, food and consumables, study resources and transport to the University.

How do migrant students affect the educational opportunities available to UK students?

Considering our own student recruitment, international students do not take places at BU that could otherwise be filled by UK students – our international students are valued additional participants in our community.

We believe strongly that UK students benefit by being part of a diverse cohort of students, UK students build international contacts and an understanding of other cultures that equips them for an increasingly globalised labour market. A recent survey (HEPI (2015) What do home students think of studying with international students?) found that three-quarters of domestic students say that studying alongside international students was a useful preparation for working in a global environment, and the same proportion said it gave them a better worldview.

An integral part of the degree offer at Bournemouth University is the opportunity of a placement within industry. Anecdotally staff report the UK students are able to access further-reaching global placements through contacts made through their fellow international students.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this in UK students?

In a recent HEPI report entitled *How much is too much? Cross-subsidies from teaching to research in British universities* it is argued that each international (non-EU) student in the UK contributes £8,000 to UK research, as on average tuition fees charged to non-EU students are higher than those charged to home and EU students. This supports our research, our staff, and our research students. International students benefit through the inclusion of cutting edge research in their curriculum.

As noted above, in 2015-16, of the 92 postgraduate taught programmes provided at Bournemouth, 56 of the programmes included more than 20% international (both EU and non-EU) students. Without these students the diversity and range of courses on offer at Bournemouth might be more limited.

A strength in UK HE is the interaction with international employers and global accreditation bodies in the creation of courses. This leads to universities constantly evaluating their portfolio of programmes, ensuring they are fit for purpose in a global environment. The output of this is that both UK and migrant students are being offered courses of relevance nationally and internationally, providing options for all students to be globally employable.

What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

Bournemouth has seen a growth in private business providers of student accommodation over the last few years and has also increased the frequency of university bus services (which are used by the wider community). This has had a positive impact on the local community and the environment and has created additional employment opportunities locally. It is also reducing the proportion of

private rented accommodation occupied by students, which has improved the local housing supply. The overall student numbers, including international students, have supported these developments.

As regards health provision, the University subsidises a local campus-based GP surgery to provide an additional nurse practitioner staff resource (for all students and the community). The overall volume of all students recruited, including international students, makes this support measure possible.

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Using the January 2018 HEPI publication (HEPI and Kaplan with London Economics: The costs and benefits of international students by parliamentary constituency, January 2018) calculations which determine the per student value of spend by our overseas visitors to visit the student or student's area alone, we can estimate that the impact our international students have on the regional Dorset economy to be £7.8 million including their full period of study and their graduation ceremony.

Additional to this figure is the significant income brought into Bournemouth by the numerous language school students and its context as a desirable tourist area in its own right.

What role do migrant students play in extending UK soft power and influence abroad?

A report entitled Britain's Global Future: Harnessing the soft power capital of UK institutions (Blond, P., Noyes, J. and Sim (2017) Britain's Global Future: harnessing the soft power capital of UK institutions. London: ResPublica.) states:

“The UK's domestic institutions of education and research have a vital role to play in building Britain's soft power. The UK's status as a world leader in education (higher education in particular) and academic research contributes significantly to our national prestige and provides many opportunities to reach out to equivalent individuals and institutions abroad to form the meaningful long-term relationships which underpin soft power.”

It goes on to say that the UK's position as the second most popular country in the world for attracting migrant students places UK universities in a very strong position for:

“Encouraging analytical skills and accurate information...a vital prerequisite for citizens of other countries to be influenced by the power of example channelled by British institutions, rather than having traditional ways of thinking reinforced.”

A 2015 report by ComRes, The Soft Power 30: A Global Ranking of Soft Power, noted that the ability of a country to attract foreign students, or facilitate exchanges, is a powerful tool of public diplomacy. In a report by the Higher Education Policy

Institute, (HEPI (2015) Now that's what we call soft power: 55 world leaders educated in the UK) it was reported that 55 world leaders from 51 countries have studied in the UK.

UK higher education is one of the UK's 'export' sectors. As well as the "soft power" described above, international students can be a longer term resource for business partnerships, future mobility opportunities and capital flow. In the context of the higher education sector, this can mean future research funding, mobility opportunities, placement and employment opportunities for students and graduates.

Additional references:

- Atkinson, C. (2010) Does Soft Power Matter? A Comparative Analysis of Student Exchange Programs 1980–2006. *Foreign Policy Analysis*, 6 (1), 1-22.
- Brown, Richard. (2009) *Global Horizons: How International Graduates Can Help Businesses*. London: Council for Industry and Higher Education London.
- Hill, Ch. And Beadle, S. (2017) *The Art of Attraction: Soft Power and the UK's Role in the World*. London: British Academy.
- Matthews, D. (2014) Higher Education Bolsters UK Soft Power. *The Times Higher Education*. Available from: <https://www.timeshighereducation.com/news/higher-education-bolsters-uk-soft-power/2011196.article> [Accessed on 14 December, 2017].
- Trilokekar, R. D. (2010) International education as soft power? The contributions and challenges of Canadian foreign policy to the internationalization of higher education, 59 (2), 131-147.

If migrant students take paid employment while they are studying, what types of work do they do?

For a variety of reasons, many migrant students face additional barriers to securing paid employment while they are studying (compared to UK students). Consequently many migrant students will seek employment in an environment where they feel secure and safe and will work on the University campus as student ambassadors in roles such as event support, IT, and in the library.

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including net migration and on shortage occupations?

N/A

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Of the BU international recent graduates who responded to the 2015/16 Destination of Leavers in Higher Education survey (an eligible international and non-EU BU population of 291):

- 80.4% were in employment or further study (with EU students = 84.3%)

- 70.7% were engaged in professional level employment (with EU students = 74.6%)

Of those in employment 28.3% (58) remained in the UK with 41 of those (73.2%) in professional level employment. They were primarily employed within the industries of Marketing & Events, FE & HE (lecturing and research), Hospitality, Animation and Visual Effects.

We have analysed the Destination of Leavers Higher Education data across a four year period for the Bournemouth University PhD graduates from an international background. 50% of international PhD graduates take up employment within our region, of this 38% remain in the immediate local area. The data does not reveal their actual roles however given their specialised and high level of qualification it seems likely they are making a positive contribution to the local market.

Any other relevant information the institution wishes to provide

International students are often first in line to volunteer within the community. Bournemouth University's Students' Union (SUBU) note that EU and Non-EU students have had a potentially significant positive benefit on the local community in Bournemouth. SUBU have analysed the figures for community volunteering undertaken through the Union and have confirmed that, out of all students registered with the Union, EU and Non-EU students are more likely to volunteer than UK students:

- 5.1% of UK students registered with the Union volunteer
- 7.3% of EU students registered with the Union volunteer
- 10.7% of Non-EU students registered with the Union volunteer.

Examples of volunteering undertaken by EU and Non-EU students include beach cleans; food donation collections for food banks; putting up Christmas decorations in care homes; and conservation work at a local RSPB reserve.

A comment from one of our international student volunteers:

"I feel very fortunate to be able to go to Bournemouth University. Unfortunately though I feel as a university we can become so disconnected from the community around us. Putting on the first Vegan Festival this year felt like bringing some of that community to the uni. With many local organisations, charities, individuals and companies coming in. I got to see the coming together of students and community. Fulfilled may be the best word to describe how I felt that day working alongside many of the other society members of the Reducetarian society.

For me as an international student coming to university life and having this and many other unbelievable experiences feels more like a wonderful dream looking

back on it. I am grateful that others have the opportunity as well to do the same as I have here.”

Two major political decisions had a significant negative effect on applications and enrolments by EU and non- EU students. The loss of the post-study work visa in 2012 and the Brexit result of the EU referendum led to marked declines in application and enrolment rates from both EU and non-EU students. Following the changes to the post-study work visa there was a particularly large drop in applications from Southern Asia and this negative trend continued until 2016/17. This effect has been widely reported across the HE sector.

Cardiff University

1. What impact does the payment of migrant student fees to the educational provider have?

International student fees represent a significant proportion of tuition fee income to the University, and have a substantial impact on income to the institution. In 2016/17, international (non-EU) students made up 19% of the University's total full-time enrolled student body, paying circa £70m in tuition fees. Tuition fee income from international students represented 32% of the University's total fee income in 2016/17.

Any significant reduction in the enrolment of international students at the University would be seriously detrimental not only to our ability to deliver a number of degree programmes, but also to capital programmes, student experience activities and some research initiatives that involve students (especially at doctoral level). A number of these activities would be under direct threat if the numbers of international students, and associated fee income, were to reduce substantially.

2. What are the fiscal impacts of migrant students, including student loan arrangements?

The fiscal impacts of international students are hugely significant. The financial contribution made by international students both to Cardiff University and to the wider local and Welsh economy is substantial, and the impact of any downturn in this area would be felt across the economy of South Wales.

A London Economics report commissioned by Cardiff University to assess the University's economic and social impact upon the Welsh and UK economies⁸ estimated that the University generated more than £217m in educational exports during 2014/15. This represented 7% of the University's total economic impact (which stood at almost £3bn).

The analysis within the report indicated that the net average tuition fee income associated with a representative Cardiff University student from the European Union undertaking a full-time Masters degree stood at approximately £5,767 over the duration of their studies, while the average tuition fee income associated with a corresponding non-EU international student stood at approximately £15,250. The

⁸ See https://www.cardiff.ac.uk/_data/assets/pdf_file/0018/520515/The-economic-and-social-impact-of-Cardiff-University-2014-15-update.pdf

University's international education exports from net tuition fee income from non-UK students were estimated at £102.5m for the 2014/15 academic year, with a further £114.7m generated by non-tuition fee income (e.g. accommodation, subsistence and facilitation expenditure). Accordingly, the total net impact of Cardiff University on UK exports, based on the 2014/15 academic year, stood at £217.2m – an increase of 60% over the previous two years.

More recently, the January 2017 Higher Education Policy Institute / Kaplan International Pathways report on the costs and benefits of international students by parliamentary constituency⁹ estimated that the total economic benefit of international and EU students to the UK economy during the 2015/16 academic year was £22.6bn over the entire duration of their studies (this did not include the tax and National Insurance paid by international students). This stands in contrast to the total costs of international students to the UK economy, which are estimated at £2.3bn. The report notes that every 15 EU students and every 11 non-EU international students generate £1m worth of net economic impact for the UK economy over the duration of their studies.

The report also notes that there were 11,860 first-year international students studying in Wales in 2015/16, making a contribution to the UK economy of £900m over the duration of their studies. The report identifies the Cardiff Central parliamentary constituency, where the University's main Cathays Park campus is located, as a constituency which 'benefits significantly', with the 2015/16 cohort of international students in Cardiff Central contributing £151m to the UK economy. This makes Cardiff Central the parliamentary constituency with the UK's 13th largest impact in terms of net contribution by international students. The following contribution was also made to surrounding constituencies:

Cardiff North: £42m

Cardiff South & Penarth: £28.6m

Cardiff West: £22.7m

Strictly fiscal (tax-related) information does not exist at a Wales or local level. However, Universities UK has estimated that the economic activity and employment

⁹ See <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

sustained by international students' off-campus spending generated £1bn in tax revenues.¹⁰

In 2016/17, 90% of Cardiff's EU undergraduate students took up the tuition fee loan. This was an increase from 80% the previous academic year. The UK's exit from the European Union brings the likelihood that UK universities will experience a significant decline in EU student numbers, as these students become international students for fee-paying purposes. So long as entry and residence requirements remain attractive in comparison with the present arrangements for EU students, however, there is every opportunity to ensure that revenue losses are mitigated through higher international fees.

3. Do migrant students help support employment in educational institutions?

Yes. International tuition fee income is an important element of funding for a range of projects, initiatives and ongoing activities, not to mention the teaching of international students themselves.

Examples of Cardiff University academic schools with amongst the highest proportions of international students (and highest overall numbers of students) include:

Cardiff University Academic School	Proportion of international students (Undergraduate)	Proportion of international students (Postgraduate Taught)	Proportion of international students (Postgraduate Research)
Cardiff Business School	27%	91%	61%
Cardiff Law School	14%	36%	29%
Cardiff School of Engineering	28%	71%	51%

¹⁰ See <http://www.universitiesuk.ac.uk/news/Pages/International-students-now-worth-25-billion-to-UK-economy---new-research.aspx>

Cardiff School of Architecture	22%	54%	59%
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Source: Cardiff University data, 2017/18 entry

Examples of programmes within the above academic schools, with a significant number of international students, include:

Cardiff University Academic School	Academic Programme	Number of enrolled international students
Cardiff Business School	MSc International Economics, Banking & Finance	254
	MSc Accounting & Finance	230
	Master of Business Administration	160
	BSc Accounting & Finance	138
	MSc in Logistics & Operations Management	92
Cardiff Law School	LLB Law	181
	Postgraduate Diploma in Bar Professional Training	94
Cardiff School of Engineering	BEng Civil Engineering	61
Cardiff School of Architecture	BSc/March Architecture	80

Source: Cardiff University data, 2017/18 entry

To take the example of one academic school above, the data show that in the event of all international students being unable to enrol at UK universities, Cardiff Business School's postgraduate programmes would lose 91% of their student intake, and the School's undergraduate programmes would lose 27% of their intake, whilst postgraduate research programmes would lose 61% of their intake. Overall, the School would lose circa 1,719 students. The individual programmes listed above would be the most immediately threatened, but there are many other programmes within the School with large numbers of international students that would also face closure. Whilst job losses would not necessarily map directly on to student losses in a proportional manner, the fact remains that, with a student: staff ratio of 11:1 in the Business School, the likelihood is that more than 150 members of staff would see their roles endangered, and it is entirely possible that the number would be greater.

It should also be noted that many courses at Cardiff are, through their fee income, cross-subsidising other programmes at the University which are not currently generating enough income to be self-sustaining in their own right. Thus, the likely closure of some of the courses listed above would also have a deleterious effect upon programmes in areas such as Modern Languages, Physics and Chemistry.

In addition to economic factors, it is important to note the broader social factors at play. To take one example, Cardiff is the only University in Wales to offer the Diploma in Bar Professional Training. As the above data suggest, the removal of international students from this programme would likely lead to the closure of the programme, and the removal of a route to train to become a professional barrister in Wales.

With regard to roles specifically linked to the recruitment, support and assistance of international students, there are currently 7.6 full-time equivalent (FTE) members of staff within the International Student Support department; and circa 23 FTE members of staff in a range of roles relating to international student recruitment (including direct recruitment, external partner liaison, marketing and administration). Both the International Student Support and International Recruitment/Links functions also regularly employ students on a part-time/casual basis to assist with ongoing projects.

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

A report from Viewforth Consulting, commissioned by Universities Wales and published in November 2017, found that international students and their visitors generated £487m of export earnings for Wales during 2015 (equivalent to 3.7% of all 2015 Welsh export earnings). International students and their visitors generated £716m of Welsh output and £372m of Welsh Gross Value Added (GVA). The spending of international students generated over 6,850 (FTE) jobs in Wales, with 1,598 jobs and £82m of GVA generated in areas which do not have a University presence.

The city of Cardiff received 32.6% of the total output impact across Wales, and has the largest number of jobs generated by international students (2296 FTEs). Cardiff's contribution to Welsh GVA was the largest of all areas in Wales.¹¹

5. How do migrant students affect the educational opportunities available to UK students?

International students make an important positive impact on the educational opportunities available to UK students. This is exhibited in a range of ways, not least through exposure of UK students to new approaches, perspectives and academic backgrounds. In many cases, the University can only run particular academic courses because of the financial income it receives from international student tuition fees, which are used to cross-subsidise the operation of academic programmes across the institution. As can be seen from the response to Question 3, if numbers of international students enrolled at Cardiff University declined significantly, it is highly likely that a number of academic programmes would need to close, which would reduce educational opportunities available to UK students.

In addition to educational opportunities, the presence of international students helps enrich the student experience at Cardiff. Some examples of this are below:

The University's Global Opportunities Centre provides opportunities for domestic and international students to study, work and volunteer abroad as part of their academic studies. This offers opportunities for domestic students to interact with international students, and to develop lasting international networks, as well as enhance their employability and personal development.

The Cardiff Students' Union's current Vice-President for Education (Sabbatical Officer) is an international student, from Oman. Her role involves representing all

¹¹ See <http://www.uniswales.ac.uk/wp/media/Unis-Wales-international-student-research.pdf>

students (including domestic students) to the University on matters relating to education and study.

The Students' Union's societies are key to engagement between international and domestic students. Societies based around specific cultural and national groups hold 'National Day' events on-campus, and engage widely with domestic students. The Students' Union Islamic Society hosts open sessions to learn more about the Islamic faith, and various sports societies offer opportunities for UK and international students to form friendships through areas of shared interest.

A number of Cardiff University academic schools facilitate sessions whereby international students studying Masters and Research programmes provide academic advice and support to undergraduate students from the UK, offering information and guidance on areas such as lectures, group work and independent study.

The University's Global Week is organised in partnership with the International Students' Association and celebrates the unique cultures and shared experiences of students and staff across the University. Domestic and international students are welcome at the event, and all contribute significantly to a range of collaborative activities.

A number of international students studying the University's Translation programmes have assisted local charities such as Asylum Justice, and have provided valuable translation skills to third sector organisations. International students have also worked with the police and NHS in similar capacities.

Many of the activities noted above depend to a significant extent upon a reliable source of tuition fee income from international students, and would be endangered were that income to be reduced or removed.

It is important to note that contrary to many media reports, international students do not 'take' places from UK students. As has been noted by Universities UK, the reasons for some of the downward trends in Home student enrolments at UK universities are numerous and complex¹². In addition, the apparent 'rise' in international undergraduate numbers in the UK over recent years is not as clear-cut

¹² See <http://www.universitiesuk.ac.uk/blog/Pages/sunday-times-wrong-international-student-recruitment.aspx>

as interpreted in media reports. Regardless of interpretation of data, it remains a fact that even if international numbers do rise, this is not at the expense of places for UK students. Universities are adept at increasing capacity to accommodate increased numbers of well-qualified students; the difficulty tends to lie more in reducing capacity to cope with declining demand.

6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

International student fees cross-subsidise educational opportunities available to all students, including UK students. It is likely there would be considerable negative impact upon education provision should international student fee income decrease. Indeed, as noted above, there would also likely be negative impacts upon specific academic programmes, and a real risk that provision of academic programmes would be affected with the accompanying job losses and loss of economic impact.

Whilst individual universities would all be affected in different ways by any decline in international student numbers, it is important to note that without international students, university education provision in the UK would suffer. Courses would inevitably need to close, and the UK's research base would be negatively impacted as the cross-subsidy of international tuition fees to research and the support of doctoral students declines.

7. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

The Higher Education Policy Institute / Kaplan International Partnerships report referenced in answer to question 2 provides information on the net economic contribution of international students (i.e. it factors in estimated costs to the UK economy, alongside benefits). The report estimates that the cost to the economy of international students living within the Cardiff Central parliamentary constituency is £23.7m (set against total benefits of £175m). The £23.7m number does not map directly on to the requirement for information on housing, transport and health provision; however, these are amongst the factors taken into consideration when calculating costs within the report.

Cardiff Council does not hold data on housing, transport and health provision which is disaggregated by student fee categorisation, so it is not possible to gain a full picture of the impact of international students in these areas across the city. However, in respect of housing provision, it is clear that international students make a considerable financial contribution, both through fees payable to the University for

University residences and accommodation, and through the fact that student accommodation in Cardiff has expanded greatly over recent years, an expansion in which international students have been a key driver. This has had wide-ranging effects: student accommodation has been used as an economic anchor for new developments in the city, such as the Central Square scheme¹³.

In addition to the large numbers of international students occupying University residences, the University estimates that (as set out in the table below) increasing numbers of international and EU students have been living in private (non-University) accommodation in the city of Cardiff, thereby assisting in driving the growth upon which a large proportion of the city's recent economic development is based.

2015/16	2016/17	2017/18
2121	2424	2458

(NB. Approximate figures only. Includes Undergraduate EU/Overseas, Full Session Erasmus/Exchange, International Foundation Programme, Study Abroad Full and Autumn Semester, Postgraduate Taught EU/Overseas, Postgraduate Research EU/Overseas, EU Short Programme)

In line with expectations we believe that international students have increased the demand for short-term housing lets within the private sector. Neither the University nor Cardiff Council is aware of any pressures in respect of housing availability to the local population caused by this increased level of demand.

With regard to transport, Cardiff Council has advised that international students are not specifically factored into considerations around the city's Local Development Plan, as typically they live in city centre locations and travel on foot or by bicycle, and therefore do not therefore impact heavily upon local transport infrastructure.

Cardiff Council's *Brexit – Implications for Cardiff* report notes that 'Cardiff must maintain its success as an international city by continuing to attract international

¹³ See <http://centralsquarecardiff.co.uk/>

investment, trade, students and major events¹⁴ and the local authority has been supportive of the University's international student recruitment objectives.

The University's International Student Support Team records the number of queries it receives, categorised by area. Some of these are as follows:

60 health queries between Nov 2016 - June 2017 and Nov 2017 - Dec 2017, mainly about finding GPs and dentists, and obtaining emergency medical attention.

102 housing queries between Nov 2016 & June 2017 and Nov 2017 & Dec 2017, mainly concerning students wanting to change accommodation; new arrivals with no accommodation; contractual releases; summer-based accommodation.

It is important to note that international students from outside the EEA are required to pay an immigration health surcharge in order to obtain a student visa.

8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

The Viewforth Consulting report commissioned by Universities Wales (see response to question 4, above) makes estimates through analysis of International Passenger Survey data, combined with Annual Population Survey and HESA data. This analysis makes an estimate of 56,136 international visits to Wales in 2015/16 as a result of a friend or family member studying in Wales, with an average spend per visit of £398¹⁵. The estimate of additional impact generated by short-term expenditure of international visitors to Wales can be seen below:

Additional impact of expenditure of short-term international visitors associated with international students in Wales

	Generated in Wales	Generated in rest of UK	Total generated in UK
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¹⁴ See <https://www.cardiffpartnership.co.uk/wp-content/uploads/ITEM-4-BREXIT-Cardiff-Full-Report.pdf>

¹⁵ See <http://www.uniswales.ac.uk/wp/media/Unis-Wales-international-student-research.pdf>

Output	£26.41m	£8.89m	£35.30m
Jobs	221 FTE	77 FTE	298 FTE
GVA	£11.93m	£4.43m	£16.36m

Source: Viewforth Modelling System Analysis

9. What role do migrant students play in extending UK soft power and influence abroad?

International students play a prominent role in this area. The University's International Office and Development & Alumni Relations Division has close relationships with international alumni across a range of countries globally. Many will continue to have links with the UK, particularly those who go into academia in their home country and sustain their links with academic staff at Cardiff. A significant proportion of international alumni will have familial or other links with the UK, and will often remain engaged with the UK long after graduation. We are willing to contact some of these alumni to see if they are willing to share information on their experiences, if required. The ComRes Soft Power 30 Report 2017¹⁶ noted the importance to public diplomacy of universities being able to recruit students from overseas. The fact that more than 50 current world leaders have previously studied in the UK is indicative of the global reach of UK universities, as is the importance of an internationalised student body in key university ranking tables.

Some examples of Cardiff University alumni currently working in influential positions internationally include the below:

Strive Masiyiwa (BEng 1985) CEO & President, Econet Group, South Africa

Khairul Harun (BSc 1999). Malaysian politician. Chairman BIOSIS GROUP BERHAD, Malaysia

Lee Albert (BSc 1975). Chief Executive Officer, Emperor Motion Picture (Hong Kong) Limited, Hong Kong

¹⁶ See <https://softpower30.com/wp-content/uploads/2017/07/The-Soft-Power-30-Report-2017-Web-1.pdf>

James Smart (MA 2016). News anchor on [Kenya Television Network](#)

Zulkifly bin Zakaira (MBA 1998). Director of Eastern Pacific Industrial Corporation Berhad, Malaysia-China Business Council, Vice President of the Malaysia-China Friendship Society

Joseph Y. Yun (BSc 1975). [United States Special Representative for North Korea Policy](#) and, concurrently, the [Deputy Assistant Secretary for Korea and Japan](#) in the [US State Department](#).

10. If migrant students take paid employment while they are studying, what types of work do they do?

Unfortunately, the University does not hold data on the proportion of international students that work during their studies. The Students' Union Jobshop does not hold equivalent data for international students who take up positions offered via their advertised vacancies.

A wide variety of temporary and casual work is offered within the University, the Students' Union and various external companies in the city. Examples include bar/catering, admin, research, manual handling amongst others.

The University offers casual working opportunities to our international students in a number of ways, including through the offering of 'student ambassador' roles. These are paid roles and involve working with University staff in areas such as supporting student recruitment, marketing or induction activities. Other on-campus opportunities exist and can be accessed by international students via the Students' Union Job Shop. Typically, this would include administrative work, bar/catering work or other casual roles.

Where students do undertake casual work, all students are reminded of their visa conditions, including working entitlements and restrictions. This takes place as part of the University's student induction processes and through correspondence from our Registry department.

11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

There are no reliable data on this, so this response is qualitative in nature. However, it is accepted that most employers in the South Wales region are unlikely to sponsor students under a Tier 2/5 visa. Of course, the minimum salary rates apply across the

UK, regardless of region. A starting salary rate of £18,600 for a Welsh company will be viewed differently to a London-based company, which has an inevitable impact upon the local employability of our students.

In line with other UK universities, we would welcome the return of the post-study work scheme. This enabled international students to gain the work experience many felt necessary in order to enhance their CV and improve their employability prospects in their home country.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

A significant majority of international students return to their home countries following their study period at Cardiff. A Cardiff University alumni exercise in 2014 surveyed students who had entered the University from 2005, and found that in almost every cohort, international students surveyed were likely to have left the UK one year after arriving (i.e. they returned to their home countries shortly after completion of their postgraduate taught programme). Around 10% of surveyed alumni had held visas other than Tier 4 visas; this largely related to students who had studied at Cardiff prior to the abolition of post-study Work, and these students had in most cases held Tier 1 or 2 post-study visas. Students from these cohorts were more likely to have stayed in the UK for longer, usually for one or two years after graduation. Respondees to the survey were predominantly from India, Malaysia, China and Pakistan.

The survey asked alumni to identify their job titles and types. Predominant amongst responses were 'Manager', 'Consultant', 'Associate', 'Engineer', 'Director', 'Professor' and 'Researcher'. If the Committee would like to see a copy of the survey we can supply it on request.

Despite the fact that a majority of international students return to their home countries following their period of study at Cardiff, some have remained in the UK to take up work opportunities. Examples of students who have established their own businesses in the UK after graduation at Cardiff University include a recent Indian alumnus who established a successful digital marketing consultancy in Cardiff, employing several people. We are willing to contact this alumnus to ask if he is willing to share information on his experience, if required.

Based upon 2015/16 DLHE information, 95 of 763 international graduates are employed in the UK as optometrists, pharmacists (pre-registration), doctors (in

training) or are in accountancy roles and academic roles. The majority are pre-registration graduates.

With regard to careers and employability support, the University's Careers and Employability team (located within the Student Support Division) takes a lead in this area. International students have opportunities to undertake work experience by taking part in a range of extra-curricular placement and volunteering opportunities. They also have the opportunity to attend an extensive range of career events – employer fairs, presentations, workshops on career development and guidance appointments with Careers Advisers. International students can take part in the Cardiff Award which is an employability skills programme that includes work experience, workshops, guided reflection and employer networking. Advice is delivered to students through presentations jointly delivered by the International Student Support and Careers and Employability teams, as well as workshops and tailored one-to-one appointments.

The team also works with employers to explain and demystify the complexities of the UK Immigration Rules in respect of working entitlements and sponsorship, which involves collaborating with overarching sponsors, and can assist students in accessing placements and internships. The team equally supports the University's own HR Department and employees with regard to leave to remain and entry clearance applications, to permit work. This approach is sensitive to the needs of the students and local employers who may wish to recruit our talent.

The closure of the post-study work scheme has had a significant negative impact upon the UK's attractiveness as a study destination. Whilst it is not possible to disentangle all the reasons for variations in application/enrol data, it is noteworthy that in the academic year immediately after removal of the post-study work scheme, the University's numbers of both new international enrolments and total international enrolments declined by 3%, the first decline in seven years. Our numbers from India declined by 13%. Whilst these numbers have since recovered, they are indicative in large part of the negative impact upon the student recruitment environment when post-study work was removed.

13. The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

The absence of demand from international students for a UK education would be a body blow for Cardiff University. Whilst much would depend upon the extent of the decline in demand, it would be no exaggeration to say that the risk could involve

reduction in the size of the University by 25% or more, with the associated job losses (many in highly-skilled professions, with the associated contribution to the UK tax base). In addition, any significant reduction of demand from international students would likely have a negative impact upon a number of key areas of University activity including (but not limited to) academic provision (including potentially in areas of strategic importance to Wales and the UK), research projects, capital expenditure projects, the student experience and widening participation initiatives. This could include the removal of existing academic programmes, and discontinuation of specific projects (both large-scale and small-scale). It would put our existing staffing levels at risk. This would likely impact significantly upon the local economy and upon citizens and communities in Cardiff.

In addition to the immediate concerns around the size of the institution, cuts to academic programmes and loss of highly-skilled jobs, a removal of demand from international students would also lead to a steady erosion of the University's international competitiveness. Research areas in which the University is a global leader would see immediate and continuing reductions in their funding; the University's ability to engage and collaborate with international partners would be significantly reduced, and there would be an overall sustained negative impact upon the global competitiveness of the University and, by extension, Cardiff, Wales and the wider UK.

Cardiff University is, of course, not unique in this regard. This would of course affect other institutions in similar manners, and would represent a significant economic impact upon both the HE sector and the wider UK economy.

14. The MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

With regard to subject area - at Cardiff University, international students can be found studying across our academic schools. The biggest numbers can be found studying Business, Engineering, Law, Medicine and Journalism. The presence of international students in these academic areas allows for the nurturing of thriving study communities, with active international research and teaching links. Many of these are academic areas of significant strategic interest to the UK as a whole.

With regard to institution, it is important to note Cardiff's position as Wales's largest (and only Russell Group) university. A London Economics report, commissioned by the University in November 2016, showed the University's contribution to the Welsh economy had grown to approximately £2,204.8m in 2014-15. The report also

showed Cardiff's total UK economic impact reached £2,918m in 2014-15¹⁷. This demonstrates the key role played by the University in contributing to the economic and social development of Wales and the wider UK. International students are a vitally important element of this contribution.

¹⁷ See https://www.cardiff.ac.uk/_data/assets/pdf_file/0018/520515/The-economic-and-social-impact-of-Cardiff-University-2014-15-update.pdf

Chartered Association of Business Schools

MAC Review of International Students Response from the UK's business schools

1. The Chartered Association of Business Schools is pleased to respond to the Migration Advisory Committee's call for evidence on international students. In addition to this main response, we attach three appendices with specific examples of the points made. In some instances, the information is anonymised to protect the identity of the institutions where the data is commercially sensitive.

INTRODUCTION

The Chartered ABS is the voice of the UK's business and management education sector. More university students study a business school course than any other subject in our universities. They are popular not only with domestic students, but also with international students.

Approximately 1 in 3 of all international students study in a business school. As the HEPI (Higher Education Policy Institute) report recently calculated, this equates to a net contribution of at least £7.2bn to the UK economy¹. Management students go on to lead global businesses and entrepreneurs contribute to our dynamic economy. Business school research has an impact across society and helps to turn our capacity for invention into viable businesses. While MBAs may enjoy the highest profile of all business school programmes, they make up a very small proportion of what business schools do. In terms of student numbers, they make up less than 5% of the over 325,000 students studying in business schools in the UK. This does not take in to account short programmes, often offered under the umbrella of Executive Education, which caters for an increasing number of open and bespoke programmes delivered to employees in both large and small firms. Our members consist of 120 business schools and higher education providers across all of the UK, as well as affiliate stakeholders, corporate members and international partners.

We have not submitted further data on the financial contribution of students to the UK economy and their local regions, accepting that both UUK² (Universities UK) and recent HEPI research shows the full picture for all of HE, and that business schools make up a subset of that data. Instead, we have concentrated on delivering data specifically relevant to business schools.

RESPONSE

The benefits of international students to the development of domestic students, and the economy as a whole, are well rehearsed. Importantly, as our survey of our members shows, many programmes, especially at postgraduate level, would not run at all if it were not for the presence of international students.

As part of our response we surveyed our members on a number of aspects, including the impact of international students on student numbers; department and therefore institutional finances; staffing levels; variety and number of programmes offered; and the long-term impact from alumni.

Across our schools, at undergraduate level, approximately 63% of students are from the UK, 10% from other EEA (European Economic Area) countries, and 27% from other international destinations. This varies from institution to institution.

The picture at postgraduate level is significantly different, with 21% of students from the UK, 11% from other EEA, and 68% from other countries. The reliance on international students to make postgraduate education viable is clear, from these figures.

There is no bias towards recruiting international students - in all UK business schools the qualification requirements for students from overseas is equivalent to those in the UK. Furthermore, our research shows that at undergraduate level there is no significant difference between the success rates of applications leading to offers for students from the UK, other EEA, or other international countries.

At postgraduate level, it is more likely that an applicant from the UK (66%) will receive an offer than from a non-EEA country (50%). The fact that almost 90% of applicants for postgraduate study come from outside the EEA illustrates the high regard in which UK business schools are held. It also highlights the importance of international students in enabling our business schools to run programmes that benefit the relatively few students from the UK who study at this level.

Our members stated that at no point were UK students refused places in preference to higher fee paying international students.

A very small number of students were unable to complete their course because their visas had expired. It could be argued that one is too many. Institutions set their own time limits by which a course of study must be completed, and the visa system seems to allow for concessions to be made where necessary.

Approximately 18% of executive education offered in business schools includes attendees from outside the EEA.

¹<http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituencyFinal-11-01-2018.pdf>

²<http://www.universitiesuk.ac.uk/news/Pages/International-students-now-worth-25-billion-to-UK-economy---newresearch.aspx>

While just over 25% of a typical business school's income comes from domestic undergraduate fees, over 40% comes from non-EEA student fees, slightly more than half of which is from postgraduate student fees. Given the freeze on domestic student fees, any reduction in the number of international students coming to study in the UK would have a greater impact on the income of the business school, and therefore the university as a whole. Income generated by business schools supports the sustainability of HEIs (Higher Education Institutions), and hence the success and international reputation of the British university sector more broadly. Business schools are quite often one of the biggest net contributors to their institution's finances.

The vast majority (96%) of our members judged that international students enhance the educational experience of UK students with only 4% stating it was only sometimes the case. No-one responded that it was rarely or never the case. As has been said before, business schools prepare students to work in a global environment - the absence of international students would make a mockery of that. In courses such as international business it is vital to have international perspectives and cultures.

This is also reflected in the NUS (National Union of Students) report, *Student perspectives on international students: NUS research into UK students' views on their international peers*.

Our business schools, on average, offer 16 different undergraduate programmes and 24 different postgraduate programmes, although this does vary across institutions according to their size. On average, schools offer over twice as many different postgraduate courses as undergraduate courses, although some institutions offer fewer programmes at postgraduate than they do at undergraduate.

A small drop of 5% of international students would put at risk, on average, one undergraduate programme and one postgraduate programme per school. Reduction in programmes would then put at risk, on average per school, 1.2 academic roles and 0.6 support roles.

If the fall in international students was closer to 25%, the average number of programmes at risk would be 1.5 at undergraduate level and 15 at postgraduate level per school. This would be over 60% of postgraduate programmes disappearing. The disappearance of postgraduate programmes would cause a loss of almost 20% of total income, as well as 12 academic posts and five support posts, on average per institution.

If taken higher, a 50% fall in international students would result in only a very few postgraduate programmes surviving, meaning a loss of close to 30% of income and of 32 posts, per institution. It would have little additional impact on undergraduate programmes except, for the lack of international perspective.

Some business schools would fare better than others. Those in well-known institutions, generally in the big cities, especially in London, would be able to weather the storm better than those in regional areas. Without any international students over 30% of institutions would have no offering at postgraduate level.

The regions most likely to be impacted by the loss of international students are those that the Government is trying to reach with its industrial strategy and where it could be argued, international students have the most to offer.

Those subjects most at risk are, in order:

Accounting and finance

Marketing

International business and management

General management

Business Analytics

Risk Management

Economics

Human Resources management

International financial management

Innovation and Entrepreneurship

Development Economics

Of those schools who record by department where international students go after graduation, the average calculation is that 84% return home, 9% remain on a Tier 4 visa to pursue further study, 1% progress to a Tier 1 student entrepreneur visa, and the remaining 6% move to a Tier 2 General Visa.

On graduating, those progressing to a Tier 2 visa tend to move in to banking and finance (often on graduate schemes), financial technology, general management, consulting, or social impact careers.

Students often stay connected with their alma mater and higher education generally. Some become members of faculty in their own institution, another in the UK, or in universities in their own country, collaborating with faculty from their institution of study. Other activities include joining advisory boards; making philanthropic donations including support for scholarships and sponsored chairs; providing support such as student and alumni career advice; offering support to student recruitment, and facilitating exports. Specific examples are in the appendix.

International students often contribute significantly to the activities of the Student's Union in their time at university. Many report that there are a number of international student societies which host inter-cultural events to share information about different cultures and traditions. Such events are an opportunity for students to develop their inter-cultural communication skills and to create networks which sustain students after their studies.

By having international students on courses, our members report that UK students are able to interact and understand the social differences between various cultures. This is essential as many students go on to work in large diverse teams where they need to understand and take account of diverse cultures and of social differences.

International students bring benefits to the wider communities in which they live, not only in what they spend themselves, but also the financial contributions their families bring as tourists.

International students undertake projects with local SMEs.

International students are prone to return to visit after their period of study. As one business school stated, “In addition over a 10-year period c60% of international graduates returned at least once to the area, contributing £2.1m in additional spend in the UK.”

The international mix of students is an important contributor to business schools in the UK gaining international accreditations^{18,19}, which help to attract more students to the UK. International accreditations are of great importance to business schools which is perhaps very different from other subject areas.

Likewise, many international ranking systems include a measure of diversity amongst the student population as well as the diversity of the faculty, within their measurement criteria

Commenting on the work of UKVI (UK Visas and Immigration) our members said that the delays experienced after the office move to Sheffield caused considerable heart ache for students and headaches for the schools, with some students arriving four weeks late for the start of the academic year.

That said, some praised the changes that had been made recently and the ability for institutions to liaise directly with UKVI.

Summary

¹⁸ <http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/business-accreditation-2017update.ashx?la=en> The Association to Advance Collegiate Schools of Business (AACSB) see page 7, element C for reference to internationally diverse student and faculty body.

¹⁹ https://www.efmd.org/images/stories/efmd/EQUIS/2017/EQUIS_Standards_and_Criteria.pdf Chapter 8, page 64

As is well understood by most people, including the general public, the advantages brought to the UK by international students is immense. This takes many forms including broadening the perspectives of home students, which in itself makes business education more relevant and reflective of the business world. The understanding of other cultures is important for anyone wishing to work in a global environment.

Not only do domestic students benefit from the perspective of students from other cultures in their courses, but also in widening their horizons and encouraging an understanding of difference.

Our research has given an indication of the extent of the reliance on international students, not only in terms of course viability, but in the financial health of business schools. As business schools are the biggest net contributor to institutional finances, this can have a large knock-on effect on institutional financial well-being.

The Home Office's own analysis shows that the vast majority of international students do not break the terms of their visas. Our research backs that up.

Further, there is clear evidence that international students continue to make a contribution to their alma mater after they have returned home, whether that be financial or in kind.

The soft power is also evident with members reporting that after graduation and returning home, their international alumni return for visits for years after they have left.

If international students were to be removed from the net migration target it would send a clear message that the UK welcomes international students, as opposed to the mixed messages being sent at the moment.

Chartered ABS Appendix 1

The following are some specific examples from some of our members on the impact of international students.

Ongoing student involvement with their alma mater and the region where they studied

“Named MBA graduate based in China created 12 jobs in Edinburgh through setting up equity company JB Equity (<http://www.jbequity.co.uk/>); taking on interns from the School. Has appointed three UoE graduates. Supported the University through the creation of "Roslin Technologies Ltd", launched to facilitate the commercialisation of research from the University of Edinburgh's Roslin Institute and Royal (Dick) School of Veterinary Studies <http://www.eid.ed.ac.uk/news/roslintechnologies-launches-boost-animal-sciences-company-creation.>”

“Named China based Under-Graduate from China: Network Coordinator for Asia Scotland

Partnership for the Environment ([Aspen](#)). Aspen is a social business that builds partnerships between Scotland and the Asia-Pacific with the aim to grow resilient local economies from environmental and social issues.”

“Named Moscow based MBA Graduate from Russia: Regional Manager for SDI (Scottish Development International) In charge of the Moscow office.”

“Named USA based MBA Graduate from USA: Editor & Publisher of Scottish Financial Review, covering international, UK and Scottish news on business, companies, markets, economics, trade and investment.
<http://scottishfinancialreview.com>

“Named China based MSc graduate went on to do some work for Edinburgh based travel company Rabbies (<https://www.rabbies.com/en>) after returning to China, following on from a project she did with them whilst in Edinburgh. It was around their expansion in the Chinese market.”

“Named international student who remained in the UK (didn't need a visa) went on to recruit student interns from the business school for SnapDragon. At least one of those is still doing some freelance work for them from China.”

“Named MBA graduate based in Canada is the MD of Arbutus Ridge; has offices in Edinburgh for his software company serving UK clients.”

“Named MBA graduate acts as liaison between the University of Edinburgh and University of Virginia.”

“Nikhil Hegde founded his own business, 6Degree Networks Limited, after his MBA and currently works between UK and India. <https://business.leeds.ac.uk/about-us/article/success-for-alumnus-in-the-mba-entrepreneurial-venture-award/>
<https://business.leeds.ac.uk/about-us/article/mba-entrepreneur-visits-leeds/>
<https://business.leeds.ac.uk/about-us/article/mba-alumnus-making-waves-in-indias-startup-paradise/> <https://business.leeds.ac.uk/alumni/student-and-alumni-profiles/profile/nikhil-hegde/>”

Joey Kong Joey is an entrepreneur making bespoke jewellery and works between Hong Kong, the UK and Europe. <https://business.leeds.ac.uk/alumni/student-and-alumni-profiles/profile/tsz-yan-joeykong/>

Nousheen Zakaria is based in Pakistan and is co-Founder and CEO of a UK business, Out of the Box Ltd and The Code It Company, Pakistan. She is responsible for releasing some of the newest and most innovative apps and websites to support the local industry as well as global clients.
<https://business.leeds.ac.uk/alumni/student-and-alumni-profiles/profile/nousheen-zakaria/>

“Our excellent DLHE (employability statistics) are a result of the international experience/exposure our students gain from being in a culturally diverse and educational environment.”

Social Impact

“Comment from named PGR student: International students can give feedback on courses such as international management, business, HR etc. to make it more applicable. Textbooks and course materials are often written from the perspective of the author - which may not coincide with the perspectives of people from other countries. It brings positive discourse into the classroom and allows students to reflect on real-life business issues with regards to culture, language, etc.”

“Students from the MSc International Management programme, for instance, generally organise a meal each term at which each student brings traditional food

and drink from their own country to share with others. Anecdotal evidence from graduates suggests that the friendships built up during their studies on the programme do serve to create sustainable international networks that can have great value when students want to travel or to do business in other countries.”

“Comment from named PGR student: International students can bring such diversity into the classroom. Similar to learning a new language, it is ideal for a native speaker of a language to be teaching that language to learners. Learning a new culture or business practices can be deepened with real-life examples from people of their native lands through international students.”

“Comment from named PGR student: The social impact of international students is probably forming a highly diverse and competitive learning environment.”

“Comment from named PGR student: I think international students will make intelligent contributions, inspire local students, and improve the quality of education by bringing in diverse perspectives, ideas, and methods to the lectures and workshops. Through our Doing Business Projects in Emerging markets course, students (who are predominantly international) provide expertise into markets such as China, India and Latin America. In this course, we specifically work with Scottish SMEs who are looking to internationalise, resulting in many success stories.”

“Chinese MBA Graduate did work with the Eric Liddell Centre, a specialist care centre based in Edinburgh: <https://www.ericliddell.org/>“

“Dragon’s Glen – a team of mostly international students raised £5000 for Children’s First as part of a charity competition.”

“Quite a few of the Chinese students volunteer at high schools or charity shops.”

“Student Ambassador programme – outgoing international students act as buddies to incoming students from their country to facilitate the transition”

Regional impact

“A number of our PG students undertake projects with industry as part of their final dissertation.

These projects are focussed on performance improvements in companies such as Heathrow Airports, BAE Systems, TUI and the end results of projects are implemented in such business to improve their economic return or benefits to customers.”

“The international student population in Bristol is being increasingly recognised as adding considerable value both economically and socially. Unlike most tourists coming to the UK who will stay only a short time, international students tend to stay for at least a year and often more. During this time they contribute economically through purchase of food, drink, accommodation and other essentials. Their discretionary spend is also generally quite high as they take sight-seeing trips beyond Bristol and frequently fly family members over to visit and to attend graduation ceremonies.”

“Currently a cross-city team involving both universities and Destination Bristol, co-ordinated by the Mayor’s Office, is looking at the value international students add and how this can be further realised.”

“An example of a scheme designed to maximise the benefit of international students to organisations in Bristol is the university’s International Talent scheme. Part-funded by Santander, this scheme links up businesses in Bristol with needs such as translation or marketing insights into particular regions with international students. Businesses benefit from input by international students and the students get experience of how business is done in the UK.”

Northern ballet case study <https://www.ft.com/content/bf5d8884-01fd-11e4-9af7-00144feab7de>

The MBA/Management programmes support third sector e.g. <https://www.yorkshirepost.co.uk/news/social-enterprises-outstrip-businesses-1-3644407>

“One Indian student has now obtained sponsorship and works for BT in an international role which leverages her experience of Mumbai. I invited this student to speak at an international alumni event in London (we organised this in conjunction with some partner institutions). She spoke of how much she enjoyed her time at Aston and loved living and working in London; however she also described the tortuous process of obtaining sufficient experience to gain a full time sponsored position. Upon graduating she was able to gain short term projects which enhanced her CV but she described how after each project finished she received a letter from

the Border Agency advising she 'had 28 days to leave the country or she would be staying illegally and would be liable for prosecution/and or deportation'."

"Comment from named PGR student: International students typically are intelligent and can be a positive addition to the ageing workforce of the UK. In addition, certain professions such as academics and Science Technology Engineering and Mathematics (STEM) related, face a severe labour shortage and foreign students can complement the UK workforce upon graduation. Socially, foreign students bring cultural diversity into the UK. The world is a global marketplace and UK undoubtedly needs to participate in it to be successful. Foreign students bring with them the understanding of markets not only in the Commonwealth of Nations, the EU, but also in emerging markets such as BRICs, Eastern Europe and Southeast Asian countries."

"Comment from named PGR student: I think the high overseas rate tuition fees is probably the biggest economical contribution of international students to the region. The most important social contributions of international students are that (1) international students bring diversity and inclusion to Edinburgh and even Scotland; (2) international students serve as the bridge between the UK and other countries, bringing more opportunities for cross-cultural collaboration."

"Named MBA graduate based in Canada is the MD of Arbutus Ridge; employs people at the company's offices in Edinburgh."

Other impacts

"A Chinese student led our Summer School as a University Ambassador; we have a group of 25 language/engineering students from China and she was able to accompany them on visits and assist with ensuring they got the most out of a 3 week visit to the UK."

"Our student mix has enable us to achieve triple accreditation, raising the profile and brand of our school and the UK business and management sector on a global stage."

"Our student mix has enabled us to achieve Financial Times top 100 global rankings also raising the profile and brand of our school and the UK business and management sector on a global stage."

Views on the work of UKVI

“In 2017/18, BU like many other universities had significant challenges with UKVI as visas for our

Level 7 students were very late in being issued and therefore our international students missed up to 4 weeks of semester 1 2017. The University of course did put measures in place to ensure that our international students joining late did gain additional support from their tutors to get up to speed as quickly as possible, but this delay from UKVI did affect the student experience through causing additional strain on both the students and the institution.”



The University of Manchester
Alliance Manchester Business School

perform well outside of my comfort zone.'

Ashwin Sinha graduated from International Business, Finance and Economics (IBFE) in 2013 and is now working for Ernst & Young in New Delhi



'The diversity of my course meant that I was able to take course units that fell outside of my interests. This helped me learn how to

**Why did you choose to study your chosen course?
mind?**

A friend of mine was already studying IBFE and so I got more information about the course through her. I liked that the course was so diverse; as well as studying business, economics IBFE students can take course units delivered by the School of Social Sciences. Studying developmental economics in my second year gave me a better perspective on macroeconomics and I went on to study it in further detail in my final year.

Did you have a particular career path in mind?

I worked during my time at university, which helped give me an idea of what I wanted to do after graduation. In the summer holidays between first and second year I interned at KPMG in New Delhi in their Financial Advisory units delivered by Practice for 6 weeks. Then the next summer I interned with politics and Tata Consultancy Services in London, in their Financial Consulting Practice for 10 weeks. I also worked for the University as a student ambassador. I gained lots of

professional and social skills from these experiences and this helped me to create better reports for my final year

What factors made you choose Alliance Manchester

Business School (Alliance MBS)?

dissertation.

When I was choosing universities, I looked at the various courses offered and narrowed my search to the courses

What job/s have you gone into since graduating? which interested me the most. The great international

I am currently working for Ernst & Young in New Delhi. I reputation and ranking of Alliance Manchester Business School only made my choice easier. internal audits for a luxury automotive client in the Indian market and an American multi-level marketing company.

What did you enjoy most about your time at Alliance MBS?

There are 40,000 students at The University of Manchester, **course** which translates into 40,000 different people with different

Were there any particular elements within your that helped to prepare you for your career?

personalities. The people at Manchester ensured that no matter what activity I took part in, I was thoroughly enjoying myself. Whether it was playing football or a night out, I always met new people. which was a great skill to learn. Also, the small class sizes

The diversity of my course meant that I was able to take course units that fell outside of my interests. This helped me learn how to perform well outside of my comfort zone,

meant that I had lots attention from lecturers and tutors. I stayed in Victoria Halls on Upper Brook Street in both
was very helpful, especially in course units with a my first and second year, as I loved both the views and the
practical element.

This

location. It was great fun staying in halls. I played basketball, football and cricket, attended a lot of parties and made very

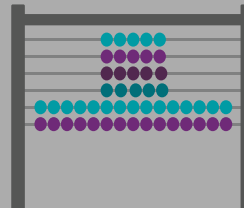
What are your future aspirations?

close friends with my flatmates.

economics.

I'd like to work for another two to three years and then complete an MBA in finance or

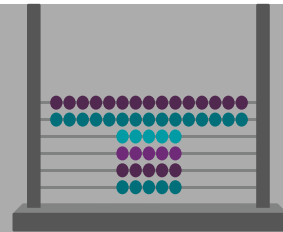
MAKE IT COUNT



BSc (Hons) International Business, Finance and Economics.

Graduate with in-depth knowledge of these strongly related disciplines and a portfolio of skills highly valued by employers.

Original Thinking Applied



'It's fantastic to have an academic advisor to help with academic matters and mentors who provide social support to help new students to settle in.'

Hien Minh Luu is from Vietnam and is in his final year studying

International Business, Finance and Economics

Why did you choose your course and Alliance MBS?

What's the best thing about your course?

And being a student?

How quickly did you settle into student life?

What advice would you give to new first-year students?



MAKE IT COUNT

various activities and events offered by the University to get the most out of your time in Manchester, and that you are gradually changing for the better, particularly in terms of your personal development.

Are there any course units which stood out for you?

Financial Decision Making in first year and Foundations of Finance in second year provided me with a solid finance knowledge base, but also built the critical bridge linking theory to practice through finance through coursework based on real-life companies. Moreover, the practical aspects of the course have inspired me to enjoy the subject even more.

Are you involved in any extra-curricular activities?

I joined the Manchester Leadership Programme (MLP) and volunteered to raise funds for Forever Manchester. I also became a peer mentor for first-year students. It is an exaggeration that in Manchester, social activities and societies available are so many that you never know absolutely everything that's going on.

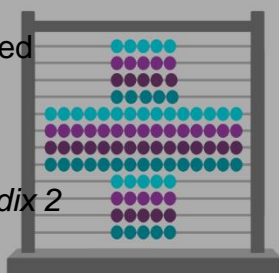
What are your future aspirations?

I hope to start a masters degree in finance and economics after graduation. My experience at LLP (a global accountancy and financial services firm) reinforced my interest in finance. A masters degree should give me a competitive edge over others in the field. I plan to work for a few years to gain valuable experience before returning to Vietnam to help develop the financial system which is still underdeveloped.

BSc (Hons) International Business, Finance and Economics

Graduate with in-depth knowledge of these strongly related disciplines and a portfolio of skills highly valued by employers.

Original Thinking Applied



Chartered ABS Appendix 2



Below are five case studies on the financial implications to the business school and, as a result, to the university, of a fall in the number of international students. These case studies also include comment on potential physical expansion and the use of overseas campuses.

The institutions have been anonymised.

Case Study 1

This business school is located within a university in a large city in England, and is highly ranked globally.

International students are very important to the school and help it to make a healthy surplus, which has enabled the business school and other parts of the university to grow over recent years. Undergraduate student programmes are relatively immune to the number of international students, but at postgraduate level, like many schools, international student enrolments make running the number of courses viable. Should international student numbers fall by 50%, one in five postgraduate programmes would cease to be viable. The knock-on effect would be a cut of a quarter of both the number of academics and support staff required. There would also be a 25% reduction in the school's contribution to the central university, amounting to a sum of some millions of pounds.

The school has seen significant growth in the last five years at both undergraduate and postgraduate level, with only international students at undergraduate level being relatively unchanged. The school is operating at capacity and therefore a further expansion is planned for the future, but this will not allow for substantial growth in the number of students. The school does not discriminate between nationalities when assigning places; offers are made based on qualification grades. This is not expected to change.

Case Study 2

The university has a widening participation remit such that a very large proportion of home/EU students are given bursaries and a considerable percentage of these students are the first in their families to attend university.

The business school, after all expenses have been taken into account, provides 40% of the university's surplus. Not all schools within the university make a positive contribution to the university's surplus. Over 75% of school fee income comes from international students. This is largely impacted by the number of international students studying at postgraduate level, making these programmes viable to run and therefore available for domestic students. If the number of international students in

the business school were to be reduced by 50%, the school's surplus would be reduced, resulting in a fall of almost 40% to the contribution to the university's surplus.

The university as a whole is anticipating student numbers to increase and has already started a programme of physical expansion to accommodate them. This programme will continue for a number of years. The business school is expected to contribute to this net increase in student numbers, but there is no target for the domicile of these additional students.

Should numbers of students continue to outstrip the number of places available the decision on which students to offer places to would be made on the basis of entry qualifications. As now, there is no difference between qualification requirements for domestic students and international students.

Case study 3

This business school is in Scotland and has substantial overseas activities.

The majority of students are at undergraduate level, although there has been significant growth in the number of postgraduate students in the last five years. Most of this growth has been from UK and EU students. Despite the growth in domestic students, international students play an important part, not only in the relevance and attractiveness of the courses by bringing in different experiences and cultures, but also in making courses financially viable. A reduction of just 10% of international students would have a significant impact with around one quarter of undergraduate and 40% of postgraduate programmes being put at risk, along with a reduction of both teaching and support staff. There would also be a reduction of about £1m in the amount the school contributed to the central university.

Over the medium term there are plans for modest growth in student numbers at the Scottish campus and little risk of displacement of home students in part because of outcome agreements with the funding council. There is greater focus on growth of activities beyond the UK, though income here is shared with local partners, meaning that growth is less financially productive.

Case Study 4

This business school is located within a university in a small city in England. The impact the university has on the local economy is substantial, not only in terms of direct employment, but indirectly through student and staff expenditure off-campus.

The business school is weighted towards undergraduate provision, although the postgraduate provision is still large and important. Most students at postgraduate level are from overseas. Over half of the school's income derives from international students. There has been significant growth in student numbers over the last five years from both domestic and EU students, as well as non-EEA students. The school makes a substantial contribution to the surplus of the university, well over 50%. A decline in international student numbers would have a significant and catastrophic impact on the school's and therefore university's finances, as often it is the international student numbers that make courses viable.

Without physical expansion this growth in student numbers has meant a change to the delivery of programmes through, for example, extending the teaching day, smarter timetabling and greater use of blended learning. There is expected to be more physical space in the next few years.

The school publishes its qualification requirements for students applying to study and anyone achieving that minimum is offered a place on a first-come-first-served basis. Therefore, the earlier a student applies, the more likely they are to be offered a place, regardless of their domicile. This is expected to continue to be the case as numbers continue to grow.

The business school does not currently have any overseas campuses and has no plans to open any. Instead it has partnerships overseas and through various methods awards degrees, via strict validation and quality assurance. In some cases, it also provides flying faculty.

It is possible that the school would consider opening a campus overseas should international student applications fall, or be prevented by any further visa restrictions. However, it is considered that this will not fully replace the benefits of international students on campus in the UK. It is recognised that there is a growing number of students from around the world who want to travel overseas to study. If the UK does not want them there are plenty of other countries actively encouraging them to study in their country. Therefore, it is extremely unlikely that the financial benefits of opening overseas campuses would match that of international students studying in the UK. Certainly, there would not be the cultural and perspective benefits gained from international students being in the UK alongside domestic colleagues.

Case study 5

This is a prestigious business school in a large university, where there are significant numbers of international students, especially at postgraduate level. The growth in student numbers over the last five years has predominantly come from non-EEA students, although the school still attracts very large numbers of domestic students. The entry requirements for students entering the school are the same for international and domestic students.

A fall in international student numbers would have little impact on the number of undergraduate courses delivered but would have a significant impact on the number of postgraduate courses it would be able to deliver. A fall of 50% in the number of international students would cost over 60 people their jobs just within the business school, and a fall in the financial contribution to the university of around £12m per annum.

A recent building programme was undertaken to provide for the growth in student numbers, but there is no plan to grow any further. Selection of students will continue to be based on academic achievement and, just as now, the nationality of the student will not be taken in to consideration.

Conservatoires UK

Submission to Migration Advisory Committee call for evidence on International Students

Introduction

Conservatoires UK is the umbrella organisation for conservatoire education in the UK. It currently represents the collective views of music, dance, drama and circus higher education and training in the performing arts across eleven major UK conservatoires: the Royal Birmingham Conservatoire, Conservatoire for Dance and Drama, Guildhall School of Music and Drama, Leeds College of Music, Royal Academy of Music, Royal Central School of Speech and Drama, Royal College of Music, Royal Northern College of Music, Trinity Laban Conservatoire of Music and Dance, the Royal Conservatoire of Scotland and the Royal Welsh College of Music and Drama.

The eleven members of Conservatoires UK represent a body of specialist higher education institutions that are internationally recognised as world-class for their provision in the performing arts of dance, drama, music and circus arts. Conservatoires enjoy a close relationship with the creative industries both in the UK and worldwide. In the UK, the creative industries are acknowledged as the fastest growing sector with a Gross Value Added (GVA) of £91.8bn, having grown by 34% over the past five years. One in 11 jobs across the UK is in the creative economy, and 14.9% of the sector works in music, performing and visual arts. The UK is the third-largest exporter of cultural goods and services in the world – just behind China and the US.²⁰

International students in UK conservatoires

International students are vitally important to the world-class standing of the UK's conservatoires:

- The average proportion of international students at CUK institutions is 30% - the highest average share of international students at UK universities, equal to that of Russell Group universities.
- The proportion of international students at CUK institutions ranges from about a quarter (24%) to almost half (47%).

²⁰ Creative Industries Federation, *The C. Report 2017-18*

- About 14% of all students at CUK institutions are non-EU international students and 13% are from EU countries other than the UK (more than double the average at UK universities of 6%).
- The share of international students differs significantly between undergraduates and postgraduates. 24% of all undergraduates at CUK institutions are international students (13% are EU and 11% non-EU). At postgraduate level, 47% are international students, with 17% being from the EU and 29% non-EU.²¹

International students therefore constitute a significant portion of the student body at UK conservatoires.

Compared to multi-faculty universities, conservatoires are all small institutions, ranging from about 800 students to the current largest at 1,375. The figures above demonstrate the significance of international students to these institutions, but the significance is perhaps even more strongly delineated by the fact that within a relatively small student body, a conservatoire can have more than 60 different countries represented. The global reach of the UK's leading conservatoires is therefore considerable.

We will now address the questions posed in the MAC call for evidence:

What impact does the payment of migrant student fees to the educational provider have?

International fees charged to non-EU students form a significant part of overall income in all conservatoires, ranging from at least 30% to about 40% in some CUK institutions. They enable conservatoires to provide high level specialist training to all students, including UK students. A loss of this income from any reduction in numbers of international students would be particularly significant for small and specialist providers since they do not have the capacity to mitigate against commercial and research income to the extent possible in a large multi-faculty university.

The income from EU students from outside the UK is also very significant, given the high numbers of such students currently enrolled at UK conservatoires. If these students were charged higher overseas fees post-Brexit, there is a high risk that this would be a disincentive to studying in the UK. Any reduction in students from EU countries would result in a reduction in overall income to conservatoires, impacting on the overall quality of provision and the ability to maintain international credibility.

²¹ HESA Provider Record 2016/17 <https://www.hesa.ac.uk/collection/c16041>

In conservatoires, the per student cost of provision is higher than the UK tuition fee. This is due to a highly intensive and personalised model of provision with one-to-one and small group tuition being the norm, delivered by highly-trained professionals and requiring specialist equipment, facilities and spaces. Average teaching costs per conservatoire student have been calculated as comparable to specialist high-cost subjects such as clinical dentistry, medicine and veterinary science. Creative and performing arts subjects, however, have been placed in a lower funding price band by HEFCE.²² The price band covers subjects with a studio, laboratory or fieldwork element, but there is still a considerable gap between the average cost per student for conservatoire courses and the home tuition fee. This gap is bridged to a certain extent by the HEFCE Institution-specific Teaching Allocation (ISTA), an important funding source which most English specialist institutions receive.

In the most recent review of ISTA funding in 2015, a key assessment criteria was the 'world leading' standing of provision. Given the delicate ecology of the conservatoire funding model, income from overseas students is not only critical to the viability and quality of overall provision, but any reduction in the share of international students, either from non-EU or EU countries, could be seriously detrimental to the institutions, both financially and in terms of their world-leading status.

Do migrant students help support employment in educational institutions?

Conservatoires would inevitably have lower student numbers without international and EU students and would have to downsize their staff as a result. In view of the very specialised and personalised tuition each student receives, any reduction in international or EU students could jeopardise conservatoires' ability to employ the highly skilled and world-leading professional specialists that are a major factor in attracting talented international students to study at a UK conservatoire.

The need for specialist discipline-based expertise and language skills means that a number of graduates are employed in academic and professional service roles. They are an important part of the workforce in many conservatoires and play a major role in supporting current migrant students. For example, several conservatoires employ graduates who are Mandarin speakers to support their development work in China and with Chinese students.

How do migrant students affect the educational opportunities available to UK students?

²² *The impact of three London conservatoires on the UK and London economies*, LSE, 2012

The UK conservatoire sector is unique worldwide in the diversity of its student populations (typically representing 50 to 60 countries), and is an enormous benefit to UK students.

Migrant students enhance the educational opportunities available to UK students. International and EU students come from a wide variety of pedagogical and artistic traditions, creating a rich cultural milieu from which all conservatoire students benefit. They create a truly international learning environment and bring future contacts and networks for employability. The impact is complementary and enriching for all and enhances rather than undermines the student experience of home students. It underlines how far the creative industries are truly globalised with a highly mobile international workforce and the extent to which cultural exchange is key to nurturing global artistic talent and the development of dynamic and innovative art forms in the 21st Century.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

As above, the scale of provision is determined by the overall mix of students. The presence of EU and international students enables UK conservatoires to operate on a scale which provides additional opportunities for UK students.

Migrant students choose to study in the UK for the experience they will receive, e.g. studying drama, dance or music in the culture from where it originated. They share their own culture and learning styles, which is to the benefit of UK students who may well elect to work overseas and will become part of the global creative industry when they graduate.

What role do migrant students play in extending UK soft power and influence abroad?

Migrant students play a major and compelling role in raising awareness of the quality of higher education in the UK and become powerful and persuasive ambassadors for the sector. Performing artists are in a strong position to do this, as they are in the public eye and able to demonstrate the skills they have acquired.

Many conservatoire graduates now teach at international schools overseas, while students undertake overseas placements. In 2017, for example, students from the Royal Northern College of Music were undertaking professional placements in China, the USA, the Netherlands, Norway, Germany and with the Chamber Orchestra of Europe, where their influence has been significant.

In summary, this is soft power of the best kind, making it clear to a wide international audience the very high value that the UK places on the social and economic benefits of education and the arts, and to which many countries worldwide aspire.

If migrant students take paid employment while they are studying, what types of work do they do?

Due to unfortunate visa restrictions, migrant conservatoire students are classed as 'entertainers' and cannot undertake paid work as performers while studying unless it is part of their curriculum, and within the parameters set by the agreement with the UK Musicians' Union and the UKVI. Within the institution, they may secure paid work as concert ushers, in the catering team or as student ambassadors. Externally, they will normally seek similar roles in cultural organisations and a variety of mostly low-paid work to help support their studies.

Whether, and to what extent, migrant students enter the labour market when they graduate and what types of post-study work do they do?

Almost all international students return home to their own countries unless they wish to stay and are able to qualify for particular visa schemes; this is generally a small handful of students at most in any one year at any conservatoire. The criteria for the Tier 1 (Exceptional Talent and Promise) visas in the arts are set so high that it is very difficult for any recent graduate to qualify for this route.

EU students sometimes elect to stay in London and usually work as freelance performers, developing a portfolio career that would typically include both performing and teaching and which can often be a mixture of paid employment and self-employed work.

Conclusion

It would be devastating for the quality and ecology of the UK's world-leading conservatoires, and would be equally detrimental to the financial health of the sector, if there were no longer a demand from migrant students for a UK education. Competition for places to study at the UK's conservatoires remains fierce, but any fall-off in that demand, particularly from overseas, would not only impact on the educational and artistic experience of UK students but would also greatly diminish the perception of the UK globally as an open, diverse and culturally healthy nation, as well as the very high renown with which its leading conservatoires are regarded worldwide.

Conservatoires UK
January 2018

University of Derby

Executive summary

International students bring in over £10 million annually to the University of Derby through fees income. To put this into context, we recently opened up a £10.8 million sports centre on our main campus. Income from international students therefore makes a significant contribution to our ability to provide new facilities for all students.

We estimate that our international students contribute a further £10 million to the local economy each year through other forms of spending.

International students are valued by our local employers. A spokesperson from Bombardier said: “As a global business with a significant UK footprint, Bombardier Transportation needs the very best talent from around the world. Our graduate programme, which had an intake of 35 in 2017, involves young people from Australia, Nigeria and India, as well as the UK.”

What impact does the payment of migrant student fees to the educational provider have?

Migrant students bring in over £10 million annually to the University of Derby through fees income each year. The total international student population in Derby (EU and non-EU) is 7.5% for 2015/2016 taken from the HESA student return. An annual income in excess of £10 million for international students makes a significant contribution to our ability to improve the student experience for the entire student body.

To put this contribution in context, we have recently completed various building projects at the University of Derby that benefit the entire student body. These include new teaching facilities for science, technology, engineering and maths (STEM) subjects costing £12 million; a £10.8 million sports centre, which is also open to the public; and a refurbished campus in Chesterfield costing £6.9 million. Income from international students makes a significant contribution to investment projects such as these, which benefits the entire student population and the local community.

Do migrant students help support employment in educational institutions?

1.5% of staff at the University of Derby have primarily responsibility for international students. This includes recruitment, international admissions, programme and other advice, welfare and academic support, immigration compliance and for learning and teaching in specialist areas. Other academic and support staff employed by the University of Derby will also contribute to the international student experience and the loss of international students to the University of Derby would have a serious detrimental impact on staffing and student income.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

An estimate of the cost of the spend of international students in the local economy can be taken by the number of students known to the University during the period 2015/2016 taken from HESA data who have stayed in institutional halls or “other rented accommodation”. Adding together the cost of accommodation in the local area taken from the HESA data and other consumer spending by international students this overall spend can equate to upwards of £10 million annually.

International students take up local housing which is income generation for the area that would not exist if there were not any international students. However, feedback from the University housing team reports that because of the relatively low numbers of international students from the University of Derby there is little or no impact on domestic students for housing in the region.

According the recent HEPI report ‘The costs and benefits of international students by parliamentary constituency’, parliamentary constituencies in Derbyshire receive a net economic benefit from international students of £188.2m.

The loss of international students in Derby would have serious consequences. The benefits are not only financial but international students also deepen the cultural fabric of the university and surrounding area.

How do migrant students affect the educational opportunities available to UK students?

There is no evidence at the University of Derby to suggest domestic students are being disadvantaged in terms of access to higher education as a consequence of our international recruitment. Since 2012/13 the proportion of Derby's student body domiciled in the UK has actually grown from 91.9% to 92.5% in 2015/16. In contrast the international student population enhances opportunities for domestic students through providing networking opportunities and internationalisation through the curriculum and student experience.

There are opportunities for domestic and international students and staff at the University. Example of this can be found throughout the university whereby there is a mix of domestic and overseas academic, support staff and students working closely together from over 90 different countries.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

The University of Derby does provide some specific programmes for international students that would not be required if there were no international students. These programmes are:

English for Academic Purposes Programmes

International Foundation programme

MBA Global block delivery - this programme is only for the provision of the international market

Master of Public Health

International Nursing – designed for people who are registered nurses outside the UK who want to register with the NMC

International Diploma in Business Administration

This is only a small provision identified exclusively for international students and will not impact or dictate the supply of that education provision on UK students.

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Families of international students regularly visit our Derby and Buxton campuses and also come to Graduation ceremonies, increasing the tourism and spend in the local area. A recent comment from a Cypriot family was they had not been to the UK before but having been a tourist in Buxton they would be returning to the UK again in the future.

What role do migrant students play in extending UK soft power and influence abroad?

Recommendation by word of mouth abroad by international student Alumni having studied at the University of Derby is very influential in the decision making process of future students deciding to choose the University of Derby. Former students have built trade links to the UK after graduating through the positions they have taken up post study at the University of Derby. Khumbo Kachali, completed his Masters in Strategic Management at the University of Derby in 2009 and went on to become Vice President of Malawi April 2012 - May 2014. Other Alumni students have gone on to influential positions in the public and private sectors in countries such as Qatar after completing their degrees from UG – PHD at Derby further building trade links with the UK.

If migrant students take paid employment while they are studying, what types of work do they do?

The MBA Global block delivery programme is a good example of where there is opportunity to continue working in country with short study periods in the UK, this is popular within the Middle East in the Professional and Government sector.

International students take up placement opportunities whilst studying at the University of Derby. The placement roles are dependent on the course they are studying, from Healthcare, Travel and Tourism, Sport and Exercise, Engineering and Technology, and various other courses.

A number of non-paid positions in the Union of Students are held by international students

Volunteering for Charities is also a growth area for international students who are taking social responsibilities seriously whilst recognising the opportunity to gain work experience at the same time.

International students take on paid work in various positions from PHD students in teaching posts to ad-hoc temporary positions in the university and local businesses in various positions; health care provision, hospitality and retail as prime examples of this.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

International graduates educated in the UK are vital to the UK economy. We spoke to Bombardier – a multinational business with a large presence in Derby – who told us that “As a global business with a significant UK footprint, Bombardier Transportation needs the very best talent from around the world. Our graduate programme, which had an intake of 35 in 2017, involves young people from Australia, Nigeria and India, as well as the UK.”

Taken from 2015/16 DLHE survey these are International graduates from the University of Derby that went on to employment in the UK broken down by regions for that period:

Number of International Students in Employment in the East Midlands	Employment Sector
7	Manufacturing
5	Education
4	Accommodation and food service activity
3	Wholesale and retail trade, repair of motor vehicles and motorcycles

3	Other service activities
3	Information and communication
2	Professional, scientific and technical activities
1	Arts, entertainment and recreation
1	Construction
1	Administrative and support service activities

Number of International Students in Employment in the West Midlands	Employment Sector
1	Education
1	Professional, scientific and technical activities
1	Service activities

Number of International Students in Employment in the North West	Employment Sector
1	Education
1	Administrative and support service activities

Number of International Students in Employment in London and the South East of England	Employment Sector
1	Professional, scientific and technical activities

1	Administrative and support service activities
3	Information and Communication
1	Wholesale and retail trade; repair of motor vehicles and motorcycles
1	Accommodation and food service activities

Number of International Students in Employment in the East of England	Employment Sector
1	Public administration and defence, compulsory social security

The University of Derby also sponsors students who have studied at the University of Derby through the Tier 1 Graduate Entrepreneur route. Examples of recent success stories are:

A University of Derby MBA student who was sponsored on the Tier 1 Graduate Entrepreneur route for two years by the University of Derby has recently received his Tier 1 Entrepreneur visa on the basis of the business he has built up over the two years. This entrepreneur has developed a business in the food delivery sector and has created wealth and now employs local people. It is the aim of this entrepreneur to explore further business opportunities in the local region to further increase his income generation and create employment opportunities.

A University of Derby Masters student was sponsored after completing his study through Tier 1 Graduate Entrepreneur route by the University of Derby for two years in the business of consultancy in environmental management. At the end of the two year route the experience he had gained helped him secure a place on a PHD at the University of Derby.

What would happen in the event of there no longer being a demand from migrant students for a UK education?

Stakeholders in the local economy benefit from international students through the creation of wealth. Furthermore international students help create a diverse society in the local region and allows opportunities for knowledge exchange to take place holistically, forming a richer global community that benefits society as a whole.

Impact of migrant students by subject

The benefit of having international students increases the course provision at the University of Derby and enabling greater breadth and depth and internationalisation of the programme and class dynamic. International students at the University of Derby primarily study Business and STEM subjects but are not exclusive to these areas of study. Cutting edge opportunities exist for research and research exchanges with international companies and partners further benefiting both the university and the local and wider economy.

Destination for Education

Destination for Education welcomes the opportunity to respond to the Migration Advisory Committee's call for evidence. Destination for Education is a coalition of five pathway providers working together to ensure that Britain's Higher Education sector can compete globally. These pathway providers include: Cambridge Education Group, INTO, Kaplan, Navitas and Study Group.

Pathway providers prepare international students for study at UK universities. We help international students to develop the study and language skills they need to succeed at degree level which they have not had the opportunity to attain in their local education systems. As a group, we partner with universities across the United Kingdom at institutions across the UK. A full list of these institutions can be found in Appendix A.

In this response, "international students" refers to non-EU students and "EU students" refers to all EEA students except UK domestic.

Summary

International students make essential contributions to the UK. They allow for huge levels of capital investment in student accommodation, make a huge net contribution to the UK economy and make contributions to STEM subjects. Unnecessary barriers and overcomplicated processes to apply for study visas can deter prospective international students and put these long-term benefits at risk.

In order to continue to grow the UK's higher education as an export and ensure that we do not put these long-term benefits at risk, the UK needs to ensure that it remains attractive to international students. To do this, the Government should:

Consider a pilot scheme for undergraduate students which would be based on compliance and enable students to stay for up to 6 months after their course ends to gain work experience and/or secure graduate employment.

Building on the success of the Tier 4 pilot, Government should extend the Tier 4 Pilot to all sponsors, not limited to HEIs, that meet the below criteria in addition to the existing BCA Metrics:

A refusal rate below 5%.

No previous compliance action taken within the preceding three years.

Expansion of the benefits of the Tier 4 Pilot should include:

Applicants applying for any course at RQF 3 or above.

An allowance for the use of Non-SELT qualifications for courses below degree level.

An exemption from Credibility Interviews on the basis that sponsors with a refusal rate below 5% are well placed to assess the credibility of their applicants.

Access to a 12-month Post Study Work Visa that does not require sponsorship, for students studying courses at degree level or above.

BCA cycle to be extended from 1 year to 2 years (or 4 years to be in line with Tier 4 licence renewal cycle)

Equality within Tier 4 between HEIs and other sponsors including, but not limited to, the below key areas, on the basis that sponsors are subject to educational oversight (often the same as that of HEIs, and are required to meet the same BCA sponsor requirements):

The granting of work rights in line with those of HEIs

The ability for students to apply for further studies or extensions within the UK in line with the current requirements for HEIs.

Extension of the study time limit from two years to three years for studies below degree level, as the recent lowering of this has resulted in a significant number of genuine students being unable to undertake courses that should be available to them.

To address the UK STEM skills gap, Masters graduates from STEM courses should be given a further 12 months to stay to secure graduate employment. This would bring the UK in line with international competitors, including the US.

Government should explore how SMEs can be supported to sponsor Tier 2 visas. This would ensure all regions of the UK and a greater range of companies can benefit from international graduate talent.

Government should consider setting lower minimum salary thresholds for new entrants employed in regions outside of London. The minimum threshold should not be increased in London.

Government should simplify the Tier 1 Graduate Entrepreneur route. Enabling individuals to apply directly for a 24-month visa would improve their ability to secure interest and investment in their business.

Government should continue to explore new ways to ensure a streamlined system for student visas. This would make the UK more attractive to prospective students as well as reducing the resource required for visa processing for the Home Office and UKVI.

An ambitious cross-government international HE strategy should be set out to send a positive message globally of its ambition to grow international education and research links, and global share of international students. Ensuring this is a cross-government strategy would help coordinate the activities of DIT, DfE, the Home Office, BEIS and the British Council. This strategy could include a new target to grow

HE exports, helping the UK achieve its trade ambitions. This target could build on that set by the Minister for Universities, Science, Research and Innovation in 2015 to grow HE exports to £30bn by 2020.

The Government must also engage with the sector to ensure that the visa regime is rigorous, fair and fit for purpose. This, we feel, would ensure that the post-school education and training, and the way it is financed, is appropriate for the modern British economy and ensure the UK higher education sector remains a competitive, prestigious and profitable export.

Response to questions

What is the impact of migrant students on the demand for housing provision?

International students enable investment in housing and accommodation, creating supply for housing provision. The huge economic contribution international students make (this is broken down into more detail in paragraphs 22-27) has created a commercial incentive for companies like ours to invest in the construction of student accommodation, which is then later used by both UK and international students.

For example, Destination for Education as a group, has so far invested over £280 million in student accommodation. This includes the construction of new residential colleges, re-development of existing college sites and the construction of student residences near to university partners which provide student accommodation for both UK and international university students. International students have made this investment possible. Further restrictions to migrant students would restrict further investment in student accommodation, which may lead to future strain on housing provision.

There is also evidence to suggest that international students have improved the quality of student accommodation for UK students²³. The demand that international students have generated for Purpose Built Student Accommodation (PBSA) has encouraged private investment in student accommodation. There has been a transition from traditional university halls to privately built accommodation, which has contributed to a significant “boon” for the construction industry²⁴. Anecdotally, we have seen that some of this demand is coming from international students who are part of the increasing influential and wealthy Asian and African middle class. However, these groups are not immune to the Government’s plans to crack down on net migration and inclusion of international students in the net migration target. Hostile migration policy for international students greatly limits the potential for investment in student accommodation which can also be used by UK students and ultimately eases demand for housing provision. As the KPMG study notes: “any large drop in the number of overseas students will, however, disproportionately affect this sector.”²⁵

Not only have international students encouraged investment, they have also created a huge amount of financial activity in student accommodation. For 2016, research from Savills found that there were 68,000 beds traded last year, with a total value of £4.5 billion²⁶. In 2017, Savills expects this to rise to 75,000, trading for £5.3 billion (a rise of 17% year on year)²⁷. Savills research says that if international students are excluded from the net migration target, they forecast that international student numbers will rise by 6% per year over the next three years²⁸. This has the potential to increase investment in PBSA further as international students are 65% more likely to use PBSA than domestic students²⁹.

²³ KPMG, May 2017, [Brexit and student housing: A degree of uncertainty](#)

²⁴ Ibid. p5

²⁵ Ibid. p5

²⁶ Savills, May 2017, [Spotlight UK Student Housing](#)

²⁷ Ibid.

²⁸ Ibid.

²⁹ KPMG, May 2017, [Brexit and student housing: A degree of uncertainty](#)

It is not just a decrease in international students which risks investment in student accommodation. A decrease in EU students would also negatively impact investment in student accommodation. Research from KPMG finds that an increasing number of EU students has proportionately generated further demand for PBSA³⁰. A decrease in EU students could jeopardise demand and therefore private investment in student accommodation which is used by domestic, EU and international students alike. There is already evidence that the number of EU students enrolling in UK universities is in decline³¹. Recent UCAS data confirms a drop in the number of EU students studying in Britain³². This decline has happened before there were any changes to migration and fee rules for EU students and so steps need to be taken to ensure that EU students are reassured that they are still welcome to study at UK universities, otherwise private investment in student accommodation may be compromised.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Due to the low cost of hosting international students (the public cost, including education, health and social security totals £2.3 billion³³), along with their high levels of spending, the total net impact (benefits minus cost) of hosting international students in the 2015/16 academic year totals £20.3 billion, with £16.3 billion of net impact generated by international students in the cohort and £4.0 billion of net impact generated by EU students³⁴. On average, this works out as the net impact being £68,000 for each EU student studying in the UK and £95,000 for each international student³⁵. Hostile migration policy for international students or EU students puts this net impact at risk.

³⁰ Ibid.

³¹ UCAS, February 2017, [Applicants for UK HE down: 5% for UK students and 7% for EU students](#)

³² Ibid

³³ London Economics, January 2018, [The costs and benefits of international students by parliamentary constituency](#), Report for the Higher Education Policy Institute and Kaplan International Pathways

³⁴ Ibid.

³⁵ Ibid.

When regions are broken down into constituencies, the vast economic contribution that international students make can be plainly seen. Constituencies with high numbers of international students are reaping huge benefits. For example, recent HEPI analysis finds that the international students in Sheffield Central benefit the local economy by £226 million which is equivalent to £1,960 per member of the resident population³⁶.

International students make, on average, a £31 million net economic contribution to the UK economy per parliamentary constituency, which is equivalent to £310 per member of the resident population (after all costs have been accounted for).³⁷ The average impact was highest for parliamentary constituencies in London (with a net impact of £63.6 million per constituency, equivalent to £549 per member of the resident population³⁸). Constituencies in the North East also benefit enormously from international students. The average net impact from international students to the North East is £33.9 million per constituency, which works out as £368 of net impact per resident. Clearly, it is not just London that benefits economically from international students – this net economic contribution is made throughout the UK. A fair visa regime would encourage this economic contribution across the UK. A hostile student visa regime would put this economic contribution at risk.

There are already signs that unnecessary barriers for international students have come at a cost to the UK economy; a study from ExEdUK and EY estimates the UK's falling status as a Higher Education provider has come at a cumulative cost of £9bn to GDP³⁹ over the last 6 years.

At the same time, the UK's main competitors in international education, Canada, Australia and the US each class international students as temporary migrants and

³⁶ Ibid.

³⁷ Ibid.

³⁸ Ibid.

³⁹ ExEdUK, June 2016, [Supporting International Education in the UK](#)

are all making efforts to attract international students through a range of measures. While Australia has announced a national strategy for expanding its international education sector and streamlined its visa process, Canada has expanded opportunities for international students to access post-study work and permanent residency. The US has also expanded opportunities for international students, extending the optional practical training programme for STEM students which permits off-campus work both during and after study. By removing barriers to international students, competitor markets continue to grow sharply:

The number of international students seeking Higher Education in Canada continues to grow. Canada's immigration division IRCC has revealed a 22% increase on the last year of international students who entered Canada in 2016⁴⁰. The fastest source of growth for Canada has been India, with an increase of 27,810 (57%) with a valid permit as of December 2016⁴¹.

China is the largest market for Canada's higher education export (131,890 in 2016, 12% increase on the previous year) and Canada has helped with the processing times by opening visa application centres in China.⁴²

Australia has experienced significant growth, growing international student numbers in Higher Education by 15% year on year to April 2017.⁴³

The UK needs to deliver a fair visa regime to avoid losing out to its competitors. Competitor countries are attracting international students at continually improved rates.

For ease, we have grouped the response to the following three questions:

Do migrant students help support employment in educational institutions?

⁴⁰ IRCC, November 2017, [International students entering Canada up 22% to 270,000](#)

⁴¹ Ibid.

⁴² Ibid.

⁴³ Australian Government, April 2017, [International student data monthly summary](#)

What impact does the payment of migrant student fees to the educational provider have?

How do migrant students affect the educational opportunities available to UK students?

International students play a key role in promoting the future sustainability of UK universities and help to pay for higher-cost disciplines such as STEM subjects and university research.

51% of students studying Computer Science at Russell Group universities are 'international'⁴⁴.

The fees accumulated from the high proportion of international students helps to sustain courses that would otherwise rely on fluctuating domestic demand. Sustainability of STEM courses is important given the strategic value of these degrees for the UK.⁴⁵ Moreover, it allows universities to maintain access to these courses for domestic students and thus increasing the potential opportunities available both during and after university⁴⁶. More broadly, international students play a key role in promoting the future sustainability of UK universities, not just the viability of certain courses. The financial projections for fees paid by international students to 2018/19 are equivalent to 15% of total income.⁴⁷

Recent HEPI research highlights that the UK Government does not fund the full economic cost of university research and that the shortfall is partly made up by international students. Using ONS, HEPI and University UK data, HEPI finds that on

⁴⁴ Russell Group, June 2017, [The Value of International Students at Russell Group Universities](#)

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Ibid.

average, over the duration of their degree, each international student contributes over £8,000 to UK research⁴⁸.

International students are major contributors to the ‘internationalisation’ agendas of universities, enabling opportunities for domestic students to develop a ‘global outlook’ at home, within the classroom and in social settings⁴⁹. This is particularly beneficial for students unable to study abroad. We find that a diverse setting in higher education institutions allows students to develop ‘soft’ skills that are valuable in personal and professional settings.

Cross-cultural exposure is an increasingly common expectation of university students, especially as they prepare for careers with an international scope⁵⁰. The benefits of a multi-cultural learning environment are clear upon entering the workplace, as it allows graduates to contribute as global citizens with international networks⁵¹. This statement is supported by the results of a survey commissioned by HEPI/HEA in 2015, which indicates that over three-quarters of respondents believe that studying alongside people from other countries is ‘useful preparation for working in a global environment’⁵²

Anecdotally we have found that international students enhance domestic students’ learning experiences and add to the vibrancy of our higher education institutions.

⁴⁸ HEPI, November 2017, [How much is too much? Cross subsidies from teaching to research in universities](#)

⁴⁹ Department for Business, Innovation and Skills, September 2013, [The Wider Benefits of International Higher Education in the UK, BIS Research Paper no 128, Section 2.6.2](#)

⁵⁰ British Council, January 2012, [The Shape of Things to Come: Higher Education Global Trends and Emerging Opportunities to 2020, British Council, 2012, Section 1 pg. 10.](#)

⁵¹ Department for Business, Innovation and Skills, September 2013, [The Wider Benefits of International Higher Education in the UK, BIS Research Paper no 128, Section 2.6.2](#)

⁵² HEPI and HEA, 2015 [Higher Education Policy Institute \(HEPI\) and the Higher Education Academy \(HEA\) Atudent Academic Experience Survey 2015](#)

International students who study in Britain also leave with an appreciation of our culture, institutions and language.

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Alongside the huge economic contribution of international students themselves, international students also attract friends and relatives to visit the UK. The expenditure of these friends and relatives results in additional income to the UK economy. HEPI calculated that in 2015/16 alone there were approximately 1.4 international visitors for every first year student undertaking some form of higher education learning in the UK⁵³. This equates to approximately 330,000 visitors in 2015/16⁵⁴. HEPI estimated that the average expenditure associated with each of these visits was in the region of about £540⁵⁵. HEPI also calculated that EU students, due to their geographic proximity, typically attracted more overseas visitors per year than international students (3.0 visits per EU student compared to 0.9 visitors per international student)⁵⁶. However, they also found that visitors of international students spent more on average during each visit (£822) compare to EU student visitors £296⁵⁷. Therefore, on average, each international student generates hundreds of pounds of tourism and visitors to the UK. Hostile immigration policy and unfair barriers to study visas puts this additional income for the UK economy at risk.

What role do migrant students play in extending UK soft power and influence abroad?

⁵³ London Economics, 2018, [The costs and benefits of international students by parliamentary constituency](#), Report for the Higher Education Policy Institute and Kaplan International Pathways

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ Ibid.

International students play a huge role in extending the UK's soft power and influence abroad. As of August 2017, HEPI revealed that the UK's Higher Education sector has educated more of the world's leaders than any other.⁵⁸ Among 377 serving heads of state and heads of government, 58 attended universities and colleges in the UK⁵⁹. This places the UK just ahead of the United States (57) but far ahead of all other countries. France is in third place, with 33 world leaders, ahead of Russia (9) and Australia (8)⁶⁰.

We have found that international students who study in Britain also leave with an appreciation of the UK's culture, institutions and language. Unnecessary barriers to study visas may be a deterrent to students choosing to study in the UK and could greatly jeopardize the UK's soft power and influence.

Policy recommendations

The Government should consider a pilot scheme for undergraduate students which would be based on compliance and enable students to stay for up to 6 months after their course ends to gain work experience and/or secure graduate employment.

Building on the success of the Tier 4 pilot, Government should extend the Tier 4 Pilot to all sponsors, not limited to HEIs, that meet the below criteria in addition to the existing BCA Metrics:

A Refusal Rate below 5%.

No previous compliance action taken within the preceding three years.

⁵⁸ HEPI, August 2017, [UK is number 1 for educating the world's leaders, August 2017](#)

⁵⁹ Ibid.

⁶⁰ Ibid.

Expansion of the benefits of the Tier 4 Pilot should include:

Applicants applying for any course at RQF 3 or above.

An allowance for the use of Non-SELT qualifications for courses below degree level.

An exemption from Credibility Interviews on the basis that sponsors with a refusal rate below 5% are well placed to assess the credibility of their applicants.

Access to a 12 month Post Study Work Visa that does not require sponsorship, for students studying courses at degree level or above.

BCA cycle to be extended from 1 year to 2 years (or 4 years to be in line with Tier 4 licence renewal cycle)

Equality within Tier 4 between HEIs and other sponsors including, but not limited to, the below key areas, on the basis that sponsors are subject to educational oversight (often the same as that of HEIs, and are required to meet the same BCA sponsor requirements):

The granting of work rights in line with those of HEIs

The ability for students to apply for further studies or extensions within the UK in line with the current requirements for HEIs.

Extension of the study time limit from two years to three years for studies below degree level, as the recent lowering of this has resulted in a significant number of genuine students being unable to undertake courses that should be available to them.

To address the UK STEM skills gap, masters graduates from STEM courses should be given a further 12 months to stay to secure graduate employment. This would bring the UK in line with international competitors, including the US.

Government should explore how SMEs can be supported to sponsor Tier 2 visas. This would ensure all regions of the UK and a greater range of companies can benefit from international graduate talent.

Government should consider setting lower minimum salary thresholds for new entrants employed in regions outside of London. The minimum threshold should not be increased in London.

Government should simplify the Tier 1 Graduate Entrepreneur route. Enabling individuals to apply directly for a 24-month visa would improve their ability to secure interest and investment in their business.

Government should continue to explore new approaches to ensure a proportionate, streamlined system for student visas. This would improve the experience of international students in the UK and make the UK more attractive to prospective students. It would also bring benefits to sponsors, the Home Office and UKVI by reducing the resource required for visa processing and monitoring compliance.

An ambitious cross-government international HE strategy should be set out to send a positive message globally of its ambition to grow international education and research links, and global share of international students. Ensuring this is a cross-government strategy would help coordinate the activities of DIT, DfE, the Home Office, BEIS and the British Council. This strategy could include a new target to grow HE exports, helping the UK achieve its trade ambitions. This target could build on that set by the Minister for Universities, Science, Research and Innovation in 2015 to grow HE exports to £30bn by 2020.

Appendix A

Study Group's university partners:

Durham University

Coventry University London

University of Huddersfield

Keele University

Kingston University, London

Lancaster University

Leeds International Study Centre

Liverpool John Moores University

Royal Holloway, University of London

The University of Sheffield

University of Leicester

University of Lincoln

University of Strathclyde

University of Surrey

University of Sussex

[Kaplan's university partners:](#)

Bournemouth University

Nottingham Trent University

The University of Nottingham

University of Brighton

University of Glasgow

University of Liverpool

University of the West of England, Bristol

University of York

University of Birmingham

Aston University

University of Westminster

City, University London

Cranfield University

[INTO's university partners:](#)

University of East Anglia

University of Exeter

Newcastle University

The University of Manchester

Glasgow Caledonian University

Queen's University Belfast

City University

Manchester Metropolitan University

University of Gloucestershire

University of Stirling

[Cambridge Education Group's university partners:](#)

Birbeck University

Queen Mary University

London South Bank University

Goldsmiths University

Royal Holloway

The Courtauld

University of Central Lancashire

Royal Veterinary College

University of Hull

Falmouth University

University of Reading

Coventry University

University of Sunderland

Newbury College

University of Southampton

University of Arts London

[Navitas' university partners:](#)

University of Portsmouth

Edinburgh Napier University

University of Hertfordshire

Brunel University London

Robert Gordon University Aberdeen

Swansea University

Anglia Ruskin University

Birmingham City University

Plymouth University

University of Northampton

APPENDIX B

Region	Total number of employees of the members of
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	Destination for Education
Greater London	665
East of England	324
North West	314
North East	215
South East	1,187
South West	249
East Midlands	154
West Midlands	100
Yorkshire and Humber	269
Scotland	194
Wales	37
Northern Ireland	89
Total	3,797

Durham Law School

1. What impact does the payment of migrant student fees to the educational provider have?

2. Significant impact. It is difficult to base too much long-term financial planning from home fees under this government because of the inconsistent leadership and volatility of messaging. As non-EU student fees are more under the control of higher educational providers, they can provide a greater degree of control and flexibility in future planning.

3. Do migrant students help support employment in educational institutions?

4. Yes. They bring a cultural awareness that may be lacking in classrooms and help broaden educational perspectives improving the quality, and especially the depth, of pedagogical activities. Students benefit enormously from such interactions boosting employability on and off campus. Migrant students help make viable different programmes benefiting all students, including home students, that might not otherwise survive financially.

5. How do migrant students affect the educational opportunities available to UK students?

6. Yes. Migrant students undoubtedly improve it. The different perspectives help raise questions and deepen discussions that would be missed if migrant students were fewer.

7. To what extent does the demand from migrant students for UK education dictate the supply of that educational provision and the impact of this on UK students?

8. Migrant students can help make programmes viable that might not otherwise run because of the higher fees they bring. The impact is UK students can study more subjects and a wider range of topics because of migrant students. The biggest threat to UK student numbers is poor government leadership on home fee levels on future planning. Because there is little real flexibility on home fees, flexibility where needed – in reaction to adverse interference from government – might be found in raising migrant student numbers at cost of home students. This is foreseeable and avoidable.

9. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

10 Relatively little. In my experience, migrant students (I was one) tend to be more resourceful given higher costs of study so less than average impact on housing and transport – and much less impact on health provision.

11 What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

12 High. Migrant students are great ambassadors for Great Britain plc bring friends, family and contacts from abroad to the UK, especially to where they are staying. This increases the benefits to local economics off-campus much more than from migrant students alone.

13 What role do migrant students play in extending UK soft power and influence abroad?

14 A significant role. In my subject (Law), students go on to become judges, law firm partners, etc with strong interests in maintaining links and providing opportunities abroad for students. The soft power and global influence of our graduates is difficult to quantify, but clearly immense.

15 If migrant students take paid employment while they are studying, what types of work do they do?

16 Work can range from working on campus (library assistants, college assistants, catering, etc) to off campus (waiting at restaurants, working at bars, etc).

17 What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

18 Good for UK students. I was a Tier 4 student in 2001 who transferred to Tier 2 in 2004. I took a highly skilled job as a university lecturer where most of the competition was foreign nationals. But in taking that role, the department expanded its staff and students. As Dean of Durham Law School, our school is doubling under my leadership creating more, not less, opportunities for all.

Edinburgh Napier University

Migration Advisory Committee Call for Evidence – What are the economic and social impacts of international students in the UK?

Edinburgh Napier University is located on three campuses in the South and West of Scotland's capital city. We are a modern University and internationalisation has been a key element of our profile and strategy since before we gained university title in 1993 and has grown in importance steadily since then.

We draw the Committee's attention to the comprehensive responses submitted by the membership organisations Universities Scotland, Universities UK and Million Plus which provide evidenced based responses to the Committee's questions viewed from a Scottish and UK perspective. We particularly highlight the evidence in these responses which speaks to some of the broader impacts of migrant students including the projection of soft power, the impact on the economy through the labour market and promotion of tourism and on services and infrastructure.

This evidence supplements these submissions by providing the Committee with information and perspective which is specific to this institution in response to some of the questions in section 4.1 of the Call for Evidence.

What impact does the payment of migrant student fees to the educational provider have?

In 2016/17 1,066 Full Time Equivalent (FTE) international (non-EU) students studying with the University in the UK generated £10.5m in fees representing 8.6% of the University's income for the year. This source of income has been critical to institutional financial sustainability for many years and particularly recently in a financial environment where the University's principal source of income in the form of grants from the Scottish Funding Council (SFC) and associated funded fees has declined in real terms in most of the last six years and there has been a sharp reduction in the availability of public funding for capital projects.

In the same year the University had 1,202 FTE Undergraduate and 343 FTE Taught Postgraduate non-UK EU students funded and/or paying fees on the same basis as Scottish domiciled students. The fee element of this provision cannot at present be compared directly with that from non-EU migrant students given that a substantial part of the funding is through SFC grants supporting undergraduate study. However the impact of the income and the activity is of a similar order of magnitude for this University as for non-EU migrant students.

Migrant students and their direct financial impact form part of the University's wider international activities within which there are a number of inter-dependencies. Edinburgh Napier is a significant provider of Transnational Higher Education (TNE) generating a fee income of £7.5m in 2016/17. TNE is delivered through overseas

partnerships which are also instrumental in generating demand for study in the UK, e.g. through progression from provision delivered overseas. Conversely the opportunity to progress supports TNE provision. For example, in 2016/17 Edinburgh Napier recruited 91 students to study in Edinburgh (generating £930k fee income) from Chinese TNE partnerships which directly generated £745k in income from in-country teaching that year. Such partnerships can also deliver benefits in research as illustrated by the joint research centres we have established in Nanotechnology and Food Production Safety and in Civil Engineering with two of our Chinese TNE partners. These partnerships also facilitate short-term study abroad opportunities in both directions.

Do migrant students help support employment in educational institutions?

The income from migrant students helps to sustain and grow the University at its current scale. For most higher education institutions, including Edinburgh Napier, employment of staff is the largest single expenditure. In 2016/17 the ratio of staff costs to income for this University was 63.3%. It is therefore apparent that in general terms migrant students and the income associated with them are supporting significant employment.

There are a number of roles in institutions which exist specifically to support migrant students including roles in international recruitment, English as a Foreign Language and visa and immigration administration amounting to around 24.5 FTE staff at this institution.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Several studies including those referenced in the Universities Scotland and Million Plus responses to the Call for Evidence have estimated the economic impact of student spending in general and specifically that of migrant students. Universities Scotland estimates that international student spend on general living costs, entertainment and consumer products in Scotland in 2015/16 was £517.5m.

Some aspects of migrant student spend contribute directly to the sustainability of facilities and businesses which are of benefit to all students. For example migrant student spend on student accommodation managed by Edinburgh Napier is approximately £1m p.a.

How do migrant students affect the educational opportunities available to UK students?

Migrant students are part of the makeup of an international university and an international university experience. UK students benefit from a more diverse peer group and greater cultural awareness (over a fifth of Edinburgh Napier students studying in Edinburgh are from outside the UK). The income associated with migrant students helps to sustain the scale and diversity of the academic provision available to UK students (see below).

Migrant students are also part of a network of international relationships which facilitate wider benefits for all students, including internationally experienced teaching staff and opportunities to study abroad.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

There is significant variation in demand from migrant students between courses and institutions and the ability to attract migrant students can be a factor in sustaining the range of opportunities available to domestic students either on an ongoing basis or during periods of weak domestic demand.

Historically migrant students have supported demand for full-time taught postgraduate study across all disciplines in this University, particularly in Business subjects. Strategically important subjects including areas of computing and engineering are popular with and attract large numbers of migrant students. Migrant students from the EU account for more than 20% of undergraduate enrolments in 11 subjects taught in this University including areas of computing, engineering, applied sciences, business and modern languages. In some of these subjects, including French studies and computer science domestic demand is currently relatively weak. Our ability to sustain provision across a range of strategically important subjects is important both for domestic students and the wider domestic economy. For example businesses requiring European language skills depend heavily on EU citizens entering the labour market, many of whom come to the UK initially to study, including study of modern languages.

If migrant students take paid employment while they are studying, what types of work do they do?

We don't have comprehensive information on employment undertaken by migrant students. However we are generally aware that migrant students undertake part-time employment in a similar way to other students subject to the restrictions on students on Tier 4 visas who are limited to working up to 20 hours per week. The University employs migrant and other students to help deliver services and support academic provision on campus. As at 1 December 2017, 52 students on Tier 4 visas were employed part-time by the University mostly either in casual employment or as Student Ambassadors. 90% of these students were also studying at Edinburgh Napier.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

In common with other institutions, the University collects information on graduate destinations as part of the Destination of Leavers from Higher Education (DLHE) survey. The most recent survey relating to graduates from the 2015/16 academic year indicates that 94.5% of migrant (EU and non-EU) students who participated in the survey were in work or further study within six months of graduating and of those

who were in full-time work 87% were in professional/managerial level employment (compared to 77% of all Edinburgh Napier graduates). Also, among those who were in full-time work 56% had found employment overseas and 44% were working in the UK. Of those working in the UK the top employer types were:

- Professional, scientific and technical activities (20%)
- Information and communication (17%)
- Human health and social work activities (10%)
- Accommodation and food service activities (8%)
- Education (7%)
- Manufacturing (7%)
- Financial and insurance activities (6%)
- Wholesale and retail trade (6%)

Migrant students also make an impact on entrepreneurial activity in the UK. In 2016/17 this University had 7 students endorsed under the Tier 1 (Graduate Entrepreneur) route.

Individual migrant students have taken advantage of the University's commitment to support student entrepreneurship. For example in recent years this has supported a French student to establish his business Patisserie Maxime in the city. A Polish graduate is now one of the directors of a success story from our business incubator, GearedApp Ltd. which has recently moved into its own premises and grown to a team of seven.

Where our migrant graduates go on to successful careers overseas they are often able to support the University's ongoing development in a rich variety of ways. One United States national now works as Vice-President for Human Capital Management for a US firm and was recently named as one of Workforce Magazine's Game Changers in HR. He supports the University as an alumni ambassador for the North American Alumni Association as well as an alumni mentor and has delivered guest lectures in our Business School. Another graduate has returned to Hong Kong and become an established artist and entrepreneur there. She supports the work of the alumni team at Edinburgh Napier University in Hong Kong, and regularly visits Scotland, exhibiting her work and speaks to current students at the University and at Edinburgh College.

The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

As noted above, migrant students sustain a significant proportion of the capacity of UK higher education and are particularly significant for certain disciplines. They help ensure the sustainability of our internationally renowned institutions and project the reputation of UK Higher Education internationally. They enrich our learning communities. If there were no longer a demand from migrant students for UK Higher Education the available provision would shrink unless additional funded unmet

demand within the UK can be generated to replace that from migrant students. Based on current patterns of domestic demand the impact would disproportionately affect some strategically important subjects.

Edinburgh University Students' Association

Migration Advisory Committee, Students' Commission, Call for Evidence, January 2018

Introduction

Edinburgh University Students' Association welcomes the opportunity to respond to this inquiry on international students in the UK. There are over 17,000⁶¹ international students currently studying at the University of Edinburgh, from over 140 countries. They make up 43% of the student population.

The Students' Association's activities to support international students go hand in hand with our work to support all students to develop skills, knowledge and experiences to reach their full potential and to succeed academically. Learning from fellow students from around the world, sharing cultures, views and languages, presents an important opportunity for UK students to develop new skills and experiences, and to develop global awareness and global citizenship.

The Students' Association has chosen to give evidence on the benefits that international students bring to UK students, communities and the economy.

The impact of international students on the educational opportunities available to UK students

The educational opportunities available to UK students are greatly enhanced by studying alongside international peers. A poll for Universities UK report found that 78% of undergraduate students believe that studying alongside international peers prepares them for working in a global environment.⁶² The report also found that 76% of UK undergraduate students felt that studying alongside international students gave them a better world view, 77% felt that it had made them more aware of cultural sensitivities and 63% thought that it helped them to develop a global network.

⁶¹ *Student Factsheet 2016/17*, University of Edinburgh:

<http://www.docs.sasg.ed.ac.uk/gasp/factsheet/StudentFactsheet31072017.pdf>

⁶² *International Facts and Figures*, Universities UK, May 2017

We asked UK students at the University of Edinburgh to tell us what they thought were the benefits of studying alongside international students.⁶³

“Being able to meet people from across the world and learning about different cultures and lifestyles.” 4th year, Spanish and Politics

“You definitely get another perspective on your studies and in life in general: you exchange ideas about what is normal for you both and what is different and in this way I have learnt so much about this country, their countries and myself that I would never have even realised that I don't know! I've realised that without input from people outside of this country we will never fully appreciate how lucky we are and what benefits we have, but also what needs improving and could be done differently.” 1st year, Medicine

The Students' Association provides a range of opportunities for both international and UK students to socialise and learn from each other. Our students come from over 140 different countries, speak over 70 languages. Our Global Students department aims to enhance the global experience for all students at the University and focuses on three strands; the international student experience, global citizenship and innovative communities.

International students are crucial to the experience of UK students who engage in our work. Without international students participating in these programmes, UK students would not be able to enjoy their benefits. Engaging in this work helps UK students to develop skills, experiences, networks and confidence that will support them during their studies and after graduation. Programmes include a peer support programme for Edinburgh-based and visiting students, language exchange schemes, a reflective employability skills scheme, and conceptual and financial support for student-led activities and events. These programmes offer various ways for students to develop leadership skills through taking on volunteering and committee roles, which are recognised in their academic transcripts.

The impact of international students on local communities

We believe that international students make a unique cultural contribution to society through their interaction with local communities. A poll published by Universities UK found that 61% of the British public believe that international students have a valuable social and cultural impact on university towns and cities.⁶⁴ Many live in the same area for four years and their city or town of study becomes their home. To help make friends and to find out more about the area that they live and study in some international students volunteer or

⁶³ Survey results, Edinburgh University Students' Association, December 2017

⁶⁴ *Public Perceptions of International Students Survey*, Universities UK survey by ComRes, April 2017

take part in other local activities. This is an important way for them to develop new skills and experiences to enhance their CV, but it also provides benefits to the local community through cultural exchanges and sharing of ideas and beliefs.

“I'm involved in conservation volunteering, and I do regular work in the local community gardens and nature reserves that help preserve the environment and teach others about native species. I often organise training days and events that teach students and the community about this...I've started working in schools to encourage students to think about 'green corridors' and planting native flowers for the bees.”⁶⁵ 4th year, Sustainable Development

The Students' Association's volunteering service helps students to find local volunteering roles. It has been working in partnership with the Scotland China Education Network (SCEN) in a new initiative, the SCEN East Lothian Learning of Chinese Programme. Supported by the Students' Association, Chinese students spent a session each week in a primary school in East Lothian, where they supported the Class Teacher in introducing Chinese cultural activities and language. The programme was evaluated regularly by a member of HM Inspectors of Education in Scotland and by the Confucius Institute for Scotland's Schools at the University of Strathclyde.

“The result is that Mandarin has now been introduced in two secondary schools in East Lothian...SCEN believes that its partnership with the Students' Association has produced a model for providing opportunities for international students which are of great value to the local community. It has been used now in two other authorities.” Dr Judith McClure CBE, Chair of the Scotland China Education Network

For the past four years the Students' Association has worked in partnership with the City of Edinburgh Council to place volunteer international students in primary schools.

“The joint programme allows students and school staff to work together to promote language competence and global citizenship for primary pupils. For many of our pupils, this will be the first time they have been able to have direct contact with young people from Spanish and French speaking countries and had the chance to develop and extend their own language skills with a native speaker. The benefits are clear for schools staff and pupils, as well as for the young people who volunteer to join the programme.” Development Officer 3-18 Modern Languages, The City of Edinburgh Council

Go Connect⁶⁶ at the University of Edinburgh is a hospitality scheme helping international students connect with local people. This helps them to settle into University life and learn more about Scotland. Go Connect hosts are usually

⁶⁵ Survey results, Edinburgh University Students' Association, December 2017

⁶⁶ <https://www.ed.ac.uk/global/student-advisory-service/social-connections/go-connect>

University of Edinburgh staff or other local residents. We asked Go Connect hosts to tell us how they thought that they benefited from meeting international students.⁶⁷

“My involvement as a Go Connect host is hugely beneficial for me in a number of areas. Firstly, I learn more about the culture and country of my Go Connect student. I also have a better understanding of how they integrate with the other nationalities at the University. It's interesting to hear what questions they ask and the important issues they raise which helps with the job I undertake in Edinburgh Global. Finally, I get to know more about Edinburgh as a result of walking tours and historical site visits with my Go Connect students. The interaction with Go Connect students seems to directly link to one of the University's objectives in the strategic plan - contribute locally.”

“It enlarges my horizons and network and, I hope, will also give my family a chance to meet students from very different parts of the world.”

“I have really enjoyed being a Go Connect host for the last two years. My students are from South Korea and Rwanda and I have found out so much about their lives and cultures in their home countries. It has been a delight to show them round Edinburgh and chat about Scottish history and life here now. We have definitely had fun trading stories! I have learned so much. We fully intend keeping in touch and I even have invitations to visit!”

Economic impact of international students

It is in the interests of the economy that the UK remains an attractive place where international students wish to study. International students make an important contribution to the economy through tuition fees, housing, food and other personal living expenses, and continue to do so if they choose to work here after graduation, with increased earning power. However, since the post-study work visa was scrapped the UK is less appealing to potential international students because it is harder to stay and work for a time after graduation.

A poll published by Universities UK in 2017 found that two thirds (64%) of British adults think international students have a positive impact on the local economies of the towns and cities in which they study.⁶⁸ It also found that three quarters (75%) of the British public believe that international students should be allowed to work in the UK for a fixed time after they have graduated, rather than returning immediately to their home country after

⁶⁷ Survey results, Edinburgh University Students' Association, December 2017

⁶⁸ *Public Perceptions of International Students Survey*, Universities UK survey by ComRes, April 2017

completing their studies. £25.8 billion is generated for the UK economy through on and off-campus spending by international students and their visitors.⁶⁹ The estimated average per capita expenditure of non-EU international students in the study year is £23,692, £11,284 of which is spent off-campus in local communities.⁷⁰

It is therefore a concern that a National Union of Students (NUS) survey of over 3100 international students in both further and higher education found that 50.7% of non-EU students polled thought that the UK Government is either not welcoming or not at all welcoming towards international students. 19.4% of non-EU students said that they would not recommend the UK as a place to study to a friend or relative.⁷¹

⁶⁹ *International Facts and Figures*, Universities UK, May 2017

⁷⁰ *The Impact of Universities on the UK Economy*, Universities UK, April 2014

⁷¹ NUS Survey of International Student's Perceptions towards the Immigration Bill, National Union of Students, February 2014

Glasgow Caledonian University

Migration Advisory Committee call for evidence on the impacts of international students in the UK Response from Glasgow Caledonian University

International students at Glasgow Caledonian University

As a member of Universities Scotland and Million Plus, Glasgow Caledonian University endorses the consultation responses by these bodies. In addition we submit this response as an institution. Glasgow Caledonian University hugely values our international students, those studying with us both in and outside of the UK. The presence and engagement of international students on our campuses creates a culturally diverse community that enhances the development of intercultural and international skills of our graduates; and creates opportunities for all GCU students to gain an international experience and learn from working and studying in a culturally diverse environment across campus locations.

The financial benefits of attracting international students, both for universities and the wider economy, are well documented. For example, the recent HEPI report on the economic impact of international students estimated a net positive impact to Scotland of £1.9bn for a cohort over the length of their study period. Evidence has also been published showing that international students' visa compliance across the UK is near universal. The benefits of international students are clear, but to further reinforce this, here we focus on their positive social and community impact, in their contribution to our programmes, to the university community, the wider community local to their place of study, and recognise the important and often inspirational contribution the graduates from our UK campuses make to their own communities while students with us and when they return to their home country.

In 2016/17, 2055 international students were enrolled at our campuses in Glasgow and London, on a wide range of courses at undergraduate and postgraduate level, in particular in the areas of health and life sciences, business management, computing and engineering. International students on our programmes contribute strongly to the learning process and student experience for all. In addition, many of our international students make contributions to the university community and the wider community, of which we provide just a few case studies here.

University community impact: case study

One of our students is a full-time officer with GCU's Students' Association and is passionate about multiculturalism. Having recognised that sometimes students cannot afford or cannot take up opportunities to travel, when the University was celebrating Black History Month, she was keen that it was made as big and valuable as possible to ensure that students could learn about each other's cultures and values – without having to travel. She commented "I have benefitted and learned so much from leaving my country, but universities offer the chance to meet people from all over the world on your doorstep. Learning about other cultures brings people together and I was determined Black History Month should be fun and give everyone a chance to learn about each other. So, for example, we hosted a symposium to discuss topics including diversity in education and politics, overcoming racism, and the role of young people in effecting change in their communities, and invited students and staff to celebrate diversity at an evening of dance, food and friendship. A West African percussion and dance group performed and members of lots of Students' association groups spoke. It was fantastic. We were pleased to be creating forums where students, staff and the wider community could get together to discuss promoting diversity and to learn more about each other's cultures. I know lots of people are now looking forward to more events in the future."

Local community impact: case study

One of our students from Nigeria initially came to the UK to study a foundation programme in Hull and came to Glasgow in 2008 to study an undergraduate degree before beginning his PhD in early 2014 at GCU, where he served as a Student Leader. He had been politically active for only around a year before campaigning for his ward in the local council elections in May 2017, and was elected as a city councillor to a seat previously held by another party for four decades. He commented: "I think, however, that being from Nigeria helped as I wasn't perhaps the stereotypical candidate. That background helps as I can connect and communicate with a broad range of people and my studies at GCU have been a big part of that as I have met such a variety of people here. I love Glasgow and I'm passionate about the UK."

As the University for the Common Good, GCU has developed the Common Good Award which students can gain by engaging in co- and extra-curricular activities alongside their studies. Eighteen international students are currently enrolled in the scheme. Some of our international students also engage as mentors in school outreach work, and in events such as the Glasgow Science festival.

Economic impact through business creation: case study

We actively promote development opportunities with respect to our entrepreneurial hub UHatch, which supports students and alumni to develop their business skills and start up their own organisations. Approximately 35-40% of students involved in UHatch are international students, making a significant contribution to business start-up, employment and economic regeneration.

For example, one of our students from The Gambia set up a food business with their partner while studying at GCU. They produce a breakfast drink made from baobob, an African superfruit, and have already won an opportunity to meet Sir Richard Branson and thousands of pounds to support their fledgling company. They won £5,000 in a Virgin Media Voom Tour and beat 2,000 entries from across the UK to win funding from Santander Universities. They have also been awarded Scottish Edge Wildcard funding of up to £10,000 to help them produce Baotic. Our student commented: "With 55% of the UK buying 'free-from' products, and 15% of the UK lactose intolerant, our dairyfree, vegan, gluten free, high fibre, soy free, low sugar, low-calorie and zero-fat products meet many needs. We commit a minimum of 10% of our profit to community development across Africa and source baobab through a charity supply chain that benefits community harvesters across the continent. Helping support a sustainable community and education is important to us. We have been marketing Baotic since 2016 and the money we've won will help us drive a marketing push ready for a full launch this year."

Volunteering within Life Sciences: case study

Within the MSc Biosciences suite of programmes, many of our international students engage in volunteering. The students are truly inspirational and many seem to come from having already volunteered in their home country before arrival and continue their good work in Glasgow when they arrive. For example:

- An Angolan student working as a volunteer for a charity involved in helping the poor and hospitalised individuals.
- An Angolan student who is a medic volunteers as a GP in their home country providing local healthcare. In the UK she volunteers to befriend elderly care home residents.

- An Iranian student who volunteers for the British Red Cross and frequently helps out during her lunch times and in the evenings whenever she can.
- An Indian student who is a qualified pharmacist, along with his consultant surgeon brother, has converted a disused shopping mall in India into an outpatient clinic and small hospital providing free healthcare, drugs to impoverished families within their local community. The student is here completing his MSc Pharmacology so that he can go back and contribute his skills and knowledge to expanding and developing the hospital.
- A Nigerian student involved in the creation of his local church music group back home is a member of a local church in Glasgow and has taken on the role of the Choir Director over the past year.

Our international students come here to study and to gain qualifications and experience that will benefit them, and although there is no requirement to do more than this, many contribute to the university and wider community, and have an economic impact, beyond this, demonstrating often inspirational commitment to making a positive difference, both here and on their return to their home country.

Post-study work visas

When a GCU student switches from Tier 4 to Tier 2 it is done at the end of their studies, not by continuing students, if they can find an employer who has the ability to sponsor a Tier 2 worker, and they need to meet the salary threshold. The work needs to be at a high salary threshold for a graduate which then favours the London market as graduate positions out-with London often do not pay in excess of £30k. A PhD student who finishes their course can transfer to a Tier 4 Doctorate Extension Scheme visa which lasts for a year and permits the student to work full time, if they can find employment. In some cases such employment may be a research position offered by the University. A student can also apply for our Tier 1 Graduate Entrepreneur visa on completion of their studies if they have a start-up business idea, or they aim to be a part of someone else's start up. GCU has 10 endorsements for the year and these are handed out on completion of an application process and pitch to an expert panel. Finally, GCU is looking at new routes for students using the Tier 5 route, through which we would sponsor a student post Tier 4 study, but they are paid by an employer. This can only be a niche area and where a Government recognised Exchange programme has been created.

The loss of the post-study work visa in Scotland (the Fresh Talent scheme) scheme did result in a downturn in applications from international students. Although post study work is possible, this is now a more limited option than under the previous scheme in Scotland, and the recent extension of the Tier 4 pilot was only to two universities in Scotland, continuing to disadvantage other universities in Scotland (and in the wider UK) not included in the scheme. We therefore strongly agree with Universities Scotland's position that this scheme should be extended to all higher education institutions in Scotland.

Glasgow Caledonian University

January 2018

MIGRATION ADVISORY COMMITTEE INTERNATIONAL STUDENTS COMMISSION

GuildHE Written Evidence Submission

January 2017

GuildHE, Woburn House, 20 Tavistock Square, London, WC1H 9HB

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About GuildHE

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1. **GuildHE** is an officially recognised representative body for UK Higher Education. Our members include universities, university colleges, further education colleges and specialist institutions from both the traditional and private (“for profit” and “not for profit”) sectors. Member institutions include some major providers in professional subject areas including art, design

and media, music and the performing arts; agriculture and food; education; maritime; health and sports.

2. **The United Kingdom Arts and Design Institutions Association (ukadia)**, a sub-association of GuildHE, is a group of specialist arts and design institutions from across the UK's higher and further education sectors. We aim to promote, nationally and internationally, the key contributions of specialist colleges to the UK's world-renowned reputation in visual arts, performance and the creative and cultural industries.
3. **The Consortium for Research Excellence, Support and Training (CREST)**, a sub-association of GuildHE, exists for institutions that have achieved high levels, or aspire to achieve high levels, of research excellence concentrated in smaller communities of research practice. It is the only non-geographic collaborative research network based within the UK.

Opening Comment

4. GuildHE recognises and celebrates the financial, cultural and intellectual value of international students to the UK. We believe that this should be reflected in the government's immigration policy. GuildHE also believes that UK higher education is world-leading, and that increasing the range of people with access to it can have benefits, both in the UK and globally.
5. International students contributed more than £25 billion to the UK economy in 2015/16, and make-up significant proportions of the student body at UK HEIs. They support local economies and enhance social and cultural capital among UK students, while placing a relatively minimal burden on public services.
6. Participation in world-leading higher education develops students' skills and opportunities, enhancing UK soft power, while benefiting those countries which international students move to following their studies.

7. This positive view of international students is shared by UK students, who value the diversity which international students bring to UK higher education.⁷²
8. GuildHE welcomes the provisional agreement on the UK's separation from the EU reached by the UK Government and the EU, which has given certainty to EU students in the UK, or those aiming to participate in Erasmus+ exchanges, until the end of the current EU budget period in 2020.
9. It is important that UK higher education be given certainty regarding the outlook beyond this horizon. Any reshaping of the immigration system beyond Brexit should therefore:
 - 9.1. Support the continued recruitment of suitably qualified international students by UK HEIs, maintaining an internationally competitive offer, including on post-study work rights for overseas students.
 - 9.2. Support smaller providers, including those in the FE and alternative sectors, who may find Tier 4 requirements particularly burdensome.
 - 9.3. Ensure that the UK continues to be seen as an attractive destination by overseas students, for example, through government support for the #WeAreInternational Campaign.
 - 9.4. Remove international students from migration reduction targets, in line with public perceptions of international students as different to other migrants. Figures for international student migration should be reported separately to other migration types.
10. We would be happy to facilitate the MAC in meeting our members to gather further evidence about the effects of current and potential migration systems and would be willing to act as a conduit for information between our members, the MAC and the Government.
11. In responding to this call, we also cross-refer the MAC to evidence submitted by Universities UK.

⁷² NUS, [Student perspectives on international students](#) (2017).

International Students in UK Tertiary Education

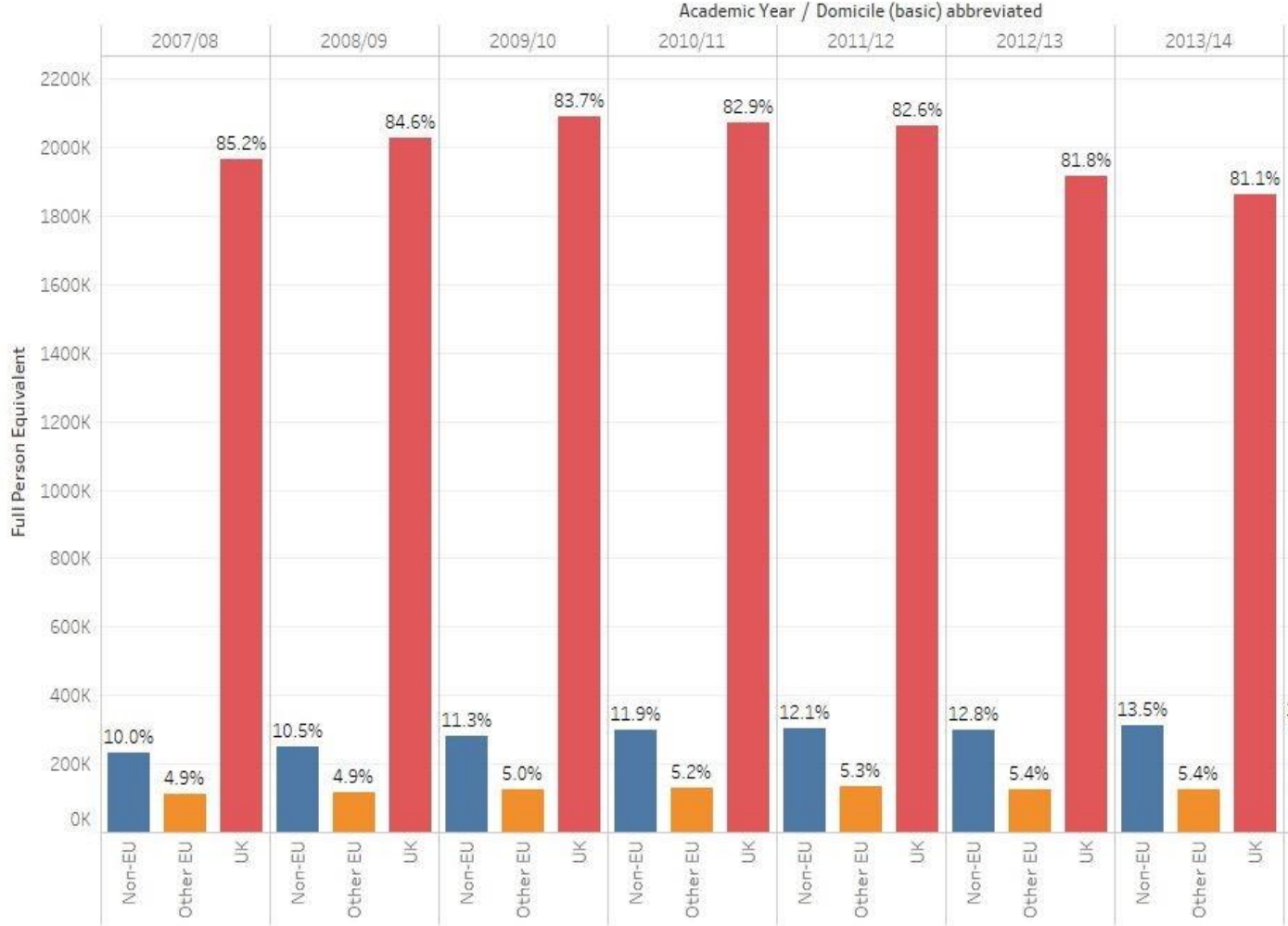
12. In 2015/16, there were approximately 310,000 non-EU students and 130,000 non-UK EU students in the UK, accounting for ~13.5% and ~5.5% of the student body respectively.⁷³ Analysis by London Economics suggests that the UK receives 10% of the world's international students.³
13. These international students make substantial contributions to the institutions at which they choose to study. Most obviously, overseas students make substantial, direct contributions to the financial sustainability of Higher Education Institutions.⁴ Non-EU students, in particular, tend to pay fees substantially above those charged to home and EU students, subsidising the teaching offered to UK and EU students and the costs of research.

⁷³ HESA, *Student Record* (2015/16).

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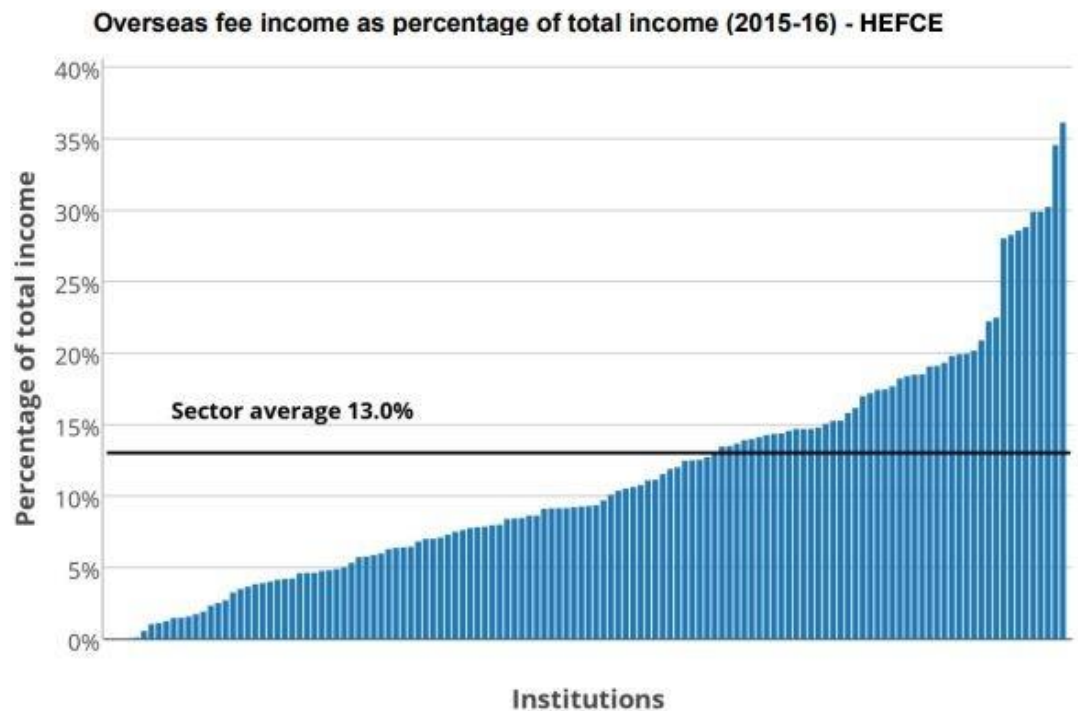
³⁴ Gavan Conlon, Rohit Ladher and Maïke Halterbeck, [The determinants of international demand for UK higher education](#) (HEPI Report 91, 2016). HEFCE, [Financial health of the higher education sector](#) (2016).

Students in UK Higher Education by Domicile - HESA Student Record



Full Person Equivalent for each Domicile (basic) abbreviated broken down by Academic Year. Color shows details about Domicile (basic) abbreviated. The marks are filtered on Domicile (basic) abbreviated, which keeps Non-EU, Other EU and UK.

14. The Higher Education Policy Institute (HEPI), recently reported that research in the UK higher education sector is under-funded by nearly 40% (£3.3 billion in 2014/15), and that this shortfall is made up in part by surplus income from teaching (non-EU) international students.⁵ In 2014/15, this surplus funded around 13% of all UK university research.



15. Analysis by the Higher Education Funding Council for England (HEFCE), indicates that overseas fees are an important and growing aspect of institutional income, accounting for over a quarter of all student fee income, and over 10% of the total income for the sector. Between 2014/15 and 2015/16, overseas fees grew by 6.3%, outstripping the sector's overall 3.8% growth.⁶
16. EU students make a less significant financial contribution directly to institutions than those from outside the EU for two reasons. Firstly, they are a smaller part of the UK student body, and secondly, they pay 'home' fees. They are also eligible to access student loans, and are not subject to the visa requirements of non-EU students in the UK.
17. The lower fee rate, access to student support and ease of entry positively incentivises EU students to study in the UK, in comparison to their non-EU peers.
Were these incentives to be lost, the numbers of EU students coming to the UK could fall substantially.
18. Analysis by London Economics suggests that the removal of student tuition fee support, and harmonisation of EU with other international student fees, would cost UK higher education institutions around £40

million.⁷ This would disproportionately affect smaller, less research-intensive, newer and lower-tariff HEIs.

⁵⁶ Vicky Olive, [How much is too much? Cross-subsidies from teaching to research in British universities](#) (HEPI Report 100, 2017). HEFCE, [Financial health of the higher education sector](#) (2017).

⁷ Conlon, Ladher and Halterbeck, [The determinants of international demand for UK higher education](#) (HEPI Report 91, 2016).

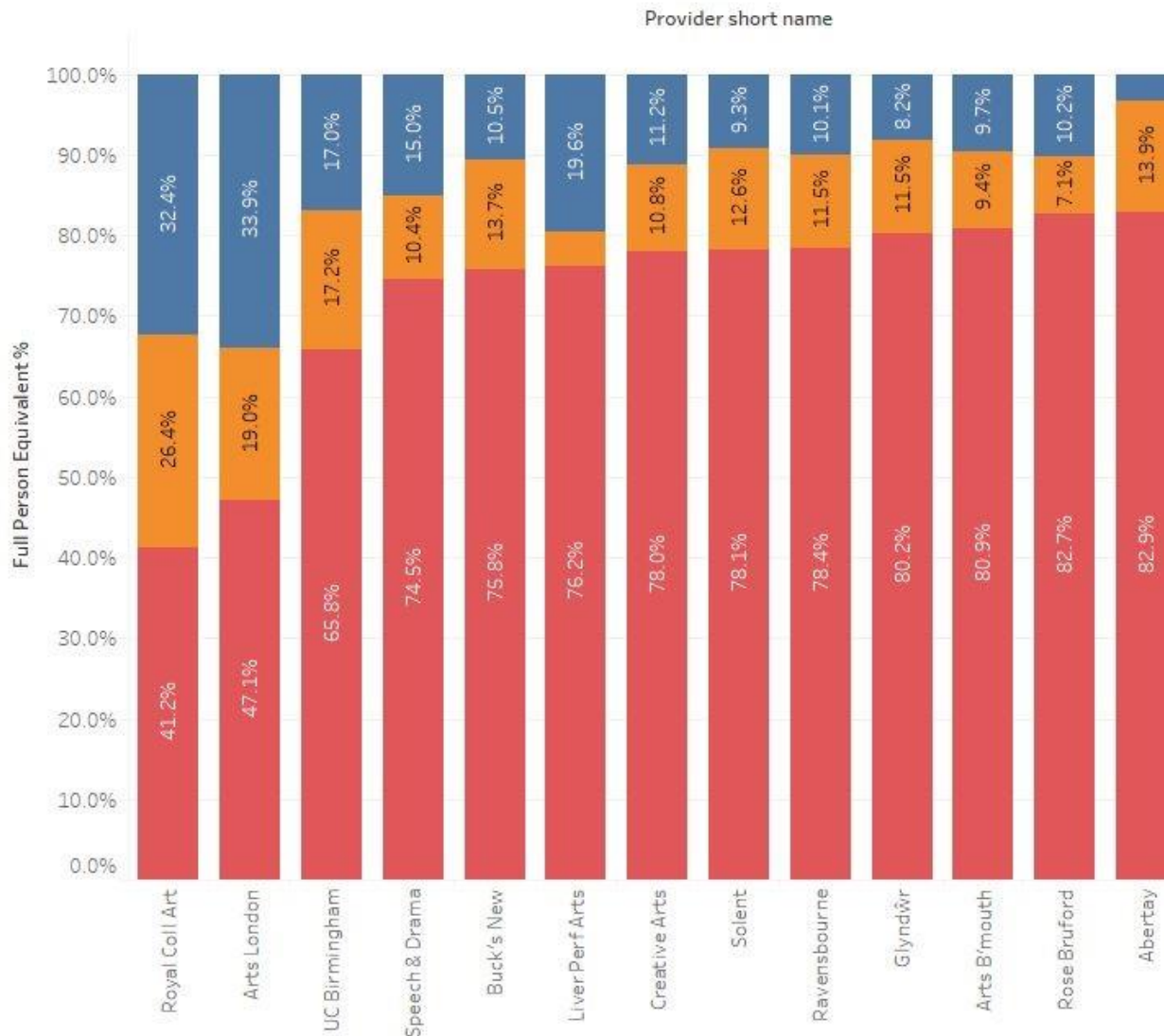
19. According to UNESCO, for every internationally mobile EU student, there are three internationally mobile non-EU students.⁷⁴ We might expect this to be reflected in the relative representation of EU and non-EU students in UK HE, however, internal analysis of GuildHE, CREST and ukadia members for which HESA data is available, shows that the two groups are in fact very similar in size, with 8.7% of students domiciled in the EU, and 10.3% outside the EU in 2015/16.⁹
20. We may conclude that pull factors (e.g. a relatively lower fee rate, access to student support and ease of entry) are inflating the number of EU students relative to non-EU students, and that, were the incentives for EU students removed, their numbers would fall to around one third of the number of non-EU students (in line with their representation in the global pool of internationally mobile students). For GuildHE member institutions, this would mean a decline from around 8.7% of student bodies, to around 3.4%, a decline of over 50%.
21. Any decline in international student numbers would not be equally felt across institutions. Some institutions would be more severely affected. For example, at the University of the Arts, London, a specialist creative arts institution, over 50% of students are non-UK nationals. Nine other institutions have over 20% non-UK domiciled students.
22. It seems likely that in the context of Brexit, EU student numbers are at higher risk than non-EU student numbers. This is potentially significant,

⁷⁴ UNESCO does not provide data on the EU as a bloc, however data for Europe may be used as an approximation for the EU (albeit slightly inflating the share of internationally mobile students from the EU). See UIS.Stat, ⁹ [Outbound internationally mobile students by host region](#) (2018). HESA, *Student Record* (2015/16).

given that ten of the 34 GuildHE, CREST and ukadia institutions analysed have more than 10% EU domiciled students.

23. It is also worth noting that the institutions likely to have the most substantial numbers of EU students - those located in Northern Ireland, which has a common travel area with the Republic of Ireland - do not record data on student nationality. It is therefore impossible to determine how severely they might be impacted by a decline in EU student numbers.
24. International students not only provide additional fees income to UK HEIs, they also boost the demand for courses.
25. Certain specialisms, and therefore the wider creative economy, are particularly reliant on overseas students - for example, among the creative institutions within ukadia, some 35% of students come from outside the UK.

GuildHE HEIs with significant overseas student populations - HESA Student 2015/16



Full Person Equivalent % for each Provider short name. Color shows details about Nationality abbreviated. The data is filtered on Provider short name and Level of study (basic). The Academic Year filter keeps 2015/16. The Level of study (basic) filter keeps Postgraduate and Undergraduate. The view is filtered on Provider short name and Nationality abbreviated. The Provider short name filter keeps 16 of 171 members. The Nationality abbreviated filter keeps Non-EU, Other EU and UK.

26. Among GuildHE member institutions, 25% or more of students on veterinary science, business and administrative studies, creative arts and design, and engineering and technology are from outside the UK. This additional demand may be crucial in ensuring the continued viability of a course, increasing the range of subjects open to UK students, and supporting the employment of academics.
27. Even if the UK is able to agree a favourable deal with the European Union in regards to student mobility, which would continue to support

high rates of inward mobility from the EU to the UK, reason for concern remains. As recently highlighted by Universities UK International, inwards migration by international students to the UK is stagnating.¹⁰ Since 2011, the number of internationally mobile students in the world has risen by almost 20%, yet the number of international students in the UK is just 3% higher in 2016–17 than it was in 2011.¹¹ This stagnation is a threat to the international competitiveness of UK higher education which should not be ignored.

28. Significantly, those nations with the largest populations of internationally mobile students are those with which the UK has, or aims to develop strong trading relationships, including the USA, China, India, and several EU member states. A more receptive attitude to international students may have wider benefits in terms of overseas trade and investment.
29. Successful higher education sector relies on well-developed pathways, including through schools, further education, and foundation degrees, to ensure that talent is able to access qualifications at level 6 (Bachelor's Degrees) and above. International students should not be excluded from these pathways, but rather encouraged and supported to enter and progress through the UK education sector at any level.
30. There is also little evidence to support the idea that international students 'crowd out' home students. Prior to 2015, UK student numbers were capped, yet research has found that, even in this situation, international students did not have a negative impact on home student admission.¹² Where student numbers are uncapped, increases in the number of international students were positively connected with domestic student numbers.
31. The more diverse environments created by international students in UK higher education is also valuable to students, offering them the opportunity to engage with new ideas and meet people with different life experiences. This can enhance active citizenship, helping to foster global awareness and civic engagement among students, and preparing them to work in a global marketplace.¹³
32. Even more valuable to UK students than being part of an international student body is the opportunity to study overseas themselves. Recent research by Universities UK International (UUKi) found that students who complete some form of overseas work, study or placement have better

outcomes than those who do not, yet at present only 6.6% of UK students complete an overseas placement.¹⁴ This is supported by evidence from

^{10,11} Eleanor Jubb, [You say stability, I say stagnation](#) (Universities UK, 2017).

UIS. Stat, [Outbound internationally mobile students by host region](#) (2018).

^{12,13} Stephen Machin and Richard Murphy, [Paying Out and Crowding Out? The Globalisation of Higher Education](#) (2015). GuildHE and NUS, [Active Citizenship: The role of higher education](#) (2017).

¹⁴ Universities UK International, [Why more UK students should work, study or volunteer overseas](#) (2017).

students, such as through NUS's #StudentsoftheWorld campaign, which highlights the benefits of international educational experiences.¹⁵ If the UK is to compete in a globalised marketplace, the skills gained through international experience will be hugely valuable to graduates. These benefits are particularly felt among more disadvantaged students. Such overseas experience also helps boost UK soft power, as students act as ambassadors for the UK.

33. GuildHE welcomes UUKi's *Go International: Stand Out* campaign, which aims to double the percentage of outwardly mobile UK students, and which has been endorsed by the UK Government and each of the devolved administrations.¹⁶ This goal will be harder to achieve if exchange programmes, which are generally built on mutual collaboration, are curtailed by a tightening of the UK student immigration system.
34. GuildHE also supports the #WeAreInternational campaign, supported by more than 160 universities and organisations across the UK. The campaign was established in 2013 to celebrate and highlight the importance of our diverse international student and staff communities.¹⁷
35. Research by Hobsons has found that a country's attitude to international students was the second most important factor in international students' decisions of where to study, and that social media messaging could play a significant role in attracting students.¹⁸ For example, the

#WeAreInternational campaign could help mitigate the impression that the UK is not welcoming to international students following the country's vote to leave the European Union.

¹⁵₁₆ Yinbo Yu, [We are #StudentsoftheWorld](#) (NUS, 2017).

Universities UK International, [UUKi calls for students to Go International: Stand Out](#) (2017)

¹⁷₁₈ For more information, see <http://www.weareinternational.org.uk/about/>.

Hobsons, International Student Survey 2017: Welcoming the World (2017).

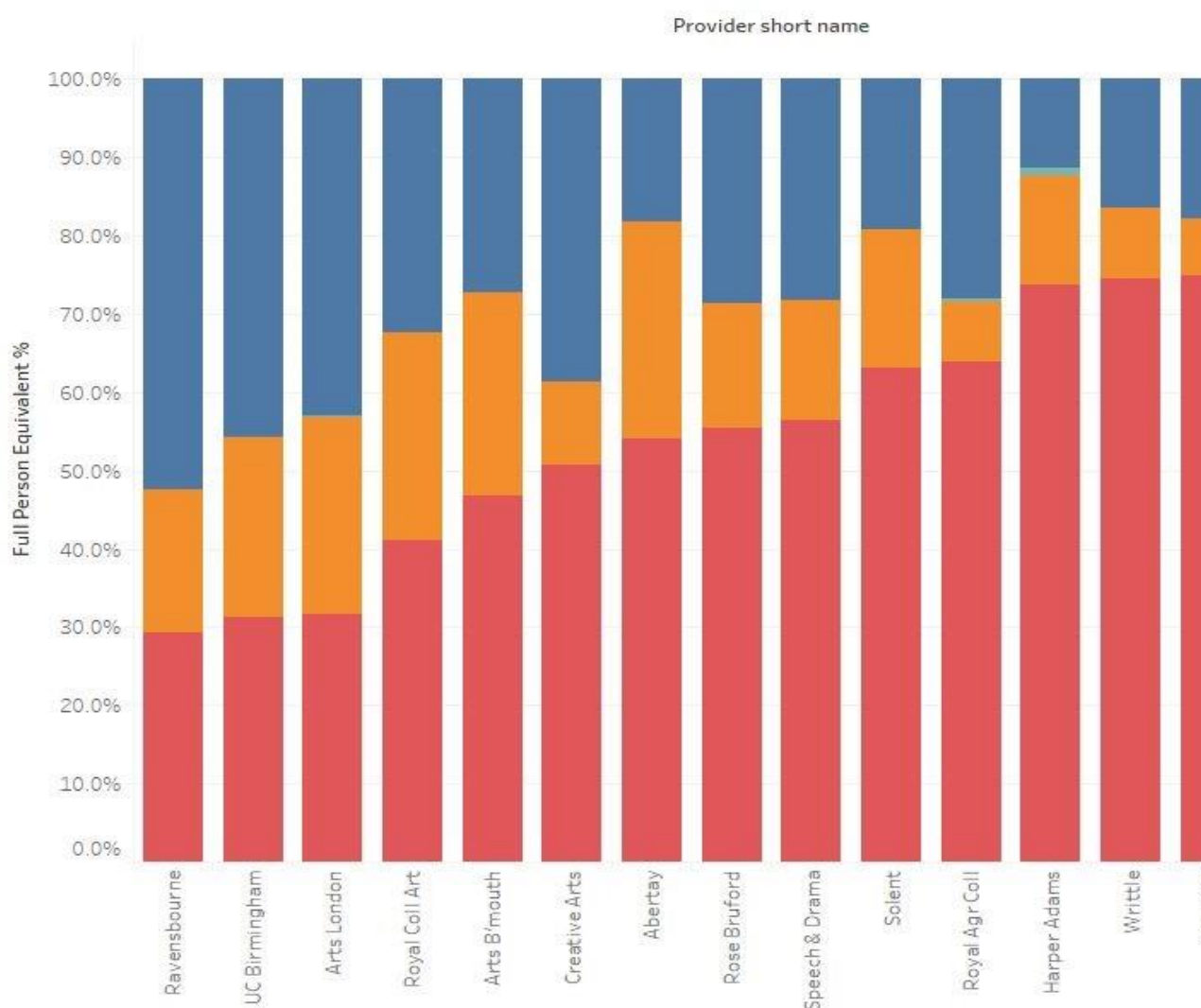
International Students at Postgraduate Level

36. At postgraduate level, the contribution of international students is particularly significant.
37. Across GuildHE member institutions, 30% of Postgraduate students are from outside the UK; at certain institutions, this figure is as high as 70% of postgraduate students. Again, these international students play a crucial role in supporting the viability of courses, ensuring that UK students are offered the widest possible range of opportunities.
38. Research by NUS found that a quarter of students (including 35% of postgraduates), felt their course would not be viable without international students. Over 30% of students (including 43% of postgraduates) felt the loss of international students would lower the quality and value of courses, with 53% of postgraduates worried that a loss of international students would negatively impact on course resourcing.

39. Importantly, international postgraduates also have a significant role to play in producing world-leading research. There is an expectation within the research community that the best researchers are internationally mobile, and it is far easier to build this record of mobility and the associated networks early in a career, including through postgraduate study.⁷⁵
40. Increased bureaucracy around movement could more severely impact such researchers. This is a particular cause of concern for members of GuildHE and CREST. Many postgraduate students at member institutions are often embarking on their research career whilst either working in another sector or having made a career switch. This means that many students will be starting their research career later in working life and that there is therefore an increased need to establish research networks quickly.
41. Achieving a favourable migration system therefore provides UK researchers with the opportunity to build and expand upon relationships not only with EU colleagues but also world colleagues to sustain and enhance the UK's world leading system and thus carry out the best research possible.

⁷⁵ S. Guthrie, C. A. Lichten, E. Harte, S. Parks, S. Wooding and J. Corbett, [International mobility of researchers: A survey of researchers in the UK](#) (2017).

GuildHE HEIs with significant overseas postgraduate student populations - Student Record 2015/16



Full Person Equivalent % for each Provider short name. Color shows details about Nationality abbreviated. The data is filtered by Academic Year (2015/16) and Level of study (basic). The Academic Year filter keeps 2015/16. The Level of study (basic) filter keeps Postgraduate. The Provider short name, which keeps 18 of 171 members.

International Students in the Wider Economy and Society

42. International students contribute a great deal to wider British society. Recent research by Universities UK has found that international students contributed more than £25 billion to the UK economy in 2014-15.²⁰ Research conducted by London Economics, using slightly different modeling, found that the average EU domiciled student brings a net economic benefit of £68,000 to the UK per year, while the average non-EU student brings a £95,000 benefit.²¹

43. The Government's published Industrial Strategy white paper emphasises the role of international students as part of its aims to develop people with the skills needed by UK business and industry.²²
44. A recent economic impact study found that international students at creative arts institutions alone contribute over £77 million to the UK economy.²³ This is equivalent to creating some 2,860 average wage jobs in the UK economy. Creative institutions as a whole contribute some £8.4bn to the economy, so their success as a key sector should not be overlooked.
45. Currently the creative arts skills pipeline is under pressure, with fewer UK students choosing to study these subjects.²⁴ International students therefore play a key role in supporting this crucial sector of the economy.
46. The Industrial Strategy also emphasises the importance of place, and sharing growth across the UK. In this context, international students play a significant role, as their contributions are spread across institutions throughout the UK. Analysis has shown that the parliamentary constituencies which benefited most from international students were Sheffield Central and Newcastle Upon Tyne East, with a net benefit across these two constituencies of over £400m from the 2015/16 cohort of international students.²⁵ While more could be done to attract greater numbers of international students to institutions outside major cities, there is no doubt that their economic benefits are geographically diverse.
47. GuildHE institutions in particular tend to be embedded in local economies, frequently outside the core areas of economic activity in the UK. They provide crucial sources of local employment, supporting local business and industry, and upskilling local citizens. International students make significant contributions to this local impact, helping to boost 'left behind' areas, the very areas the government is committed to helping through the Industrial Strategy.

²⁰₂₁ Universities UK, [The Economic Impact of International Students](#) (2017).

London Economics, [The costs and benefits of international students by parliamentary constituency](#) (HEPI report 102, 2018).

²²₂₃ HM Government, [Industrial Strategy: Building a Britain fit for the future](#) (2017).

EMSI, [The Economic Value of Creative Focused Universities and Colleges](#) (2016).

²⁴₂₅ John Last, [A crisis in creative arts in the UK](#) (HEPI policy note 2, 2017).

London Economics, [*The costs and benefits of international students by parliamentary constituency*](#) (HEPI report 102, 2018).

48. Universities in areas of little migration are likely to bring greater diversity to their local communities and increase cultural awareness. International students are likely to bring tourism (visiting friends and family), further boosting local economies.
49. Information is not readily available on the participation of international students undertaking tertiary study in a Further Education setting. However, it is likely that, given differential visa burdens placed on these providers (and the more limited rights afforded to international students in such institutions), international students make up a smaller share of the student body.
50. GuildHE does not believe that this damaging artificial divide between FE and HE can be justified. This is a view shared by over 80% of UK students, according to research conducted by NUS.²⁶
51. It is worth noting that, whilst the number of international students in the UK has grown since 2012/13, from 560,000 to 575,000, this growth has not been uniform, with several more disadvantaged geographies, including the East of England, Wales and Yorkshire and the Humber, seeing declines in their overall number of overseas students.
52. International students further benefit the UK economy if they are able to remain in the UK to work following study. At present, this is far easier for EU students than others. However research conducted by NUS, found that 75% of current UK students agree or strongly agree that international students should have the right to work in the UK after graduation.²⁷
53. Analysis conducted by UCL's Centre for Research and Analysis of Migration (CReAM) has found that migrants arriving since 2000 have been net contributors to UK public finances.²⁸ This means that the relatively small burden international students place on public services is more than outweighed by the additional income they generate within the economy.
54. It is true that the UK has an undersupply of housing, and it could be argued that international students add to this problem. However, it is worth noting that, since 2013/14, GuildHE member institutions have increased their average number of bed-spaces per student by 50%, with over £16.8bn in capital spending on buildings from 2013/14-2015/16.²⁹ International students may be precluded from accessing private accommodation, as they may not be

able to provide guarantors, meaning that most live in university accommodation. Building of such accommodation in turn contributes to the local economy (eg through the construction industry).

²⁶₂₇ NUS, [Student perspectives on international students](#) (2017).

NUS, [Student perspectives on international students](#) (2017).

²⁸₂₉ Christian Dustmann and Tommaso Frattini, "[The Fiscal Effects of Immigration to the UK](#)", *Economic Journal*, Vol.124, Issue 580 (2014).. HESA, *Estates Record* (2013/14-2015/16), *Finance Record* (2013/14-2015/16).

55. The majority of international students leave the UK after completing their studies.³⁰ They take with them the values gained whilst studying in the UK, along with their positive impressions of life in the UK. This enhances the UK's global standing and soft power.
56. The Soft Power 30 ranking of leading soft power states has placed the UK at number two for the past two years; a significant factor in this is the UK's consistent ranking at number two in terms of education, based on "the quality of universities, their ability to attract international students, and contribution to academic research publishing."³¹ A significant decline in international student migration would clearly impact on the UK's soft power.

The Outlook for International Students

57. The UCAS End of Year Cycle Report for 2017 shows that, for the first time since 2011, the number of EU students applying to, and accepted by UK HEIs has fallen.³² This fall in EU student acceptances was offset by an increase in the number of non-EU students accepted, however the pool of non-EU applicants was also smaller than in previous years.
58. It is likely that the ongoing process of the UK's exit from the EU will continue to negatively impact the numbers of EU applicants over the coming applications cycles. It is not clear to what extent this can be offset by increases in non-EU student acceptances. However, a fair and welcoming

international student immigration policy could go some way towards addressing this uncertainty.

59. A recent survey of GuildHE member institutions found that changes to the visa system have increased the financial and administrative burdens on small HEIs and limited their recruitment to lower-risk markets.³³
60. More significantly, the research found that half of respondents have been negatively impacted by reductions in the visa refusal threshold, while 87% of respondents are concerned about the possibility of further reductions. The threshold is currently set at 10%, and visas may be refused on the basis of factors beyond institutional control. This means an institution with only 20 international students may lose its license if only two prospective students are refused visas, even where these refusals were not the fault of the institution. This percentage threshold is not proportionate to the low level of risk of abuse possible through the visa license of smaller providers.
61. GuildHE welcomes the recent expansion of the streamlined international Masters student visa pilot to a more diverse range of institutions.³⁴ This expansion from 4 to 27 universities will provide a more robust evidence base on which to be able to consider how the policy could be rolled out to

³⁰₃₁ Office for National Statistics,

[*What's happening with international student migration?*](#)

(2017). Portland, [*The Soft*](#)

[*Power 30: A global ranking of soft power*](#) (2017).

³²₃₃ UCAS, [*End of Cycle Report 2017: Summary of applicants and acceptances*](#) (2017).

Uniac, [*Research Note: GuildHE member views on UKVI visa regulations*](#) (2017).

³⁴ See <https://www.gov.uk/government/news/twenty-three-universities-join-student-visa-pilot>.

the sector as a whole. However it is important that this pilot is strictly limited to the shortest time necessary to gather the data, as it gives competitive advantage to those institutions included in the pilot scheme, and so should be expanded to all universities as soon as practicable.

62. The classification of international students as immigrants is at odds with public perception. Recent polling conducted for Universities UK revealed that only 24% of British adults think of international students as immigrants. Of

those that expressed a view, 75% said they would like to see the same number, or more, international students in the UK; this jumped to 87% once information on the economic benefits of international students was provided.⁷⁶ This suggests that treating international students as immigrants, and restricting their rights or freedom of movement, will not address the public's concerns over immigration.

Recommendations to the MAC

63. Recognising the economic, social and cultural benefits brought to the UK by international students, and the positive perception of international students among the public, GuildHE recommends that:
 - 63.1. The immigration system should not be complex or difficult for students or staff to navigate or for organisations to administer. Rather, students genuinely entering the UK to study should be warmly welcomed.
 - 63.2. International students, as skilled workers, should be able to remain in the country where they have an offer of work. The transition from a student to a working visa should be streamlined. This is especially important for developing research and creative industries talent pipelines.
 - 63.3. The post-Brexit visa system should be standardised, so that overseas students are treated equally, regardless of whether they study in the FE or HE sector.
 - 63.4. UKVI should take a risk-based approach to regulation, recognising that percentage thresholds are problematic for small providers, and do not take account of the fact that visa refusals may not be the fault of the HEI. UKVI should also consider moving to a tiered subscription charge for the premium service.
 - 63.5. The committee should communicate to government the economic benefits of international students and the potential negative impacts of any decline in international student numbers, which may result from a stricter immigration system or negative perceptions of the UK.
 - 63.6. International students are removed from migration reduction targets, in line with public perceptions of international students as different to

⁷⁶ ComRes, [Universities UK International Student Poll](#) (2016).

other migrants. Figures for international student migration should be reported separately to other migration types.

Arts University Bournemouth	Royal College Art (ukadia member only)
Bath Spa University	Southampton Solent Univers
Bishop Grosseteste University	St Mary's University College, Belfa
Buckinghamshire New University (CREST member only)	St Mary's University, Twickenham
Falmouth University	University Coll Birmingham
Harper Adams University	University for t Creative Arts
Leeds Arts University	University of Abertay, Dund
Leeds College of Music	University of Chichester
Leeds Trinity University	University of Cumbria (CRE member only)
Liverpool Institute for Performing Arts	University of S Mark and St J
Newman University	University of Suffolk
Norwich University of the Arts	University of th Arts London (ukadia memb only)
Plymouth College of Arts	University of Winchester
Ravensbourne	University of Worcester
Rose Bruford College of Theatre and Performance	Wrexham Glyn University

	(CREST mem only)
Royal Agricultural University	Writtle Univers College
Royal Central School of Speech and Drama	York St John University

APPENDIX 1: HESA DATA

Data in this written response is drawn from the Higher Education Statistics Authority (HESA). It includes HESA Student Record (2007/08-2015/16), HESA Finance Record (2013/14-2015/16), and HESA Finance Record (2013/14-2015/16). HESA data is Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

HESA holds data on the following 34 HEIs which are members of GuildHE or of one of its sub-associations, CREST and ukadia.

Harper Adams University

Call For Evidence - August 2017 MAC Students' Commission

Harper Adams University, Shropshire. As the population grows, so do our demands on the planet. Managing this resource has never been so important. Since it was [founded in 1901](#), Harper Adams University has been designed to meet this challenge. Set on a 550 hectare [farm](#), we are the leading specialist university tackling the future development of our planet's food production, processing, animal sciences, engineering, land management and sustainable business.

1. What impact does the payment of migrant student fees to the educational provider have?

A significant impact as these form circa 5% of the total income to the university.

2. What are the fiscal impacts of migrant students, including student loan arrangements?

They are important in fiscal terms (but also in terms of cultural diversification and internationalisation of the university) as they bring significant fee income and also further income to accommodation services and catering provision.

3. Do migrant students help support employment in educational institutions?

Yes. In this small and specialist university, migrant students make a significant contribution to employment as we provide specialist English language support staff, international student services staff and the students also contribute to the resource demand for lecturers, cleaners, caterers etc.

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

It is difficult to assess this precisely but we believe it to be significant, particularly for the wealthier international students who enjoy cultural/tourist trips around the UK, clothes shopping and a range of entertainment such as sporting events and music concerts. All students in non-catered accommodation spend in the local shops on food and other home essentials. In the shops and businesses near to campus, this must be an important part of their income.

5. How do migrant students affect the educational opportunities available to UK students?

They enrich the cultural life of the university and bring an international perspective to courses and learning cohorts. UK students benefit from establishing international

contacts and gaining a broader understanding of how their course of study fits into the global context.

6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

Some courses are specifically designed for international students as they relate to approved trans-national education progression programmes and these share modules with UK students. Aside from the presence of international students in the teaching groups, the design of the provision does not differ from other courses and does not impact negatively on UK students. Importantly, all provision is required to have international/global aspects and this would still be the case without the presence of international students. We regularly consider and develop new courses which will appeal to the student market, including international students but not exclusively for them.

7. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

We have constructed new halls of residence in recent years due to the increase in international students, however, these are not exclusively for international students and UK students also benefit from them. Private rented accommodation off – campus in the nearby town is also used by international students. Local transport such as bus routes and taxi companies benefit positively from international students as they increase passenger numbers travelling between town and campus. Trains are also well used by international students as they are keen to travel around the UK sightseeing. As with UK students, international Students register with the campus based healthcare service, thereby adding 5-10% to the user numbers.

8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Unable to comment from a university perspective.

9. What role do migrant students play in extending UK soft power and influence abroad?

From our perspective, international students evaluate their UK experience very highly and many alumni remain connected to the university. The international alumni network serve us well by sharing positive experiences of the university but also more widely sharing their UK experiences and influence around the globe.

10. If migrant students take paid employment while they are studying, what types of work do they do?

Bar work, catering, student ambassador, Chinese students have worked in a local marketing company with business links to China.

11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

In the industries we chiefly serve at this University (food, drink, agri-business, environment, agriculture, animal sciences and welfare, engineering) there is a shortage of skilled labour and good job opportunities. Hence, our graduate employment rate is 98%+ and this means overseas students can be important and useful employees. We do not believe they have a negative impact on the labour market if permitted to work via a tier 2 visa as these industries seek, and benefit from, the expertise they offer.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

In our experience, very few migrant degree graduates remain to work in the UK, although in our related industries there are opportunities for them. The vast majority return to their home country or progress to further studies at UK universities or in other countries.

4.2. The MAC will value evidence from stakeholders addressing all or any of these points. In addition, the MAC would like to receive evidence about stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

In our view, if the demand from migrant students for UK studies disappeared this would have a highly negative impact on the university's international research, understanding, culture and business links as well as on its fee income.

4.3. As per the commission from the government set out above, the MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

As a small and specialist university, international students, and the related benefits they bring, are critical to the university's global understanding, international presence and status. Without them, the university would be culturally and educationally weaker, less informed and less outward looking as an institution.

Heriot Watt University

Heriot-Watt University response to the Migration Advisory Committee Call for Evidence on International Students

Introduction

Heriot-Watt University has had the opportunity to contribute to and review the response to the MAC Call for evidence on International Students submitted by Universities Scotland on behalf of the sector. We fully endorse their response which we believe is comprehensive at the sector level. We have therefore confined our response to areas where we believe Heriot-Watt University's unique position provides a different perspective, or where we have further case studies to add value to the Universities Scotland response.

Heriot-Watt University has been named International University of the Year by the Times and Sunday Times Good University Guide 2018.

It is the first time International University of the Year has been a category in the prestigious awards, which are regarded as the most authoritative in the UK.

Heriot-Watt was selected as International University of the Year in recognition of its truly global presence and impact: the University has five global campuses in the UK, Dubai and Malaysia, partners in 150 countries and circa 29,000 students worldwide.

Alastair McCall, editor of The Sunday Times Good University Guide, said: ""Heriot-Watt has done more than most in spreading the good name of British - and in particular Scottish - higher education across the globe. With 30,000 students around the world studying for Heriot-Watt degrees - just 11,000 of them in Edinburgh - a Heriot-Watt degree is truly a global currency.

"With high-quality, new campuses in Malaysia and Dubai, Heriot-Watt students have outstanding opportunities to study abroad as part of their degree, while the overseas campuses also provide openings for students to travel in the opposite direction and experience Edinburgh first-hand. More than most, Heriot-Watt has embraced the world view that marks out the finest higher education, making it our International University of the Year."

Professor Richard A. Williams OBE, Principal and Vice-Chancellor of Heriot-Watt University, said: "Heriot-Watt University is like no other! It operates as an integrated global university across three countries and offers students and staff exceptional opportunities for mobility in their education and research. Graduates are culturally aware and highly sought after by organisations around the world.

"Our whole community receives tremendous benefits from our global outlook, whether learning on one or more of our campuses across the world, or working with world-leading academics on challenge-led research that actively supports delivery of sustainable development goals."

The International University of the Year award comes just weeks after Heriot-Watt was named as one of the top 400 universities worldwide in the Times Higher Education World University Rankings

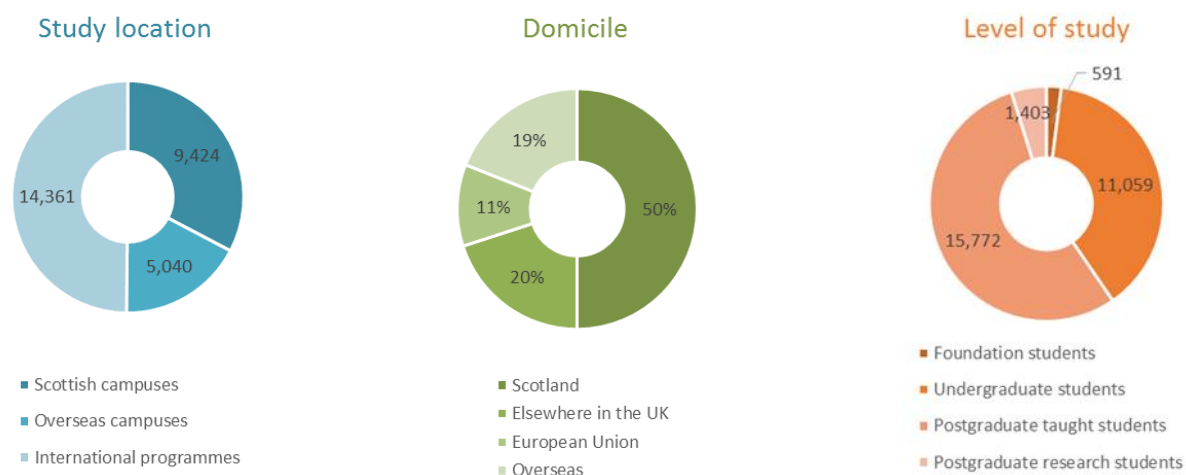
ranked among the top 500 universities in the world by the Academic Ranking of World Universities (ARWU).

Responses to individual questions are included below

1. What impact does the payment of migrant student fees to the educational provider have?

Student numbers, location, domicile and level of study

The Heriot-Watt Group has 28,825 students. Their location, the domicile of those on Scottish campuses and the level of study are portrayed in the graphs below:



Beyond its campuses, Heriot-Watt University has a very significant international in-country presence delivering degree programmes to more than 8,000 independent distance learning students and through a network of Academic Partnerships and collaborations where almost 6,000 students study in a network of 55 institutions in 39 countries.

Heriot-Watt continues the trend, established in the mid-2000s, of accelerating very significantly ahead of sector norms, with new impetus in very recent years as the new income stream from our Malaysia campus starts to build up. Heriot-Watt maintained last year's position as 21st in the UK for the absolute value of income, behind the majority of much larger and mostly very strongly branded Russell Group universities. If normalised, expressing non-EU student fee income as a proportion of total income, HWU's 34% sets it very far apart for the UK average of 10.7% and places the University 2nd in the UK. Progress towards the £90m pa target saw growth resume in 2014/15 and be sustained in 2015/16, with a trend that is estimated to reach the 2018 target.

2. Fiscal impact of migrant students, including student loan arrangements

Please refer to the Universities Scotland response.

3. Do migrant students help support employment in educational institutions?

As 30% of students on Heriot-Watt's Scottish campuses are International and EU (see above), they support the employment of all staff employed. The Universities Scotland response identifies those academic programmes with the highest proportion of non-EU students and the percentage of total students. It is clear that some academic programmes would not be viable without the international students, having a direct impact on employment of academic and academic support staff. There would also be a significant impact on all categories of staff on the Scottish campuses. There would be a reduced need for all professional services staff including maintenance, cleaners and caterers. There would be a knock-on impact on the Student Union, whose finding agreement with the University is based on student numbers on the Scottish campuses.

Considering employment within Heriot-Watt that is directly linked to the presence of international students, there are a number of specialist roles and departments.

The Student Recruitment Service employs a number of staff who specialise in International student recruitment

The International Student Advisors Office (ISAO) provides advice and assistance to international students based on our UK campuses. They can provide a wide range of information and support, from immigration advice to welfare issues.

The Tier 4 Compliance Officer has a key role in ensuring compliance with the frequently changing rules for Tier 4 students. This role is supported by a number of colleagues in our Admissions Department and Academic Schools who are required to have knowledge of Tier 4.

The Go-Global Office, The Exchange Office and Exchange Support Co-ordinators based in our Academic Schools support a variety of exchanges including Erasmus, Erasmus+, Intercampus Transfers and others for both incoming and out-going students.

Academic English and Pre-Sessional Programmes. Heriot-Watt University offers a range of Academic English courses to build student confidence in English and develop the study strategies. A range of programmes are available, and some programmes provide evidence of English language ability for progression to our degree programmes. These programmes employ academic tutors and administrative support staff.

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of that?

Please refer to the Universities Scotland response.

5. How do migrant students affect education opportunities available to UK students?

The University's award winning 'Go Global' scheme, promoting inter-campus transfers for undergraduate students has become an important feature of internationalisation at Heriot-Watt. Increasingly, students identify this opportunity as a reason for choosing Heriot-Watt as a place to study and participation in the scheme continues to increase, alongside European exchanges and other study abroad options with partner universities.

Inter-Campus Transfers are one offering of Go Global. We have campuses in the UK, Dubai and Malaysia. Heriot-Watt students can take advantage of our international campus locations by transferring to another location for a semester, a year or longer.

We are confident that Malaysia will continue to prove a popular choice for 'Go Global' students. In 2016/17, 80 students from the Edinburgh Campus went to study in Malaysia. This is not only beneficial in terms of experiencing other cultures and studying and working in inter-cultural teams, but also in terms of developing the graduate attributes that are highly valued by employers and developing skills for future careers. The Malaysian government is highly supportive of the University's success in this area.

Being a global student can greatly enhance students' future career prospects:

- A lower proportion of UK graduates who were mobile were unemployed
- A higher proportion of graduates who were mobile were working abroad, if in employment
- On average graduates who were mobile earned more in 11 out of 17 subject areas
- Graduates who were mobile earned more if they remained in the UK to work
- Graduates who were mobile were earning more in 40 out of 67 subjects

Heriot-Watt Graduate Attributes

As part of Heriot-Watt University's Learning and Teaching Strategy, a series of Four Heriot-Watt Graduate Attributes was introduced for students on all undergraduate and postgraduate taught programmes:

- Specialist
- Creative
- Global
- Professional

An over-arching strapline summarises the four attributes and emphasises the distinctive quality of the HWU graduate: The Heriot-Watt Graduate Professionally Educated, Globally Employable

Within the Global category, these attributes are further defined as:

- Is able to apply their knowledge and skills in international and multi-cultural academic or professional contexts;
- As a global citizen, is aware of and takes responsibility for the social, civic and ethical impact of their actions;
- Appreciates and responds to cross-cultural diversity;
- Is aware of, and responds to, key challenges.

Studying and working with students from different cultural contexts supports the graduate attributes and the acquisition of skills valued by employers.

Case Studies

Florence Ong Woei Yng

Florence transferred in her second year to the UK and went on to graduate there. She stayed on to work in Scotland.

Why did you take part in an Inter-Campus Transfer?

I was interested in the exhilarating adventures and life experiences awaiting at the other side of the globe! I couldn't wait to be exposed to a different variety of cultures and lifestyles abroad. Also, I believe that an international experience on my resume will enhance employment opportunities in the future, be it in Malaysia or other countries.

What are the highlights from your global student experience so far?

I have been able to travel a lot, in Scotland, the UK and around Europe, which has been amazing. My friends and I have visited the Highlands and tourist attractions in Scotland and some of us are planning on a trip around the whole of Europe during the summer before heading back to Malaysia. In addition, I have made lifelong friends here from all around the world. That alone is so worthwhile and makes studying here in Edinburgh so much more fun and interesting.

What advice would you give other students thinking of taking part in Heriot-Watt's Global Student Programme?

Studying abroad teaches you to be independent and have self-discipline and perseverance. It will push you beyond your comfort zone and you'll be amazed by what you can actually achieve. The

experience will be truly life-changing and eye-opening. Becoming a global student is by far the best decision I've made.

Matthias Goldbeck

During his 3rd year, Matthias studied at both our Dubai and Malaysia campuses as part of an Inter-Campus Transfer. He is an International Business Management student from Scotland/Germany.

Why did you decide to take part in a Global Student Programme at Heriot-Watt?

The opportunity to study in two vastly dissimilar cultures that had admittedly been off my radar beforehand promised to both broaden my outlook and turbocharge my career prospects. The programme offered a sound platform to analyse the nature of business in large commercial capitals, all the while within the comfort of Heriot-Watt's international campus network. In retrospect the year delivered beyond my highest expectations.

How did studying in Dubai and Malaysia differ from studying in the UK?

The study environment in Dubai and Malaysia was similar to Edinburgh in many respects. For one, the Heriot-Watt course material is used and often co-written by faculty from the overseas campuses, where lecturers then tailor presentations to the local student base. The Heriot-Watt 'Vision' portal is shared so there was no need to accustom to a new IT system. Classrooms were a little smaller, resulting in interactive lectures and lively debate between class and faculty. Out with the lecture theatre, life is much different.

What were the highlights from your global student experience?

The year was chock-full with activity and travel, with many memories to take back and reflect on. The opportunity to converse with the Ministers for Higher Education in both Dubai and Malaysia was special, however time spent as a volunteer primary teacher in a UNHCR school for refugees was perhaps most poignant of all. Travel also played a large part. I was very fortunate to visit the Abu Dhabi Grand Mosque, stunning Thai coasts, Singapore Gardens, and also to attend the Hong Kong Rugby 7s. It all goes by very quickly!

How do you think being a global student will benefit you in your career after university?

My time abroad certainly gave me the vocabulary and knowledge to start really talking to employers about international business. I've hopefully gained a heightened understanding of the decisions businesses need to make before entering foreign markets. Latterly, I was fortunate to pick up an internship in Hong Kong which opened up doors to yet another global commercial epicentre.

6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students.

One of the key themes of Heriot-Watt's Strategic Plan 2013-18 is internationalisation. We stated that Heriot-Watt is 'Scotland's international university' and is among the UK's top five universities in terms of its international presence and number of international students. The University will provide a global educational experience for its students, wherever they are based (whether in the UK, Dubai or Malaysia, or with a partner institution or studying by distance learning), including providing opportunities for international mobility for an increasing percentage of its students and staff. The University will also increase the internationalisation of its research and knowledge exchange activities, including embedding these in our international campuses.

During the period of this Strategic Plan Heriot-Watt continues the strategy set in 2010 to approximately double the scale of its international activities. We seek to further enhance the awareness of a Heriot-Watt education internationally and attract increased numbers of students to the campuses in Edinburgh, the Scottish Borders and Orkney.

The trend at Heriot-Watt in attracting students from abroad to its UK campuses has continued the downward turn experienced in 2015/16. This is primarily associated with changes to UK immigration policy which have forced the University to withdraw from its partnership with West London College, meaning the loss of students, mainly from overseas, from fashion and management undergraduate programmes and from the full time MBA programme. The University has plans in place to invigorate the recruitment of overseas postgraduates to its UK campuses through the introduction of new and refreshed taught post-graduate programmes, including, for the first time at our Edinburgh campus, a full-time on-campus MBA. It seems unlikely that international student numbers on our UK campuses will recover from the current 3,250 students to our original target of 4,300 students by 2018.

7. What is the impact of migrant students on demand for housing provision, on transport (particularly local transport) and on health provision?

At a local level, Heriot-Watt University has 2000 residential places available at our Edinburgh Campus with a range of types and prices, from self-catered rooms to studio flats. A significant number of these are occupied by International Students, particularly those in their first year to whom an accommodation guarantee is offered.

8. What impact have migrant students had on changes to tourism and the number of visitors to the UK?

Please refer to the Universities Scotland response.

9. What role do migrant students play in extending UK soft power and influence abroad?

Heriot-Watt has over 120,000 graduates in 190 countries.

Case Studies

Ethel Koppa

Construction Project Management (2013)

Project Manager for the National Housing Corporation, Tanzania

There is huge demand for new housing in Tanzania especially in its largest city, Dar es Salaam, one of the fastest growing urban centres in the world. It is in this construction hotspot that Heriot-Watt alumnus Ethel Koppa is building a rewarding career.

“I started working in the construction industry as an intern Quantity Surveyor during my undergraduate degree,” Ethel explains. “Since then, I have worked as a Quantity Surveyor and, after graduating from Heriot Watt, as a Construction Project Manager. At the moment, I am a Project Manager in one of biggest real estate development and management firms in the Tanzania that is, the National Housing Corporation.” Ethel’s MSc in Construction Project Management from Heriot-Watt in 2013 provided the foundation of her career. One of the longest-running programmes of its kind in the UK, Construction Project Management equips graduates with the theoretical knowledge and technical skills to manage people and projects within the construction industry. It offers a range of core courses covering management, procurement and technology-related subjects to provide both management principles and practical skills relevant to professional practice in construction.

“The Heriot-Watt degree and experience gave me a competitive advantage against my peers in the industry,” she says. “I would not have been able to achieve all that I have in my career without Heriot-Watt University.”

Ethel found the following particularly useful: “The courses that have proven to be the most relevant to me are contracts and procurement, value and risk management, project management (theory and practice) and project management (strategic issues).”

A Commonwealth Scholar and a Mandela Washington Fellow, Ethel’s swift career progress is not surprising and in May 2016 she won further recognition at the ‘New Starter of the Year’ Award at the ‘Women in Construction Awards, Africa’ in Johannesburg.

Ethel, who lives in Dar es Salaam, has advice for students keen to emulate her success: “Approach everything with an open mind and enthusiasm,” she says. “Learn to grow, cautiously, out of your comfort zone.”

Crediting the University for more than her degree, Ethel concludes: “I can honestly say, I found myself at Heriot-Watt. It made me a stronger and better person.”

Andrew Marshall

Andrew, from Canada graduated from the MSc Real Estate Investment and Finance programme in 2014. He has worked with Standard Life Investments in Toronto since 2005 and is currently working as Vice President Investment Solutions.

[Can you tell us about where you work and describe your role?](#)

Standard Life Investments is a global leader in the development and sale of investment products for institutional and retail investors. My role centres on the marketing, sales and service of alternative investment products, particularly real estate.

[Why did you choose Heriot-Watt and the programme that you studied?](#)

There are very few recognised universities in Canada that offer this type of programme. My connection with the Edinburgh-based real estate team within Standard Life Investments ensured my familiarity with Heriot-Watt. It was actually my supervisor in Canada who first put me on to the program specifically and suggested that I look into it further. I thought the degree would not only enhance my real estate expertise, but that it would provide me with more of a global insight into the property markets.

[What was your experience of doing a degree at Heriot-Watt University?](#)

I have only good things to say about Heriot-Watt and my programme in particular. I found the courses challenging and relevant to what I do on a daily basis. The content of each course was tailored to suit the real estate discipline, i.e. macro economics as a subject, but specifically what influences property from a macro economic standpoint.

Coursework and projects centred on topics that were relevant and topical. Lectures incorporated current examples to help illustrate the point being made.

I also found that everyone I dealt with from the University, whether it was academic or support staff, to be kind, courteous and helpful.

How has your degree helped you in your profession?

One of the reasons I decided to opt for the MSc Real Estate Investment and Finance programme was the fact that it is so unique in the Canadian marketplace. Most of my peers in the industry (and those trying to break into the ranks) have elected to pursue an MBA. My Heriot-Watt degree helps me stand out from the others. It underscores my commitment to the industry and highlights a specialist knowledge that only a programme like this can offer.

Do you have any advice for students interested in working in your field?

Commercial real estate in Canada has become viewed as less of an alternative asset class and more mainstream in the recent past. The degree of sophistication amongst investors has increased at a steady pace. In order to truly excel, I think gaining a specialist's knowledge in such a unique asset class is a necessity. Gaining the credentials is imperative, but so is the need for developing a practical skillset. Finding a mentor who is willing to pass on their experiences is a must.

10. If migrant students take paid employment while they are studying, what types of work do they do?

While Tier 4 students are limited to twenty hours per week during term time, there are a number of opportunities within the University for them to fill positions delivering services on campus. Some work as Student Ambassadors assisting on Open Days and Visit Days at the Edinburgh Campus. A number of our PhD students are employed to deliver teaching support and laboratory supervision as well as participate in research which may be grant funded and paid. We have also had Tier 4 students employed as Sabbatical and Executive Officers of our Student Union.

11. What are the broader labour market implications of students transferring from Tier 4 to Tier 2?

Please refer to the Universities Scotland response.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do.

Opportunities for post-study work in the UK are currently very restricted for International Students. Although Heriot-Watt has the ability to sponsor Graduate Entrepreneurs, we have very few graduates interested in this due to the stringent requirements. Where this has been possible, our graduates have achieved considerable success.

Case Study

Following PhD study at Heriot-Watt University, a graduate entrepreneur has developed a prototype 3D printing process that can be used to create 'medically accurate human organs' for surgical planning and training of medical students. The University provided him with an endorsement that allowed him to successfully apply for a Tier 1 Graduate Entrepreneur visa and subsequently apply to extend that visa. He has since become CTO of the company that will take these products to market. The company expects to make its first sales in June 18 and initial financial projections demonstrate cash positive outcomes and sales in 4 continents in year 3 with turnover of £5.6m in year 5, with a £1.8m operating profit.

Higher Education Funding Council for England

Introduction

1. HEFCE is a non-departmental public body responsible for funding and regulating universities and colleges in England. We invest on behalf of students and the public to promote excellence and innovation in research, teaching and knowledge exchange. We have a statutory duty to make provision for assessing the quality of education in institutions for whose activities we provide, or are considering providing, financial support.
2. HEFCE therefore has an interest in the volume and nature of provision for international students at the providers which it regulates. As the lead regulator for the HE sector in England we must understand the impact of international recruitment, on for example the focus and nature of provision for, and experience of, home and EU students; the finances of higher education institutions, and the management of risks associated with this activity. We monitor activity at both the provider and broader sector level, and as such we also have an interest as lead regulator in the role that international recruitment plays within broader transnational education (TNE) activity and the reputation of UK higher education overseas.
3. Following the passing into law of the Higher Education Research Act (HERA) in April 2017, HEFCE will be replaced by a new regulator for higher education, the Office for Students (OfS). The OfS will be operational from 3 April 2018. We envisage that this area of work will continue to be an important consideration for the OfS.
4. In line with the Commission's call for evidence, this submission focuses on the economic and social impacts on international students in the UK. We have focused on the areas of the call which are most relevant to HEFCE's work as lead regulator and funder for the higher education sector, primarily:
 - The recruitment of international students and the financial impact of migrant student fees to the English higher education sector.
 - The approach taken by the English higher education sector with regard to governance and compliance and international recruitment, including a

consideration of the impact of migrant students on the educational opportunities available to UK students and the potential implications of demand from migrant students on supply of education provision.

5. Where possible, we have included evidence relating to both EU and non-EU domiciled students, and have considered the impact of recruitment from outside of the UK at both undergraduate and postgraduate taught level.

Summary of key points and evidence

- Recruitment of non-EU and EU students is a vital income stream for higher education providers in England which contributes to financial sustainability and is forecast to increase in future years.
- International recruitment has a wider impact, as part of broader approaches to transnational education, in extending UK soft power overseas.
- On the basis of the evidence available, we consider that higher education providers are acting responsibly with regard to their compliance with Tier 4 licence conditions and their recruitment strategies.
- There is no evidence that home students are displaced by recruitment of nonEU students. Evidence suggests that home students generally see the experience and benefits of studying alongside international students as positive.
- There is evidence of high levels of concentration of non-EU students in some subject areas, particularly at postgraduate taught level, which may place the viability of some courses at risk if there were sudden changes in non-EU recruitment.
- Following undergraduate study, non-EU students tend to leave the UK to work, or if they continue onto further study, they tend to stay in the UK.

Section 1: International recruitment and financial impact

Key points:

- Tuition fee income from EU (non-UK) and non-EU students is a major stream of finance for higher education providers in England: £4.5billion in 2015-16.
- Income from non-EU students accounts for over 25 per cent of total fee income across the sector and we see an increasing reliance as it is forecast to rise to 27.7 per cent of total fee income by 2019-20.
- Non-EU and EU students make up a significant proportion of the student body in England, particularly at postgraduate taught level where non-EU students account for 45 per cent of entrants.
- EU fee income currently makes up around 4 per cent of total fee income for higher education providers in England, and is expected to remain between 4 and 5 per cent until 2019-20.
- Between 2015-16 and 2016-17 increases in non-EU student numbers (FTEs) are concentrated in London, although this increase is forecast to become more evenly geographically spread by 2019-20, which will be important postBrexit.

6. Non-EU and EU students account for a significant proportion of entrants into HEFCE-funded HEIs, particularly at postgraduate level. In 2016-17, based on HESA data, non-EU entrants accounted for 12 per cent of all students on full-time first degree or other undergraduate courses (52,520 out of 447,495). EU entrants accounted for 5 per cent (25,070 out of 447,495). For full-time postgraduate taught (PGT) courses, non-EU entrants make up a significant proportion of the overall entrants, 45 per cent (75,980 out of 167,820 entrants), with EU entrants accounting for 9 per cent (14,910 out of 167,820). Non-EU entrants accounted for 34 per cent of entrants into postgraduate research (PGR) courses (8,020 out of 23,740) with EU entrants making up a much smaller proportion, around 15 per cent (3,485 out of 23,740).
7. The recruitment of non-EU students (across all levels of study) represents a major source of income for universities in England, and as such higher education providers are increasingly reliant on such recruitment as a key income stream. Income generated from non-EU recruitment contributes to the investment across both teaching and research in staffing, facilities and the academic and pastoral support environment that benefit all students (Home, EU and non-EU) and their higher education experience. Income from non-EU recruitment also has broader benefits for UK higher education, including

facilitating partnerships with business, knowledge exchange, and research partners, regionally, nationally and internationally. The supply of international students going into graduate and then senior positions in business in their home countries or in the UK also serves to strengthen global business links for the UK. The continuation and development of all of this activity will be critical to the delivery of the Government's ambitions set out in the recently published Industrial Strategy.

8. We regularly collect full financial information and forecasts from the higher education providers that we fund. Our most recent analysis shows that:
 - There is a forecasted increase of 34.9% in **tuition fee income** from non-EU students from 2015-16 to 2019-20 (£3.8 billion to £5.1 billion). Our analysis shows that:
 - This represents an average annual increase of 8.4% in tuition fee income from non-EU students over the forecast period (2016-17 to 2019-20).
 - Growth in some providers is due to higher fees as opposed to expansion in the non-EU student population, while other providers are forecasting increases in non-EU student numbers
 - The average overseas fee in English HEIs is forecast to increase from £15,862 to £18,397 in 2019-20 (16.0%).
 - We see an increasing **reliance** on non-EU fee income from 25.4% of total fee income (2015-16) to 27.7% (2019-20). By 2019-20 this means that non-EU fee income will:
 - Represent 27.7% of all tuition fee and education contract income
 - Represent 15.2% of total income. At institutional level, this can range from 0% to 40.7% (of total income)
9. We have also analysed data on non-EU student number projections of HEFCEfunded higher education providers by geographical split (to 2019-20). Our analysis of this data shows that as a proportion of the total annual increase in non-EU student numbers (FTES) there is currently an uneven spread with a high concentration, of the change, in Greater London., However this is forecast to become more equally spread across the English regions 2019-20, which is an important marker post-Brexit.

10. HEFCE-funded higher education providers have also returned data relating specifically to their EU activity. Different institutions have taken different approaches to forecasting EU student numbers, EU staff numbers and EU income, which is likely to be a result of the ongoing uncertainty surrounding the impact of Brexit on the sector.

11. The table below provides an overview of EU related data at a sector level.

	2015-16	2019-20	Change	% change
EU student numbers (FTEs)	88,422	92,984	4,645	5.3%
EU academic staff numbers (FTEs)	21,933	23,106	1,175	5.4%
EU research income (£000s)	702,062	640,015	- 62,047	-8.8%
Total EU fee income (£000s)	645,705	798,262	152,557	23.6%

12. There is a forecast increase in total EU (non-UK) students of 5.3 per cent (4,645

FTEs) between 2015-16 and 2019-20. Annually this is broken down to be an increase of 9.8 per cent between 2015-16 and 2016-17 and 0.5 per cent increase between 2016-17 and 2017-18. Decreases of -0.4 per cent and 4.2 per cent are then forecast between 2017-18 to 2018-19, and 2018-19 to 2019-20 respectively.

13. EU (non-UK) tuition fees were £646 million in 2015-16 (2.2 per cent of total income) and are forecast to increase to £798 million by 2019-20. EU fee income is forecast to increase by 14 per cent between 2015-16 and 2016-17 followed by increases of 5 per cent, 3 per cent and 1 per cent in subsequent years.

14. EU fee income makes up between 4 per cent and 5 per cent of total fee income across the forecast period.

Impact on financial sustainability of the sector

15. Given the increasing reliance on overseas fee income, there are significant risks to the financial sustainability of the sector (with a variable impact across different types of provider). There is also a risk that providers place even further reliance on the recruitment of non-EU students in the light of a perceived narrowing of recruitment base across the EU in a post-Brexit climate. Taken together, the impact of such a risk is likely to lead to:

- Cuts to facilities, staff numbers, resources and a negative impact on the overall financial sustainability of some providers.
- An impact on the viability of certain courses, (see analysis below) and an impact on investment in quality and student experience/value for money.

Section 2: Governance, compliance and the impact of international recruitment on home students

Key points:

- The higher education sector takes compliance with Tier 4 seriously, and is increasingly putting in place sophisticated risk management strategies.
- Providers are increasingly using transnational partnerships as a way of securing the pipeline of international recruitment and diversifying their recruitment strategies.
- We see no evidence that providers prioritise non-EU students at the expense of home students.
- There is evidence of a high concentration of non-EU students in some areas of provision across all levels of English higher education. There is evidence to suggest that at postgraduate taught level, the viability of some courses, particularly in STEM, is reliant on non-EU recruitment.
- The majority of non-EU students that work following completion of study at undergraduate level in the UK, leave the country to do so, while EU students are more likely to stay. The majority of EU and non-EU students that continue onto further study do so in the UK.

International recruitment strategies and Tier 4 compliance

16. We engage on a regular basis with senior management teams at both HEFCE funded higher education providers (universities and FE colleges) and with Alternative Providers with specific course designation. Our engagement with providers is risk-based and covers the entirety of the provider's business in the

interests of students and broader sector sustainability. HEFCE helps to maintain a high quality baseline for all providers we regulate, and this is a pre-condition for eligibility for a Tier 4 licence. The Office for Students (OfS) will continue to work closely with the Home Office in future as the OfS Register, including considerations of quality, financial sustainability and management and governance, becomes the key entry point for Tier 4 eligibility, and to ensure a joined-up approach to regulation.

17. On the basis of our engagement and current regulatory activity with higher education providers, we consider that the sector takes a responsible and strategic approach to recruiting international students, with well-established systems and structures for oversight, risk management and compliance with Tier 4. For example, we understand that the majority of providers are working to much lower visa refusal rates than the required 10 per cent, and many providers have enhanced compliance processes in place.

18. We are also seeing in providers increasingly sophisticated and diversified international recruitment strategies, based both on market trends and assessment of risk in particular markets. International recruitment is also closely linked with a continued expansion in Transnational Education (TNE), with over 80 per cent of UK HEIs now delivering TNE outside of the UK⁷⁷. We are increasingly seeing the importance of TNE as a tool in maximizing international student recruitment. We know for example that 701,010 students (including Oxford Brookes ACCA students⁷⁸) study for UK HE qualifications outside of the UK, generating over £550 million in course fee revenue⁷⁹. The rate of expansion of TNE is also growing five times faster than international student recruitment to the UK. Many higher education providers now see TNE as a critical pipeline for international student recruitment, developing research links and increasing the global profile and reputation of UK institutions. HEFCE's report on transnational pathways to higher education in England⁸⁰ illustrates that a third of the international (non EU) entrants to first degree programmes (17,140 entrants) in England transferred directly from overseas partner institutions.

19. Partnership arrangements with overseas providers can have wider benefits for both home and non-EU students. Articulation agreements in particular demonstrate

⁷⁷ <http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/review-of-overseas-provision>

⁷⁸ Oxford Brookes accounts for 315,000 students

⁷⁹ International Facts and Figures, Universities UK International (May 2017)

⁸⁰ HEFCE Transnational pathways to higher education in England (June 2015)

the depth and breadth of formal partnerships which not only facilitate international recruitment, but also enable two-way student mobility and help to extend UK soft power overseas. In terms of benefits to the UK, the evidence suggests that outward mobility exposure from these partnerships and articulation agreements engenders increased global citizenship, development of social capital for individual domestic students, and improved employability and graduate outcomes.⁸¹ Universities are now setting themselves targets of student participation in outward mobility, with the UK Strategy for Outward Student Mobility aiming to grow the proportion of UK students who study abroad from 6.6 per cent to 13.2 per cent by 2020. Outward student mobility has also been a priority for Government in the context of social mobility.

Impact of migrant students on educational opportunities available to UK students

20. On the basis of our regular engagement and intelligence gathered from universities, it is our view that senior management teams and governing bodies take seriously the value of their reputation and the experience of UK, EU and international students in their recruitment practices, ensuring that fair admissions processes are in place for all students. There is, for example, no evidence that universities are prioritising international students over home students. If we look at end-of-cycle UCAS-accepted applicants for the top 50 universities (as ranked by the Sunday Times), we find that between 2006 and 2016, 46 universities grew acceptances of UK-domiciled applicants amounting to a total increase of 40,450, while just 4 universities reduced UK domiciled acceptances, by a total of -690. Whereas, for EU and overseas domiciled students the increase was roughly half as great: 44 universities saw an increase of 21,155 in accepted applicants, while 6 universities actually reduced acceptances of these students by a total of -545. Further information is available in **Annex A**.

21. On the basis of the most recent HESA data for the 2016-17 academic year, at a broad subject level in full-time undergraduate courses, 71 per cent of non-EU students entered Arts and Humanities subjects (which includes subjects such as

⁸¹ According to UUKi, students who go abroad are 9% more likely to gain a 1st or 2:1 degree and 24% less likely to be unemployed than their counterparts who stay in the UK. The *Gone International: Value of Mobility 2017* report also shows that unemployment rates among BME students and those from a disadvantaged socio-economic background are lower than their non-mobile peers. Working and living in another country provides an insight to how other countries operate across a different culture and provides the opportunity to develop critical thinking skills. These skills are sought after by UK employers, who look for students that are well acclimatised to working within diverse communities.

Business and Finance), 26 per cent entered STEM subjects, and 2 per cent entered clinical subjects (with the remainder entering unknown or combined subjects). At full-time postgraduate taught level, nearly 80 per cent of non-EU students entered arts and humanities subjects, 18 per cent studied STEM, and 1 per cent entered clinical subjects with smaller numbers in other subject areas.

22. For EU students, at full-time undergraduate levels, 72 per cent entered Arts and Humanities courses, 24 per cent entered STEM with smaller numbers in other subject areas. At full-time postgraduate taught level, 75 per cent entered Arts and Humanities subjects, 21 per cent entered STEM subjects with small numbers studying Modern Foreign Languages, clinical subjects and agriculture and forestry.

23. We have further analysed this 2016-17 HESA dataset to assess to what extent EU or non-EU students affect the viability of particular courses or subject areas and the impact of educational provision for UK students: we have primarily done this by looking at the concentration⁸² of EU or non-EU students on particular courses. In general, we have found that there are very few areas across undergraduate, postgraduate taught and postgraduate research that have a particularly high concentration of EU students. However, in the case of non-EU domiciled students, we have found that the impact of these students on postgraduate courses is particularly stark which would suggest that without a pipeline of non-EU students, some courses may not be viable thus limiting the choice of educational provision for all students. For example:

- **45** per cent of **all** entrants to postgraduate taught courses are on courses with a high concentration of non-EU students.
- Breaking this down further by subject area, **44** per cent of all entrants to postgraduate taught STEM courses are on courses which have over 50 per cent of their intake from students from outside of the EU.
- The impact is also seen in other subject areas, such as modern foreign languages where **33** per cent of all entrants are on courses which have a high concentration of non-EU students, and in forestry and agriculture where the respective figure is **27** per cent.

24. There are also some examples of specific postgraduate courses at providers which have a very high concentration (up to 100 per cent) of non-EU students.

⁸² Concentration in this context means over 50 percent from a particular domicile group in a particular subject area at sector level.

These courses tend to be in the areas of arts and humanities (examples are certain accounting and finance courses) or in STEM (examples are certain chemical & materials science and mechanical engineering courses). Some of these courses may be particularly targeted at an international market and may therefore not have a direct impact on education provision available to UK students.

25. We also see evidence of concentration at postgraduate research level, the primary pipeline into research careers. For example, in the area of modern foreign languages, **20** per cent of all entrants to these courses are on courses which have over 50 per cent of their intake made up by non-EU students. In the subject area of arts and humanities, **14** per cent of all entrants are on courses with a high concentration of non-EU students and **12** per cent in STEM.

26. The impact is proportionately much lower at undergraduate level although there are some examples of subject areas with a high concentration of non-EU students, and where the absolute numbers are much higher than for the postgraduate taught examples listed above. For example, **3 per cent** of all entrants to UG first degree full-time STEM courses are on courses with a high concentration of non-EU students. In absolute terms, this amounts to 2,975 entrants on STEM courses with a concentration of 50 per cent or more non-EU students.

27. There are a number of social, cultural and educational benefits for UK students that study alongside international students. For example, a 2015 study by the Higher Education Academy and Higher Education Policy Institute (HEPI) and the Higher Education Academy (HEA)⁸³ found that the majority of home students responded positively to studying alongside international students, agreeing with statements such as 'it gives me a better world view' and 'it helps me develop a global network'. The report also found that UK students did not feel that the academic experience was negatively impacted by the presence of international students.

28. The presence of international students at UK institutions also plays into the wider home student experience, primarily through the internationalisation of the curriculum, the promotion of foreign languages, and the close integration of nationalities which can include increased confidence and wider horizons in student

⁸³ Accessible at: <http://www.hepi.ac.uk/wp-content/uploads/2015/06/HEApaper7.pdf> ⁸ The DLHE is sent to all first degree graduates 6 months post-graduation.

bodies. Internationalisation helps to create key networks increasing and facilitating opportunities for home students to be globally mobile.

Destination after graduation

29. We have also looked at what non-EU and EU graduates do after graduating from a university in the UK. We have analysed data from the Destination of Leavers from Higher Education (DLHE)⁸ survey and found that for students who graduated in 2015-16, of those who reported an activity, the vast majority (85 per cent) of non-EU and EU graduates were either working, working and studying, or studying. Around three quarters of non-EU students who were working or working and studying, were doing so outside of the UK. Around half of EU students were working or working and studying in the UK.

30. A high proportion of those non-EU (82.4 per cent) and EU (74.6 per cent) students that continued in study were studying in the UK.

Annex A: UCAS undergraduate accepted applicants at Sunday Times Top 50 Universities

Source: UCAS: <https://www.ucas.com/file/91071/download?token=fkfGUAd9>

Provider Name	2006			2016		
	Other EU and overseas domicile	UK domicile	Total	Other EU and overseas domicile	UK domicile	Total
The University of Aberdeen	470	2,095	2,565	1,185	2,200	3,385
Aston University, Birmingham	400	1,840	2,240	270	3,065	3,335
University of Bath	710	2,040	2,750	970	2,740	3,710
The University of Birmingham	640	4,625	5,265	945	5,455	6,400
University of Bristol	460	3,200	3,660	1,070	4,465	5,535
The University of Buckingham	20	20	40	50	115	165
University of Cambridge	520	2,810	3,330	825	2,610	3,435
Cardiff University	550	4,430	4,980	1,060	5,715	6,775
City, University of London	685	1,570	2,255	965	2,585	3,550
Coventry University	780	3,115	3,895	1,435	6,695	8,130
University of Dundee	195	1,850	2,045	275	2,685	2,960
Durham University	395	3,135	3,530	960	3,510	4,470
University of East Anglia (UEA)	355	2,340	2,695	780	3,610	4,390
The University of Edinburgh	720	3,445	4,165	1,820	4,435	6,255
The University of Essex	495	1,510	2,005	1,235	3,010	4,245
University of Exeter	290	2,985	3,275	1,330	4,630	5,960
University of Glasgow	485	3,750	4,235	1,420	4,185	5,605
Harper Adams University	25	400	425	20	690	710
Heriot-Watt University, Edinburgh	600	1,265	1,865	285	1,780	2,065
Imperial College London	915	1,355	2,270	1,305	1,235	2,540
Keele University	140	1,645	1,785	225	2,515	2,740
The University of Kent	800	3,270	4,070	1,080	4,235	5,315
King's College London	645	2,600	3,245	2,180	3,830	6,010
Lancaster University	410	2,350	2,760	740	2,490	3,230
University of Leeds	560	6,185	6,745	1,060	6,330	7,390
University of Leicester	435	2,040	2,475	640	3,540	4,180
The University of Liverpool	450	3,760	4,210	585	5,370	5,955

Liverpool Hope University	80	1,700	1,780	35	1,450	1,485
London School of Economics	695	610	1,305	880	745	1,625
Loughborough University	425	3,025	3,450	530	3,415	3,945
The University of Manchester	1,365	5,845	7,210	2,635	6,070	8,705
Newcastle University	475	3,985	4,460	865	5,305	6,170
The University of Nottingham	1,105	4,810	5,915	1,085	6,455	7,540
Oxford University	480	2,770	3,250	645	2,650	3,295
Queen Mary University of London	480	2,865	3,345	1,210	3,755	4,965
Queen's University Belfast	135	3,435	3,570	325	4,110	4,435
University of Reading	355	2,950	3,305	690	3,360	4,050
Royal Holloway, University of London	610	1,540	2,150	710	2,170	2,880
SOAS, University of London	250	560	810	365	810	1,175
The University of Sheffield	570	4,020	4,590	1,035	4,955	5,990
University of Southampton	555	3,760	4,315	925	4,435	5,360
University of St Andrews	445	1,035	1,480	500	1,200	1,700
The University of Stirling	175	1,425	1,600	200	1,635	1,835
The University of Strathclyde	285	3,345	3,630	255	3,935	4,190
University of Surrey	555	1,595	2,150	1,080	2,970	4,050
University of Sussex	290	2,180	2,470	1,345	3,305	4,650
Swansea University	225	2,910	3,135	470	4,275	4,745
UCL (University College London)	1,035	2,270	3,305	2,745	2,845	5,590
The University of Warwick	820	2,595	3,415	1,725	3,345	5,070
University of York	380	2,250	2,630	580	3,950	4,530
Total	24,940	131,110	156,050	45,550	170,870	216,420

Imperial College London

Migration Advisory Committee: economic and social impact of international students Response from Imperial College London

This response focuses primarily on international students at Imperial College London. Sector-wide evidence is provided in the responses from Universities UK and the Russell Group.

Summary

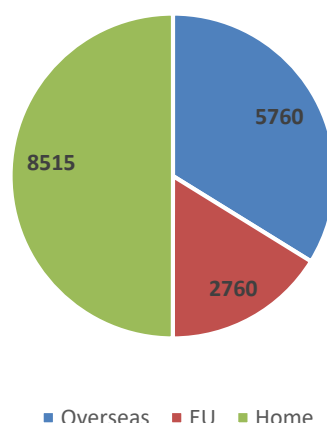
1. Imperial College London's mission is to achieve enduring excellence in research and education in science, engineering, medicine and business for the benefit of society.
2. The College generates world-class talent and research that drives productivity and growth across the UK. Investing in high-level skills for a broader cross-section of our own population and welcoming international talent into the UK will supply our science, research and innovation pipeline for years to come.
3. International students make a valuable contribution to the intellectual, cultural and social fabric of our campus community and beyond, enriching the lives of the UK students they study and work alongside.
4. International students also make a significant contribution to our financial sustainability. They enable Imperial to provide a world-class education in science, engineering, medicine and business to both international and domestic students, in state-of-the-art facilities and a modern learning environment.
5. The ability to collaborate across borders with people from different backgrounds, cultures and nationalities is what drives the world's best universities. It is important that the UK has a strong competitive offer to attract talented students from across the world.

International student trends at Imperial

6. Imperial has a total student body of 17,040 students. We have a total of 8,520 international students from 140 countries. 2,760 of these students are from EU countries (excluding the UK) and 5,760 are from non-EU countries.⁸⁴

Student numbers by fee status (2015-16)

⁸⁴ HESA Student Record 2015/16. Figures for 2015/16 are used as these are the most recent publicly available figures.



7. At **Undergraduate level**, Imperial has a total of 9,245 students.

- 1,200 of these students are from EU countries (excluding the UK)
- 2,770 are from non-EU countries
- International students make up 43% of our undergraduate students

8. At **Masters (postgraduate taught/PGT) level**, Imperial has 3,800 students.

- 730 of these students are from EU countries (excluding the UK)
- 1,815 are from non-EU countries
- International students make up 67% of our Masters students

9. At **PhD (postgraduate research/PGR) level**, Imperial has 3,995 students.

- 835 of these students are from EU countries (excluding the UK)
- 1,175 are from non-EU countries
- International students make up 50% of our PhD students

Domicile	Undergraduate	Postgraduate (taught)	Postgraduate (research)
Home	57%	33%	50%
EU	13%	19%	21%
Overseas	30%	48%	29%
Total	100%	100%	100%

10. Applications from international students to Imperial continue to rise year-on-year from both EU domiciled students and non-EU domiciled students. In the most recent UCAS application cycle, which closed on 15 January 2018, applications from EU domiciled students increased by 2.5% from 3681 to 3772. Applications from non-EU overseas students increased by 14.1% from 8450 to 9643.

⁸⁵ HESA Student Record 2015/16

College total	Fee status	Number of applications made by end of cycle			% change	
		2016/17	2017/18	2018/19	2016/17 to 2017/18	2017/18 to 2018/19
		EU	3509	3681	3772	4.9%
Overseas	7839	8450	9643	7.8%	14.1%	

11. Although we have not yet seen an impact on our EU-domiciled student application numbers, we need clarity for prospective European students on how the funding and immigration systems might change after Brexit.

Economic and scientific impact of international students

12. Imperial is the UK’s most international university⁸⁷ and our international students are vital to the quality and impact of our research and education and to the UK economy.⁸⁸ Imperial’s President, Professor Alice Gast, said that *“something happens when brilliant people move and cultures collide and collaborate... the key ingredient is not migration alone, but the ability to work with people from different backgrounds, cultures and nationalities – often of the host country. This is the spirit that drives the world’s best universities and businesses, which are, more often than not, in partnership with each other.”*⁸⁹

- International postgraduate research students make a valuable contribution to Imperial’s research, publishing papers in partnership with domestic students that push back the frontiers of science. The best science comes from international collaboration.⁹⁰
- International students at Imperial contribute to a world-leading research and innovation ecosystem. Imperial College is one of world’s most industrially connected universities, driving innovation, productivity and economic growth, and producing highly skilled STEM graduates with the entrepreneurial and technical skills that industry – and the UK industrial strategy – demands.⁹¹

⁸⁶ Imperial College London data, 18/01/18

⁸⁷ [The World’s Most International Universities 2017](#) – Times Higher Education

⁸⁸ According to the Higher Education Funding Council for England (HEFCE) projected fees paid by international students to 2018/19 are equivalent to 15% of total income of the HE sector in England. [HEFCE, Financial health of the higher education sector 2015-2016 to 2018-2019 forecasts](#)

⁸⁹ [A Magic Pony and America’s unicorns: how immigrants spark innovation](#) – World Economic Forum blog, January 2017

⁹⁰ Collaboration: The Fourth Age of Research <https://www.nature.com/articles/497557a>

⁹¹ Reuters Most Innovative University / LERU & RG Economic Impact reports

- International students have a positive economic impact on the areas in which they live, study and socialise, boosting local and regional economies by millions of pounds.⁹²
 - International students create a diverse and vibrant campus community. This learning environment means our students develop important skills such as working in multicultural teams that are in high demand by UK and global employers.⁹³
13. Most international students at Imperial return to their home countries after graduating, forging successful careers and maintaining connections with the UK, heightening our global influence. Imperial has 190,000 alumni living in 200 countries around the world.⁹⁴ Some examples include:
- Chen Jining completed a PhD in Civil Engineering at Imperial before serving as President of Tsinghua University and is now Environment Minister under President Xi Jinping.
 - Marc Garneau completed a PhD in Electrical Engineering at Imperial before becoming the first Canadian in outer space and is now Transport Minister of Canada.
 - Dalya Al Muthanna completed a PhD in Business Model Innovation at Imperial before becoming the President and CEO of General Electric Gulf – the first Emirati and first woman to hold the post.
14. In addition to the many economic and social benefits our international students bring to the UK during their studies, our alumni are powerful ambassadors for British business and innovation.
- Annika Monari (Italy) and Alan Vey (UK), both former Imperial students, founded Aventus – a blockchain-based solution to ticket fraud and touting.⁹⁵ The blockchain-based platform aims to combat uncontrolled resale and counterfeit tickets, while improving the transparency and security of ticket sales technology. Their ultimate aim is to position themselves as the “infrastructure for the whole ticketing industry”, with the hope of ending the price-inflated secondary ticketing market and reviving trust in the live-event industry. They have just raised \$20m of investment in an Initial Coin Offering (ICO). The start-up, founded whilst Monari and Vey were studying at Imperial, now employs 17 people.
 - Elena Dieckmann (Germany) is the co-founder of Aeropowder. Aeropowder has found an innovative new use for the 2,000 tonnes of chicken feather waste produced by the UK poultry industry every week. Dieckmann and her colleagues are turning waste feathers into a composite material that is lightweight, biodegradable and water repellent for home insulation. Her invention is high performance, sustainable and flame retardant. It has won multiple awards – including £20,000 from the Mayor of London – and significant investment.⁹⁶ Elena is

⁹² Research by London Economics for the Higher Education Policy Institute and Kaplan International Pathways published in January 2018 has shown that the average net economic impact of each EU-domiciled international student is £68,000 over the course of their studies. The net economic impact of a non-EU domiciled international student is even greater: £95,000 over the course of their studies. The total net impact on the UK economy of first-year international students enrolled in the 2015/16 academic year is estimated to be £20.3bn; Research by LondonFirst and PwC has found that London’s international students bring a net benefit of £2.3bn each year to the region’s economy, worth £34,122 per student. They support nearly 70,000 jobs in the capital with the money they spend; Research by London Economics for the Russell Group published in October 2017 has shown the average gross economic impact of every 7 non-UK undergraduates studying at a Russell Group university is £1m.

⁹³ 91% of our first degree graduates are in work and/or study 6 months after graduation (average starting salary of £34 000)

⁹⁴ Top 10 countries: USA, China, France, Greece, Hong Kong, Singapore, Germany, Malaysia, Australia, and Canada. Imperial College London data, 31/01/18.

⁹⁵ ["Bitcoin of ticketing" raises \\$20m in ICO](#) – Imperial College London, September 2017

⁹⁶ [Imperial student start-up finds new use for waste feathers](#) – Imperial College London, November 2016

featured in Forbes' 30 Under 30 - Europe - Social Entrepreneurs 2017 and was one of 15 recipients of the Innovate UK Women in Innovation Awards.⁹⁷

- Luca Alessandrini (Italy) was named London's most innovative international student in 2016. Whilst studying for his MSc in Innovation Design Engineering (jointly run by Imperial's Dyson School of Design Engineering and the Royal College of Art), he invented a violin with strings made from a mixture of Australian Golden Orb spider silk and resin, which when played emits a unique sound that can be customised by altering the quantities and blend of the silk and resin. He said "studying in London has been one of the best experiences in my life and this incredible initiative [the International Student Innovation Awards] will allow me to bring my project closer to reality. I have spent two years working full time with 38 people from 14 different countries and I couldn't imagine a more supportive and stimulating environment than this city."⁹⁸
- Isis Shiffer (USA) studied at Imperial in 2015 for her MSc in Global Innovation Design. She won the 2016 James Dyson Award, an international design award worth \$45,000 that celebrates, encourages and inspires the next generation of design engineers, for her invention: Ecohelmet. Ecohelmet is a folding, recyclable helmet made of waterproofed recycled paper aimed at bike share users, who are far less likely to wear a helmet than cyclists using their own bike. Tests at Imperial's crash lab proved the effectiveness of the honeycomb design, helping it pass European safety standards.

Continuing to attract high-quality international students

15. The ability to collaborate across borders with people from different backgrounds, cultures and nationalities is what drives the world's best universities. It is important that the UK has a strong competitive offer for talented students from across the world.
16. Introducing a new post-study work visa for top STEM graduates and expanding Tier 1 graduate entrepreneur visas would encourage the brightest international students to develop their business ideas and create jobs in the UK. Imperial's President, Professor Alice Gast, has called for the UK to expand and streamline graduate entrepreneur visas, in order to *"be a truly global leader... the preferred destination for the scientists, technologists and entrepreneurs who drive economic vitality."*⁹⁹
 - Malav Sanghavi (India) studied International Design Engineering at Imperial and the Royal College of Art and is staying in the UK with an Imperial-sponsored graduate entrepreneur visa to build a UK-Indian start-up selling innovative low-cost baby incubators made of cardboard, and adjustable smart sockets for artificial limbs.¹⁰⁰
17. Expanding the Doctorate Extension Scheme for STEM PhD students from one year to three years would match the offers from our international counterparts – for example recent US reforms targeted at STEM PhDs.
18. We welcome the increase in the availability of Tier 1 (Exceptional Talent) visas announced by the Home Office in November and would support moves to further ease this route for leaders and future leaders in digital technology, science, arts and the creative sectors.

⁹⁷ [30 Under 30 Europe: Social Entrepreneurs](#) – Forbes, 2017

⁹⁸ [Imperial design engineer named London's most innovative international student](#) – Imperial College London, 2016

⁹⁹ [Keeping Britain's Doors Open to Talent](#) – Wall Street Journal, October 2016

¹⁰⁰ [Vatican rewards Imperial graduate for life-saving innovation](#) – Imperial College London, November 2016

19. More than 3,400 Imperial students have benefited from the Tier 4 Pilot scheme to date. This ability to focus on studying has created academic opportunities for students, including getting work published and preparing for PhD study. This scheme is aiding academic progression and world-class research, as well as enabling students to move into direct employment. For example:

- *“I am now undertaking an internship in the UK after my MSc course finished in September and it will last until my visa expires in next April. My current job is very helpful in improving my practical skills and enhancing my knowledge learnt from the course. I am really happy with this additional period of 6 months. I am working on a collaboration project...about synthesis and characterisation of some polymeric materials. This internship experience should be helpful for my future career as I hope to become a researcher in the future.”* Chinese national; MSc Advanced Materials Science and Engineering in Department of Materials 2017
- *“I have been able to continue the work I did for my Masters project. I am continuing to work with my supervisor and hope we will be able to publish two academic papers and participate in the IPBES global assessment process which aims to give a comprehensive snapshot of the state of nature worldwide. While I could have continued to do this work back in the US, being here has been extremely helpful as I can meet regularly with my supervisor and his research team at the Natural History Museum.”* USA national; MRes Ecosystem and Environmental Change 2017
- *“I currently benefit from the 6 months additional visa, as I did acquire an internship. I will also try to find a job with sponsorship. It gives me time to do it. I appreciate the Tier 4 Pilot Scheme, as it gave me the chance to experience the professional work environment in the UK. And this helps me plan my next stage of career, which is to find a job in the UK or at least to find a job with an international background.”* Chinese national; MSc in Environmental Technology 2017

20. We believe that the Tier 4 visa pilot scheme could be expanded to include undergraduate and PhD students so that a greater number of talented students can secure post-study employment and continue to contribute to the UK's economy and research ecosystem after studying here.

Impact on educational and research opportunities

21. As a STEM-focused, research-intensive institution, we face a particular set of challenges in relation to financial sustainability.

22. In the case of our undergraduate home students, the costs of teaching far outweigh income gained from current fee levels. According to the most recent set of figures available (from 2015-16), the current deficit for Imperial per home undergraduate student is £2,650 per student per year. While for a number of subjects the £9,000 tuition fees cover the full economic costs of a course, this is not the case for subjects which require expensive practical, laboratory sessions and specialist equipment maintained and operated by professional technicians.

23. The higher tuition fees paid by non-EU international students provide a significant contribution to addressing the funding gap between home tuition fee income and additional HEFCE teaching grant funding received by the College, and the cost of delivering a world-class STEM education at Imperial which is intensive in terms of both physical resources and staff time.¹⁰¹ At Imperial, non-EU overseas students are projected to provide two-thirds of tuition fee income in 2017-18 and 2018-19.

¹⁰¹ According to the Higher Education Funding Council for England (HEFCE) projected fees paid by international students to 2018/19 are equivalent to 15% of total income of the HE sector in England. [HEFCE, Financial health of the higher education sector 2015-2016 to 2018-2019 forecasts](#)

24. It is important to note that we recruit the best students from wherever in the world they come from. We do not have quotas for students from any country. Currently we make offers to one out of six or seven UK students and about the same ratio of overseas students.

Similarly, in relation to research, it is rare for grants from external funders (industry is an exception) to cover the full economic cost of conducting STEM research. Our overall recovery rate for the cost of conducting research is 74%, when supplementary income streams from HEFCE are taken into account.

Independent Higher Education

Independent Higher Education evidence to the Migration

Advisory Committee commission on international students

January 2018

About Independent Higher Education

1. Independent Higher Education is the UK's representative body for independent providers of higher education, professional training and pathways. Our members teach UK, EU/EEA and Non-EU students across a range of specialist courses, innovative delivery models and collaborative partnerships. Several of our members teach international students exclusively or have higher than average numbers of EU/EEA and non-EU students. In 2017 we published the results of the first Independent Higher Education Survey, with 111 providers responding from across the sector. This data provides a valuable insight into the students, missions and ambitions of independent higher education providers in the UK including vital information on those providers teaching international students.¹⁰²

Independent Higher Education Providers teaching international students

Independent Higher Education providers are commonly but not always listed on the register of Tier 4 sponsors as 'Private Providers' and/or are referred to by the Department for Education for the purposes of designation for student funding as 'Alternative Providers'.

There is no definitive list of independent higher education providers in the UK as regulation is not mandatory to teach students and the regulation which currently exists is split between the Department for Education for the purposes of student loans and the Home Office, through its UK Visas & Immigration division (UKVI) for those who hold a

¹⁰² <http://independenthe.com/2017/07/13/the-independent-higher-education-survey-2017-full-report/>

Tier 4 sponsor licence. Both of these regulatory bodies require a type of quality review or 'educational oversight' from the Quality Assurance Agency for Higher Education (QAA) for the majority of higher education provision¹⁰³¹⁰⁴. The QAA listed 219 'private' or 'alternative' providers as having a current review in 2017.

Regulated Providers

Independent higher education providers can teach UK and EU/EEA students outside of any regulation from government but must undergo rigorous regulatory processes to access a Tier 4 sponsor licence and/or have their courses designated as eligible for student loans. Both processes require a quality assurance review completed by QAA. This review assesses providers against the UK Quality Code for Higher Education in the same way as publicly funded universities were before the end of cyclical review in 2016, and produces a publicly available report. In addition, both the Home Office (for Tier 4)

and the Department for Education (for student loans) have their own application and annual review processes.

Independent providers accessing student loans are not required to cap their fees and so are not subject to regulations which stipulate which students can be charged which fees. They are, however, capped for the amount of loan their students can access at the lower loan limit (currently £6,000 for those without the inflationary uplift provided by TEF).

For providers in England, this will be changing in 2018-19 as the new Office for Students (OfS) will take over responsibility from QAA for providing educational oversight for Tier 4 purposes, as well as administer a single 'registration' system for all higher education providers which will provide equal access to student loan funding under equal conditions and expectations.

¹⁰³ Some Overseas institutions and study abroad providers are exempt from educational oversight requirements for

¹⁰⁴ Some Overseas institutions and study abroad providers are exempt from educational oversight requirements for a Tier 4 licence.

Beyond those who have undertaken a review from QAA for Tier 4 or student loans purposes, there are a number of providers who teach international students under different arrangements:

a) Franchise Provision:

Providers partner with an awarding university to offer higher education qualifications which are academically managed by the awarding university. Students are enrolled with the awarding body and the teaching provider follows and integrates with the policies, procedures and structures of the awarding university. Where students are enrolled with the awarding university they will normally be issued with a CAS for their Tier 4 visa from the awarding university and will be counted in central data returns to the Higher Education Statistics Agency (HESA) submitted by the awarding university. If no students are enrolled with the teaching body, the awarding body is usually responsible for the quality assurance of provision.

Example: UCFB Wembley/Etihad

UCFB operates as a college of Buckinghamshire New University (Bucks New). While they are a separate corporate entity, their student systems and structures are integrated fully with the Bucks New model and the students are all enrolled as Bucks New students. Student loans are paid to Bucks New, and the University issues the CAS for any international students requiring a Tier 4 visa. The student attends the campus at Wembley or Etihad stadiums and is taught by UCFB staff.

Embedded Colleges:

These providers operate on or near the main premises of a university and support pathway courses, integrated programmes or joint ventures primarily for international students. In some cases they will have their own Tier 4 licences and will enrol students, but in others students will come through the licence of the university

partner and the Embedded College will be listed as a “site” of the university.¹⁰⁵ Student information will be collected centrally for those students studying at level 4 and above who are enrolled with the university partner.

Unregulated provision:

Some providers offer higher education courses but do not have a Tier 4 licence and are not designated for student loans. These providers may have partnerships with universities or other awarding/accrediting bodies to deliver qualifications from the Framework for Higher Education Qualifications (FHEQ), the Regulated Qualifications Framework or similar, or they might offer their own unregulated qualifications which derive value and recognition from their own national or international reputations. At present they are able to recruit UK and EU/EEA students, and some are also able to recruit non-EU students on courses which qualify for the UK’s Short Term Study (STS) route.

Example: Interior Design School

The Interior Design School in London teaches a small number of students on a Professional Diploma programme that they match to a level 6 provision on the FHEQ in its design and intended student achievements, and a number of shorter courses. The Professional Diploma and other Design Certificates are accredited by the British Accreditation Council and involve extensive work and projects with the interior design industry. The courses have less than 20 places but are often oversubscribed due to the reputation of the School in the industry.

d) Study Abroad Providers:

There are over 70 American universities and colleges offering study abroad only through campuses in the UK and a further 20 (approx.) providers offering study

¹⁰⁵ See Tier 4 Sponsor Guidance, Document 1, Applying for a Sponsor Licence, pages 46-48 for more information: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/673135/Tier_4_Sponsor_Guidance_-_Doc_1_-_Applying_for_a_licence_2018-01.pdf

abroad programmes to multiple North American Universities and Colleges in one centre.¹⁰⁶ The majority of these providers are exempt from the educational oversight requirements of a Tier 4 licence as the Home Office recognises that their quality assurance is conducted entirely in the 'home' institution overseas. Some of these providers, however, offer work placements or study abroad opportunities in a centre independent from the student's 'home' university, and these providers are required to successfully complete a QAA review for their Tier 4 licence.

8. All of the above providers are able to recruit and teach UK students and, at this time, EU/EEA students. However, only those with a Tier 4 licence can recruit and teach nonEU students on longer courses who require a visa to study, and only those with the required accreditation can teach non-EU students on shorter courses which meet the criteria for the STS route.

Data on international students in independent providers of higher education

Many of the above models have been driven by the development of regulation, both in the Home Office and the Department for Education (initiated by the former Department for Business, Innovation and Skills, or BIS). It is regulation which has driven the data sets collected on international students and the difference between regulatory models has resulted in a complex and incomplete data landscape. Below we outline the available data sets, and explore the ones used to measure impact in this evidence.

Data as part of regulation for student loans

All 'alternative providers' with courses designated for student loans by the Department for Education must return student-level data to HESA through the Higher Education AP (HEAPS) return. This annual return was completed for the first time for the 2014/15 academic year and included only 63 providers. In 2017 the provider pool was expanded to include 97 providers but the results are still considered 'experimental'. We expect the data for 2016/17 students to be published in February 2018.

¹⁰⁶ <http://www.aasapuk.org/members.php>

The students included in this record are limited. The students included in 2014/15 were only those on courses designated for student loans. For the 2015/16 record, providers were asked to include those students studying on courses not designated for student loans. Only 605 students were returned. When compared to previous data published by BIS in 2016⁵ on 2014 students, this number seems somewhat low. Further work needs to be done to clarify which students are currently and should in future be included in the student return to HESA. If HESA are confirmed as the Designated Data Body working with the Office for Students, they will have a much larger and more diverse group of independent higher education providers returning data to them in the future. Some of these new providers may find the current data field definitions (such as those that define a student or course) challenging in the context of very different models of delivery.

The HEAPS return does not include all the data fields of the return undertaken by publicly funded higher education institutions. For example, the record does not return data based on nationality by country, and does not include postgraduate students. For this reason it has limited utility for understanding the international students at independent providers.

The HEAPS data set forms the population both for the National Student Survey (NSS) undertaken in publicly funded HEIs and 'alternative providers' each year and for the Destination of Leavers from Higher Education (DLHE), a survey undertaken twice a year to support a greater understanding of what students do after finishing on their course. DLHE for alternative providers was completed for the first time with the 2014/15 population and results published in July 2017. Among the AP student record there were 970 non-EU leavers in the DLHE population, and 580 responded. This is an overall response rate of 60%, much higher than the 34% response rate of non-EU leavers from publicly funded providers.

Data from the 2015/16 student record shows that 2665 EU/EEA students and 3575 NonEU students were enrolled in alternative providers in undergraduate programmes. There is no data for postgraduate programmes from the 2015/16 record.

Data as part of regulation for a Tier 4 sponsor licence

The Home Office has a very different approach to the collection of data. Students and changes to student activity are recorded in the Sponsor Management System throughout the course but this is not a central collection and is not considered a central database of students. The Home Office does not publish any data on enrolments, progression or completion centrally but does use the data submitted as part of a Basic Compliance

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524453/he-alternative-providers-2014.pdf

Assessment (BCA) each year. This data is evaluated to ensure providers meet thresholds around visa refusals, enrolments and continuation/completion metrics.

The Home Office also works with QAA to ensure that some student data is collected as part of an annual monitoring process which is applied to providers categorised as 'private providers' on the Tier 4 register. This data is specific to the provider and included to assist with the quality assurance process. It is not intended to be collected as part of a central database of student information. QAA and HESA have different definitions of the students who must be returned as part of the different regulatory requirements and so the two data sets are not comparable.

The Office for National Statistics (ONS) provides data on applicants for study visas by different segments of the education sector, but in doing so it groups FE, independent HE and other 'tertiary' colleges together. 2016 saw 14,586 applications across Tier 4 sponsors in this grouping, a 9% decline from the previous year.¹⁰⁷ There is no comprehensive data on enrolments resulting from visa applications in this category of sponsor.

Other data

For the ¹⁰⁸ BIS report mentioned above, the government commissioned IFF Research to do a survey of private HE providers as part of a review which identified

¹⁰⁷ <https://www.gov.uk/government/publications/immigration-statistics-october-to-december->

¹⁰⁸ [/study#sponsored-study-visa-applications-by-education-sector](#)

over 700 independent providers of 'higher education'.¹⁰⁹ Some of these providers had access to student loans for some of their courses in 2014/15. For the report IFF undertook a review of 2014 student data from the SLC as well as surveys with providers and students. The provider survey asked for a return of data on students from 276 private providers and concluded that 27% of the known student population were from outside the EU/EEA, compared with 13% from the publicly funded HE population. Only 17-20% of their students were in receipt of student loans.

In March/April 2017 we conducted the first Independent Higher Education Survey of providers from across the sector. 111 providers responded to a range of questions which included student numbers by UK/EU/EEA/Non-EU status and length of course, as well as information about missions, qualifications, regulations and future growth and ambitions. Some of the survey data will be included in this return but we are happy to work with the MAC to identify other data from the survey that you may find useful. We will be undertaking this survey again in spring 2018 for publication in the summer.

Future Data

Proposals for the new OfS registration system suggest that all English providers of higher education who are Tier 4 sponsors will return the same student-level data as providers who receive student loans or government funding (all of whom will be required to register with the OfS in one of the two Approved categories). This new data set will combine data from independent and traditionally publicly funded providers as well as expanding the data collected from independent providers. This will be the start of a much richer data set on international students being collected from a greater number of higher education providers in the future.

We remain concerned, however, that this data set will not include international students studying courses which are designed to articulate into higher education, which are primarily taught at the equivalent of RQF level 3 in England. These courses are often taught by higher education providers, on their own or in a collaborative partnership. As such they are not considered further education qualifications and are not counted in any further education data. With neither the OfS

¹⁰⁹ For the purposes of the report BIS defined 'private provider' as an institution which is run privately and: are not in receipt of recurrent funding from HEFCE (or equivalent body in the devolved administrations); do not receive direct recurrent public funding (for example, from a local authority, or the Secretary of State for Education); and are not a Further Education College.

or Ofsted collecting any data on these students, it will be impossible to have an accurate picture of enrolment in this vital part of the international student journey. These level 3 qualifications are one of the fastest growing areas in international education. The UK must ensure that it is able to properly understand the number, characteristics and outcomes of international students who study these courses.

Data used in this evidence

To understand the benefits and costs of EU/EEA and Non-EU students at independent higher education providers we chose to use the HEAPS data set as the primary resource for student numbers as it had more robust data with a higher level of detail than the other available data sets. It was also based on 2015/16 student data, making it more comparable to the data sets of publicly funded providers than the data collected by IFF in 2014. The limitations to this data set are:

It only has data for undergraduate students

It does not give a break-down of nationality of the student beyond UK, EU/EEA, Non-EU

It is not part of a time series so we cannot analyse more than one year of data

It does not include all students at all independent higher education providers.

To give a broader perspective on the types of providers not included in the HEAPS data, we used a small sample from those who responded to The Independent Higher Education Survey 2017. This data is not comparable to the HESAPS data set as we did not ask for student level data. Student numbers were collected based on estimates from providers of UK, EU/EEA, and Non-EU students by length of course (under 6 months, 6 months or greater), not by level. We do include some overall information on the shape and overall student numbers from the sector but used a sample for the analysis of cost and benefit. For this sample we started with the 111 providers who responded and removed responses from providers who:

Were included in the HEAPS return

Provided no student data at nationality level (UK, EU/EEA, Non-EU)

Had no EU/EEA or Non-EU students

We could not find publicly available information on fees for courses longer than 6

months.

We did not include data from the five biggest pathway providers (Study Group, Cambridge Education Group, INTO, Kaplan International and Navitas) as they have separately contributed to this call for evidence with more recent data.

The sample included 22 providers offering a broad spectrum of courses including study abroad, degrees, regulated and unregulated diplomas and certificates and overseas awards.

Discrimination in the Tier 4 rules by 'Form'

The Home Office rules and guidance for Tier 4 apply different rules for sponsors and students by the corporate 'form' of the provider. Those sponsors which are labelled 'private provider' in the Tier 4 register are subject to different rules from those labelled 'Higher Education Institution', and their students have different rights. This differentiation in the rules is founded on a Home Office-defined 'form' and not related to a provider's individual risk, even though this risk profile is available to UKVI through BCA metrics, more detailed compliance assessments and audits. This has resulted in providers being forced to limit the courses and opportunities available to non-EU students and in many non-EU students not being able to study at certain providers at all. Below is a list of some the key areas which have had a great impact on both the number of international students, and their ability to contribute to the UK economy. This impact will be demonstrated in the data provided later in this response.

Non-EU students at 'private providers' are not able to work while on a Tier 4 visa, either in term time or in the holidays. This means that they cannot contribute to the UK economy through national insurance or other income related tax and they cannot undertake any volunteering activities which may be considered 'unpaid work'. This includes internships which are an increasingly important part of the appeal of international education.

Only 30% of a course at a 'private provider' can be work experience which is integrated into the course and assessed. 50% of a course at a 'higher education institution' can be work experience.

Non-EU students at 'private providers' (except for Embedded Colleges) are not able to extend their stay in-country. This includes extending to complete their existing course, for retakes, to take a new course or progress onto a course at the next level, or to transfer to a Tier 2 or other visa. These students must return to their home country to make any such application and cannot take advantage of any of the benefits of applying in-country such as continuing to study, maintaining their accommodation and specific rules which apply to in-country extensions or transfers.

Students at 'private providers' must undertake a secure English language test (SELT) available only through the IELTS exams and only at a limited number of test centres around the world, before making their Tier 4 visa application. 'Higher Education Institutions' are able to assess a student's English in relation to the course they are undertaken and make their own judgements on whether it meets the requirements for the course level and/or if they should make an exemption which must be approved by the Home Office. These students can satisfy their university with any number of possible English language tests depending on the university's requirements.

Non-EU students at 'private providers' cannot bring dependants into the UK. This can mean long periods away from families and is a significant deterrent for nonEU postgraduate students.

Non-EU students at 'private providers' cannot switch courses in country. Where a student at a 'private provider' wishes to study a course other than the one indicated on their visa, they must complete a new visa application which, as set out above, must be done from outside the UK. Students at universities can switch courses on the same visa provided they can complete the new course within the same amount of leave that they currently have left.

Non-EU students at 'private providers' are not eligible for the post-study work schemes for PhD, MBA or Master's students. Nor can private providers endorse

students for the Tier 1 (Graduate Entrepreneur) visa, which is required if the student wishes to apply for the visa.

If a 'private provider', Further Education College or an overseas HEI does not apply for a Tier 4 educational oversight inspection in time, or fails to pass a statutory education inspection or Tier 4 educational oversight inspection, they will be made a 'legacy sponsor' and must re-apply for their licence once they have successfully completed their educational oversight inspection. However, if a university does the same they will retain their licence and their CAS allocation will be reduced to 0, making them unable to recruit non-EU students for a time until the Home Office decides to reinstate their CAS allocation.

The impact of this discrimination under the immigration rules has been to significantly reduce the number of visa applications to study at private providers and further education colleges. Between 2011 and 2012, when much of this differentiation was introduced, visas issued to students to study at private colleges and public further education colleges dropped by 48%.¹¹⁰ This decline has continued.

The consultation issued by the Department for Education on behalf of the new HE regulator for England – the Office for Students – suggested that this differentiation by form would end in 2019. The consultation document states:

As part of the wider consideration of the relationship between Tier 4 requirements and the new higher education regulatory framework, the Home Office is proposing that all providers registered in the Approved categories who have a track record of immigration compliance will benefit from the full privileges of Tier 4, including the ability of their students to work and for eligible post-graduate students to bring their dependants.¹¹¹

¹¹⁰ http://exeduk.independentthe.com/wp-content/uploads/2017/05/ExEdUK_Parthenon-EY_Supporting_International_Education_062016_WEB.pdf

¹¹¹ <https://www.gov.uk/government/consultations/office-for-students-regulatory-framework-for-higher-education>

To ensure that all international students have the opportunity to make meaningful and long-lasting positive contributions to the UK, and to ensure that all educational institutions and their local economies are able to benefit fully from having international students, immigration rules should no longer discriminate on the basis of risk profiles defined by the 'form' of provider. Should individual providers be assessed to pose a particular risk, UKVI should address this with the provider and take appropriate action. Some immigration rules will naturally vary according to the age of students, the level of study and the model of delivery, but providers should not be grouped by their form for the purposes of differentiation, as this does not reflect their commitment to immigration compliance.

The OfS will create a single register which will regulate both quality and access to all government funding, focusing not on form of provider but on the risks and responsibilities of individual providers. While we welcome this move, and the opportunity to end differentiation in immigration rules for English providers, there is still no proposal for providers in the devolved nations, or providers in England which do not meet the precise OfS definition of 'English Higher Education Provider,' to do the same.

Impact of international student fees

From the 97 providers who submitted 2015/16 student data to HESA in the HEAPS return, 45 report having some Non-EU students, 31 report having some EU/EEA students and 28 have both Non-EU and EU/EEA students. For those that do recruit them, Non-EU students make up between 1% and 50% of their total reportable student body, with an average of 12%. For those that recruit EU/EEA students, this group make up between 1% and 65% of their reportable student body, with an average of 18% of all students. This data considers undergraduate students only.

A review of available undergraduate fee data suggests that these providers would have received £52 million in 2015/16 from non-EU students and £31 million from EU students..

If we make use of the most recent multipliers available for higher education providers, as found in the analysis by Oxford Economics (2017) on the combined impact of the UK HE sector¹¹², and apply a fee output multiplier of 2.5 to these fees it

¹¹² Oxford Economics (2017). 'The economic impact of UK universities, 2014-15'. www.universitiesuk.ac.uk/policyand-analysis/reports/documents/2017/the-economic-impact-of-universities.pdf
The Oxford Economics report calculated multipliers as [(Direct output + Indirect output + Induced output)/Direct Output] ¹¹ <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by->

would mean that non-EU undergraduate students at independent providers in the HESA AP population contribute £130 million from their fees to the UK economy. EU students at these institutions contribute £78 million.

By using the Oxford Economics report but applying the calculations from the recent HEPI/Kaplan/London Economics Report (2018) *The Costs and Benefits of International Students by Parliamentary Constituency*¹¹, we calculated the amount of jobs created by fee income from international students at providers in the HESA AP return. With international students generating 21.1 jobs for every £1 million generated by fees, nonEU undergraduates in this population support 2743 jobs. EU undergraduates support 1645 jobs.

Data from the 111 providers who responded to the Independent Higher Education Survey 2017 suggests that this number is higher across a greater diversity of providers. The responding providers teach a total of 101,087 students on courses which vary in length and level of qualification. 17% of these students are from the EU/EEA and 26% are non-EU students. 57% are UK students.¹²

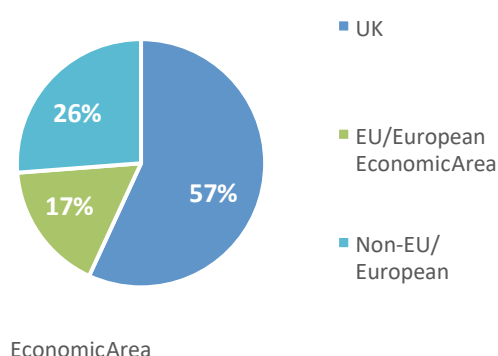


Figure 1. Student distribution by nationality (The Independent Higher Education Survey 2017)

Three quarters of the students from the responding institutions are enrolled on courses longer than 6 months, and the distribution of nationalities remains the same for both long and short courses.

To understand the impact of international student fees to providers who do not offer student loans to UK and EU students we looked at those in the survey respondents

constituency-Final-11-01-2018.pdf ¹² <http://independenthe.com/2017/07/13/the-independent-higher-education-survey-2017-full-report/> ; This data is from all 111 providers. The sample used in calculating costs and benefits is from 22 providers.

who were not found in the HESA return.¹¹³ Of the sample, 22 taught international students and had available fee data, with approximately 2000 EU and 3500 non-EU students between them.

The direct fee contribution of these students was £30 million (EU) and £52 million (nonEU). When we apply the same multiplier as above, these students contribute £74 million (EU) and £130 million (Non-EU) to the UK economy per year.

This fee contribution supports 2743 jobs from non-EU students, and 1645 jobs from EU students.

International student and visitor spending

Spending associated with international students at independent higher education providers is analysed in two parts – student expenditure and the expenditure of their visitors. Our analysis is conducted across the same two data sets as above.

For student spending we used London Economics' (as used in the HEPI 2018 report) adjustment to the housing and living costs from The Student Expenditure Survey (2013)¹¹⁴, which when adjusted for inflation to reflect 2015/16 prices, and including the indirect and induced effects was £22,000.¹¹⁵ We included the same multiplier from the HEPI (2018) of 2.1 (indirect and induced effects) within this value, as obtained from the recent Oxford Economics (2017) report. The analysis suggests

¹¹³ Only providers with courses designated for student loans by the Department for Education are required and eligible to submit data to HESA.

¹¹⁴ Department for Business, Innovation and skills (2013). 'Student Income and Expenditure Survey 2011/12'. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301467/bis-14-723-studentincome-expenditure-survey-2011-12.pdf

¹¹⁵ We selected the £22,000 contribution which is attributed to the 'other undergraduate' group of students in the HEPI (2018) report as we are only calculating the annual contribution and not the contribution over the course of study. The 'other undergraduate' assumes a course of study of one year. This is because we do not know the course length for most of the students within either data set.

that the total expenditure of international students at HESA AP providers was approximately £137 million.

Of this £137 million student expenditure total, EU/EEA students contributed just under £59 million and non-EU students contributed just under £79 million.

Using a similar methodology to the HEPI (2018) report, we assessed the impact of visitor income from international students at independent higher education providers. The methodology entailed estimating the number of 'student-related visitors', using the total number of, and expenditures made by, all visitors to the United Kingdom in 2016. We assigned a value of £1000 per student spent by their visitors, as this reflected the annual contribution and impact approach we intended to apply. This £1000 includes a multiplier of 1.9, to reflect the direct and indirect impacts of visitor spending. Visitors to international students studying at HESA AP providers were found to contribute a total income of approximately £6 million.

Of this £6 million visitor expenditure total, visitors to EU/EEA students were found to contribute £2.7 million. Visitors to non-EU students contributed £3.6 million.

The same student expenditure analysis was conducted on our survey group, producing a total expenditure for international students of approximately £122 million.

Of this £122 million student expenditure total, EU/EEA students contributed £45 million and non-EU students contributed £77 million.

Our analysis indicates that visitors to international students studying at providers in our survey group contribute a total of approximately £5.5 million. This calculation was undertaken using identical visitor income values (£1000 including multiplier) as for the HESA AP provider group.

Of this £5.5 million visitor expenditure total, visitors to EU/EEA students were found to contribute approximately £2 million. Visitors to non-EU students contributed approximately £3.5 million.

Table 1. International student and visitor expenditure associated with independent higher education providers in the HESA AP return.

Type of benefit	EU	Non-EU	Total
Fee income	£78,129,850	£129,948,550	£208,078,400
Expenditure	£58,630,000	£78,650,000	£137,280,000
Visitor income	£2,665,000	£3,575,000	£6,240,000
Total	£139,424,850	£212,173,550	£351,598,400

Table 2. International student and visitor expenditure associated with independent higher education providers in the IHE survey data.

Type of benefit	EU	Non-EU	Total
Fee income	£73,745,625	£129,020,000	£202,765,625

Expenditure	£45,100,000	£76,516,000	£121,616,000
Visitor income	£2,050,000	£3,478,000	£5,528,000
Total	£120,895,625	£209,014,000	£329,909,625

Within the independent higher education sector there are a greater number of institutions which serve international students only. Study Abroad providers and pathway colleges specialise in providing a student experience which reflects the desire of their students to explore their local areas and the UK more broadly. Many of these providers offer regular excursions for students, or run courses specifically on local or national culture and perspectives. This provision is a regular part of their offer, and ensures that these students are more likely to have a positive impact on local and national tourism income.

Example: ACCENT London Study Center

ACCENT offers study abroad opportunities for students at specific American universities. Students take courses arranged and designed to fit the needs of their home institution alongside London-based work placements and courses designed specifically to teach students about UK culture, history and politics. As part of these courses students visit key sites across London and beyond to both experience and study the course content. In this, students contribute to tourism income through the activity on their course.¹¹⁶

Fiscal impact of international students

The fiscal impact of international students at independent higher education providers was analysed, taking into account regional variations in costs and number of dependants. We applied this analysis to both the HEAPS data set and the sample from The Independent Higher Education Survey 2017. The analysis for the HEAPS data is applicable to undergraduate students only.

¹¹⁶ <https://accentintl.com/london/excursions-and-cultural-activities/>

We used the London Economics methodology from the HEPI (2018) report which calculates the fiscal impact by region. For EU/EEA students in full time education, a region-specific value of costs of 'other' public service provision per student per year was applied, along with the associated number of adult and child dependents based on the number of students in the specific data set. The costs of 'other' public service provision included housing, health, social security and education.

Non-EU international students in 'private providers' are not permitted to bring any dependants under the current immigration rules. We have therefore not attributed any fiscal impact for dependants of non-EU students in either data set.

Where providers receive designation for their courses to attract student loans, this is an annual re-designation process and does not apply to all courses. As such we have limited our analysis of fiscal impact to an annual summary, rather than over the full duration of a course and only the HESA AP data set for designated courses is included in our analysis of student loan costs.

The total fiscal impact of EU/EEA undergraduate students at independent higher education providers in the HESA AP return was calculated to be approximately £18 million. This value is comprised of a total cost of 'other' public service provision associated with those students (£13 million), and the total cost of administering their student loans (£5 million). The fiscal impact per EU/EEA student is approximately £7,000.

The total fiscal impact of the adult dependants associated with those EU/EEA undergraduate students is approximately £913,000, while the total impact of their child dependants is £3 million. Per student, adult and child dependants cost approximately £5,000 and £10,000, respectively.

The total annual fiscal impact of non-EU undergraduate students at independent higher education providers in the HESA AP return was calculated to be approximately £16 million. Per student, non-EU students have a fiscal impact of £4,500 per year.

The total fiscal impact of EU/EEA undergraduate students at independent higher education providers in our survey sample was calculated to be approximately £13 million comprising total public service provision costs of £9 million and loan administration costs of £4 million. As was the case for providers in the HESA AP return, the fiscal impact per EU/EEA student in our survey is approximately £7,000.

The total fiscal impact of the adult dependants associated with those EU/EEA undergraduate students in our survey is approximately £648,000, while the total impact of their child dependants is £3 million. Per student, adult and child dependants cost approximately £5,000 and £10,000, respectively.

The total annual fiscal impact of non-EU undergraduate students at independent higher education providers in our survey sample was calculated to be approximately £14 million. Per student, non-EU students have a fiscal impact of £4,000 per year.

Table 3. Total annual fiscal impact of international students studying at independent higher education providers within the HESA AP return.

Level of study ¹⁷	Students				Dependants	
	EU/EEA	Loan cost	EU/EEA Total	Non-EU	EU/EEA adult	EU/EEA child
Undergraduate	£13,046,765	£5,330,000	£18,376,765	£16,268,175	£913,274	£3,477,520

Table 4. Annual fiscal impact per international student studying at an independent higher education provider within the HESA AP return.

Level of study	Students				Dependants	
	EU/EEA	Loan cost	EU/EEA Total	Non-EU	EU/EEA adult	EU/EEA child
Undergraduate	£4,896	£2,000	£6,896	£4,551	£4,896	£10,038

Table 5. Total annual fiscal impact of international students studying at independent higher education providers within the IHE survey data.

	Students	Dependants

Level of study ¹⁸	EU/EEA	Loan cost	EU/EEA Total	Non-EU	EU/EEA adult	EU/EEA child
Higher Education	£9,266,041	£4,100,000	£13,366,041	£13,947,298	£648,623	£2,526,352

Table 6. Annual fiscal impact per international student studying at an independent higher education provider within the IHE data.

Level of study	Students				Dependants	
	EU/EEA	Loan cost	EU/EEA Total	Non-EU	EU/EEA adult	EU/EEA child
Higher Education	£4,520	£2,000	£6,520	£4,010	£4,520	£9,480

The HESA AP student record only collects undergraduate student data.

The Independent Higher Education Survey data only collected student numbers by UK/EU/non-EU, and so does not have separate values for level of study.

56. We have not included teaching grant as a fiscal impact of international students as has been done in other analysis focused on publicly funded HE providers. None of the providers in either of our data sets receive any public funding through teaching or research grant.

Employment supported by international students

Most independent higher education institutions have a similar, although scaled down, staff profile to publicly funded universities. There are two key differences in staff profile:

Independent providers are more likely to offer courses linked to a single industry or subject area. Their staff are more likely to work part-time in that industry and teach part-time in the institution. For example, all tutors and technicians at City and Guilds

of London Art School must be practising artists or professionals/practitioners in their field.¹¹⁷ These staff will have a part-time contract with the institution as well as employment elsewhere or self-employed work.

Some independent providers cater specifically to international students. Their staff profile is therefore reflective of this student characteristic and involves more support staff in key areas such as language, academic and professional skills, pastoral care, and immigration support.

Some independent higher education providers also operate a multi-campus model, and with each campus much smaller than a large university, may share key administrative staff across institutions.

As mentioned above, across our two data sets international student contributions from fee income alone support 8776 jobs in institutions and across local economies.

Impact on educational opportunities

Many students from independent higher education providers participated in the NUS survey of UK students' perspectives on international students, published in the 2017 report *Student Perspectives on International Students*. The report looked at the potential impact on courses and the student experience of possible reductions in international student numbers.¹¹⁸¹¹⁹ The NUS survey found that UK students felt there would be a significant impact on their experience and even their course if there were a 50% drop in international student numbers:

Over 60% of undergraduates and over 70% of postgraduates felt they would have less diverse cultural experiences as a student.

30% of undergraduates and over 40% of postgraduates felt there would be less finance for course resources.

¹¹⁷ <http://www.cityandguildsartschool.ac.uk/about-us/team/>

¹¹⁸ <https://nusdigital.s3-eu-west->

¹¹⁹ [.amazonaws.com/document/documents/33506/1b61a398a92fec01fa2b0e3a0fa7286b/Student_perspectives_on_international_students.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1517655060&Signature=DjZoDERgZRIrxZ300%2Fk6govrEFg%3D](https://amazonaws.com/document/documents/33506/1b61a398a92fec01fa2b0e3a0fa7286b/Student_perspectives_on_international_students.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1517655060&Signature=DjZoDERgZRIrxZ300%2Fk6govrEFg%3D)

20% of undergraduates and almost 40% of postgraduates felt the removal of 50% of international students would lower the quality or value of their course.

More than 10% of undergraduates and more than 20% of postgraduates felt their course would have too few students to run with just a 50% reduction in international student numbers.

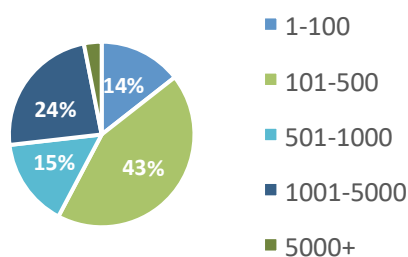


Figure 2. Student numbers in independent higher education providers (IHE 2017).

Many of our institutions are micro in size, with 53% of providers in the Independent Higher Education Survey 2017 having fewer than 500 students.

Their size and specialisation often means that recruitment must come from a global student population in order for their specialist courses to reach the numbers to remain viable. We looked at the prevalence of international students at institutions in the HESA AP population to understand the scale of this issue.

From the HESA AP student data, 5 of the 97 providers had more than 25% non-EU students and 7 had more than 25% EU/EEA students. 3 providers had more than 50% EU/EEA students with one institution having 64% of all students from the EU/EEA. 10 providers had a combined EU/EEA and non-EU student population of over 50%. With the UK leaving the European Union there is likely to be a significant drop in EU/EEA student numbers, with a combination of funding and immigration changes making the UK less attractive for this group. The risk to these small and specialist providers is significant if they experience a drop in either EU/EEA or non-EU student numbers, as 6 of the 10 providers had less than 150 students and some teach highly specialist courses in skills shortage areas.

Several independent higher education providers report that a significant amount of their charity income relies on having EU/EEA students. Providers such as the Royal Drawing School, the Royal Academy of Art and City and Guilds of London Art School work closely with organisations and individuals around the EU/EEA to advance art and art conservation education, many of whom donate significant funding to the institutions to support projects such as facilities upgrades, community and industry projects and scholarships for students. The Royal Drawing School's programme remains free to students on the basis of these donations. This relationship is highly dependent on the movement of EU/EEA students (and staff) between EU/EEA countries, and the potential threat to that mobility from Brexit is very concerning for the institutions involved, who fear a disconnection from their donors and increasing obstacles to engaging new donors across the EU/EEA.

Local impact

The delivery of courses at independent providers of higher education is far varied than in publicly funded universities. Independent providers tend to be smaller and more specialist, and to deliver in a model adapted to their industry or student characteristics. 39% of students at independent providers in the HESA AP data set started their course over the age of 30, leading more independent providers to deliver accelerated (2 years or less) degrees than publicly funded universities. A recent report from the Department for Education suggested that 70% of all students studying accelerated degrees do so at independent providers.¹²⁰ Some institutions deliver entirely on a blended learning model, with students dividing their studies between online and on-campus delivery.

These unique course designs mean that the local impact from students at independent providers can be very different from those at traditional providers. Students are less likely to be studying a three-year traditional undergraduate degree, and more likely to be studying in different locations – industry placements, campus or online. Unfortunately, HESA does not collect data on mode of delivery for independent providers, and there is no comparable data set to show how often students are on campus or even in the UK.

¹²⁰ https://consult.education.gov.uk/higher-education-accelerated-degree-courses/widening-student-choice-inhig/supporting_documents/Consultation%20document%20on%20accelerated%20degrees%20publication%2011%20December.pdf

The Independent Higher Education Survey 2017 showed that almost 50% of responding providers offer some part-time and flexible learning, and approximately 40% operate some online, distance and blended learning options. The provision of apprenticeships and accelerated two-year degree courses is more specialised, with 10% and 16% of responding providers offering these modes of teaching, respectively. Nearly half of respondents indicated that they operate industry-accredited courses, suggesting strong partnerships with the industries they serve and more off-campus employer engagement.

The estimated fiscal impact of international students in both of the data sets was based on the impact of students undertaking traditional models of higher education, full-time and on-campus as more precise data was not available for independent higher education students. To understand impact more data needs to be collected on mode of delivery and these data definitions need to go beyond a simple division between full and part time students as is now included in the HESA return.

International students' impact on the labour market

Non-EU students at private providers are not permitted to work during their time in the UK and must return home to apply for entry as a worker in any of the options available to them. 'Private providers' are not permitted to offer their PhD students extended visas for working under the PhD Doctoral Extension Scheme scheme or to endorse students for the Tier 1 (Graduate Entrepreneur) Visa. The impact of non-EU students on the labour market during study is therefore minimal.

EU/EEA students may work while studying without restriction, but there is no data set which can show how many EU/EEA students in independent providers are working or in what occupations. While we cannot say definitively we can make some assumptions from what is known of the European student workforce and the EU/EEA student

population at independent providers in the UK.

The HESA AP student return suggests that 39% of all students at independent providers start their study over the age of 30, compared with just 6% in publicly funded universities. Mature learners are more likely to work in similar jobs and sectors to university graduates while learning, and are more likely to be in roles near the higher end of the occupational hierarchy.¹²¹

48% of students in the HESA AP return studied business and related courses. Students who work during study are more likely to be studying business, social science, law, teaching, and health and welfare. With such high numbers of students studying business, it is more likely that EU/EEA students at independent higher education providers are working while studying.

After graduation, non-EU students at private providers must return home to apply for any other visa to work or continue studying in the UK due to visa rules which treat them differently from a student doing the same course at a publicly funded institution. This greatly limits the number of non-EU students who remain in the UK, regardless of discipline or intended industry.

We do not yet have comprehensive data to show how many non-EU students from independent providers return to the UK to work after study, but we are aware that the recent first release of the Destination of Leavers of Higher Education (DLHE) survey from 'Alternative Providers' includes some data on graduate destinations, including those who remain in the UK. In this release HESA stated that data for non-EU leavers was excluded from the student record, in order to align with the Statistical First Release on the [Destinations of Leavers from publicly funded providers](#), which excludes all non-EU students due to poor response rates. However, HESA also said that 580 of the 970 nonEU leavers in the target population for 'Alternative Providers' in 2015/16 responded, giving an overall response rate of 60%. This is far higher than the 34% response rate of non-EU leavers from publicly funded providers. For the purposes of this evidence we have requested this data from HESA, although we accept that with such a small sample, some of the data may not be able to be released. HESA has approved our request for a number of aspects of the data set, including the number of students who have remained in the UK, what their original

¹²¹ Beblavý and Fabo (2015) *Students in Work and their impact on the Labour Market*
https://www.ceps.eu/system/files/WD410%20Miro%20%2B%20Brian%20on%20Education_0.pdf

course of study was, and what type of job they are currently undertaking. We will send this data to the MAC once received from HESA.

We do have some information on the destinations of EU/EEA students from 'Alternative Providers' in the DLHE AP data set released in July 2017. This data includes students from the 2015/16 population who were surveyed 6 months after graduation. Of the 470 EU/EEA students who responded to the DLHE survey (FT and PT), 42% remained in the UK for work following study. 20% were working overseas, 5% were doing a combination of work and study and 20% were undertaking further study. Only 20 students (9%) were unemployed 6 months after graduation and it is not known where they were resident at this time. The DLHE AP data release does not break down EU/EEA students who are working by industry or role but we have asked for this data to be made available to the MAC.¹²²

While we do not know the areas of work that EU/EEA or non-EU students go into following study, we do know the subject areas taught by the providers from both the HESA AP student data and the Independent Higher Education Survey 2017 data. In the HESA AP student data set 23 of the 97 providers taught in skills shortage areas including several specialist institutions in IT and Technology, Engineering, and 8 providers who teach visual effects and 2D/3D computer animation for the film, television or video games sectors. From the group responding to the Independent Higher Education Survey 2017, another 4 providers taught specialist courses training graduates for jobs from the shortage occupation lists including high-level culinary roles, ballet, computer animation and graphic design.

The decline in international student numbers in the independent higher education sector and its cost

Since 2010 independent higher education providers have seen a sharp decrease in international student numbers. According to a survey completed for the Department of Business, Innovation and Skills in 2013 over 53,000 students were studying at independent colleges in 2010/11,¹²³ but visa statistics indicate a significant decrease in student numbers over the following two years, falling by 72% to less than 15,000

¹²² <https://www.hesa.ac.uk/news/13-07-2017/sfr246-ap-destinations-of-leavers>

¹²³ BIS (2016) Privately Funded Providers of Higher Education in the UK. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/207128/bis-13-900-privatelyfunded-providers-of-higher-education-in-the-UK.pdf

students. The table below from the *Supporting International Education in the UK* report by Exporting Education UK shows the decline relative to other education sectors in the UK.

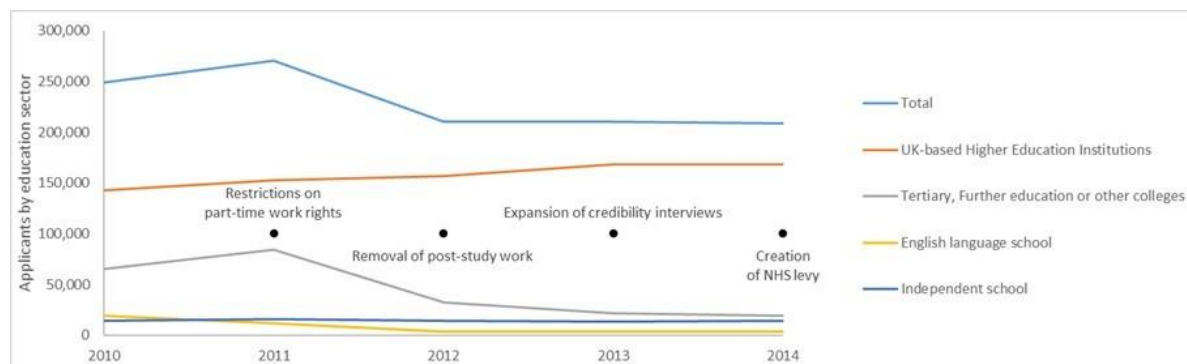


Figure 3. Changes to international student numbers in the context of major policy changes.

There remains no definitive data set to show enrolments across all independent higher education providers in the UK but data from migration statistics shows that visas granted in the Other Tertiary Education sponsor category continue to decline.¹²⁴

The decline in international student numbers at independent higher education providers has come at a time when the UK is experiencing falling market share. Internationally mobile student numbers are growing at a rate of up to 8%, but the UK has not reached more than 4% growth in enrolments at publicly funded universities since 2010, with several years recording declines during that period.

The report by Exporting Education UK calculated the total loss to GDP due to the decline in international student numbers experienced by both the independent higher education sector and the publicly funded Further Education Colleges. The report estimated cumulative losses of approximately £1.1 billion, almost all of which came from independent higher education institutions and further education colleges as the only sectors experiencing a prolonged decline in student numbers. This report also calculated the additional opportunity cost to the UK from not capitalising on the growth of the tertiary education market internationally.

¹²⁴ <https://www.gov.uk/government/publications/immigration-statistics-july-to-september-2017/why-do-people-come-to-the-uk-3-to-study>

Table 7. Losses to the UK economy from the decline in international students.¹²⁵

(In £ millions)	2011/12		2012/13		2013/14	
	Students	X	Students	X	Students	X
Independent Higher Education	53,000	£1,509	22,912	£687	14,669	£505
Further Education	10,601	£184	9,494	£185	6,774	£132
Cumulative Loss		(32,820)	(£817)		(42,170)	(£1,137)

Losses from opportunity cost

The report also calculated the opportunity costs, the revenue foregone due to the UK not matching the growth found in the international market. Whilst growth in the UK has stagnated, competitor countries such as Canada, the US and Australia have all seen significant rises. As a result, the UK's market share had fallen from 13% in 2012 to 10% in 2013 whilst the US's share had grown from 16% to 19%. The report suggested that the total cost of declining international student numbers since 2011/12, including opportunity costs is approximately £4.6 billion. It also estimated that a further £2.2 billion would be lost by lack of growth in 2015/16 and £3 billion in 2016/17. By 2016/17 the report estimated that failure to grow at the global rate of the market expansion in international students would have cost the UK economy almost £8 billion.

Table 8. Total Losses to GDP from opportunity cost.¹²⁶

(In £millions)	2011/12	2012/13	2013/14	2014/15	2015/16

¹²⁵

http://exeduk.independentthe.com/wp-content/uploads/2017/05/ExEdUK_ParthenonEY_Supporting_International_Education_062016_WEB.pdf Page 22

¹²⁶ http://exeduk.independentthe.com/wp-content/uploads/2017/05/ExEdUK_ParthenonEY_Supporting_International_Education_062016_WEB.pdf Page 23

Higher Education	£210	£426	£798	£1,421	£2,095
Independent HE	£120	£250	£390	£541	£704
Further Education	£21	£44	£69	£96	£124
Pathway Providers	£0	£21	£42	£79	£118
Independent Schools	£0	£14	£38	£63	£90
Total Losses to GDP	£351	£755	£1,336	£2,200	£3,131

The decline in international students at independent higher education providers has had a significant impact on these institutions, their local areas and the industries they serve. The loss of revenue has been significant and many providers have not been able to replace this revenue with students from the UK or EU/EEA because of the natural market limits of their niche but important subject areas.

Post-Study Work Options - The Tier 5 (Graduate) visa route

83. We believe that the existing Tier 5 route could be an option for a post-study work route which matches international students' desire for a short UK work experience, as it can provide the sponsorship model which allows government its desired control mechanisms but is not found in the erstwhile Tier 1 (Post-Study Work) visa. Tier 5 sponsorship is offered by overarching bodies, who are the sponsors rather than the employers. These bodies then manage the immigration compliance for companies or charities and work with the student to obtain their visa. Several routes within Tier 5 are already designed for graduate internship opportunities; however, when surveyed by NUS, over 65% of international students were unaware of any of these offers. A Tier 5 visa category aimed specifically at international graduates of UK universities and colleges applying for poststudy internships would increase opportunities for students and employers. It would also be much easier for students to understand than other current options, so would address the damaging perception that the UK no longer offers a post-study work visa.

The visa would be for one year, renewable for one additional year, and would follow the existing Tier 5 model.

Tier 5 sponsors would be responsible for ensuring opportunities were at a graduate level commensurate with the area of study as they currently do for existing Tier 5 offers.

Sponsors with expertise in non-traditional graduate fields such as the digital and creative industries would allow a flexible route for those 'portfolio' careers which do not follow traditional, Tier 2-style working patterns.

The visa would offer solutions to current challenges posed for international students by Tier 2 graduate salary requirements, salary regionalisation and internship programmes that do not offer a salary.

Multi-year, multi-sponsor visas

Another possible new visa option could support students who progress between levels of education, such as school and university or foundation courses and university. A multicourse visa which is a partnership between several sponsors would offer students security throughout their route of study and would encourage students to come to the UK earlier in their educational journey. This model is currently offered in New Zealand, and maintains a focus on key assurances within the country's immigration rules while offering the student the ease of one visa application.

A multi-year, multi-sponsor visa could be offered to those students who are intending to undertake a series of study courses in the UK, from school to pathway programmes to university, with a range of sponsors.

Students would be required to provide evidence at each stage that they complied with rules on academic progression.

Students would be required to have all offers in place (conditional on progression) before applying for the visa, and all sponsors would be required to agree to a co-sponsorship arrangement.

Students awarded the visa would be granted the rights of a student at the highest level provider (e.g. the university), including working rights, from the beginning of their study path.

Student's confidence in the security of the journey they want to make is a key issue for prospective international students and their parents. This visa would reassure both groups that the conditions of their stay in the UK would not change during the course of their education and so would better support legitimate progressions and transitions.

Recommendations

Data

The creation of the Office for Students in England will bring more students into a unified data landscape by requiring all Tier 4 providers to join the register and submit data. However this must include all courses which meet the existing length of study criteria at higher education level, not simply courses designated for student finance. This will increase the number of international students counted in the data.

The OfS must also include in its data requirements all level 3 courses designed as articulation routes to higher education and taught by higher education providers.

These students are not counted in any other data set and enrolments are not recorded in a centralised system.

The government should seek a more efficient and consistent evaluation of education as an export. The data derived from across the education sector shows that the value of international education would place the sector in one of the top exporting industries in the UK. For this sector to develop and reach its full potential, the government needs an accurate picture of the value from education exports.

Non-EU and EU/EEA students should be published separately from other migration categories within the migration statistics. A generic net migration target is not helpful, and the publication of international student numbers separated out from other categories would facilitate a coherent policy across government of promoting growth where it is beneficial to the UK.

EU/EEA

The government should maintain a post-EU-exit immigration policy which ensures that EU/EEA students remain outside of the Tier 4 visa system, due to the large number of smaller institutions who rely on these students but are not in a position to apply for and maintain a Tier 4 licence due to the associated administrative and cost burden.

The UK must work to achieve bilateral solutions with EU countries which will allow their students to access funding to study in the UK. Many EU nations do not give students access to adequate funding levels when they study outside of their home country, and a failure to address this would make the UK HE system unattainable to many after Brexit.

Visa Nationals

The Home Office should adopt Tier 4 policy which ends differentiation in the immigration rules by form of provider. While some rules may need to be differentiated by level of study and age of student, providers should be evaluated on their own risk.

- i. The Tier 4 sponsor system should be reviewed to ensure that it remains cost efficient and fair for smaller and specialist providers. The use of percentage thresholds in the Basic Compliance Assessment unfairly discriminates against low-volume sponsors, creates a market distortion and leads to disproportionate levels of burden and uncertainty for providers who by definition pose a minimal risk to immigration control.
- ii. The essential elements of the Premium Sponsor service should also be made available to smaller sponsors at an affordable price or incorporated into the general service to licensed sponsors. Meeting this considerable additional cost should not be the only means to gain information which is critical to ensuring that providers can improve their immigration compliance. As a new

quality system for HE in England ensures that standards rise in line with compliance, services which disadvantage providers who recruit smaller numbers of students risk distorting the market.

- iii. The government should explore the creation of a graduate work visa using the existing Tier 5 route. This visa would need to have its own marketable identity and to sit outside of the current Tier 5 cap in order to be effective. It would also need to be clearly branded as a short-term work visa for international graduates of UK further and higher education providers who are seeking international work experience to complement the international education they received in the UK.
- iv. The government should explore a multi-course, multi-sponsor visa similar to the one offered by New Zealand. There is a growing number of students looking to complete both school and higher education in the same country, and such a visa would encourage them to choose the UK, while also increasing awareness of and responsibility for visa compliance across a partnership of providers offering the visa.

Kaplan International Pathways

Kaplan International Pathways welcomes the opportunity to contribute to the work of the MAC on assessing the impact of international students in the UK. As a leading provider in the established university pathway sector, Kaplan International Pathways works in partnership with 40 leading universities around the world. Pathway courses prepare international students wishing to progress into higher education studies with academic skills, key subject knowledge and English language ability. Together, the five largest pathway providers partner with 64 universities in the UK, supporting the higher education sector in achieving its internationalisation and diversity goals.

What impact does the payment of international student fees to the educational provider have?

International fees have a net positive impact. They are essential to universities' financial sustainability. Universities have seen their incomes from Government sources systematically decrease over the last decade, and as a result, in order to remain competitive, and/or to grow, they have turned to international recruitment in order to (a) increase their revenues, and (b) diversify their revenue streams. Furthermore, the higher fees that international students pay cross-subsidise various university costs including research, teaching and support for domestic undergraduates, which are insufficiently covered by domestic fees.

Universities have other good reasons to recruit international students, amongst which are: international students broaden nationality, cultural and linguistic diversity on campus; they generate "soft power" by creating international ambassadors for the university brand; they help to internationalise the reputation and reach of the institution.

A Universities UK report¹²⁷ showed that although total income in the sector in the nine-year period to 2013-14 had increased from £18bn to £30.7bn, the proportion of income from funding body grants had dropped from 38.7% to 24.1%. Importantly, it fell in absolute terms from around £7bn to around £6bn.

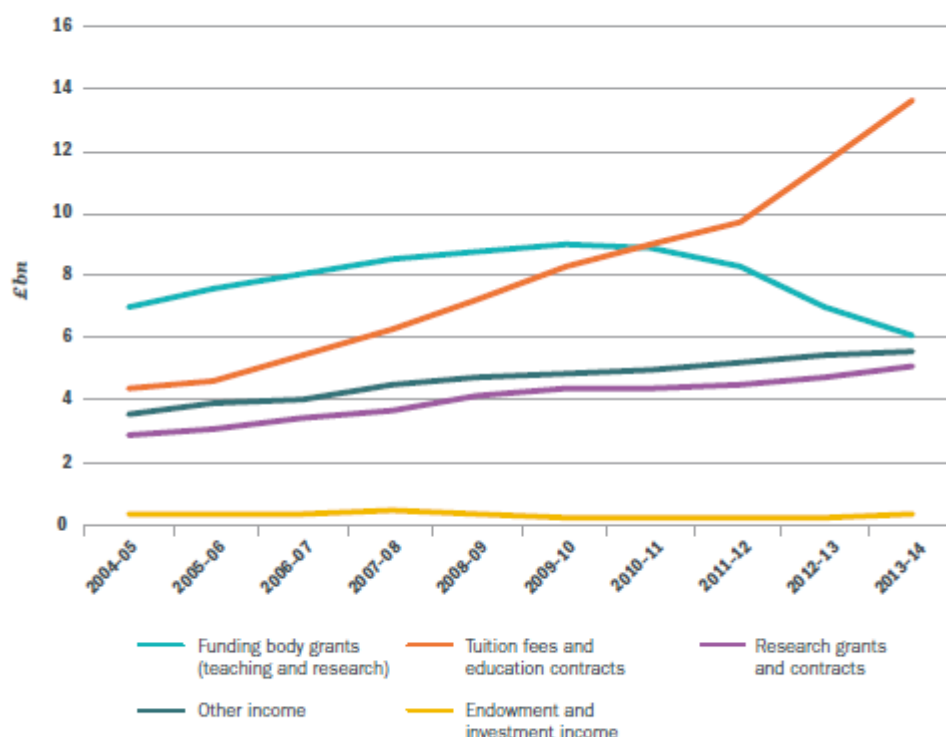
During this same period, expenditure also rose, mostly driven by maintenance costs and capital investment, from £17.8bn to £29.4bn, so income needs to grow just for universities to stand still, let alone remain competitive in an increasingly globalised market.

The table below is taken from p. 34 of the UUK report.

¹²⁷ "Patterns and Trends in UK Higher Education 2015", Universities UK report, 2015, <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/patterns-and-trends-2015.pdf>

FIGURE 30

Income by source, 2004–05 to 2013–14



Source: HESA Finance record

Fees from non-EU international students provide a powerful source of income to universities, helping them secure their futures as income from other sources slows down or diminishes, and helps to diversify revenue source, thus strengthening institutions' overall financial position.

International students' fee contributions, being higher than that of UK students, and not subject to taxpayer support, or subject to a future fiscal burden due to unpaid loans, help universities provide better services to their students *overall*, and in effect, subsidise the tuition and other academic and pastoral services that UK student fees do not cover.

A report published by Kaplan and HEPI in January 2018¹²⁸ found that the total net direct, indirect and induced impact of just tuition fee income associated with international students in the 2015-16 cohort, over the total expected duration of their studies was an average of £46,000 per student (£29,000 per EU student and £52,000 per non-EU student). When aggregated across the entire cohort of first-year international students, the total economic impact of tuition fee income was

¹²⁸ "The costs and benefits of international students by parliamentary constituency", published by HEPI and Kaplan, undertaken by London Economics, January 2018, <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

estimated at £10.7billion (with £1.7bn generated by EU students and the remaining £9bn generated by non-EU students).

This study highlights just how vital international fees are to maintaining UK universities' finances and competitiveness, and therefore in providing UK students with a higher quality experience and better study options.

What are the fiscal impacts of international students, including student loan arrangements?

The research conducted by London Economics for the Kaplan and HEPI report analyses the costs as well as the benefits to the UK of the more than 230,000 new international students in the 2015-16 cohort.

Specifically, the **benefits** measured include: tuition fee income; the indirect and induced effects across the economy of universities' spending of this tuition fee income on staff, goods and services; non-tuition fee spending of international students; knock-on effects of non-tuition fee expenditures of international students; and spending of friends and family visiting international students.

The detailed analysis of public **costs** includes: teaching grant costs incurred by the HE Funding Councils; tuition fee support provided to EU students; costs of making other public services available to international students and their dependents, even if not used (healthcare, education received by dependent children, social security, public order and safety, defence and other public expenditures).

These costs and benefits are calculated for **EU** students and **non-EU** students for each region and each constituency throughout the UK. The study shows that the benefits of international higher education students are ten times greater on average than the costs. And, while the contribution to the UK economy is clustered around the location of higher education institutions, the study finds that the net economic impact of international students is positive for each of the 12 regions and 650 parliamentary constituencies across the UK. On average, international students make a £31.3million net economic contribution to the UK economy for each parliamentary constituency, or £310 per member of the resident population.

Do international students help support employment in educational institutions?

An Oxford Economics report for Universities UK¹²⁹ calculated employment supported by universities and their international students and visitors in the UK at more than 940,000 in 2014-15. More than 400,000 workers (43%) were employed by universities themselves, 430,000 jobs (46%) were

¹²⁹ "The Economic Impact of International Students", Universities UK and Oxford Economics, March 2017, <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/briefing-economic-impact-international-students.pdf>

supported by universities' indirect and induced impacts and 110,000 jobs (11%) were supported by international students and their visitors' expenditure.

How much money do international students spend in the national, regional and local economy and what is the impact of this?

Analysis by the Department for Business, Innovation and Skills in 2011¹³⁰ demonstrated that the level of non-tuition fee expenditure by overseas students was greater than the direct tuition fee expenditure, making non-tuition fee expenditure a significant component of the UK's export income from overseas students coming to the UK.

While impacts of student spending by region will vary according to what higher education provision is available locally, it is possible to provide an overall national picture. Aggregated non-tuition fee expenditure generated by international students in the 2015-16 cohort over the entire duration of their study is estimated at £11.3billion with £8.1billion by non-EU students and £3.2billion by EU students.¹³¹ These figures include spending on accommodation costs (including rent, council tax, bills, etc.), subsistence costs (food, entertainment, personal costs, etc.), direct course costs (textbooks, journal or library subscriptions, computer equipment, etc.), facilitation costs (course-related travel costs for example), and spending on children (including childcare and other costs not related to their study).

How do international students affect the educational opportunities available to UK students?

Given that the determinants of educational opportunities go all the way back to the domestic, cultural and economic conditions of childhood, international students almost certainly have a negligible impact on these opportunities prior to university. However, once at university, they are widely understood within the sector to have positive impacts.

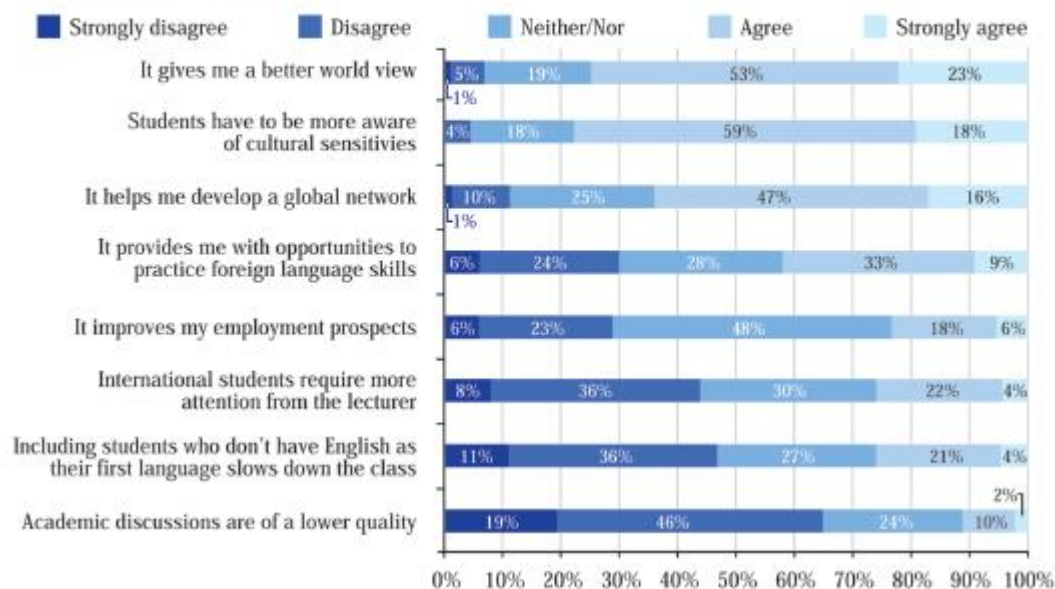
¹³⁰ "Estimating the value to the UK of education exports", BIS research paper #46, London Economics, June 2011, <https://www.gov.uk/.../uploads/.../11-980-estimating-value-of-education-exports.pdf>

¹³¹ "The costs and benefits of international students by parliamentary constituency", published by HEPI and Kaplan, undertaken by London Economics, January 2018, <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

A HEPI report of 2015¹³², for example, found that British students had mostly favourable or very favourable views of international students. This table is taken from that report, and illustrates how British students feel in terms of “impact on learning”:

Many university students in the UK study alongside international students. Thinking about the impact this has on your learning, to what extent do you agree or disagree with the following statements?

Base: All respondents (1,009)



These impacts on the student experience are harder to pin down or quantify than finance but no less valued by UK universities and students. International students bring new perspectives, new points of view, and enliven debate in the classroom, enrich the cultural discourse, and raise academic standards by pushing the boundaries of assumptions, perceptions and knowledge. This in turn makes universities consider new perspectives and broaden courses, reading lists and academic references in order to reflect diversity and new global realities. This is a net gain for UK students because it keeps the curriculum broad, deep and abreast of change.

UK universities’ continued place among the world’s best is due to many and varied factors, but there is no doubt that our tradition of welcoming international students is a critical component of our global reputation. The number of individuals in leadership positions, and their influence in the worlds of politics, government, business, finance, arts, culture, education, science, technology, and other areas of public life, who benefited from British higher education, is almost impossible to quantify, but clearly is of incalculable benefit to Britain in the form of “soft power”, and in enabling British people to conduct business abroad in English, with fewer cultural and linguistic barriers, with graduates from British universities or with people who work with graduates from British universities.

The value of this soft power cannot be underestimated and is critical to maintaining Britain’s continuing position of influence in the world.

¹³² “What do home students think of studying with international students?”, Higher Education Policy Institute Report 76, http://www.hepi.ac.uk/wp-content/uploads/2015/06/HEApaper7_web.pdf

To what extent does the demand from international students for UK education dictate the supply of that education provision and the impact of this on UK students?

Supply of education provision is invariably a negotiated compromise between external “market demand”, both from domestic and international students, and the academic/strategic/research priorities of higher education institutions, or what we could call “internal demand”. The latter sort of demand is part of higher education culture: the development of knowledge generates the “demand” for new knowledge. Knowledge, by its very nature, pushes its own boundaries.

However, from a student recruitment and enrolment perspective, international students’ higher fees cross-subsidise various university costs, among which are research, and the costs of teaching and supporting domestic undergraduates, which are insufficiently covered by domestic fees.¹³³

The Pathways sector currently supplies a significant proportion of the total number of non-EU overseas students at UK universities, excluding universities’ own foundation programmes. The proportion will vary typically between 10% and 40%. At Kaplan International Pathways in the UK, for example, we account for the following levels of non-EU international enrolment (data shows an average taken from the last two complete years, 2015 and 2016, and the forecast for 2017):

% of non-EU international students at the university enrolled via Pathways	Partnership type	Number of partners
2-9%	Small partnerships with caps or restrictions	4
10-15%	New Russell Group partnerships (1-2 years)	2
16-30%	Russell Group partnership (undergraduate only)	1
31-50%	Long-standing (7 years+) partnerships with Russell Group and post-92 universities	6

Demand from overseas, and the university sector’s ability to meet it, if it has *any* effect on the educational provision and “impact” on UK students, is a net positive effect.

What is the impact of international students on the demand for housing provision, on transport (particularly local transport) and on health provision?

The Kaplan and HEPI-commissioned report¹³⁴ calculated both public costs of hosting international students associated with their studies (teaching grant costs, tuition fee support) and also costs associated with the provision of public services to international students, net of any direct

¹³³ “Overseas students ‘pay £8K each to fund UK research””, Times Higher Education, 9 November 2017, <https://www.timeshighereducation.com/news/overseas-students-pay-8k-each-fund-uk-research>

¹³⁴ *The costs and benefits of international students by parliamentary constituency*, published by HEPI and Kaplan, undertaken by London Economics, January 2018, <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

contribution, or their dependents. These include healthcare, housing and community amenities; primary and secondary-level education for dependent children; social security; public order and safety; defence; economic affairs; recreation and culture; environmental protection; and other public services.

On average, the total wider public costs incurred by the Exchequer associated with EU-domiciled students in the 2015-16 cohort was estimated to be approximately £15,000 in net present value terms over the course of their studies, and £7,000 for non-EU domiciled students.

These costs have been adjusted for the specific eligibility of international students and their dependents for these services, undertaken by student domicile, type of dependent, level and mode of study. Our analysis was also undertaken at the regional level to reflect the differences in public service provision in the regions and nations of the UK.

The study found that when all costs and benefits are taken into account, the benefits of international students are, on average, ten times greater than the costs.

What impacts have international students had on changes to tourism and numbers of visitors to the UK?

The Kaplan HEPI study¹³⁵ showed that the impact of the expenditure of friends and family visiting international students throughout the duration of their course was estimated at approximately £0.6billion, of which £0.2billion was associated with EU students and £0.4billion was associated with non-EU students in the 2015-16 cohort. There will be an additional long-term impact in terms of increased visits to the UK throughout the lifetime of international students and their friends and families who are more likely to return to the UK for holiday visits, although there has not yet been any quantitative research on this effect.

What role do international students play in extending UK soft power and influence abroad?

International students play perhaps one of the strongest and most effective roles in promoting Britain abroad. Students develop favourable impressions, cherished memories, and brand loyalties during the most formative periods in their lives and these are shared more widely with their friends and family, many of whom visit during a student's association with the UK. International students are more likely to return to the UK throughout their lives on holiday. And, living in the UK for an extended period of time makes international students more familiar with, and loyal to, British products, resulting in a boost to demand for British exports even after international students return home. All of these impacts have potentially considerable impacts on the UK economy and political influence abroad.

¹³⁵ Ibid.

A recent study by HEPI¹³⁶ found that Britain has educated more serving heads of state at university level than any other country in the world. A total of 58 currently serving world leaders have qualifications from British universities. The HEPI study pointed out that the number of powerful leaders with ties to Britain could help with our standing and influence as we negotiate Brexit.

If international students take paid employment while they are studying, what types of work do they do?

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Whether, and to what extent, do international students enter the labour market when they graduate and what types of post-study work do they do?

International students who are sponsored by a higher education institution (HEI) or by an overseas HEI can work in the UK during their studies subject to limits on number of hours worked. There are some kinds of work that international students may not do, for example they may not be self-employed, work as a professional sports person or hold a permanent full-time job, but otherwise, they can work in any job. International students typically do part time work to fit around their studies (e.g. hospitality industry, supermarket shifts, working on the university campus when the opportunity arises).

Some courses include a year of working in industry allowing international students to gain experience in a profession related to their studies. Students sponsored by a private provider, an embedded college, a publicly-funded college or an independent school cannot work during their studies in the UK.

The current UK post-study work offering is very limited and, therefore, there is very little transfer post-study from a Tier 4 to Tier 2 visa. Out of the total number of international students studying in 2016, only 6,000 students made this transfer.

In recent years, our competitor countries have been making their post-study work offerings more attractive for international students which, considering our relatively restrictive regime which includes high minimum salary requirements, poses a serious threat to our ability to attract international students. For example, the US allows students to apply for Optional Practical Training visas of 12 months, or 36 months for STEM graduates; Canada allows students to remain in country for the same duration as their length of study without condition of a specific job offer; New Zealand



¹³⁶ *“UK is (just) number 1 for educating the world’s leaders,” HEPI, August, 2017*
<http://www.hepi.ac.uk/2017/08/05/uk-just-number-1-educating-worlds-leaders/>

allows a 12 month job search period post-study; and Australia allows graduates to remain in country for between two and four years, depending on the level of their qualification.¹³⁷

¹³⁷ *Parliamentary briefing: Lord Hannay amendment to the Higher Education and Research Bill: International students and staff*, Universities UK, March, 2017, <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/parliamentary-briefing-herb-lord-hannay-amendment.aspx>

Which particular markets are most important?

In the academic year 2015-16, the top 20 overseas markets were¹³⁸:

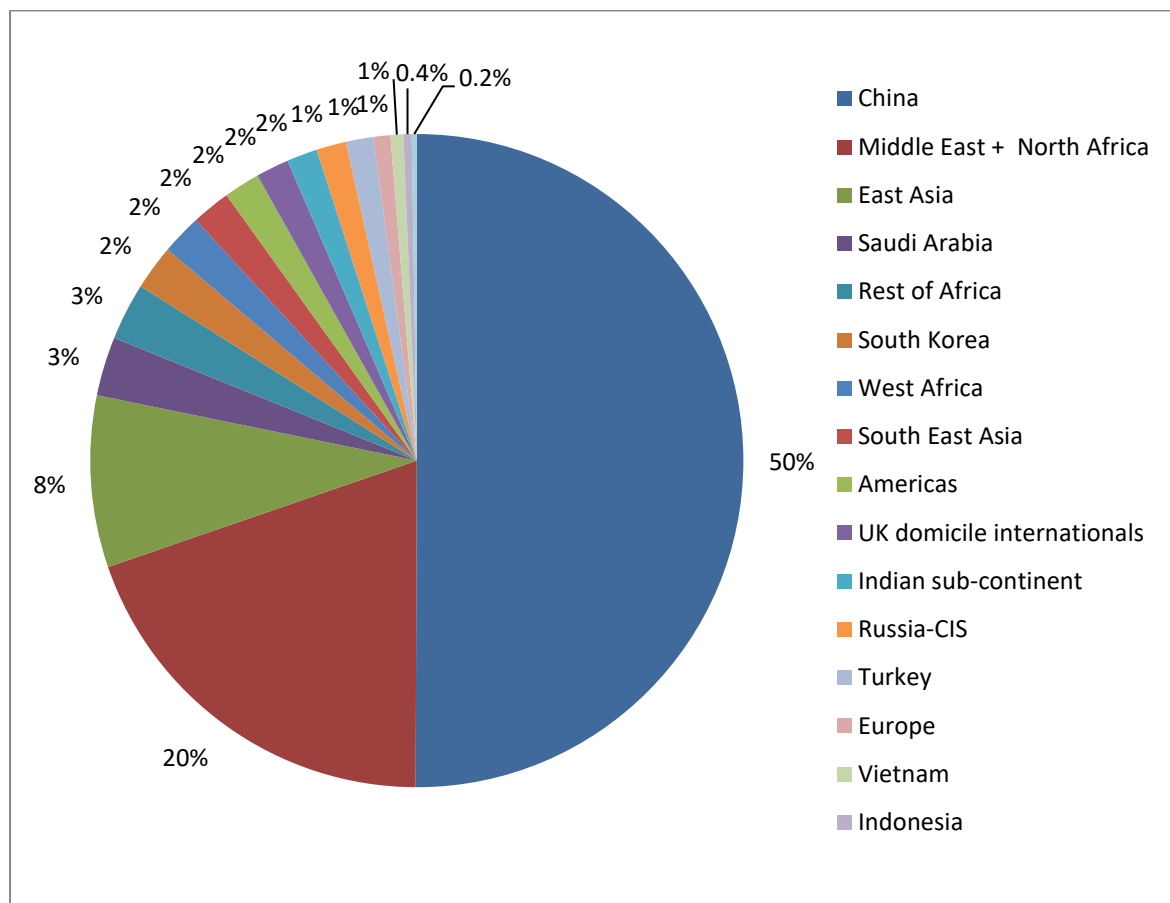
Country	Count	Percentage
 China	91,215	21%
 Malaysia	17,405	4%
 United States	17,115	4%
 India	16,745	4%
 Hong Kong	16,745	4%
 Nigeria	16,100	4%
 Germany	13,425	3%
 France	12,525	3%
 Italy	12,135	3%
 Ireland	10,245	2%
 Greece	9,790	2%
 Cyprus	9,140	2%
 Saudi Arabia	8,570	2%
 Spain	7,840	2%
 Singapore	7,540	2%
 Romania	7,200	2%
 Bulgaria	6,195	1%
 Thailand	6,095	1%
 Canada	5,980	1%
 Poland	5,655	1%

¹³⁸ "Higher Education in Facts and Figures", Universities UK, 2017

<http://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Documents/higher-education-in-facts-and-figures-2017.pdf>

Although British universities welcomed students from well over 140 countries, the top 20 markets accounted for just over two-thirds of the total (68%).

The Pathways sector breakdown is more skewed, predictably, towards the nationalities with greater need of that extra year or so of preparation (English language, academic and cultural adaptation, etc.) In this regard, a breakdown of our three 2017 intakes across all our UK Pathways operations, shows the following nationality breakdown:



King's College London

Submission to the Migration Advisory Committee commission on International Students: Social and economic impacts

Overview:

King's College London welcomes the opportunity to respond to the MAC Review of the social and economic impacts of international students.

Below we set out our views on the ways in which international students positively contribute socially and economically to the development of the UK.

We also highlight our concerns about the relative performance of the UK in what is a buoyant global growth market for international student education, and the risk that political rhetoric and public policy poses to future economic growth in the context of international student recruitment.

We also provide some brief case study examples of some of the impacts of international students in the UK.

The educational benefits of international students:

International students play a hugely important role in making King's a highly dynamic, exciting university to study and work at.

When you look around the world, the great universities in leading economies and rapidly emerging market economies have a key commonality – an increasing inclination to pro-actively recruit international students and staff to help drive continued improvement in the quality of education and research activity taking place.

International students bring a broader range of perspectives to bear in the learning environment. In an increasingly interconnected and competitive global economy, exposure to a multi-cultural university experience will typically be very beneficial to our home students, enriching their own university experience both academically and culturally.

At the heart of the King's College London Education Strategy is our aspiration to build a culture of lifelong learning based around collaboration and curiosity where a diversity of perspectives about the world is encouraged, where the beliefs and views of others are respected, and where students are prepared to succeed in what is increasingly a global labour market for talent.

We have an ambition that all our King's graduates will be distinguished not just by the content of the curriculum but by their wisdom, character, service ethic and global mindset.

In an increasingly globalised and interconnected economy, studying alongside international students helps provide home students with an invaluable multi-cultural university experience.

Over three-quarters of UK students surveyed by the Higher Education Policy Institute (HEPI) agreed that studying alongside international students was a useful preparation for working in a global environment, and the same proportion (76%) said it gave them a better world view.

More generally, in our view existing and prospective home students tend to see the opportunity to study alongside a wide array of international students as a key plus point of gaining a place at King's College London.

One student at King's College London, Ben Hunt, a former President of the university's student union, said this:

“Studying alongside a wide variety of students from around the world is hugely valuable. Both from my personal experience, and from talking to other students, I would say home students generally feel their learning experience and future capacity to engage with a complex, changing world is extended and stimulated by studying alongside, and forming friendships and connections with people from a wide variety of international backgrounds.

“If graduates are to make the world a better place, then it's really vital to have a diverse student body, where we come into contact with diverse knowledge and cultural experiences. Beyond the classroom, international students also are highly involved in student societies and community outreach activities, and essential to their success.”

Furthermore, many international students study courses in science, technology and engineering which may not otherwise be viable in terms of course size and the interlinked financials required to sustain cutting edge learning resources.

Thus international students make an important contribution to the financial health of the higher education sector, but their presence and the income it helps generate can also help ensure that home students have access to cutting edge equipment and learning facilities.

The education of international students in this country also helps make a very important contribution to the future development of a pipeline of world-class academic talent in this country. International students will often choose to undertake doctoral training here and build promising academic careers in the sphere of both education and research.

Many of our academic staff who aren't originally from the UK will typically have completed at least part of their prior student lifecycle at UK higher education institutions. They help to bring considerable international experience, knowledge and connections to bear in their academic endeavour to the betterment of our students and our society.

The social benefits and costs of international students:

We would begin by acknowledging that of course educating a sizeable number of international students in-country here at King's brings with it some impacts in terms of NHS usage, availability of housing, transport capacity, and other types of community infrastructure.

We have seen no indications that NHS service providers in London regard non-UK students as a major resource load or 'drain' on NHS resources. While it is difficult to gather institutional level data on this, our institutional view is that international students make relatively modest usage of the NHS. They also do not have recourse to public benefits.

Equally, while there are challenges in terms of the availability of affordable student accommodation in London, it is not in our view a corollary of the recruitment of international students, but instead a function of very high land prices in London that constrain increased capacity more generally.

International students positively contribute to the cultural enlivenment of their campuses and the communities and cities and towns they live in. Here in London, many international student societies will run cultural exchange oriented events and take part in other volunteering programmes that can help bring to life the richness of their country's art and culture, language, history and cuisine in diversity related events and festivals in their local communities. The Student Union for King's College London runs One World Week which will typically have in excess of 40 different events each year, showcasing different cuisines and cultural exhibitions.

Studying in London provides an exciting and enriching experience for international students from around the world – indeed it's a key recruitment factor in the view of

Momim Saqib, the current President of the King's College London Student Union (KCLSU):

“While an international student can study computer science or business in any number of university cities around the world, London is the world’s most diverse and vibrant university city and this creates opportunities to learn, interact and grow culturally that are in my view unrivalled.

“As an international student myself, the opportunity to not only study in London, but contribute to my campus community and wider society as the first ever non-British and non-European elected Student Union President at King’s is a great privilege. When international students choose to study in the UK they are doing so because they see not only the vitality of the educational experience on offer, but the relative openness and vitality of British society, and overwhelmingly they want to help enhance that vitality.”

International students at universities like King’s are also typically highly inquisitive people who enjoy visiting theatres, art galleries, museums, and other cultural exhibitions and landmarks around London – they also introduce visiting friends and family members to such opportunities. This in turn can help to increase the financial sustainability of the institutions that help to underpin a town or city’s social and cultural fabric. The role of international students in unlocking wider tourist spending in the UK is something we would encourage the MAC to build a clearer evidence picture around.

The UK’s strong tradition of educating international students is also an important underpinning factor in terms of its considerable global soft power connectivity with influential public and private sector leaders and change-makers across the globe. This not only unlocks opportunity for trade and investment to strengthen the UK’s economic performance, but also can help create important scientific, educational and cultural connections that in turn helps generate increased social value over time as ideas are exchanged and funding is invested in cultural exchange activities.

The economic benefits of international students:

In addition to contributing dynamically to the intellectual and cultural richness of our campus communities and helping us contribute to our mission of making the world a better place, the education of talented international students provides considerable economic benefits for King’s College London.

Tuition fee income from international students from non-EU/EEA countries made up around 15% (117.396m) of the total revenue base of King’s College London in 2016-

17. The higher fees we charge help us generate a substantial source of funding for supporting modernisation and investment at King's in recent years in terms of new technology, facilities, equipment and course development to improve the experience for our home students and international students alike.

The financial benefits of the UK educating substantial numbers of international students are manifold - not only for the university sector, but for the wider economy.

The recently published report by London Economics for the Higher Education Policy Institute¹³⁹ provides excellent insight into the economics of international student education and the wider aggregate benefits for the UK economy.

It found that across the entire 2015/2016 cohort of first-year international students, the total economic impact of tuition fee income was estimated at approximately £10.7bn. Of this total amount, approximately £1.7bn was generated by EU students, with the remaining £9.0bn generated by non-EU students.¹⁴⁰

The total direct, indirect and induced economic impact associated with the non-tuition fee income generated by international students in the 2015/16 cohort of starters (over their entire study duration) was estimated at £11.3bn. The majority (£8.1bn) of this impact was generated by non-EU students, with EU-domiciled students contributing the remaining £3.2bn. This non-tuition fee related income includes income from accommodation and wider spending on campus and in the local economy, plus tourism.¹⁴¹

The study found that the total impact per EU-domiciled undergraduate student across their duration of study was estimated at £87,000, compared to £39,000 for a taught postgraduate degree. The comparative figures for non-EU students over their duration of study were estimated as £147,000 for an undergraduate degree and £58,000 for a taught postgraduate degree.¹⁴²

International students have a particularly beneficial impact on economic activity in London. In our 3 core 'home boroughs' of Westminster, Southwark and Lambeth where we have significant campus footprints and student accommodation footprints,

¹³⁹ The costs and benefits of international students by Parliamentary Constituency, HEPI.
<http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

¹⁴⁰ See Page 29 of HEPI report.

¹⁴¹ See Page 30 of HEPI report.

¹⁴² See Page 29 of HEPI report.

along with several other higher education institutions, the estimated net economic benefit of international students is very high¹⁴³:

Parliamentary constituency	Net impact
Bermondsey & Old Southwark	£133.2 million
Camberwell & Peckham	£91.2 million
Cities of London & Westminster	£98.4 million
Vauxhall	£76.2 million

It is worth adding that many of our students live in student residences or private rental student housing based in other Parliamentary constituencies across London, so their economic impact is wider still than these figures might suggest.

Income from visitors associated with international students in the UK across all study phase modes is also estimated at around £0.57 billion across their period of study in the UK.

Beyond the size of their fee and spending footprint, international students often make a welcome and dynamic contribution to the labour market – especially in sectors of the economy where skills such as foreign languages and specialist country-insight are important for exporters.

The CBI has also been very clear that its membership welcomes the ability to readily recruit EU and non-EU international graduates and that it would like the Tier 4 to Tier 2 transition conditions to be improved in future.

In our view international students and graduates create substantial economic additionality in the labour market – particularly in highly skilled growth sectors like technology and pharmaceutical research where it is generally felt demand for skills outstrips the available supply of home graduate skills.

¹⁴³ See Pages 67-68 of HEPI report.

Our concerns about the current system:

In our view, although the UK remains the second most popular international hub destination for international students, it is underperforming in what is an increasingly buoyant, growing global market.

Although King's has seen growth in terms of international student numbers in recent years, in our view the present political climate and public policy settings around international students and graduates creates a substantial opportunity cost in terms of subdued growth in a buoyant global market.

The Governments of key competitor university systems such as Canada and Australia are aligning their visa policies with ambitious sector growth strategies and creating a welcoming environment.

By contrast many international students appear to believe the UK Government see them primarily as a risk to be managed and mitigated, as a result of international and domestic UK media coverage of political rhetoric and Home Office policy changes.

We also believe the decision to end the post-study work visa scheme and instead create a relatively short post-study transition period for graduates to find a job that enables them to switch from a Tier 4 to a Tier 2 visa after completing their studies has been problematic to the appeal of the UK as a study destination.

While evidence would suggest the great majority of international students do still choose to return to their home country at the end of their studies, the opportunity to consolidate their skills and gain valuable UK job experience for their CV is an attractive option and important consideration for many prospective international students.

It is worth noting that while international student enrolments from some countries such as China and Malaysia have grown substantially, this masks relative declines or stagnation across the sector from other traditionally strong recruitment markets such as India, even as the number of Indian students studying abroad continues to grow.

We also believe that there is sometimes a misperception in the political and media climate that international students are all from very wealthy family backgrounds. Often international students are funding their studies through contributions from a pool of family relatives and they can struggle with the living costs. King's, indeed, has recently extended its affordable student accommodation scheme to be eligible

for international students. It is important that the Government keeps the application and compliance costs for international student visas at an affordable level.

Our recommendations:

We believe that the UK Government should separately aggregate international students in its migration statistics as temporary visitors and remove them from its net migration target reduction agenda.

We would like to see the UK either restore the valuable post-study work visa scheme, or, failing this, extend the period after completion of studies that international graduates have to find a Tier 2 eligible employment role to 6-8 months to help provide a fair, reasonable opportunity.

We would like to see the UK Government think creatively about what it can do as part of its Global Britain promotion strategy to increase both in-bound international student recruitment and transnational education earnings by the UK higher education sector.

We would like to see an end to unhelpful present complications that mean non-EEA students who secure places on study abroad programmes during their time at King's having to temporarily leave the country and apply to change their Visa at additional financial cost.

We would like to see improvements made to the Tier 4 application and visa compliance regime that help reduce burden and uncertainty for students – and we would like to see a pro-active programme of investment in technology and training to support Entry Clearance Officers in their role.

Case studies that highlight some of the social and economic impacts of international students and graduates from the King's College London community:

[Sweta Raghavan](#) – Founder and Managing Director of [Scientists and Co](#)

Scientists & Co. is a start-up that aims to help children from disadvantaged backgrounds learn about science, gain exciting experiences of life as a scientist and build successful scientific careers.

They design and deliver unique programmes and skills-based workshops to inspire young minds, raise their aspirations and most importantly, give them the confidence to pursue their dreams.

The Founder and Managing Director of Scientists and Co., Sweta Raghavan, is currently a final year PhD science student at King's College London. She is also the Founder & President of the King's Doctoral Students' Association, and heads the King's Think Tank's Global Health Policy Centre.

[KCL Learning Station](#) – teaching refugees in London English.

Lola Siran and Emma Yagour, who study English Law and French Law at the Dickson Poon School of Law at King's, are helping change the lives of refugees through language teaching, made possible thanks to support from the King's Community Fund, funded by alumni. The project provides English and French classes to asylum seekers and refugees in London in a relaxed and welcoming environment.

Neil Saada- Founder of the [Teech app](#)

Neil Saada (a King's student from France), with friends Milo Rignell, Mathias Pastor, secured £267,000 from three investors for their startup, Teech. Teech is an app that connects pupils with university students at top universities who can give them instant help. All the tutors will receive the notification and whoever is available will then call the pupil and give them a session. The app went live in October 2016 and has had around 1,500 downloads so far.

[Clarence Ji \(Chinese alumni in the tech sector\)](#)

King's computer science alumni who was awarded Tier 1 exceptional talent visa. Voted as an 'entrepreneur to watch'. He has created an augmented reality app helps tourists find nearby shops, restaurants, and sites of historical interest in London. He was studying for his Master's degree in computer science at King's when he launched ViewLDN in June 2017.

[Hackajob – Recruitment start-up by King's graduates](#)

Hackajob is an online recruitment company run by two King's graduates – Razvan Creanga (a Romanian with a Master's in International Relations) and Mark Chaffey who has an undergraduate degree in Business and Management.

Hackajob was born in 2014 out of their frustration with the traditional recruitment agency approach and the difficulties they recognised technology companies had in hiring top developers

They are CEO and COO respectively and currently employ 30 full time staff in London, with an aim to increase this to 50 by the end of 2018. Their business has an explicit ethos of promoting unbiased hiring practices in UK recruitment and they place hundreds of people in jobs in the UK each year.

London Business School

Section 1 – Executive Summary

Section 2 - London Business School – who we are

Section 3 – Financial Impact of LBS International Students □ Tuition fees □
Non tuition fee spending □ Investment and growth

Section 4 – Social Impact of LBS International Students □ Soft Power □
The impact of international students on the UK □ The impact of
International Alumni

Section 5 – International Students and Employment □ Employment during studies □
Post-study employment ○ Tier 2 ○ Tier 1 Graduate Entrepreneur ○ Tier 1
Entrepreneur & Tier 1 Exceptional Talent Executive Summary

London Business School welcomes the work undertaken by the Migration Advisory Committee in considering the critically important, and overwhelmingly positive, impact of international students in the UK.

89% of LBS degree programme students are international students.

115 nationalities are represented by current LBS students.

Income from international student fees at LBS in 2017/18 is estimated at £69,414,108. Overall fee income is £77,993,380.

Non tuition fee spending by international students at LBS for 2017/18 is estimated at £82,098,389. Overall non tuition fee spending is £92,245,381.

LBS students contribute more to the UK economy through spending during their studies, than they do on annual tuition fees.

LBS has planned student growth over the next 5 years, from 2300 students in 2016/17 to 2900 students in 2022/23.

Assuming continued proportions of UK and international students, this is an increase of 534 international students over the 5 year period.

By 2021/22, we expect tuition fee revenue to be £109,273,962.

By 2021/22, we expect cost of living by LBS students to be £113,150,456.

LBS' strategic investment plans to support essential estate growth and technology enhancements include entering into financial agreements in excess of £45m.

The graduating class of MBA2016 saw 99% of students secure high level, vacation time internships.

The mean weekly salary for LBS students taking on vacation time internships in 2015 was £1,030 GBP, with a maximum weekly salary of £2,550.

The mean post-study salary for MBA graduates in 2017 was £79,866.

The current UK post-study work options – particularly when compared to other countries - are a significant disadvantage in attracting the highest qualified applicants to the UK.

We propose that the points system for switching from Tier 4 to Tier 2 differentiates between differing levels of qualification when considering what makes a worker highly specialised and qualified.

The current policy and process for Tier 1 Graduate Entrepreneur works well and we are keen to see it continue with some small but important enhancements.

We support the provision of study and post-study work immigration options that differentiate on the basis of skill, qualifications and potential to succeed.

Section 2 - London Business School – who we are

London Business School's (LBS) vision is to have a profound impact on the way the world does business. With 89% of LBS degree programme students from outside the UK, the importance and the impact of international students, and their contribution to our vision, cannot be over-stated. Diversity has always been a cornerstone of LBS values and we pride ourselves on being an institution that welcomes people from all countries, cultures, backgrounds and orientations. When looking at the impact of

international students, we are looking at our whole community. We do not and cannot differentiate on the basis of nationality.

We are a global business school, with global ambition. As a fully postgraduate institution offering a range of Masters and PhD programmes, we provide a varied, diverse learning environment that gives us a global edge and a unique competitive advantage.

LBS offers the following degree programmes:

MBA (full-time)

Executive MBA London (part-time)

Executive MBA Dubai (part-time)

Masters in Finance (full and part time)

Masters in Management (full-time)

Masters in Financial Analysis (full-time)

Executive MBA Global America & Europe (part-time)

Executive MBA Global Asia (part-time)

Sloan MSc in Leadership and Strategy (full-time)

LBS is a leader in the field of business education. We have been ranked the number one business school in Europe for three consecutive years by the Financial Times (FT), and we hold the highest average research score of any UK higher education institution. Our EMBA Global programme has been ranked in the top four by the Financial Times. Since 2006, our Masters in Finance Full Time programme is ranked number one by the Financial Times in the post experience category and our EMBA Global Asia programme was recently ranked number two in the world (October 2017).

The success of LBS is driven by the students on our programmes. We recruit top global talent for our degree programmes. Our students are an eclectic mix of highly educated, experienced, creative, ambitious individuals. Our students choose London Business School for an academically rigorous programme designed for those looking to take their career to the next level.

As of January 2018, there are 2343 degree programme students enrolled at London

	Current student numbers	% of students
UK nationals	269	11%
EEA nationals	532	23%
Non-EEA nationals	1541	66%

Business School. 115 nationalities are represented by these students. As shown in table 1,

89% of LBS Degree Programme Students are international students. It is not an exaggeration to state that our business both depends and thrives on international students. Table 1 – LBS Degree Programme student numbers @ 22/01/2018

Section 3 – Financial Impact of LBS International Students

Tuition fees

LBS students make a significant financial investment in their future when choosing to study here. As one of the top business schools in the world, the tuition fees for our programmes are priced accordingly. Table 2 shows the total income from fees at LBS for the last 2 years, as well as projected income for 2018/19 based on expected programme growth and fee increases.

Table 2 – Revenue from tuition fees

Degree Programmes	2016/17	2017/18	2018/19
Masters in Management	£6,993,800	£7,415,200	£8,496,000
Masters in Financial Analysis	£2,480,000	£2,701,650	£5,577,000
MBA	£29,103,125	£31,087,450	£34,553,050
Masters in Finance (full-time)	£4,414,900	£5,387,500	£5,203,750
Masters in Finance (part-time)	£2,830,718	£2,732,825	£2,962,950
Executive MBA London	£9,730,902	£10,727,839	£11,746,250
Executive MBA Dubai	£8,246,721	£8,381,667	£9,038,462
Executive MBA Global	£4,502,889	£4,587,286	£4,638,291
Executive MBA Global Asia	£1,567,446	£1,335,648	£1,412,380
Sloan Masters in Leadership & Strategy	£3,230,050	£3,636,315	£3,839,000

Total	£73,100,551	£77,993,380	£87,467,134
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While fees differ from one programme to another, fees for international and UK students are the same. The total revenue for 2017/18 and the total number of students means an average LBS student is paying £33,288 in fees each year of their programme. These fees contribute directly to the running and development of London Business School.

London Business School employs 640 permanent professional staff, and there are more than 100 permanent members of teaching faculty. With catering and cleaning services provided by external suppliers, visiting faculty and speakers, researchers and other temporary staff, LBS provides employment for more than 800 people. Table 3 shows that professional staff are predominantly UK nationals whose employment is directly dependent on international students at LBS.

Table 3 – Employment data at LBS (October 2017)

	EEA	non-EEA	UK
Professional staff	19%	8%	73%
Full-time faculty	30%	52%	18%
Self-employed / short-term faculty	28%	6%	66%

Non tuition fee spending

LBS carries out an annual Cost of Living survey for all graduating students. The survey results are intended to paint an accurate picture of how much a typical student spends during their studies at LBS in order to provide guidance to future students. It also provides accurate information on the financial impact our students have on the area they live and study in.

Table 4 shows the median annual spending by LBS students per programme for the current and previous academic years, with projected spending for 2018/19.

Table 4 – Cost of Living for students on LBS Degree Programmes

Degree Programmes	2016/17	2017/18	2018/19
Masters in Management	£7,665,260	£7,946,738	£8,661,304
Masters in Financial Analysis	£2,795,415	£2,995,694	£5,890,329
MBA	£30,138,476	£31,257,742	£33,495,811
Masters in Finance (full-time)	£4,167,025	£4,619,963	£4,335,373
Masters in Finance (part-time)	£5,898,651	£5,716,933	£5,836,444
Executive MBA London	£11,956,919	£12,321,697	£12,484,003
Executive MBA Dubai	£12,618,196	£12,873,109	£13,130,571
Executive MBA Global	£8,200,089	£8,191,978	£8,355,818
Executive MBA Global Asia	£4,923,298	£4,095,989	£4,479,286

Sloan Masters in Leadership & Strategy	£2,181,900	£2,225,538	£2,270,049
Total	£90,545,228	£92,245,381	£98,938,987

For 2017/18, we expect LBS students to spend £92.2m in the UK. With 89% of students from outside the UK, this equates to £82,098,389 spent by international students alone. When we consider spending, we include essential elements such as rent, travel and bills. But we also include personal expenditure on eating out, additional travel, socialising, leisure, tourism, hobbies and so on. All of this spending is contributing directly to the UK economy, benefitting local and national services.

Looking at tuition fees and spending together, Table 6 shows the total amount of money LBS students are investing in their studies in the UK.

Table 6 – Full Cost of Attendance (tuition fees + cost of living) for LBS students

Degree Programmes	2016/17	2017/18	2018/19
Masters in Management	£14,659,060	£15,361,938	£17,157,304
Masters in Financial Analysis	£5,275,415	£5,697,344	£11,467,329
MBA	£59,241,601	£62,345,192	£68,048,861
Masters in Finance (full-time)	£8,581,925	£10,007,463	£9,539,123
Masters in Finance (part-time)	£8,729,368	£8,449,758	£8,799,394

Executive MBA London	£21,687,821	£23,049,537	£24,230,253
Executive MBA Dubai	£20,864,917	£21,254,775	£22,169,033
Executive MBA Global	£12,702,978	£12,779,265	£12,994,109
Executive MBA Global Asia	£6,490,744	£5,431,637	£5,891,666
Sloan Masters in Leadership & Strategy	£5,411,950	£5,861,853	£6,109,049
Total	£163,645,779	£170,238,761	£186,406,120

In terms of other contributions to the UK, from current student numbers, 891 students are required to pay the Immigration Healthcare Surcharge of £150 a year, with 121 students required to pay the IHS of £200 a year. This equates to an annual contribution of £157,850 towards the NHS.

As detailed in section 5, a significant number of our students take on part-time or vacation work during their studies. With average weekly vacation earnings of £1,000, assuming 12 weeks of vacation, students will also be contributing in excess of £450 in National Insurance contributions, as well as any tax payable. As a growing number of students are earning significantly in excess of £1,000 per week, their contributions to the UK economy through their NI and tax contributions are increasing accordingly.

LBS planned growth and investment Student growth

LBS has ambitious plans to grow student numbers over the next 5 years. Alongside this, LBS has made significant financial commitments to support campus expansion and enhanced education technology to ensure we remain a leader in business education. Student growth and financial investment are dependent on continuing to recruit top global talent to our programmes. Without international students, our growth and investment plans would not be possible.

In terms of student numbers, we have projected Degree Programme growth over the next 5 years, from 2300 students in 2016/17 to 2900 in 2022/23. Assuming

proportions of UK and international students remain the same, this is an increase of 534 international students over the growth period. Table 7 shows the projected tuition fee revenue until 2012/22 based on planned student growth, and incremental price increases in line with market expectations.

Table 7 – Projected tuition fee revenue 2018/19 – 2021/22

Degree Programmes	2018/19	2019/20	2020/21	2021/22
Masters in Management	£8,496,000	£9,063,000	£11,089,500	£12,957,000
Masters in Financial Analysis	£5,577,000	£6,342,000	£6,597,000	£9,486,000
MBA	£34,553,050	£38,049,000	£40,248,000	£42,072,000
Masters in Finance (fulltime)	£5,203,750	£5,382,000	£5,566,000	£5,761,500
Masters in Finance (part-time)	£2,962,950	£3,221,750	£3,332,000	£3,447,500
Executive MBA London	£11,746,250	£12,571,200	£13,168,889	£13,553,556
Executive MBA Dubai	£9,038,462	£9,515,000	£9,942,864	£10,390,998
Executive MBA Global	£4,638,291	£4,791,056	£4,982,315	£5,181,481
Executive MBA Global Asia	£1,412,380	£1,535,551	£1,752,335	£1,868,427
Sloan Masters in Leadership & Strategy	£3,839,000	£4,125,500	£4,360,000	£4,555,500
Total	£87,467,134	£94,596,057	£101,038,903	£109,273,962

The overall spending levels of our students will increase accordingly as the number of students increases, as shown in Table 8.

Table 8 - Projected student spending 2018/19 – 2021/22

Degree Programmes	2018/19	2019/20	2020/21	2021/22
Masters in Management	£8,661,304	£9,001,219	£10,881,474	£11,099,103
Masters in Financial Analysis	£5,890,329	£6,195,889	£6,319,807	£9,376,296
MBA	£33,495,811	£36,017,769	£37,198,502	£37,942,472
Masters in Finance (full-time)	£4,335,373	£4,422,080	£4,510,522	£4,600,732
Masters in Finance (part-time)	£5,836,444	£6,216,977	£6,341,316	£6,468,143
Executive MBA London	£12,484,003	£12,866,380	£13,123,708	£13,386,182
Executive MBA Dubai	£13,130,571	£13,393,182	£13,661,046	£13,934,267
Executive MBA Global	£8,355,818	£8,522,934	£8,693,393	£8,867,261
Executive MBA Global Asia	£4,479,286	£4,870,248	£4,967,653	£5,067,006
Sloan Masters in Leadership & Strategy	£2,270,049	£2,315,450	£2,361,759	£2,408,994
Total	£98,938,987	£103,822,130	£108,059,180	£113,150,456

Overall, we are projecting total spending on fees and cost of living of £222,424,418 by 2021/22. This is an increase of £52m – a 30% increase from 2017/18. This increase – and the associated financial contribution to and impact on the UK economy - is entirely dependent on the spending power of international students in the UK.

Investment

LBS has large scale estate plans, requiring significant levels of investment. In 2017, LBS opened the Sammy Ofer Centre, adding significant extra teaching space and costing in excess of £100m. We have recently acquired the lease of neighbouring property at a cost of £60m and expect to spend an additional £20m further extending its facilities. In addition, we are investing in LBS' existing site to enhance the student experience and to ensure that all the Schools facilities are of a similar high standard, spending a further £60m across estates and IT in the next 5 years.

In addition to estate growth, it is critical for LBS to invest heavily in offering scholarships to attract the best students to study with us. In 2016/17, our scholarship offering was £19m. While not insignificant, this is considerably lower than the scholarship offerings of top US business schools. Harvard Business School leads the way with \$34m in scholarships for MBA students, with other top schools not far behind. To remain competitive, we need to grow this, and our investment strategy supports this.

To support this expansion, LBS' strategic investment plans have included entering into financial agreements in excess of £45m. This is in addition to continuing to fundraise for expansion in the estate through alumni and friend donations, following a hugely successful campaign in 2015/16 where we raised £125m.

We are investing heavily in IT, paying particular attention to advances in technology and moving to a more digitally aware environment and looking at learning technology. We continue to invest in staff and faculty, and are looking to grow the PhD programme from its current numbers.

Making such financial commitments ensures that LBS remains competitive in the top tier of business schools. We are only able to do so on the basis of continuing to attract international students from every corner of the globe. We need our global reputation to stay strong, and the brand of UK post-graduate business education to remain clear and welcoming.

Section 4 – Social Impact of LBS International Students

Soft Power

The social impact of international students – and the associated importance of “soft power” of international students – cannot be overstated. The significance of this will only continue to grow as we live in an ever-increasingly global world where cultural diversity and international perspectives are valued.

The importance we place on internationalism is the very reason we continue to attract students from all corners of the globe. Living, studying and working with peers whose background and culture differs from and challenges your own, creates a learning environment quite unlike any other.

The best way to show this is by looking at a typical study group within the full-time MBA programme. There are 432 students in the newest MBA cohort. Within the cohort, there are 90 study groups. Each study group is intended to be a snapshot of the make-up of the entire cohort. This is study group B9.

Javier is from Spain, and worked previously in Corporate Strategy at Telefonica, with a special focus on Latin American operations.

Joshua is the consultant of the group, having worked in his home country of the USA for Alvarez & Marsal.

Both Mengxin and Dhavnil previously worked in finance, in China and India respectively.

Sara is a dual Polish / US national. Her previous experience in the construction industry is quite different to the experience of her study group colleagues.

Finally, Andre from Brazil brings with him his experience of marketing and media in his home country.

Between them, they speak 6 languages fluently. They have experience of education and work in 6 different countries. Their perspectives are diverse, their approaches to problemsolving are wide-ranging, their exam preparation techniques are varied and their respect for one another's viewpoints and opinions is exemplary.

When asked what the experience of their study group has been so far, their comments are thought-provoking:

“Individually, we would never have reached the insights we have included in our assignments, an example of which could be the fact that our group assignments score on average higher than the individual ones. Moreover, the diversity in our group enables us to create an atmosphere of inclusiveness, in which we can debate and discuss ideas and exchange experiences.”

“(The study group experience) prepares us for a globalised market, multicultural environments and differences of opinion. We learn to respect others' way of thinking and better understand cultural differences.”

Their experience of studying closely together over the 2 years of their MBA programme is unparalleled. The soft, but powerful, skills they will hone in their time together and continued understanding of and respect for each other are immeasurable. For all the statistics and data available on numbers of international and UK national students at LBS, there is nothing that demonstrates the value and importance of cultural diversity better than the snapshot of study group B9.

If these students stay in the UK after their studies, they will do so with a remarkable understanding of how to work and succeed in a multi-cultural environment. If they return to their home country, or seek employment in another part of the world, the experience and knowledge they have gained will allow them to educate, empower and improve the way in which business is done all over the world.

The impact of international students on UK students

Statistically, UK students are a distinct minority of students at LBS. They are, however, in a unique position to comment on how the diversity of nationalities at LBS contributed to their decision to study at LBS, and what particular impact studying with international students has had on their educational experience here. In surveying the current UK nationals studying on the full-time MBA programme at LBS, a sample of the comments received are included below.

How important was the diversity of nationalities at LBS in your decision to study here?

Very. One of the best things about LBS and London in general is that you can meet, connect and make friends with all over the world, including Europe.

The diversity of nationalities at LBS was incredibly important in my decision to study here, it's a key strength of the school in comparison to other

schools out there (such as in the US, which seem to be more homogenous in this respect).

Diversity was one of the most important factors in my decision to study at LBS. In our continually globalizing market, learning and collaborating with people from a variety of backgrounds, cultures, and industries is key to learning and excelling. It is a distinguishing factor that separates LBS from the American schools.

In what ways does the diversity of nationalities at LBS enhance your experience and education at LBS?

Potential business connections in all parts of the world

Greater cultural understanding for when you come to work with people from those parts of the world, or if you do business in those countries yourself

A much more varied, enjoyable social experience

Exposure to subtly different ways of thinking

The experience would be greatly diminished without the range of nationalities represented at the school. Ultimately I expect that most of us are expecting to be

employed by companies that work and sell across international boundaries, so we really learn a lot from having this diversity of perspective and experiences.

As a student, diversity brings new ideas, values, and ways of doing things that cannot be obtained by simply reading or studying them. The daily interactions, group work, and social situations breed discussions, knowledge sharing, and new ideas that cannot be created in cultural silos.

Clubs, groups, and teams created in the diverse culture of LBS bring growth and learning to my experience and education that cannot be obtained any other way.

It is worth noting that the low percentage of UK students at LBS is indicative of the low demand from UK nationals to remain in the UK for business education. In an increasingly globalised business world, British professionals seek to gain international experience by studying overseas – US or Europe – in the same way our international students look to come to the UK for their business school studies.

It follows that the provision of business education in the UK is unarguably reliant on international students. LBS is dependent on continued access to international students to remain competitive. Competing globally with other top business schools to attract the best students to study with us in the UK, our competitors include the top business schools in the US, Europe and Asia. We want the UK to be the place where highly skilled international students choose to study, and, if they wish to do so, choose to work when they have completed their studies. Looking at early indicators from 2017/18 admissions, we are regrettably seeing a distinct drop (circa 30%) in MBA applications from European students. With the clear impact of Brexit already hitting, it is more important than ever that international students – in which we will now include EEA nationals – are acknowledged for their value in UK education.

Alumni impact

The value of international students does not end at the end of their LBS studies. Our 42,000 alumni are based in 155 countries, meaning our reach to them - as well as their contribution to LBS – continues to and from every corner of the globe.

With around 50% of students leaving the UK after their studies, our alumni and the experience they take with them following their time at LBS is critical to LBS' continued success. Taking their UK education and experience into workplaces around the world has two key benefits. It firstly benefits their companies and colleagues, through the sharing of different perspectives to better equip business to

function successfully in today's global world. Secondly, it benefits the UK's global business reputation to have successful alumni spreading their knowledge and positive outlook following their time in the UK. In today's turbulent geo-political environment, this is surely more important than it has ever been.

LBS holds regular alumni events all over the world, the flagship of which is the annual Worldwide Alumni Celebration (WAC) held in 100 cities and over 50 countries. Whether intimate dinners or large-scale speaker events, faculty-led lectures or social gatherings, WAC gives thousands of our alumni the opportunity to reconnect with the School and continue to build our global business community. Their international student experience continues long after they leave the UK through events such as WAC – and the impact they will continue to have on the way the world does business is underpinned by their experience at LBS.

As a world leader in business education, LBS is proud to have many notable alumni – and not just in the expected areas of finance and consulting. With international astronauts, deputy prime ministers, CEOs and chairmen of FTSE100 companies, our alumni are working at the forefront of today's global business world. We are equally proud of our students with less headline-grabbing, but equally valuable roles. With an alumna in Myanmar taking the lead on launching investment opportunities in the country, an alumnus working in not-for-profit to provide consulting by phone and Internet to small and medium sized businesses in Uganda, Malawi and Rwanda, and a team of alumni working together to literally put weather stations on the map in Africa, our alumni share passionate stories of the importance of their experience of international education at LBS.

LBS alumni continue to directly support today's LBS students in a number of important ways. Our alumni are integral to our Recruitment and Admissions process for prospective students. Using their global reach, they interview all short-listed applicants to LBS. This means our prospective students are interviewed often in their home countries, by alumni who really understand their challenges and their strengths. This unique approach is only possible by having international alumni who have both the home country knowledge, and the experience of the UK, to properly inform on an applicant's suitability for LBS. This community approach is one of LBS' strengths, and it relies on international students.

LBS also benefits from the financial support of our alumni to our current students. Our scholarship portfolio is part funded by alumni donations, with £3.3m provided directly by alumni in 2016/17. These donations – which are donated by alumni throughout the world – provide a key financial support for students, as well as

maintaining an important link between our alumni and LBS. Looking more broadly at the financial contribution of our alumni, 15% of

LBS' operating revenue comes from donations and endowments. Alumni donations – the vast majority of which are from our international alumni – are critical to the continued success of LBS.

With the power our alumni have to advocate for UK education, we should not underestimate the importance of international alumni and the positive impact they have not only for LBS, but as brand ambassadors for UK education throughout the world.

Section 5 – International Students and Employment

Employment during studies

While LBS' commitment to academic excellence is key to attracting students, our location in London – and all that this offers – is of equal importance. Critical to this are the employment opportunities available for full-time students to complement their studies, and to provide the opportunity for them to put their academic experience into practice while in London.

On programmes lasting more than 12 months, internship opportunities during vacation periods are highly sought after both for the experience of the internship, but crucially in looking towards post-study work employment. The graduating class of MBA2016 saw 99% of students secure vacation time internships, 74% of which were based in the UK. Perhaps unsurprisingly, the largest sector for this was financial services, with 31% of students finding employment opportunities in PEVC, Investment Banking or Investment Management. With careers in tech growing steadily in demand, 28% of students took on internship opportunities in internet / e-commerce, fintech and other tech areas. Other areas included consulting, healthcare / pharma, media, energy and retail.

As well as the experience gained through employment, the financial impact on students is also important. The mean weekly salary for LBS students taking on vacation work in 2015 was £1,030 GBP. These earnings provide financial support

directly to the students, which the students then spend in the UK during the remainder of their studies, directly contributing to the UK economy.

It is equally important to note the benefit for companies who recruit internship students from LBS. Hiring LBS students for short-term projects and internships allows employers access to high calibre, focussed, diverse individuals. When asked the specific benefit of this, a senior manager in a global brand travel company summarised the advantages:

“We look for inspiring and innovative people to join our teams. We want people who can make a significant impact with a passion to always learn and always grow and we believe

LBS students meet this criteria.”

Post-study employment

Our diversity of students is a major part of our appeal to employers, who look to LBS to hire world class talent to support their global business activities. A global business world needs leaders who understand how to do business in different countries and continents. Employers value this, and understand the benefits to their business in recruiting a varied workforce with a global outlook. Table 9 shows statistics from our most recent employment reports, showing the high levels of employment of our graduates, and overall mean salaries.

Table 9 – Employment Report statistics

Programme	Graduating Year	% graduates in employment within 3 months	UK	EU	Rest of World	Mean salary
MBA	2017	93%	50%	16%	34%	£ 79,866
Masters in Management	2017	96%	42%	33%	25%	£41,963*
Masters in Financial Analysis	2017	96%	53%	20%	27%	£41,963*

Masters in Finance	2016	92%	27%	10%	63%	£67,724
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*2016 Masters in Management data as 2017 data is yet to be finalised.

The table also shows the locations in which LBS graduates find employment following their studies. The MBA is LBS' flagship and largest programme, with 425 students in the graduating year of 2017. More than 200 of these students were able to stay in the UK and use their experience and the knowledge gained during their studies in post-study employment. Having the opportunity to do this is critically important to LBS students, and remains a key issue for students looking to undertake an MBA.

While our statistics on post-study work in the UK remain good, this is in spite of negative immigration changes in recent years. In 2014, LBS carried out analysis of the perception held by LBS applicants of the opportunities for post-study work in the UK. The results were submitted to the All Party Parliamentary Group on Migration's Inquiry into the closure of the Post-Study Work (PSW) route. The findings of the survey were unsurprising. In response to the question *"What impact has there been on applicants' perception of the ease of finding post-study work in the UK since the change to post-study work rules in 2011?"*, 100% of those who responded believed there has been a negative impact. In response to the question, *"How do you believe the changes to post-study work have impacted on our ability to be competitive with business schools in other countries?"*, 80% of those who responded believed there has been a negative impact.

The question of whether or not it is possible to work in the UK after graduation remains a key concern for potential applicants who are looking at business schools across the world. Our competitors include Columbia, Harvard and Wharton in the US, as well as Insead in France. In the 2017 Application Trends Survey carried out by the Graduate Management Admissions Council, Canada is leading the way with increases in students applying to business school there.

It is therefore pertinent to look at the post-study work options in these countries. And in doing so, it is difficult to justify that the UK's options are competitive.

In the US, MBA graduates are permitted to stay and work for 12 months, before they require sponsorship to continue working.

In 2014, the French government introduced new opportunities for highly skilled graduates to stay for up to 4 years following graduation.

In Canada, there is a post-graduation work permit available for up to 3 years, depending on the length of a student’s degree.

The current post-study work options in the UK – particularly when compared to other countries, but also to previous UK immigration options - are a significant disadvantage in attracting the highest qualified applicants to the UK. Applicants to LBS tell us that current UK immigration policy does not present the UK as being open to business, or open to highly talented, qualified students staying to work in the UK. The closure of Post-Study Work in the UK in 2011 regrettably created a negative perception of the UK, which has not been addressed by efforts made by government in recent years to attract and retain the brightest and the best. The rules for Tier 2 are often too confusing for most employers, or employers are too nervous about making a mistake to invest in recruiting non-EU workers. The rules need to be simplified and more flexible to ensure that our high calibre students are not disadvantaged.

Table 10 shows the changes to % of LBS students staying in the UK to work since 2005. The immigration options available are clear indicators of the impact of government policy on the ability of our high calibre students to stay here and contribute to the UK workforce and economy following their studies.

Table 10 - % of LBS MBA graduates staying to work in the UK

Graduating year	% of graduates staying to work in the UK	Immigration options
MBA2005	64%	

MBA2006	64%	MBA provision of HSMP available
MBA2007	69%	
MBA2008	62%	
MBA2009	51%	HSMP removed, Tier 1 General available
MBA2010	57%	
MBA2011	51%	
MBA2012	47%	Tier 1 General removed, Tier 2 sponsorship available
MBA2013	45%	
MBA2014	48%	
MBA2015	52%	
MBA2016	52%	
MBA2017	50%	

With the MBA provision of the Highly Skilled Migrant Programme available until 2008, the number of MBA students staying to work here were comfortably above 60%. When HSMP was removed, this dropped significantly. With the removal of Tier 1 General in 2011, the numbers dropped even further. In the last 3 years, LBS has seen a small increase in numbers – due mainly to focused employer engagement on the Tier 2 process, and specific support provided by LBS to employers - but we are still significantly below the levels of previous years.

An alternative to Tier 2 for post-study work

Rather than any more or continued restrictions to Tier 2 for UK educated students, we would welcome a return to less restricted Post-Study Work visas, especially for high calibre students. We want to see visa policy that gives our graduating students a real opportunity to stay and contribute their wealth-creating skills and experience to the UK economy before, in many cases, returning to their countries of origin. We want to see a more simple approach, with fewer complicated rules and more emphasis on appreciating the value our students bring to the UK.

Highly skilled workers, such as MBA graduates and other graduates with high level Masters qualifications bring unparalleled experience and skills to many different sectors of the economy. We would propose that the points system for Tier 2 differentiates between differing levels of qualification when considering what makes a worker highly specialised and qualified.

Entrepreneurs and Exceptionally Talented

In addition to structured employment options for LBS graduates, the opportunity for graduates to stay here in other categories is equally important.

Tier 1 Graduate Entrepreneur

LBS is a prolific user of Tier 1 Graduate Entrepreneur endorsements, having endorsed 97 students in this visa category since 2012. From an initial 4 students in the launch year, this increased to 30 students in 2016/17 and we expect this to continue to increase. The current policy and process for Tier 1 Graduate Entrepreneur works well and we are keen to see it continue. There are however, 3 key areas where there is room to make improvements.

Firstly, there is currently an incongruence between Tier 4 prohibition on self-employment, and supporting students into Tier 1 Graduate Entrepreneur. Entrepreneurs do not become entrepreneurs overnight. For many of our students who will move into Tier 1 Graduate Entrepreneur following their studies, their business idea is in place even before their studies. Moreover, they wish to use their studies as a time to refine, develop and prepare for launching their business when they graduate. We would like to see students encouraged to be entrepreneurial, and to provide an opportunity within immigration policy that allows this. The monitoring requirements for Tier 1 Graduate Entrepreneur currently carried out by LBS could quite simply be extended to monitoring self-employed students during their studies. This would ensure compliance concerns are addressed, while permitting entrepreneurial students the opportunity to explore their business plans during their studies.

Secondly, we would welcome extending endorsements under Tier 1 Graduate Entrepreneur to graduates joining early stage start-ups, even if the business itself is not theirs. We are regularly approached by students who have opportunities to join start-ups in high level roles such as Chief Technical Officer, Chief Marketing Officer or Chief Financial Officer. Current Tier 1 Graduate Entrepreneur policy does not permit LBS to endorse such students, nor are the start-ups sufficiently established to have obtained a Tier 2 Sponsor Licence. With the government's industrial strategy

committed to making the UK the best place to start and grow a business, providing better opportunities for international students to contribute to this is essential. Without this, the high calibre students we are investing in will be unable to stay here. This will be both a loss to the UK, and a gain for other countries with whom the UK is competing in innovation, technology and enterprise.

Lastly, we would welcome the inclusion of time spent under Tier 1 Graduate Entrepreneur in calculations towards settlement. Currently, a student at LBS can complete 2 years as a student, 2 years as a Tier 1 Graduate Entrepreneur and still be 5 years away from settlement. We would support 2 years spent under Tier 1 Graduate Entrepreneur to be combined with 3 years as Tier 1 Entrepreneur to count towards the 5 year settlement requirement. This would go some way to acknowledging the value international students bring to the UK both during and after their studies.

Tier 1 Entrepreneur and Tier 1 Exceptional Talent

The numbers of our Graduate Entrepreneurs switching to full Entrepreneur are also growing as our graduates successfully launch businesses which grow to the required levels for Tier 1 Entrepreneur. While the lower investment requirement for Tier 1 Graduate Entrepreneurs is welcome, the burdensome and subjective process of applying to stay as a Tier 1 Entrepreneur does not portray a positive environment. We would welcome further simplification of Tier 1 Entrepreneur applications for those who have been successfully endorsed as Tier 1 Graduate Entrepreneurs.

We welcome the government's extension of the Tier 1 Exceptional Talent category, and the increase in places available. We support the provision of opportunities that differentiate on the basis of skill, qualifications and potential to succeed.

London Higher

LONDON HIGHER RESPONSE TO THE MIGRATION ADVISORY COMMITTEE CALL FOR EVIDENCE.

TOPIC: INTERNATIONAL STUDENTS: ECONOMIC AND SOCIAL IMPACTS

About London Higher:

London Higher is an 'umbrella' body representing nearly 50 universities and higher education colleges in the city. We support universities and higher education colleges to come together and identify the opportunities and address the challenges of working in London.

We are a not-for-profit charity and company limited by guarantee, established in 1999.

For details of the data used, please see the end of the submission "about this response."

Date : 26th January 2018

Question:

How do migrant students affect the educational opportunities available to UK students?

The statistical evidence in figures 1-6 show that, in many cases, **migrant students studying in London are directly responsible for the financial viability of courses in certain subject areas. They therefore increase the educational opportunities available to UK students. Figure 1 gives the total number of student in London, and the percentage of which are international and domestic.**

When looking at both **EU and non-EU Migrant students**, current numbers of international and other EU students results in a greater choice of subjects for domestic students due to the fee contributions of migrant students studying in London institutions.

This effect is even more prevalent at post-graduate (PG) level (Figures 5 and 6). As the statistics at the end of this submission show, certain subject areas such as engineering and technology, have **over 70% of their students from overseas.** **For many subject areas the level is over 60% international students.**

Post-graduate education is of huge benefit to domestic students and the UK economy, and international students help to ensure greater choice of subject at PG level by making these courses financially viable. **Greater choice for domestic students in London has clear benefits to the wider UK economy by providing diverse skills.**

This is further supported by the fact that these courses with high migrant student numbers are in subject areas which **underpin the Government's Industrial Strategy.** For example mathematical sciences, biological sciences, creative arts and design and engineering and technology.

These figures cut across institution types and specialisms and research-intensive institutions are equally, and in some cases more, affected by this trend than post-92 institutions.

If significant reductions in international students were seen as a result of a more restrictive student migration policy, a number of London institutions would need to reconsider the breadth of courses on offer to all students, both international and domestic.

In numbers terms, figure 2 shows that tuition fees paid by international students contribute more than 39% of the total student fee income for London's universities. Non-EU International students pay £1.185 billion in tuition fees to London HEIs and EU students add £198 million on top of this figure.

This money is important to the universities as it allows them to offer a wider array of courses, which benefits UK domestic students by increasing their opportunities and choice, as well as the UK economy by training a workforce that has diverse skillset; something it plainly needs.

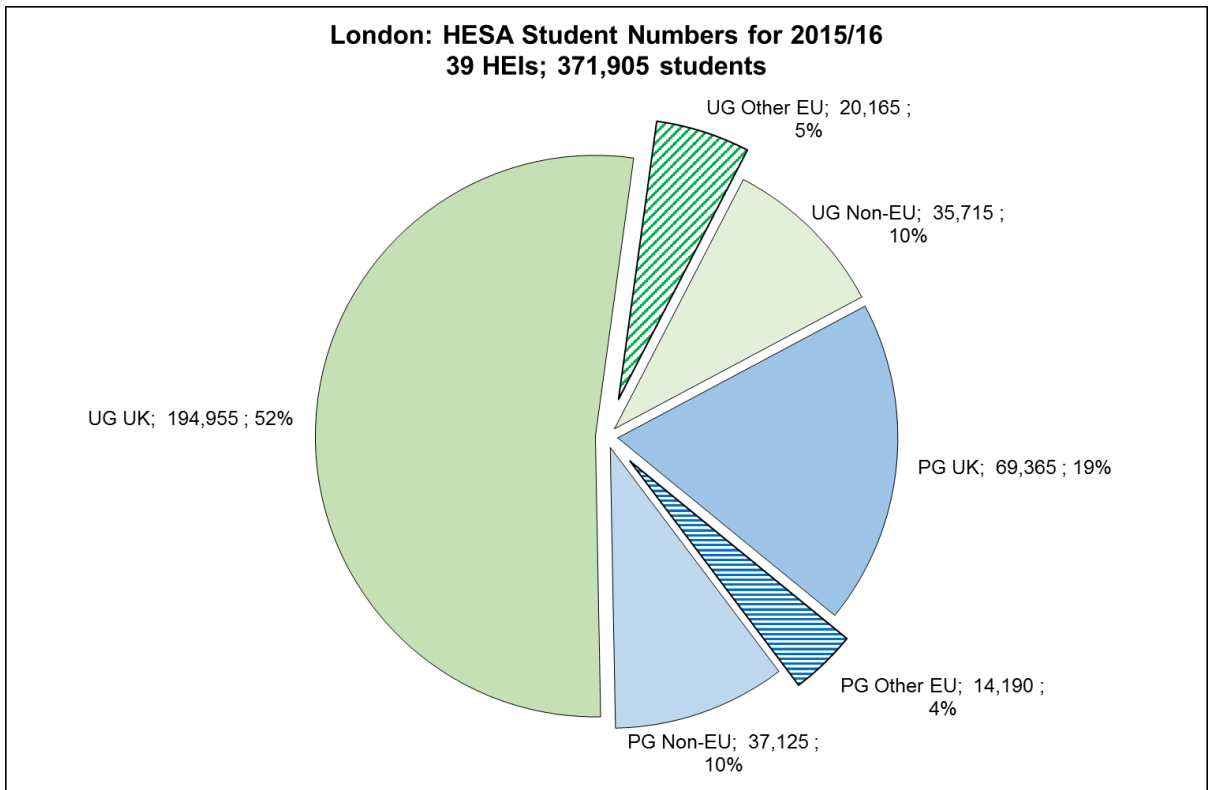
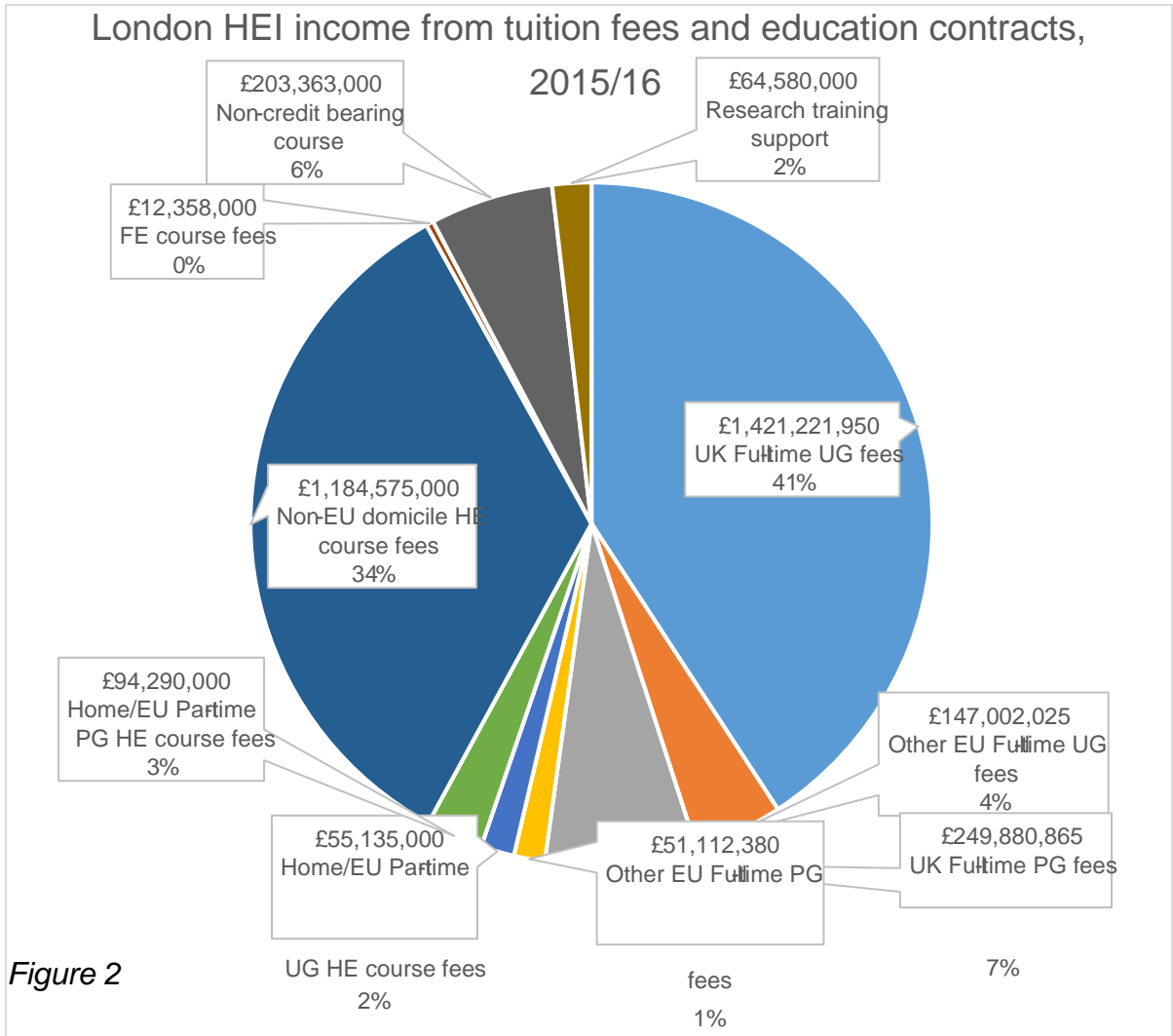


Figure 1



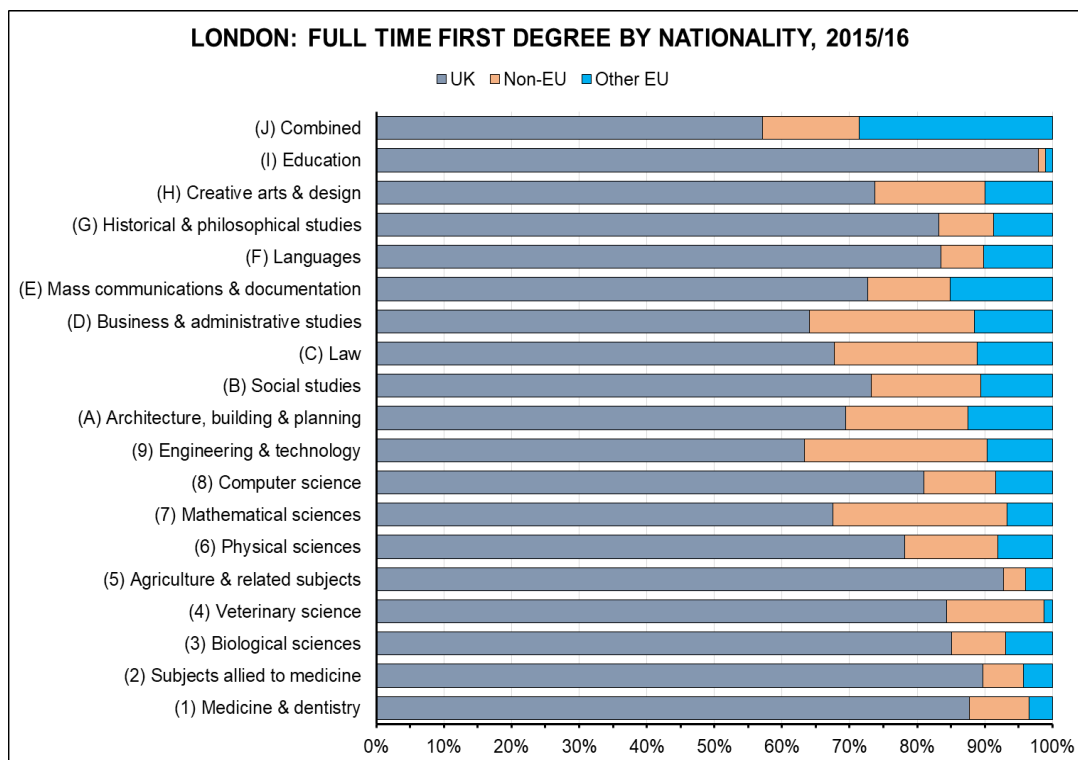


Figure 3

FULL TIME FIRST DEGREE, First	No. FT degree	% Other EU	%Non-EU	%Other EU and Non-EU
Engineering & technology	12,860	9.7%	27.0%	36.7%
Combined	25	24.0%	12.0%	36.0%
Business & administrative	30,755	11.6%	24.3%	35.9%
Mathematical sciences	4,960	6.7%	25.8%	32.5%
Law	9,050	11.2%	21.1%	32.3%
Architec. building & planning	3,760	12.6%	18.1%	30.6%
Mass comms. & doc.	7,695	15.1%	12.2%	27.3%
Social studies	21,445	10.6%	16.2%	26.8%
Creative arts & design	31,960	10.0%	16.3%	26.3%

Physical sciences		8.1%	13.7%	21.8%
	6,790			
Computer sciences		8.4%	10.6%	19.0%
	10,105			
Hist. and phil. studies		8.7%	8.1%	16.8%
	7,420			
Languages		10.1%	6.4%	16.5%
	9,455			
Veterinary sciences		1.2%	14.1%	15.3%
	1,245			
Biological sciences		6.9%	8.0%	14.9%
	18,710			
Medicine & dentistry		3.4%	8.9%	12.3%
	9,985			
Allied to medicine		4.3%	6.0%	10.3%
	20,145			
Agriculture & related		3.6%	3.3%	6.9%
	755			
Education		0.9%	1.1%	2.1%
	6,175			
Total - All subjects	213,295	8.8%	14.8%	23.6%
* Core area in Industrial Strategy				

Figure 4

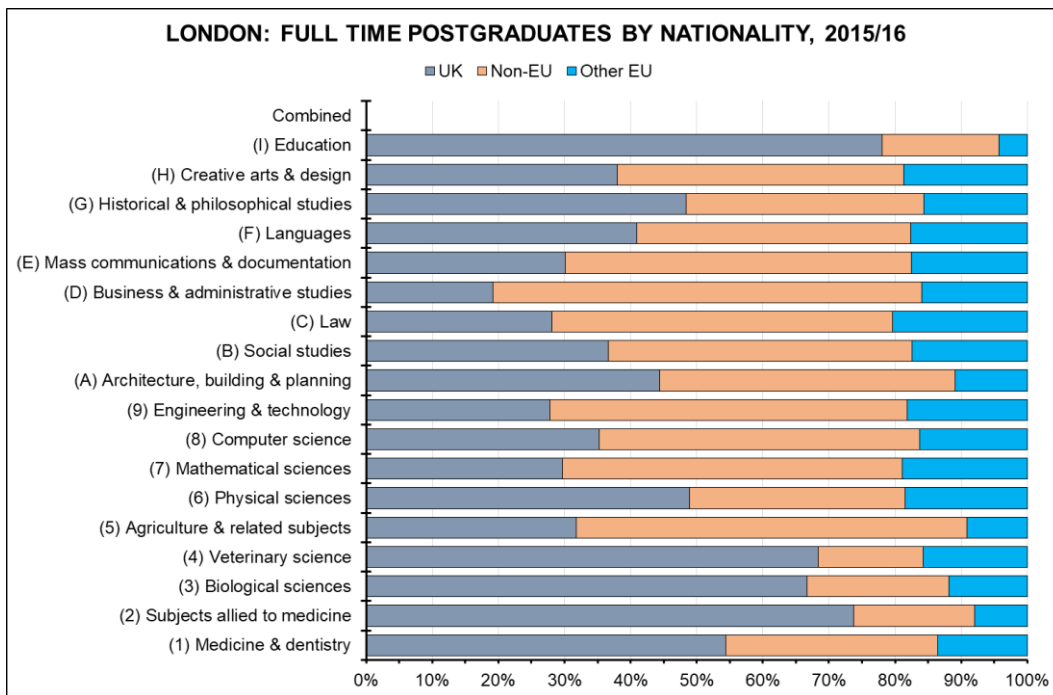


Figure 5

FULL TIME POSTGRADUATE, 2015/16	No. FT PG	%Other EU	%Non-EU	%Other EU and Non-EU
Business & administrative	14,165	15.9%	64.9%	80.9%
Engineering & technology	5,060	18.2%	54.0%	72.2%
Law	3,965	20.4%	51.5%	71.9%
Mathematical sciences *	1,240	18.8%	51.6%	70.4%
Mass comms. & doc.	2,620	17.5%	52.5%	70.0%
Agriculture & related	110	10.9%	58.2%	69.1%
Computer sciences	2,865	16.2%	48.5%	64.7%
Social studies	9,205	17.4%	46.0%	63.3%
Creative arts & design	7,075	18.7%	43.3%	62.0%

Languages	2,095	17.5%	41.6%	59.1%
Architec. building & planning	2,745	10.8%	44.9%	55.7%
Hist. and phil. studies	2,170	15.6%	36.0%	51.6%
Physical sciences	3,060	18.4%	32.6%	51.0%
Medicine & dentistry	4,660	13.5%	32.2%	45.6%
Biological sciences	4,475	11.9%	21.5%	33.4%
Veterinary sciences	190	14.2%	16.3%	30.5%
Allied to medicine	4,585	7.9%	18.3%	26.3%
Education	5,145	4.3%	17.7%	22.0%
Combined	-	-	-	-
Total - All subjects	75,430	15.1%	43.6%	58.7%
* Core area in Industrial Strategy				

Figure 6 **About this response:**

It is supported by London Higher's own analysis from data supplied by the Higher Education Statistics Agency (HESA).

Source: Students in Higher Education, 2015/16, February 2017, and data supplied under license by the Higher Education Statistics Agency Limited (HESA).

Notes:

- (i) Figures reproduced by permission of HESA who cannot accept responsibility for any inference or conclusions derived from the data by third parties.
- (ii) All figures refer to 39 of 40 HE providers in Greater London region including Royal Holloway, University of London, but excluding The Open University in London (data not available).
- (iii) Figure 2 comes from calculations by London First and HEPI.

London Metropolitan University

London Metropolitan University has students from 148 nationalities who bring a wealth of knowledge, experience and diversity to our University community, and make a huge contribution both financially and in the enrichment of teaching and learning which enhances our home student's experience, employability, cultural education and social capital. After graduation, international students often take on important professional roles and create exciting and successful enterprises. This reinforces the reputation of UK Higher Education and builds the UK's soft-power across the globe.

What impact does the payment of migrant student fees to the educational provider have?

Fee income

International, non-British, students constitute 38% of the London Metropolitan University student population and contribute over £30m in tuition fees of a University total of £80m.

Widening Participation

In 2015-16 the Higher Income fee raised by LMU and countable for the purposes of our Access Agreement was just over £18M and of this 30% - £5.4M - was invested into Widening Participation, Access, Success and financial support projects and funds.

If international students were excluded, in 2015-16 income there would have been approximately £1.3M less to spend on widening participation and access programmes.

Programmes that would either be significantly affected or under threat of withdrawal include:

- Working with underrepresented groups in higher education and in our local communities, for example those with disabilities, care leavers and estranged students.

- Long term programmes working with local schools
- Success Coaches, Learning Mentors and other vital services for current undergraduate and post graduate widening participation students.
- Financial aid for Leaving Care students

Do migrant students help support employment in educational institutions?

Since 38% of the student population is non-British and their fee contribution is £30m, a significant portion of all staff posts (1125 FTE) are funded from this source, across academic schools, professional and support services, through to the catering and estates teams.

Specifically related to international students, the University employs 8FTE staff who are directly involved in recruiting, supporting and managing compliance for our international students. We also have staff involved in the teaching of specialist courses for international students such as pre-sessional English or International Foundation programmes and in admissions and fees processing for international students.

The University employs many international students as Student Ambassadors who support and participate in institutional events including recruitment and outreach programmes.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

The following research has been published by Universities UK and London First:

Universities UK: The economic impact of international students

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/briefing-economic-impact-ofinternational-students.aspx>

London First: London Calling: International students' contribution to Britain's

economic growth <http://www.londonfirst.co.uk/international-students-a-2-3-billion-british-success-story/>

Both reports demonstrate the significant benefit of international students choosing the UK to undertake their studies, with London First research stating ‘a net benefit of £2.3 billion to the UK economy from London universities alone’.

How do migrant students affect the educational opportunities available to UK students?

Academic enhancement

International students offer a different perspective on professional and academic issues and bring diversity in learning styles and approach to study skills. They make a very valuable contribution to the academic cultural mix and to the overall student experience. International students have consistently provided opportunities for partnerships outside of the UK, therefore benefiting UK students too.

International students have been amongst the highest achievers on our courses. Many graduates go on to contribute to successful UK industries such as the creative arts.

Academics advise:

UK students benefit greatly from sharing classrooms with students from across the world, in terms of enriching classroom discussions and the curriculum more generally, developing their intercultural awareness and understanding, which puts them in good stead for the international careers many of them seek.

The presence of international students brings a compelling global perspective to UK students in class discussions and project teams

Our students tell us:

‘Universities are supposed to provide knowledge, and what better knowledge than comparing an idea that can be culturally biased with the one of someone who comes from a reality very far from yours? Living in an international/ multi-ethnic community is exciting and open minded. In a country such as the

U.K, where the spectrum of racism is fuelled by the referendum about Brexit, now more than ever it is pivotal to destroy the stereotypes, especially in young people.'

'I feel that having international students make for a diverse learning environment. I get to network and socialise with different people from diverse demographics bringing their experience of the wider world'

'In my personal experience, having interacted with UK students as part of my degree, our presence has enriched their educational journey as much as their presence has enriched ours. Allowing cultural diversity opens opportunities for a more valuable learning experience that explores different perspectives and takes into consideration different realities that one might have not necessarily considered in the past.'

'I have learnt about different cultures and it allowed me, through friends, to visit different countries'

'Studying in such a diverse environment gives you so much itself - it teaches you about equality, it gives you opportunity to get very different points of views on the matter and to learn from each other. I have learned so much from my classmates and it is fascinating to hear their arguments/views/perspectives on the topics we study as well as on the everyday life issues'

Holistic and social:

Our international students also play a leading role in organizing university societies and extracurricular activities. The London Met's Model United Nations Society has been chaired by international students for the past five years, most recently students from Poland and the Czech Republic. The society participated in the London International Model United Nations conference 2017, where London Met students had opportunity to cooperate with more than 1700 students from all around the world and to represent the university by active participation in the debates. The society serves as an educational platform to all students at London Met and provides them

with opportunity to further enhance their skills. It also helped the Society Chair and seven other students to gain work placements related to their field of study.

Similarly, the London Met Amnesty International Society was led by a student from the

Democratic Republic of Congo last year and this year is chaired by a student from Germany.

UK students have greatly benefitted from the events and trips organized by these and other societies.

Widening Participation and Outreach:

All of our outreach and widening participation programmes are also staffed by Student Ambassadors with migrant students employed together with their UK student counterparts. Ambassadors undertake presentations in local schools and colleges and work on programmes such as raising the attainment of local students predicted to achieve low grades in their GCSE's; mentoring students in specific subjects; offering pastoral advice and guidance on choosing and studying at university. Schools and colleges appreciate that our student cohort is so diverse and often choose to work with the University because we reflect their own student body.

What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

London Metropolitan University has no residential accommodation so all students reside in private sector across the London area, in a family home, privately owned student accommodation such as Unite or private lets.

London Metropolitan University is well served by public transport links. We can see from

Oyster Card requests that over 1960 international/EU students applied for the student discount Oyster Card in September and October of this year. From the records we note that our students travel in from all zones, 1-6 and beyond.

What role do migrant students play in extending UK soft power and influence abroad? One of the particular positives in drawing together the data for this consultation is the reinforcement of the notion of the power of UK Higher Education

to create opportunity and promote social improvement, and also to project a positive image of the UK across the world.

A more extensive list of the excellent work undertaken by our graduates can be found in Appendix 2, some selected highlights follow:

N (Germany): N has had a diverse and successful international career, including working as: International Community Manager for Young European Leadership; Country Director, Namibia for the Hanns Seidel Foundation Southern Africa; Strategic Development Adviser at the Afghanistan Center for Excellence, Kabul; and policy columnist at MindThis, Canada.

D (Italy): Currently Consultant at World Bank Group, Washington DC, having previously been the Penn Kemble Fellow at the National Endowment for Democracy and Consultant at the Food and Agriculture Organization of the United Nations.

B (Slovakia): after graduating, went on to work at the Slovak embassy in London, where she headed the Press and Economic sections.

Z (Somalia): She is the Secretary General of the Hanoolaato Party, a Somali youth advocacy group. In June 2014, she was appointed the new Director of Community Policing at the Somali Police Force. The first woman in many years to hold a senior position within the SPF. She is a full Colonel and Chief Commander of Community Policing and Public Relations at the Mogadishu based national agency.

K (Poland): after graduating with a BA in Diplomacy and International Relations in 2015, went on to work at the Polish Embassy and then the Commission of the European Union.

X (Russia): Founded an architecture studio and cultural consultancy. Completed projects include a children's center in Cambodia, exhibition pavilions and exhibition design, as well as social projects in Cambodia and for the Olympics. Lives between Moscow and London and has been teaching at our partner university MARCH and working on projects between the two cities. She has written for architectural publications in the UK and internationally

D (USA): after graduating, went on to work in the press office of the US embassy in London, was the Head of the Press, Politics and Public Affairs section of the British Consulate-General in Boston, moved on to be a press officer in US Immigration and Customs Enforcement, and is currently Regional Senior Advisor at U.S. Department of Homeland Security (Greater Boston Region).

Job titles of recent international graduates include:

- UNESCO, Chair of Philosophy for Peace
- Foreign Affairs Officer, Embassy of the Slovak Republic
- Government Advocacy and Policy Officer, European Chamber of Commerce
- Magistrate, Ministry of Interior Affairs,
- Financial Advisor/Supervisor, Austrian Financial Market Authority
- Advisor to the State Secretary of Trade and Investment, Department of Foreign Investments in Ministry of Economy
- Senior Detective Constable, Finnish Police
- Ministry of the Interior – Diplomatic Official, Abu Dhabi Police GHQ
- EU Policy Officer Trainee, Transparency International EU (part of the global anticorruption movement, Transparency International)
- Event Manager, Dachverband Schweizer Jugendparlamente (The umbrella organization of Swiss Youth Parliaments)
- Chief Financial Officer ASIACELL (the leading provider of quality mobile telecommunications and data services in Iraq with a subscriber base of nearly 12.5 million customers)
- Politician, Chama Cha Mapinduzi party, Tanzania
- Senior Police Advisor, Ministry of Interior, Iraq
- Director, Marketing and Strategy for CIGNA (Global health service company).
- Creative Director, MNIL Norway
- IT Regional Supervisor South America, Business France
- Planning And Budget Analyst, Ministerio De Planeamiento

If migrant students take paid employment while they are studying, what types of work do they do?

The following are examples of work undertaken at the University during studies:

- Student Union Receptionist

- Student Ambassador
- Clearing Assistant
- Events Assistant
- Library Assistants and Shelves
- Student Peer Support
- Administrative Support
- Gym Reception/Assistant
- Laboratory Intern
- Lecturer (P/T)

We are also aware that our international students, where allowed under UK law, often undertake roles in the private sector in the hospitality and leisure industry, such as bar work and catering; retail and telemarketing.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Employed students

Our students are very keen to enter the labour market in the UK, their home countries and across the world. As we have previously explored those who have entered into high profile jobs overseas, we will concentrate on UK employment in this section. A snapshot of roles currently filled by LMU international graduates:

- Private secretary in the Cabinet Office, Downing Street
- Chief Executive, Odd Eyes Theatre
- HR Adviser, Catholic Agency for Overseas Development (CAFOD)
- Visual data journalist, The Economist
- Project Engineer, Omega Security Systems
- Research Scientist, STS Defence Limited
- Design Engineer, UK Network Rail Infrastructure Projects
- Design Director, Soho House
- Lead Digital Technology Developer (QA Test Automation Engineer), Accenture
- Senior Lecturer, University of West London
- Product Specialist – Automotive, Tesla Motors
- Media Accounts Manager, Proctor and Gamble
- Embassy Official, Spanish Embassy in London
- Finance Analyst, Credit Fix

- Disabled Children Worker, Royal Borough of Greenwich Council
- Recovery and Opportunities Coordinator, Islington Council
- Vice President Communications & Business Development, AIESEC □
Managing Director Media Production, Cinemotion Ltd

An indicative list of the types of roles of EEA nationals took up, collected via the DHLE, can be found in appendix 3. Many of our students enter areas of employment that experience difficulties in recruiting and retaining highly skilled staff. According to the UK Commission for Employment and Skills Employer Survey 2015 sectors with high skills shortages include

Business Services, Financial Services, Health and Social Work, Arts and Other Services, and Education. As can be seen in appendix 3, the majority of EEA role types are within these sectors.

Employer Evidence

London Metropolitan University has close relationships with many employers who recognise the value of international students and who were keen to be involved in this consultation. A copy of a letter signed by over fifty employer partners can be found as appendix 1 of this submission.

Enterprise and self-employment

At London Metropolitan University there is a keen entrepreneurial spirit, particularly among our migrant students. This is embraced during our teaching and enhanced and supported by the

LMU [Accelerator](#), a specialist business incubator in Shoreditch, the heart of London's ICT and digital media community. The Accelerator team specialise in the incubation of, and delivery of business development programs for high value, innovative, growing businesses in information and communication technology, interactive media, e-learning and design.

Examples of outstanding enterprise from London Metropolitan University international graduates:

Moove Agency was co-founded by London Met graduate Ilona Filipi who has grown the company from 2 to **15 people** over the past seven years. They work with companies such as Sony and Which? and also have a team of 10 developers working across Czech Republic, Romania, Macedonia & Bulgaria. <https://www.mooveagency.com/>

ESTAR is an architecture, landscape and design studio based in Santiago de Compostela. Working internationally, the studio focuses on delicate work for buildings, cities, and territories of historical and cultural value. ESTAR has widely collaborated internationally, works with UK based collaborators and has **offered our graduates employment**. <http://estar.archi/info/>

Arctic Power Berries (<http://www.arcticpowerberries.com>) was co-Founded by Finns and childhood friends Anna Ojutkangas and Eve Suoyrjo whilst they were both students at London Met. The business is London based and their products are currently stocked in major retailers including Waitrose, Ocado, Wholefoods and Harrods. To date the company has raised more than £160,000 worth of investment across three funding rounds.

M (Furniture & Product) has now returned from home country (Italy) to start his own business here in the UK. He showed at Milan Designers Block in 2015 as a student

Dottore London (<http://www.dottorelondon.com>) began as the first Italian gynecological and paediatric clinic in London. Today it has expanded into the delivery of consultations with gynaecologists, paediatricians, dermatologists, orthopedists, neurologists, gastroenterologists, psychiatrists, physiotherapists, ENT specialists, speech therapists, dietitians and psychotherapists. The business was founded by Giorgia Bacco, an Italian, who studied Marketing at London Met and who won the university's Big Idea Challenge in 2014. Turnover exploded in 2016, increasing more than 100% on the prior year, and the business is currently in the process of moving into its own clinic in central London.

Seable (<http://seable.co.uk>) is an award winning social enterprise, which organises accessible and active holidays for individuals, couples, families and small groups. A graduate of London Met, Seable's Founder, Damiano La Rocca, is originally moved to London from Italy to study International Tourism Management. Since launching in 2012, Seable has raised £26,000 worth of investment, and currently employs one

part-time member of staff. Damiano has also won a number of awards for his social enterprise, including the People's Choice Award in the 2015 UK Varsity Pitch competition.

Kiki Tang Jewellery (<https://kikitanglondon.com>) is a luxury jewellery business of Kiki Tang. Originally from China, Kiki was named as one of the nation's 'Bright Young Gems 2014' from the UK's new designers and she also was a top prize winner of the 'Simon Benney' Award. Her work has been featured internationally, including in magazines such as House of Coco, Harper's Bazaar, Jewellery Focus and Eluxe.

Betting Metrics was co-founded by Martin Grozev (Bulgaria) in 2016 to help serious bettors manage and analyse their bets - tackling a market worth £23B globally. They have gone on to raise their first round in seed funding led by the investment fund RLC Ventures, built version one of the product and signed up close to 1,000 users. They now employ 2 developers in Bulgaria, where their main office is based.

Website: <https://www.bettingmetrics.com>

JA (Jewellery & Silversmithing) from Latvia, she has started her own business and is also employed as a jeweller in the industry.

She has returned to the University on several occasions to help students develop their professional approaches to work.

My Green Bag was founded by London Met graduate Mahamood Raihan (Bangladesh). My

Green Bag is an online fashion retailer specialising in leather bags and goods.

Raihan has built this into a successful and sustainable lifestyle business over the past 5 years and has employed various part time people over the lifetime of the business. Website: <https://www.mygreenbag.co.uk>

Fresh Start is a new social enterprise in pre-launch development phase founded by London Met students Valeria Kormysh, Oriol Iglesias and Jesus Diaz. Through this project they are **tackling the problem of homelessness in London**. Fresh Start will be a converted iconic London double decker bus fitted out with showers and changing rooms. This will be a mobile support centre to the capital's homeless community providing a chance for a shower and clean clothes as well as connecting users to existing support services such as job training and shelters. In 2017 Fresh

Start won the London Met Big Idea Challenge and received their award from The Duke of York at St. James' Palace. Valeria is from Italy; Oriol and Jesus are from Spain

Made In Shoreditch is an online magazine dedicated to celebrating the coolest things happening in the capital - from fashion to food to technology to art to events. Founded by London Met graduate Giedrius Ivanauskas (Lithuania) they have built a strong following including over 600,000 Facebook and 36,000 Twitter followers. Website: <http://madeinshoreditch.co.uk>

What would happen in the event of there no longer being a demand from migrant students for a UK education?

It is likely that some of our courses which attract sizeable numbers of international students would no longer be as viable. The impact would certainly mean a reduction in the numbers of Masters courses that the institution can offer as well as research degree opportunities. We have witnessed this before as an institution when the Tier 4 license was revoked for a year – it was particularly impactful in the Business School in terms on the ability of the School to offer Masters level programmes of study.

More significant, although less apparent from outside the classroom, would be the impact on the experience of UK students who benefit immeasurably from a cosmopolitan learning environment. For example, having students from the Democratic Republic of Congo or Bosnia in the classroom when exploring conflicts in those regions of the world greatly enriches the learning experience of all of the students. As made clear in the testimony of our academics, there is an employability aspect here: understanding the perspectives of students from different parts of the world better prepares our UK students for successful international careers. Home students would be less well equipped for the global job market, having not been exposed to that international dimension during their studies. We would also be concerned at the lack of diversity and diminished talent pool required by UK employers to meet current skills shortages.

The reduction in tuition fee receipts would greatly impact the University and all its staff and students.

Appendix 1

Tower Building
166–220 Holloway Road
London

N7 8DB Migration Advisory Committee

2nd Floor, Peel Building SE
2 Marsham Street
London
SW1P 4DF

24 August 18

Dear Sirs,

Call for evidence on the impact of international students in the UK

In response to your recent Call for Evidence on international students, we would add our support to the evidence submitted by London Metropolitan University.

We also believe that international students, including those from the EU, add significant value to the UK both during their studies in terms of export income in relation to tuition fees and associated spending, and after, as they enter the workforce and/or return to their home countries.

While they are in the UK, we acknowledge the many benefits that international students and graduates bring to UK employers: enhancing businesses with specialist expertise and 'local' knowledge of overseas markets; filling skills gaps; providing the advantages of multi-lingual services; extending global reach and bridging the space between cultures.

On a global stage we also appreciate the soft-power associated with graduates from UK Higher Education. Recent London Metropolitan University graduates are in positions in governments, financial authorities, and established and growing companies across the world, building links and extending the reputation of UK PLC.

We enjoy the substantial benefits and value of international students to the UK and would ask that you consider this in the consultation.

Yours faithfully,

Ampere Analysis Ltd

Hit The Theatre

Assistive Solutions Ltd	Island Advice Centre
AZ Fitness Equipment Ltd	Islington Refugee Forum
Barrio Digital Ltd	Kble Ltd
BCM Search Ltd	LetsJoin Ltd
BHR Pharmaceuticals Ltd	Lickalix Ltd
Brand Events Ltd	London Capital Credit Union
Business Information Group	Lucidica Ltd
BuzzHire	Maxxima Ltd
Chace Community School	Moove Agency Ltd
CharityJob	NeuLion Ltd
Climpson and Sons Ltd	Catapult
Club Twenty Two Ltd	Open Utility
Connido Ltd	Qudini
Cornware UK Ltd	Rapporo Ltd
Creative Culture	Scarabeus Aerial Theatre
Digital Doughnut	Sletoh (trading at Seat Plan)
Duke of Uke Ltd	Startupbootcamp IoT
Duke of Uke Tuition Ltd	Sunnyside Community Gardens
eConnect Cars Ltd	Superstep Ltd
Enabled City Ltd	Trumin Ltd
EV Technology Ltd	UrbanThings Ltd
Find Me A Gig LTD, trading as Gigrade	Virtual Ware Group
Gillespies LLP	You Press
Toddlerworld Ltd t/a Gymboree Islington	Wallacespace
Hollabox Ltd	Yoti Ltd

Appendix 2: Notable Employment of LMU Migrant Graduates

Accountant, Ministry Of Interior of the State of Qatar
Accountant, Price Waterhouse Coopers
Accounting Analyst, Exxon Mobil
Ad Marketing Executive at Cedar Communications Ltd.
Administrative assistant, European commission

Advisor to the State Secretary of Trade and Investment, Department of Foreign Investments in Ministry Of Economy
Assistant Producer, Dreamrunner Pictures GMBH
Assistant project manager, Canadian embassy
Assistant Sport Development Officer, Richmond Borough
Biomedical Engineer GE Health
Care Business Analyst, Beckett Advisors Inc.
Business Consultant, Capgemini
C++ Software Engineer at Johnson Controls
Cofounder and owner, Smart Visuals
Commercial Analyst, Chevron
Corporate Banker, Unicredit Bulbank
Corporate Responsibility Manager, Experian
Credit Analyst, Banque Saudi Fransi
Design Engineer, UK Network Rail Infrastructure Projects
Digital Design Engineer, Qualcomm
Director Construction Company, Mac Construction
Disabled Children Worker, Royal Borough of Greenwich Council
Editor, SeFutbol, Spanish Football Federation: Real Federación Española de Fútbol.
Embassy Official, Spanish Embassy
Embedded Systems Engineer, Atlas Labs, Colombo, Sri Lanka.
EU Policy Officer Trainee, Transparency International EU
European Fund Manager, European Fund
Event Manager, Dachverband Schweizer Jugendparlamente DSJ
Event Officer, Embassy of Czech Republic
Film director, Rulofffilms.ch
Film producer
Finance advisor, Ghana international bank
Finance Analyst, Credit Fix
Financial Adjudicator, Financial Ombudsman Service
Financial Advisor/ Supervisor, Austrian Financial Market Authority
Financial Analyst, Bloomberg
Financial Analyst, British American Tobacco
(UZBAT) Financial Analyst, Suez Industrial Development
Financial Consultant, Horbach Financial Consultancy
Foreign Affairs Officer, Embassy of the Slovak Republic
Founder & CEO, Be My Lawyer

Founder Baking Company, Oh Gee Pie
Freelance film director
Freelance writer and director
Government Advocacy and Policy Officer, European Chamber of Commerce-
Eurocham
Graduate recruiter, ACCENTURE
Hedge Fund Accountant, Wells Fargo
Intelligence Officer, National Intelligence Agency
Intern of Economic and Commerce Foreign Affairs, Embassy of Greece - London
Investigating Analyst, Ten Intelligence
Investigations Analyst, Next Head Office Group
IT Regional Supervisor South America, Business France
Junior Consultant, Ernest and Young
Lead Digital Technology Developer (QA Test Automation Engineer) with Accenture,
London.
Legal Research Assistant, Employment Tribunal
Machine Learning Engineer with Capp & Co Ltd,
Managing Director Media Production, Cinemotion LTD
Media Accounts Manager, Procter & Gamble
Media Relations Officer, FC Deportivo Galicia FC Deportivo Galicia
Ministry of Interior - Diplomatic Official, Abu Dhabi Police GHQ
Network Engineer, Norwegian armed forces
Network Security Engineer, Ministry Of National Guard
Planning and Budget Analyst, Ministerio De Planejamiento
Principal Technical Manager for Reacton Fire Suppression Ltd
Product Specialist – automotive, Tesla motors
Professional Artist, London
Programmes Director, KISS FM Network
Project / Business Analyst, FDM Group GMBH
Project Engineer at Omega Security Systems
Project Manager Officer, Royal Bank of Scotland
Project Manager, E-Governance Academy
Recovery and Opportunities Coordinator, Islington Council
Recruitment Analyst, ACCENTURE
Research Scientist at STS Defence Limited
Self Employed Social Worker, Islington Council
Senior Designer, BDP London
Senior Designer, Bisset Adams
Senior Designer, Morgan Lovel
Senior Detective Constable, Finnish Police

Senior Lecturer, University of West London
Senior Software Engineer - Infor - Colombo - Sri Lanka
Syslumenn – Magistrate, Ministry of Inner Affairs
Technical Sales Engineer (Measurement, Control & Test) at Amplicon Liveline Ltd
Vice President Communications & Business Development, AIESEC

Appendix 3: Types of roles EEA Nationals Source: DLHE 2013-14, 2014-15 & 2015-16

Account Executive - Advertising Agency	Junior Content Manager
Account Executive - Sales	Junior Website Developer
Account Manager - Sales and Marketing	Laboratory Technician
Architect	Laboratory Technician Graduate Intern
Architect Assistant	Legal Assistant
Architectural Assistant	Marketing Assistant Graduate Intern
Arts PR Consultant	Marketing Executive
Assistant Manager - School Uniform Manufacturers	Marketing Manager
Assistant Sport Development Officer	Media analyst
Audio and Video Assistant	Merchandising Allocator
Barrister	New Business And Marketing Coordinator
Behavioural Intervention Petitioner	Nursery Practitioner
Bookkeeper And Human Resources Assistant	Nutritionist
Boutique Manager- Luxury Jewellery	Operation IT Field Associate
Business Development Associate	Outreach Marketing Officer
Business Marketing Administrator	Personal Trainer
Cinema Manager	PR and Marketing - Internship
Claims Manager	Press / Showroom Coordinator Intern
Client Chief Executive Coffee Shop Manager	Product Administrator - Online Casino and Gaming
Compliance Systems Analyst	Product Design Internship
Corporate Responsibility Manager	Product Specialist - Automotive
Corporate Tax Department - Intern	Project Manager
Data Analyst	Project Manager Officer
Dietician	Pub Duty Manager
Digital Marketing Executive	Pub Manager
Estate Agent	Recruitment Coordinator
Events Coordinator	Reservations Manager
Events Manager - Intern	Retail Floor Manager at Zara
Financial Regulation Paralegal	Sales Executive
Foreign Publishing rights manager	Scheduling Coordinator
Freelance designer	Section Manager
Freelance- Events Lighting Technician	Self Employed Shoe Designer
Freelance graphic design	Self-employed Consultant
	Self-employed -Director

Freelance Translator
Graduate Intern - CASS Project
Graduate Marketing Assistant
Graduate Recruiter
Graphic Designer
Head Of Product Support
Investigating Analyst

Skills and Employment Officer
Sports Therapist
Strategic Project Support Graduate Intern
Supervisor - Hospitality
Supervisor for Interior Design
User Acquisition Executive
Vendor Coordinator
Warehouse Manager

London Southbank University

Migration Advisory Committee Call for Evidence - International students: economic and social impacts

1. What impact does the payment of migrant student fees to the educational provider have?

International students provide a significant proportion of fees to higher education establishments. In 2014/15 international students paid an estimated £4.8 billion in tuition fees to UK universities – 14% of total University income. 88% of this was paid by students from outside the EU. In 2015/16 international students paid an estimated £4.5 billion in fees. This constitutes 12.8% of universities total income and over a quarter (26%) of fee income.

In London, the £1 billion of tuition fees paid by international students in 2014/15 was equivalent to 39% of the total fee income for higher education establishments. The loss of such an income would cause severe disruption for most institutions.

In 2017 LSBU's fee income from EU students was £6.5 million and fee income from international students was £9.3 million. Total income for the university was £144.5 in 2017 so this constitutes 11% of our total income. Loss of this income would therefore not only wipe out the university's surplus but also create severe financial stress which would require spending cuts in order to avoid running into significant debt – this could potentially include staff redundancies and course closures.

2. What are the fiscal impacts of migrant students, including student loan arrangements?

Research by Oxford Economics, commissioned by Universities UK, has demonstrated that the on and off campus spending by international students and their visitors generated a knock-on impact of £25.8 billion in gross output in the UK.

This includes:

- £5.4 billion spent off-campus on subsistence and £700 million on campus (generating approximately £11.3 billion of gross output in the UK).
- £4.8 billion paid in tuition fees.

This spending is estimated to support 206,600 FTE jobs nationally and taxation of international students in employment created £1 billion in tax revenues. This is the equivalent to the salaries of 31,700 nurses or 25,000 police officers.

Additionally, a report by London economics, commissioned by HEPI and Kaplan UK estimates that there is a £87,000 benefit to the UK economy from each EU student and a £102,000 benefit from each international student, commencing study in 2015/16. The total benefit over the course of these studies is therefore calculated to be £5.1bn for EU students and £17.5bn for international students. This means that every 15 EU students and every 11 international students contribute £1 million to the UK economy.

3. Do migrant students help support employment in educational institutions?

In 2016/17 of the 17,938 (FPE) students enrolled on courses at LSBU, 2,556 were from the European Union and 3,248 were international – representing one third of LSBU's student population. With international and EU students making up such a significant percentage of the student body they provide a significant source of income for LSBU.

The viability of many courses is dependent on both international and EU students (discussed below in Question 5). These courses in turn help support the employment of many academics who teach on and convene them. Many of these academics are also involved in research programmes and in delivering enterprise contracts with industry, which means that the loss of this expertise would have wider consequences. Migrant students also support the employment of LSBU's international team and related support staff, which composes approximately 45 staff members.

More widely, it is estimated by Oxford Economics that in 2014-15 spending by international students supported 206,600 jobs in university towns and cities across the UK.

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Oxford Economics estimates that on and off campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy. This was generated by International students spending an

estimated £6.1 billion in the UK economy on subsistence and payments to universities (excluding tuition fees).

The greatest amount of spending took place in the transport and retail sectors – seeing, respectively, a £750 million and £690 million boost to their gross added value, comprising 13% and 12% of the total increase in economic output.

In London specifically, a 2015 report by PricewaterhouseCoopers and London First has estimated that international students in 2013/14 spent £1.4 billion on subsistence spending. In addition their visitors spent £121 million. This is estimated to have supported nearly 70,000 jobs.

5. How do migrant students affect the educational opportunities available to UK students?

A 2015 survey by HEPI suggests that the majority of students feel that there are benefits to studying alongside international students. 62% of UK students strongly agreed and 31% agreed that studying alongside international students helped prepare them for working in a global environment. 76% agreed or strongly agreed that studying alongside international students gave them a better worldview and 77% felt they were more aware of cultural sensitivities. At LSBU we are seeking to expand our study abroad opportunities for students and engaging with overseas students can help encourage UK students to broaden their experience through use of these opportunities. This in turn helps ensure graduates are more employable and have greater self-confidence.

With regard to the relevance of entry criteria and to ensure there is a level playing field between domestic and international students, LSBU is guided by the National Recognition Information Centre (NARIC) which lists the qualifications available from the majority of countries and provides comparison to UK qualifications, allowing us to benchmark so that we can be as accurate as possible with our entry requirements, ensuring that they are the same standard as for home students. This ensures that no international student takes the place of a less qualified home student.

There are potentially dozens of existing courses at LSBU which will be negatively affected or indeed unviable without EU and international students – this in turn would reduce the educational opportunities available to UK students.

In the School of Engineering courses such as BEng Petroleum Engineering and BEng Chemical and Process Engineering, Master in Engineering Management and MSc Engineering Project Management are all reliant on international students. In our Architecture programme around one fifth of all students are international and therefore make up an important proportion of student numbers.

In terms of our School of Business, it is likely that, without international students, some postgraduate courses would no longer be viable such as our Masters in Business Administration and our MBA in International Management. The size of the School overall would need reduce considerably and possibly be less viable as a stand-alone entity. International students also positively contribute to the diversity of the Business School's student body providing benefits to all students in terms of cross cultural peer learning - particularly at post-graduate level.

Even where courses remain viable without international students, UK students are likely to see their educational opportunities lessened. In our Law Division, for example, international students are considered a real asset, because the 'mobility capital' they have through studying abroad can provide an inspiration to 'home focused' UK students who may not have previously considered the benefits of travelling, living and working abroad.

This also enables the Law Division to be more outward focused and 'international' in its activities. In the last few years, for example, LSBU has run a 3rd Year LLM optional module in EU Criminal and Migration law, which incorporates a week studying with students and staff at another university in Europe. The enthusiasm of EU and international students for taking these modules in turn inspires UK students' interest. As a result, the division is now developing another module which will also incorporate a short study period abroad and thus expand educational opportunities available to UK students.

However, despite this, in a survey conducted by PwC/LondonFirst – more than a third of international students asked found that Britain's immigration system and its complexity, had negatively affected their experience of studying here.

6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

As detailed in Question 5, there are dozens of courses with significant proportions of both EU and International students. In many instances these courses would potentially be unable to run in their current form, or at all, without the presence of international and EU students, thus making them unavailable for UK students.

7. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

International students have no effect on the availability of student accommodation. In 2016/17 EU students made up 14.24% students and take up 16.6% 'bed spaces'. International students make up 18.15% and occupy 13.73%. Therefore whilst making up 32.39% of the student population EU and international students they only occupy 30.33% of bed spaces. Therefore the demand and supply of student accommodation is roughly proportional to each group.

International Students pay a £150 surcharge per visa year to cover healthcare treatment from the NHS. In 2015/16 there were approximately 310,575 non-EU, International students studying at HEIs in the UK meaning this generated £46.6 million.

A 2011 study by the National Institute of Economic and Social Research found that, as international students tend to have a lower number of children accompanying them, they therefore have a much lower per adult expenditure on education than other recent migrants. In addition as international students tend to be younger and of working age they require less personal social service expenditure – as demonstrated by 2011 HMT Public Expenditure Statistical Analysis.

PwC have estimated that, in London in 2013/14 that the average consumption per capita of public services by International Students was £8,009. This constitutes a total of £540 million (compared to the estimated £2.8 billion contribution by international students in tuition fees, subsistence fees and the spending of their visitors).

London Economics has calculated that the use of public services, student support and teaching grants paid to HEIs costs the UK Government £19,000 per EU student and £7,000 per International Student. This creates a total cost of £1.1 billion for EU students and £1.2bn for international students. This would make the benefit of hosting international students 14.8 times greater than the total cost.

8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

It is estimated that in 2014-15, visitors to international students in the UK spent an estimated £520 million. This generated an estimated £1 billion in gross output, supported a further 11,000 jobs and generated £100 million in tax receipts.

PwC estimates that visitor spending in 2013/14 was approximately £121 million in London.

9. What role do migrant students play in extending UK soft power and influence abroad?

A 2015 survey by HEPI shows 63% of students believe that studying alongside international students helps them build a global network. In addition, LSBU alone has 17,000 international alumni in around 170 countries across the world who have built up both professional and personal links while studying. This creates a huge pool of goodwill and lasting international networks - undoubtedly helping to improve the UK's soft power.

Previously, for example, we have taken many scholarship students from Qatar on our Petroleum Engineering courses – sponsored by both Qatari petroleum companies and the national Government. Such schemes are developmental leading these students to move into senior positions upon their return. This engenders good will with both the Qatari Government and senior figures in the Qatari oil industry. We have had similar schemes with Angolan firms who are trying to develop their own domestic expertise – leaving them less reliant on expatriate workers.

10. If migrant students take paid employment while they are studying, what types of work do they do?

11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Enabling students to transfer from Tier 4 to Tier 2 visas allows those international students who wish to remain in the UK to make a vital contribution to the UK's skills gaps in areas such as engineering and financial services.

In addition, LSBU is a sponsor institution for the Tier 1 Graduate Entrepreneur Visa and we have endorsed a number of students who previously held Tier 4 visas through this visa route. This allows us to support graduates with the most innovative and credible ideas to develop their own ventures within the UK on graduation. The opportunity to re-endorse a graduate to remain in the UK for a further 12 months after their initial endorsement is particularly important as it is during the second year that the business can make the most progress, as the graduate has developed the skills/knowledge/networks they need in their first year.

An example of an international student who has gone on to found a business in the UK is Rotsen Ibarra, alumnus of LSBU's BA Business Management course who founded Petare, a successful Venezuelan catering business, having received support through LSBU's business start-up scheme, Spark.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

The Post-Work study scheme previously provided an important avenue for international students to contribute to the UK economy whilst picking up valuable work-place skills before returning to their own country. We look forward therefore to seeing the Tier 4 Visa Pilot extended from the current 23 'pilot' universities to the rest of the sector.

SIC (Standard Industrial Classification) codes from DLHE data demonstrate that a high percentage of both EU and International Students achieve graduate-level work and in many cases go into areas where the UK has notable skills gaps. (DLHE surveys are sent to graduates who have returned to their home country and those who have found work in the UK).

EU students:

In 2015/16, 95% of EU students graduating from LSBU were in employment or further study after six months and 84% were in graduate level employment or further study after six months.

The largest classified proportion of these graduates (16%) have gone on to work in the Professional, Scientific and Technical activities sector. This includes industries where there are ongoing skills gaps such as Quantity Surveying activities and Engineering Design Activities for Industrial Process and Production. It also includes Professional related industries such as Barristers at Law, Solicitors, Accounting and Auditing Activities and Architectural activities.

The second largest proportion (11%) have gone to work in the Human Health and Social Work Activities sector, which includes industries such as Hospital Activities, Specialist Medical Practice Activities and Residential Nursing Care Facilities. (There is currently an estimated shortage of around 30,000 nurses in England.)

The joint third largest proportion has gone to work in Manufacturing Industries and Information Communication (10% respectively). This includes industries such as Business and Domestic Software Development, Publishing Activities, Product Manufacturing and Installation of Industrial Machinery and Equipment.

The fourth largest proportion (8%) have gone to work in Accommodation and Food Service Activities, which includes Hotels and Similar Accommodation Industries and Event Catering Activities Industries.

International Students:

The situation of International Students is similar to that of EU students. In 2015/16, 87% of international students graduating from LSBU were in employment or further study. In addition 78% were in graduate level employment or study after six months.

The largest classified proportion of these graduates (10%) went into Professional, Scientific and Technical Activities industries. The second largest proportion (9%) went into Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles Industries. The third largest proportion (8%) went

into the Education Sector which includes industries such as General Secondary Education, Technical and Vocational Secondary Education and First-Degree Level Higher Education. The fourth and fifth largest proportion of graduates (6% each) went into Human Health and Social Work Activities industries and Information and Communication industries, respectively.

London School of Economics and Political Science

1 Executive Summary

1.1 The London School of Economics and Political Sciences' (LSE) mission is to advance knowledge in social science and a range of related fields so as to inform public policy, economic decision-making, and social welfare both nationally and globally. Our internationally and culturally diverse student body brings many benefits to the School, London and the UK.

1.2 The Higher Education sector plays an important role in the health of the UK economy. In 2014/15 it

supported almost one million jobs, and contributed £21.5 BN to UK gross domestic product¹⁴⁴. It is a significant global export for the UK and provides the country with a source of international influence and soft power. LSE has annual revenues of over £350 M and contributes to the London economy by providing employment to some 4,955 staff and teaching around 11,208 students (headcount).

1.3 The financial benefits of international students on the UK economy far outweigh the costs. Research shows that, for international students starting in 2015/16, the net impact over the duration of their studies was (on average) £68,000 for each EU student and £95,000 for each nonEU student and these benefits were spread across the UK¹⁴⁵. At LSE, we have 1,973 EU domiciled students (non-UK) and 5,571 domiciled outside the EU, comprising 67.3% of the total study body (HESA 2016/17)³. EU and international students are essential for the School's financial health, strategic development, and ability to offer a broad range of social sciences subjects to domestic students.

¹⁴⁴ UUK 2017 <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/the-economic-impact-of-universities.pdf>

¹⁴⁵ HEPI 2018 <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf> ³ HESA 2016/17 degree student registrations, excludes Summer School and visiting students.

1.4 LSE values a diverse student cohort for all the benefits this brings to the student experience, including the learning opportunities offered in an international education, social and cultural benefits beyond the classroom, and in the local community. We provide a substantial contribution to the UK's soft power, with alumni going on to be key figures in business, government, international institutions, and civil society around the world. LSE has taught or employed around 45 past or present presidents and prime ministers and 12 Nobel Prize winners.

1.5 To maintain the global competitiveness of the School and the UK higher education sector we urge Government to consider our policy recommendations to: send a strong signal that the UK is welcome and open to international students; take student numbers out of the official net migration target; roll out the current Tier 4 pilot to Masters students at all universities where students can stay for 12 months after graduation; extend the Tier 4 pilot to undergraduate students; strengthen the Graduate Entrepreneur route to allow visa applications of 24 months; and reform the Tier 4 student visa route so that it is proportionate and streamlined.

2 Background and Context

2.1 LSE was founded in 1895 with an explicit remit to 'better society'. It has since grown to become one of the foremost social science universities in the world, ranked second in the world for social sciences (QS World University Rankings 2017¹⁴⁶) after Harvard. LSE has a cosmopolitan student body, with over 11,208 students from 133 countries. 67.3% are from outside of the UK of which 17.6% are from the EU (non-UK). The School has just over 4,955 staff headcount, 47% (2,340) of whom are drawn from countries outside the UK. 27% (1,356) of our staff are EEA nationals. There are over 100 languages spoken on LSE's campus and we have an influential network of over 145,000 LSE alumni drawn from almost 200 countries with more than 80 active alumni groups.

2.2 LSE welcomes the opportunity to submit evidence to this important commission exploring the impacts of international students in the UK and appreciates the open and engaging approach being taken by the MAC. We know

¹⁴⁶ QS World rankings 2017 <https://www.topuniversities.com/university-rankings/university-subject-rankings/2017/social-sciences-management>

how crucial it is to have a strong evidence base to inform the development of the UK's future immigration policy and visa system.

2.3 This submission will first provide evidence to demonstrate how international students are fundamental to the financial health and development of the School and UK economy. Next, we illustrate the impact and benefits LSE international students have beyond their time at the School in terms of the UK labour market, skills, and soft power. There is much evidence now available on the economic benefits of international students, and as less attention has been paid to the softer aspects, we highlight a selection of the educational, social and cultural advantages. Subsequently, we describe the character of LSE's student population. Finally, we include our visa and immigration policy recommendations, which are in line with the Russell Group, and are based on sound demonstrable evidence included in this submission and those of our sector colleagues.

Main Submission 3 Impact of international students

Importance of international students for the financial health and sustainability of LSE and the UK economy

3.1 Non-UK student tuition fee income is critical for LSE. In 2016/17 the School generated £199.3 M tuition fee income, which represented over half of the School's total annual income at 56%. EU students generated circa. 19% of fee income and international students generated circa. 63% of fee income. This is significant as this revenue goes towards delivery of core education provision and development of the student experience.

3.2 LSE recruits the most talented students with the ability to succeed irrespective of nationality. We

value having a diverse student cohort, ideas and ways of seeing the world. EU and international students enrich other students' lives **and** enable the financial sustainability of all our subjects so that they can be offered to home students. LSE offers some 40 undergraduate programmes, over 160 graduate programmes, more than 100 intensive short courses through our Summer School, and a growing portfolio of executive masters degrees. All of our taught provision is made financially viable by registrations from students domiciled outside the UK, and none of our programmes could run with only UK students as they would not cover their costs.

3.3 At an undergraduate level, international students cross-subsidise home and EU students as the regulated UK/EU fee falls short of the estimated cost of teaching at circa. £12,300 for a first year degree student and average of circa. £13,600 across all degree years. Our undergraduate programmes are in very high demand as there are nearly 14 overseas fee applications, and 10 UK/EU applications for every place. Some 44% of applicants were classified to pay the overseas fee in 2017/18 and this transferred to 38% overseas first degree new programme entrants. Our graduate programmes are very attractive to high-quality applicants from outside the UK. There were 6.5 first choice overseas applications per place and 3.5 from UK/EU students. In 2017/18 the majority of applicants (77%) and entrants (63%) were paying the overseas fee.

3.4 Should there be a reduction in EU and international student registrations, either through a decline

in demand or due to policy changes, it would have serious implications for the viability and range of programmes we offer. This would reduce our ability to cross-subsidise some of our programmes, which is necessary to meet our mission to provide a broad social sciences intellectual offer, and thereby impact the choice of subjects available to home students.

3.5 The School has been diversifying its income streams to ensure there is flexibility to invest in research and education. LSE's strategic investments are supported by the annual returns generated from our Summer Schools and expanding executive education, where over 15% of our fee income comes from this provision. They are principally taken by international students. In the last session there were 6,316 Summer School and Executive Summer School students, 23%

were from the EU and 74% were from outside the EU. Over two thirds of these students come to study at LSE using a short-term visitor visa, so this visa route is essential for the development of the School (see section 5.5 for further information) and a reduction in international students for this provision would constrain our ability to invest in future enhancements that benefit all students and staff.

3.6 LSE has plans to redevelop the campus to provide buildings and facilities to achieve first-rate teaching and research and this is made possible through the performance of these income streams. For instance, the School is creating a new landmark Centre Building and Public Square at the heart of the campus on Houghton Street¹⁴⁷. Opening in 2019, the 13-storey building will become a worldclass home for the political sciences. The new building will have a transformative effect on students' experience of LSE, providing them with a renewed sense of community and better options for the teaching and learning they experience on campus. There will be state-of-the-art facilities for formal and informal teaching and study with versatile features that support a range of teaching methods and learning styles, both inside and outside of the classroom.

3.7 There is now a strong weight of empirical evidence that demonstrates the extent of the net financial benefits that international students bring to the UK economy. Recent research commissioned by the Higher Education Policy Institute (HEPI) has shown that the net economic contribution of hosting international students starting their studies in 2015/16 totalled £20.3 BN. The net impact was, on average, £68,000 for each EU student and £95,000 for each non-EU student. These benefits are spread around the UK and the net impact in London generated £4.64 BN¹⁴⁸.

¹⁴⁷ LSE 2018 <https://info.lse.ac.uk/staff/divisions/estates-division/lse-estate/development-projects/Centre-Buildings-Redevelopment>

¹⁴⁸ HEPI 2018 <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

Beyond graduation - impact on skills, the UK labour market and soft power

3.8 International students that remain in-country, continue to make a positive contribution to economy and society after they have studied at University. Analysis available on the direct effects of students remaining in host countries in the EU shows how the host country benefits through their steady employment and financial value generated through taxation ¹⁴⁹.

3.9 LSE has a strong record of graduate career success and was named 'University of the Year for Graduate Employment' in The Times and The Sunday Times Good University Guide 2015. Employers value an LSE education because of the intellectual rigour of our programmes, the breadth of the student experience, and the School's global focus. A degree from LSE is widely recognised internationally and our graduates go on to pursue successful careers in a variety of sectors around the world. Over 87% of all EU graduates and 86% all of international graduates were in graduate-level employment or graduate-level further study six months after graduation (DLHE 2015/16). The vast majority of all our EU graduates (96%) and international graduates (97%) work in management, professional and associated professional occupations (SOC 1-3), compared to 94% of home graduates (DLHE 2015/16).

3.10 In the recent past, LSE EU graduates have taken the opportunity to use the freedom of movement right to stay and work in the UK. Graduate destinations data show that 31% of all EU graduates worked in the UK 6 months after completing their degree, thereby contributing to the UK economy. International students work in the UK to a lesser extent: 19% of all international graduates were working in the UK (DLHE 2015/16). We have seen this decline in the time between the previous post-study work visa scheme and the current Tier-2 visa system, with a drop of all international students working in the UK from 29% in 2010/11 to 19% in the latest survey (see section 5.4 for further information on the impact of removing the post-study work visa).

¹⁴⁹ Prognos, November 2013, The Financial Impact of Cross-border Student Mobility on the Economy of the Host Country, a report commissioned by German Academic Exchange Service.

3.11 When EU and international students stay to work in the UK, the majority are employed in key sectors that support the UK economy and society. LSE surveys graduates three years postgraduation and these longitudinal data show that the most popular industries for EU graduates were banking and finance (14%), education, teaching and research (12%), NGOs and charities (9%), and public sector and government (9%). For international students the most common industries were banking and finance (19%), accounting (11%), consultancy (10%) and education, teaching, and research (10%) (LSE Careers longitudinal survey of graduates from 2012, 2013 and 2014).

3.12 LSE Careers Service is committed to the personal and professional development of every LSE student to ensure they can build, and maintain fulfilling careers. Students are encouraged to start thinking about their career early to ensure they have plenty of skills and experiences that are desirable to employers before graduation. Given the international demographic of the LSE student body, it has been a key focus to offer a wide-ranging programme of events to help students develop new skills, network, meet employers, learn about different career options and prepare for the world of work in the UK or back home. Examples include:

A China Careers Programme consisting of a series of events and support throughout the year. For students interested in working in the UK, the School runs specialist career seminars to explain the UK graduate labour market, application cycles, and UK job application conventions;

run by a careers consultant with specialist knowledge of the needs and circumstances of Chinese students. These students also attend specialist events explaining the UK visa regime with lawyers and HR experts speaking to students. For Chinese students wishing to return home LSE runs three in-country careers fairs in Beijing, Shanghai and Hong Kong in collaboration with

Cambridge University, Imperial College, MIT and Columbia University. In 2017, 80 employers and 482 students attended.

A tailored careers programme for US students, which has included in 2017 a specialist seminar on finding jobs in the US and has partnered with Harvard Kennedy School of Government to offer bespoke support via a webinar for those students

applying to the PMF (the US equivalent of the Civil Service Faststream). Another initiative has been to take a group of students (2/3rds US and 1/3rd non-US) to Silicon Valley for an entrepreneurial trek.

Outside of specialist China and US support the School provides a European Internships Fair in Brussels each year aimed at those students wanting to work in the European public policy arena. This is in collaboration with Sciences-Po, Paris and the College of Europe, Bruges.

The School seeks to inspire entrepreneurial potential amongst LSE students interested in starting their own business or social enterprise: we do this through skills training, competitions, and opportunities to be mentored by alumni. **Annex B** includes examples of international students that have benefited from the Graduate entrepreneur visa route. International LSE students who have become entrepreneurs in the UK also make meaningful links with local businesses, for instance: an entrepreneur whose business collaborates with the social-enterprise CLARITY - Employment for Blind People as its assembly factory, they also give 5% of their profits to Days for Girls; and another entrepreneur whose business supports and collaborates online and offline with Arts Sisterhood, Mazi Mas, and the Powerproject.

Beyond this, international students make a valuable contribution to the School's intellectual environment. Postgraduate research students (PGR) bring benefits through their diverse experience, expertise, new ideas, and contribute to the vitality of the School's research and education environments whilst studying. LSE employs students across a range of roles in research, education, and administration functions; providing an opportunity to gain professional experience, career development opportunities and an income stream. The School employs existing PhD students as Graduate Teaching Assistants and offers contract LSE fellow teaching posts for internal or external candidates; as well as a wealth of research appointments for PhD or post-doctoral candidates. These posts are equally attractive and valuable for international students. Of the total 415 FTE worked by students in 2016/17, 63% was worked by students from outside the UK and the majority of these were in academic, research, and teaching roles.

Moreover, research students represent the future talent pipeline into academia. Around 65% of LSE EU and international PhD graduates move into academic

careers after completing their doctorate. Over the last five years, 18% (201) of international PhD students that graduated from LSE between 2013 and 2017 were subsequently employed by the School. Of these students, 40% were employed as academic, teaching and research staff, 53% as LSE fellows, and 7% as Professional Services Staff.

Given the positive outcomes of international students and their many contributions to the UK, it is

reassuring that there is public support for them to stay and work here. In a recent ComRes poll, it was shown that three quarters (75%) of the British public believe they should be allowed to work in the UK for a fixed period after they have graduated, rather than returning immediately to their home country after they have completed their study ¹⁵⁰.

LSE provides the UK with a source of international influence, with alumni going on to be key figures

in business, government, international institutions, and civil society around the world. We have an extensive network (over 1,800) of active EU and international alumni who are resident abroad but have retained business connections and research links with the UK. These links span a range of sectors including: public, social and welfare services; information technology; financial services, banking, manufacturing and engineering, and law and legal services.

This is crucial for the UK's position on the world stage. A study commissioned by BIS identified broad advantages for the UK such as: tangible economic benefits through additional trade and the potential to grow this through global alumni networks; personal recommendations to other potential international students, thereby increasing HE exports; and enhanced perceptions of UK society and culture, thereby increasing future cultural, political and economic benefits¹⁵¹. Moreover, new research commissioned by the British Council has shown that a state's soft power has a real

¹⁵⁰ ComRes 2017 <http://www.comresglobal.com/polls/universities-uk-public-perceptions-of-international-students-survey/>

¹⁵¹ BIS 2013 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240407/bis-13-1172-the-wider-benefits-of-international-higher-education-in-the-uk.pdf

impact on foreign direct investment, international student recruitment, tourism, and international influence¹⁵².

LSE EU and international alumni include world renowned figures who are notable for their contribution to business and their wide philanthropic impact, for instance:

Sir Stelios Haji-Ioannou a Cypriot national, founder and owner of Easy Group. Sir Stelios Hajiloannou made a landmark gift of £1.5 M in 2006 to found the LSE Stelios Scholars programme, which had the goal of supporting 100 undergraduate students. Alumni of the programme have had high levels of academic achievement (40% of scholars who graduated received first class honours) and have been motivated by their own experiences to give back financial gifts to the School.

David Rockefeller, American banker and philanthropist whose support to the School between 1923 and 1937, totalled \$2m, or £500,000. The Rockefeller Foundation renewed its longstanding philanthropic support of LSE in 2016 through a gift of \$900,000 towards the International Growth Centre (IGC), supporting the Centre's collaboration with the government of Sierra Leone in revising their national strategic plan for a community health workforce.

3.20 LSE plays a major role in educating world leaders, a selection of our international alumni includes:

Professor Romano Prodi, Prime Minister of Italy 1996-1998; 2006-2008 and President of the European Commission from 1999-2004;

George Papandreou, Prime Minister of Greece 2009-2011;

Rt Hon Pierre Trudeau, Prime Minister of Canada 1968-1979; 1980-1984;

Queen Margrethe II of Denmark, 1973–Present;

Dr Kwame Nkrumah, First president of Ghana 1960-1966;

¹⁵² British Council <https://www.britishcouncil.org/organisation/policy-insight-research/soft-power-today>

Shri KR Narayanan, President of India 1997-2002;

Sher Bahadur Deuba, Prime minister of Nepal 1995-1997; 2001-2003; 2004-2005;

Mwai Kibaki, President of Kenya 2002-2013;

Goh Keng Swee, Singapore Minister of finance; Minister of defence; Minister of education; Deputy prime minister 1959-84.

3.21 The School has produced exceptional international alumni who have been recognised for their outstanding intellectual and diplomatic work, for instance Nobel prize award holders include:

Professor Leonid Hurwicz a Polish national who was jointly awarded the Nobel Prize in Economic Sciences in 2007 for having laid the foundations of mechanism design theory;

Professor Sir Christopher Pissarides a Cypriot academic who jointly won the Nobel Prize in Economics in 2010 for his work in the economics of markets with frictions. The economic theories he developed form the basis of most graduate curricula around the world;

Juan Manuel Santos Calderon President of Columbia, awarded Nobel Peace Prize in 2016 for efforts to bring the country's more than 50-year-long civil war to an end;

Sir Arthur Lewis who was UN economic adviser to the prime minister of Ghana, and deputy managing director of the UN Special Fund, jointly awarded the Nobel Prize in Economic Sciences in 1979 for pioneering research into economic development.

Educational, social and cultural benefits international students bring

3.22 LSE values a diverse student cohort for all the benefits this brings to the student experience. Our admissions policy states that "*The School seeks to admit a diverse cohort of students, achieving a varied and balanced group of perspectives in the classroom, which is believed to enrich the learning experience. The plurality of*

intellectual voices at play makes for robust discussions and encourages students to consider different perspectives and argue persuasively for their own.”

3.23 In the main, EU and international students’ desire to study at LSE is driven financial considerations and the quality of the School’s reputation. However, following the introduction of Brexit-related questions into LSE’s 2016 offer holder surveys, prospective EU graduate students frequently cited internationality of the student body as an important factor in deciding to study at LSE.

3.24 There are many educational and broader social cultural benefits for all students (including domestic students) of learning in a diverse international classroom:

Sorana Vieru (NUS Vice President, Higher Education) highlighted the value that EU students bring in her oral evidence to the Education Select Committee on Brexit as *“challeng[ing] perspectives, enrich[ing] the overall university experience and help[ing] home students develop new views”* (ESC 2017)¹⁵³.

the International Association of Universities 2012 call for action highlighted advantages such as: deeper engagement with national, regional, and global issues and stakeholders; better preparation as national and global citizens and as productive members of the workforce; and student mobility decreasing the risk of academic ‘inbreeding’¹⁵⁴.

a range of qualitative academic studies have explored the positive benefits of intercultural learning on students’ experiences (e.g., Luo and Drake 2013, Volet and Ang 2012)¹⁵⁵.

¹⁵³ Education Select Committee (2017) The impact of exiting the European Union on higher education inquiry (2017). Education Selection Committee Hearings, HC683. <https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament2015/brexit-impact-higher-education-16-17/>

¹⁵⁴ International Association of Universities (2012) Affirming Academic Values in Internationalization of Higher Education: A Call for Action, https://iau-aiu.net/IMG/pdf/affirming_academic_values_in_internationalization_of_higher_education.pdf

¹⁵⁵ J. Luo and D. Jamieson-Drake (2013) ‘Examining the Educational Benefits of Interacting with International Students’, *Journal of International Students*, Volume 3, No. 2, 85-101; S. E. Volet and Ang (2012) Culturally mixed groups on international campuses: an opportunity for inter-cultural learning, *Higher Education Research & Development*, Vol. 31, No. 1

An illustrative example of the educational benefits for domestic students at LSE is the unique Generation Brexit project. This is a crowdsourcing, multilingual initiative which will bring together, in partnership, communities of teachers and students from inside and outside the UK working on an important contemporary issue. More information can be found on this in the **annex A Generation Brexit** case study.

Various surveys of students at the UK sector level point to the broadly positive perceptions that home students have of studying with international students, for instance the British Council 2014¹⁵⁶ survey and the NUS 2017 survey¹⁵⁷. HEPI and Kaplan explored the views of prospective domestic students about studying alongside students from other countries and found that 85% applicants thought studying with international students would prepare them for working in a global environment, and that home students were keen to hear the points of view of people with different social, cultural and economic backgrounds even though this might affect the learning experience in other ways.¹⁵⁸

LSE recognises how important it is to ensure appropriate systems and structures are in place to foster integration and to ensure that the potential benefits of internationalisation are realised. The following points illustrate our approach to integrating support for students:

the orientation and welcome programme is provided to students of all nationalities to swiftly and smoothly integrate international students rather than emphasising and demonstrating difference, and registration is designed around Tier 4 requirements so as not to differentiate.

volunteer helpers for the welcome and registrations programmes reflect the School's diverse population and helpers are trained to be culturally sensitive in the provision of support.

¹⁵⁶ British Council 2014 <https://www.britishcouncil.org/sites/default/files/oth-integration-report-september-14.pdf>

¹⁵⁷ National Union of Students 2017 <https://www.nusconnect.org.uk/resources/student-perspectives-on-international-students>

¹⁵⁸ HEPI 2015 http://www.hepi.ac.uk/wp-content/uploads/2015/03/InternationalStudents_v5_web.pdf

a HOST scheme for international students to spend some time with a UK family either in London or elsewhere in the UK which allows for positive interactions and integration into the community.

interactive workshops provided through LSE LIFE, the School's centre for academic, personal and professional development, give an opportunity for international students to integrate with UK students. Workshops are also offered to supporting assimilation, for instance "*Adapt to study and life in the UK*" and "*Intercultural awareness: discover insights for real world communication*".

3.28 EU and international students make a range of valuable contributions that benefit the local community and potential future cohorts of home students:

almost 36% of LSE students from overseas volunteer during their time at LSE. They undertake hundreds of roles including mentoring young people at local schools, recycling food that would be wasted, preserving and sharing British cultural heritage, research for human rights organisations and many more.

those who volunteer are committed, with over 32% volunteering at least once a month and almost 32% volunteer on a weekly basis. Illustrative examples of the many international LSE student volunteers can be found in **annex B**.

international students play a crucial role, alongside UK students, in delivering outreach activities and are the front-line of engagement with widening participation (WP) participants by working as Student Ambassadors facilitating work on campus with groups of students aged 11-18, representing WP at school/college fairs, and taking on roles as course assistants in intensive activity such as LSE Choice, Promoting Potential and Year 11 Summer School. Through this work they engage with circa. 2500 young people on campus every year and many more at school/college fairs. In 2016/17, just under half of WP mentors (49%) were students from outside the EU.

4 Characteristics of LSE non-UK students

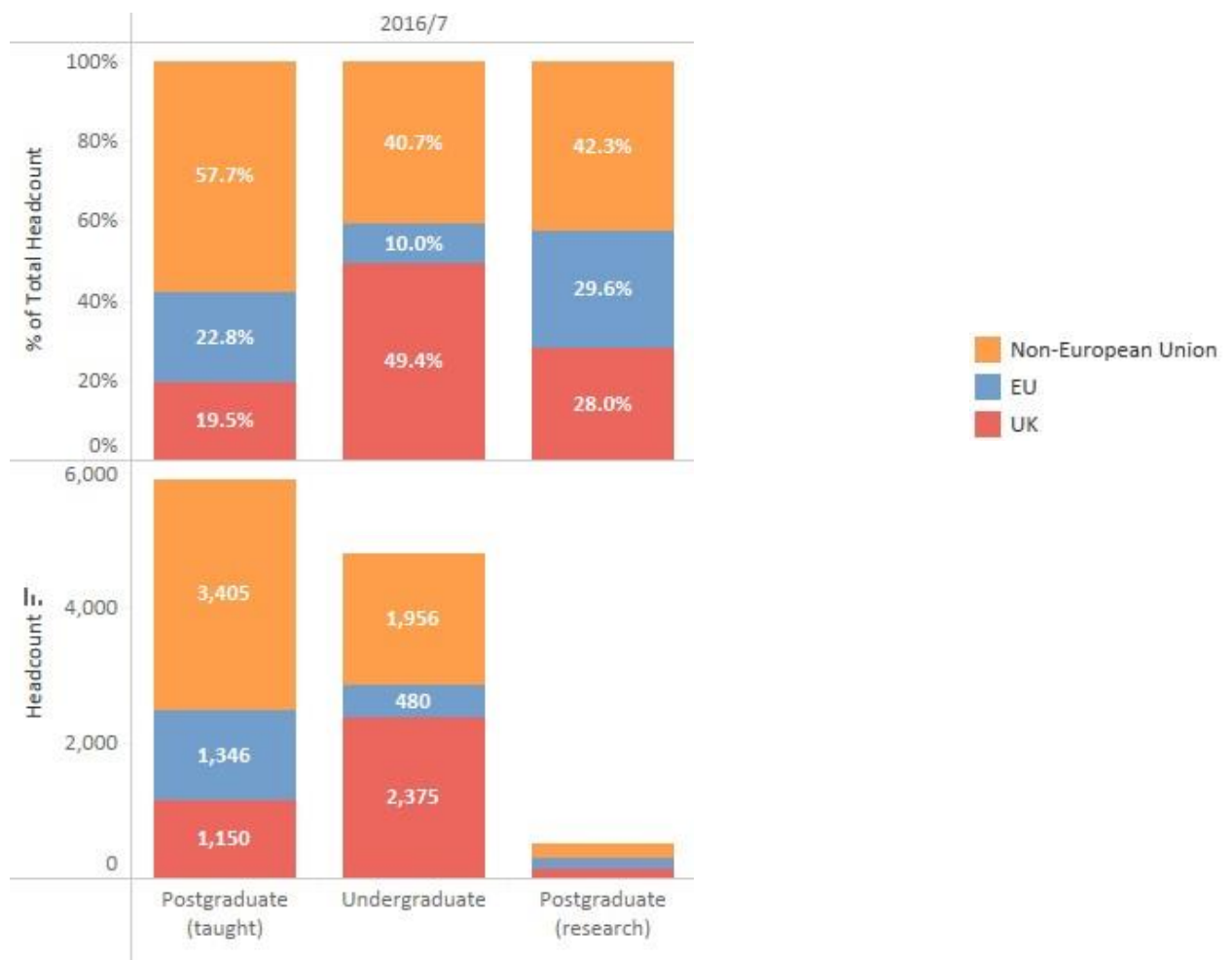
Composition of LSE study body

4.1 The UK is the second most popular destination in the world for international students, with a 12.5% share of international student registrations behind the United States at 24.6% according to OECD 2016 data¹⁵⁹. London is a global hub for international student talent, with a 24% (107,085 headcount) share of registrations of non-UK domiciled students in UK universities (HESA 2015/16). LSE makes a key contribution by attracting top quality and high achieving international students, in particular at the postgraduate level, where the School has the second largest share (9.2%) of registrations from EU and international domiciled students studying in London universities, behind UCL (16%) (HESA 2015/16).

4.2 LSE has a cosmopolitan student body with the highest proportion (66% according to HESA 2015/16) of EU and international students in the Russell Group. In 2016/17 the School had a total of 7,544 registrations from students domiciled outside of the UK comprising 67.3% of total students. Students from outside the UK are particularly highly concentrated at postgraduate taught level and represent the majority of the cohort at postgraduate taught and research levels.

¹⁵⁹ UUK 2017 http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/International_Facts_and_Figures_2017.pdf

Chart 1: 2016/17 student registrations by domicile and level of study (headcount)



4.3 The data in this submission largely focuses on student domicile, as country of residence is a key factor in determining fee status and access to UK Government

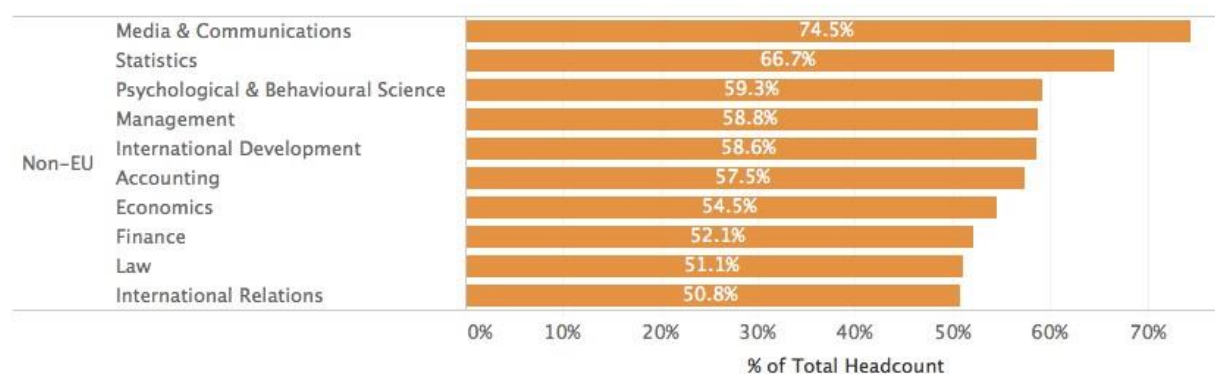
student financial support. The table below shows the total LSE student body in 2016/17 represented by domicile and nationality.

Table 1: 2016/17 student registrations by domicile and nationality (headcount)

Domicile Group	Nationality Name (group)			Grand Total
	UK	Other European Union	Non-European Union	
UK	3,081	352	231	3,664
EU	30	1,896	47	1,973
Non-European Union	209	125	5,237	5,571
Grand Total	3,320	2,373	5,515	11,208

4.4 Nearly all of LSE’s 24 departments have more than a third of total student registrations from outside the EU. The following disciplines had more than 50%:

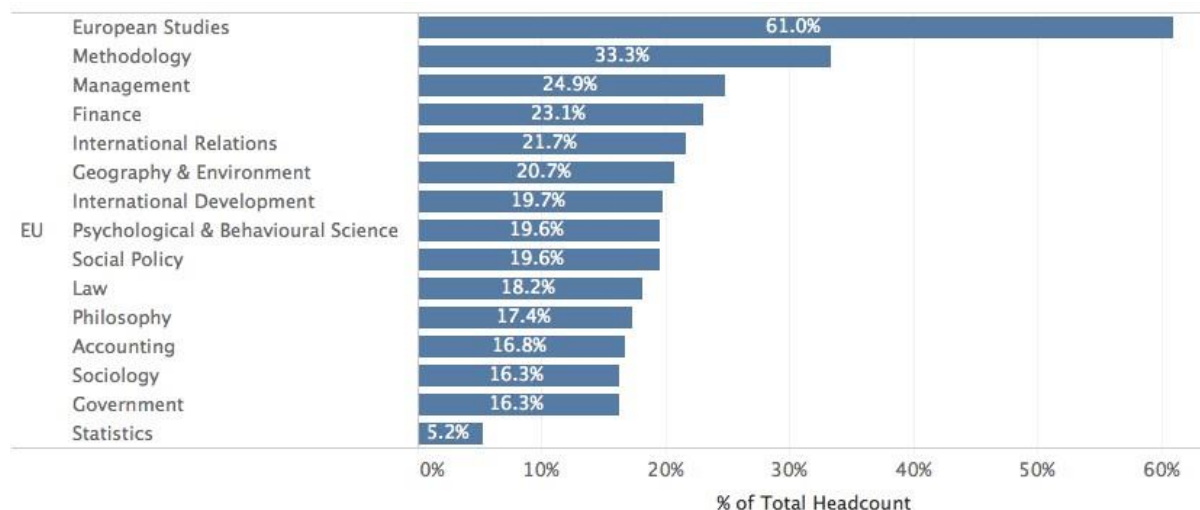
Chart 2: Disciplines with more than 50% of total student registrations in 2016/17 domiciled outside the EU



4.5 The following disciplines had more than 15% of total registrations from the EU:

Chart 3: Disciplines with more than 15% of total student registrations in 2016/17 domiciled in the

EU (non-UK)



New student intake changes in 2017

4.6 The School experienced a small dip in the number of applications from undergraduate EU students this year (-1%) from 2016/17, and a larger drop in new EU registrations by -10% (fee status). International (non-EU) student registrations also declined by 2.5% from the previous year, however this still represented 15% growth from 2013/14. The majority of first degree entrants came from England, China, Malaysia, Hong Kong and Singapore (in order of size). In particular, we experienced a 163% growth in registrations of students from China since 2013/14.

4.7 At postgraduate taught level, the total number of applications increased between 2016/17 and

2017/18. Since 2013/14, international (non-EU) applications have grown at a slightly higher rate (+30%) than the total pool (+26%). China was by far the largest source of taught postgraduate applications in 2017/18 with almost three times the number of applications coming from China than the next biggest market, England. Applications in 2017/18 from China increased by 43% compared to 2013/14. The proportion of

new student entrants across fee statuses has been consistent over the last five years and was 11% UK, 26% EU and 63% international in 2017/18. However, there was a small decline (-0.7%) in new entrants from the EU this year.

4.8 It is important for prospective EU applicants to have certainty during the post-Brexit transition period regarding their fee status and access to financial support; we urge Government to provide confirmation that EU applicants in the transition period will be guaranteed the home fee status for the duration of their programme. Past experiences of making sizeable increases to programme fees e.g., 2012 uplift of undergraduate fees, have seen declines in applications. Should we be required to classify EU students with the overseas fee status, we anticipate there will be a significant drop in EU applications due to a loss of competitiveness. This will increase reliance on other markets and reduce the demographic range of our student population. This could have further implications if EU students become subject to similar visa restrictions to international students.

5 Visas and the immigration system

5.1 The diversity of the LSE student body adds to the learning experience and our students value this aspect of a LSE education. Feedback from students indicates that they do not wish to be in a classroom that is dominated by one or two national groups. Reform of the visa system is crucial for low-risk HE providers to enable the smooth recruitment of international student talent and for the School to maintain its internationalist appeal.

5.2 LSE is a very low risk Tier 4 visor sponsor. Our refusal rate was 0.61% based on 4000 plus Confirmation of Acceptance for Studies (CASs) in 2016/17, which is substantially below the 10% refusal rate threshold. Like many other universities, we have experienced a significant increase in the compliance burden over the last five years due to the increased complexity of the application process. The requirements around visa applications and issuing the CAS have led us to make compliance checks much earlier and by more members of the admissions team, and we've experienced increased administration relating to documentation and queries. Following the introduction of the Biometric Residence Permits (BRPs) in 2015 the

volume of right to study checks that are required at registration has increased sharply. We have also changed our policies and procedures to comply with academic progression and change of study location rules. In order to improve students' experience of their registration we encourage Government to consider ways to reduce the complexity of the process.

5.3 As benchmarking undertaken by Universities UK and the Russell Group shows, the UK has one of the least generous post-study work periods amongst our global competitors for international students i.e. Australia, USA, Canada, Ireland, and New Zealand. We conducted a survey of LSE nonEU international registered students to seek their views on the discontinuation of the post-study work (PSW) visa route, between June and August 2014, this found that:

the vast majority of students who responded to the survey would support a return to a more generous PSW scheme.

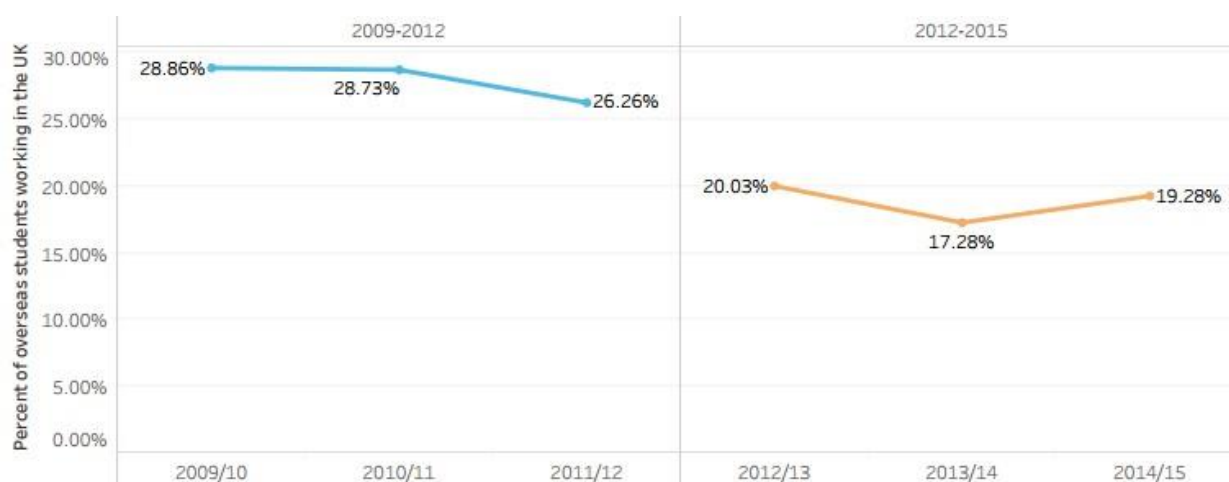
most respondents said that they felt that the changes Government had made had a negative impact on what might be termed "UK HE plc" by reducing the likelihood that international students would choose to study in the UK.

respondents were knowledgeable about and cited more generous PSW schemes offered in the US, Canada, Australia and elsewhere in Europe.

repeated feedback about, and examples of, the difficulties students faced in getting any kind of sponsorship. Furthermore, the changes were more damaging in some employment areas than in others, e.g., internships and longer-term salaried jobs tended to be only with the larger city firms and consultancies, opportunities in other areas were far fewer. The impacts on small/medium sized enterprises and the charity sectors to take on international students for internships or longer-contract salaried jobs were severe.

5.4 There was a marked decline in the proportion of LSE international graduates who secured work in the UK following the removal of the PSW visa, as the following graph shows:

Chart 4: Percentage of all LSE international graduates working in the UK 6 months after graduation



5.5 The short-term visitor visa is extremely important to the School. It is used for our students on: resits; viva examinations; the Summer School; executive education; short-term Study Abroad opportunities and exchanges; six month visiting research opportunities; and pre-sessional English language programmes (in the last year there were c.150 EU and international student pre-sessional registrations).

5.6 This visa is the main route for international students to access LSE’s Summer School and Executive Summer School. Two thirds of students on the LSE Summer School utilise this route, and 69% of the revenues generated from this activity were attributed to these student fees. It is crucial for the School’s financial and operational health that this visa is maintained and that the application process does not become more onerous so that students chose to go elsewhere instead of London or the UK.

5.7 LSE encourages and supports entrepreneurial students to pursue these ambitions and joined the Tier 1 Graduate Entrepreneur visa endorsement programme three years ago. To date, it has enabled the School to support 32 international graduates looking to build enterprises in a variety of sectors including the food and beverage sector, the entertainment and creative industries, edtech, and social enterprises. Examples of student Tier 1 Graduate Entrepreneur business are

contained in **Annex B**. In our experience, the scheme would be more effective if the visa was for two years in the first instance as the current process of providing an initial period of 12 months, which can be extended is a burden for the institution and detrimental to the plans of the Entrepreneur.

6 Recommendations

LSE recommends that Government consider the following priorities for the UK to maintain its position as a globally attractive higher education study destination, with all the benefits this brings to the UK:

6.1 sending a strong signal, through communication and policy, that the UK is welcome and open to international students;

6.2 taking student numbers out of the official net migration target, this recommendation does not just reflect the views of the sector, only 26% of the British public consider international students as immigrants when thinking about Government immigration policy ¹⁶⁰;

6.3 rolling out the provisions of the current Tier 4 pilot to Masters students at all Universities as formal policy, and allowing students to stay for 12 months after graduation. This will help encourage the brightest minds from across the globe to study at the UK's world-leading universities, while reaffirming to the world that the UK is open;

6.4 extending the Tier 4 pilot to undergraduate students based on compliance of Higher Education institutions;

¹⁶⁰ ComRes, April 2017, Universities UK Public Perceptions of International Students Survey

6.5 strengthening the Tier 1 Graduate Entrepreneur visa route so that graduates can apply for a 24 month visa in the first instance;

6.6 reforming the Tier 4 student visa route so that it is proportionate and streamlined and therefore not off-putting as this leaves this leaves UK universities vulnerable to our international competitors who can offer more attractive alternatives.

Annex A

Generation Brexit

About the project

Generation Brexit is crowdsourcing an under 35 vision for the future relationship between the UK and the EU. The project empowers those under 35 to learn about, propose, debate and agree post-Brexit priorities. It is currently the only pan-European youth consultation on Brexit.

Uniquely, this is a multilingual initiative. Our platform and project resources support youth engagement, discussion and learning in English, French, German, Italian, Spanish, Polish, and Greek. As a result, perspectives from across the EU are represented.

We are building an open access web based multilingual educational toolkit to support project engagement and extended learning about Brexit in secondary schools, sixth form, further education colleges, and youth clubs and organisations. We have created a data set of 900 UK secondary schools across a sample of local education authorities that mirror the demographics of leave and remain. We are actively targeting teachers of modern foreign languages, and various social science A levels to secure the participation of their students. Going forward, we will extend this UK schools database and we will create similar databases of schools in selected regions across the EU.

We are working in partnership with leading youth organisations in the UK and the EU to lobby Brexit decision-makers. This activity communicates youth views expressed on our platform and the project's preliminary findings. A final report framed as a millennial cohort agreement on the future UK-EU relationship will be sent to both the United Kingdom and European Union parliaments, shared with key stakeholders in the UK and the EU, and freely available to the public online.

Benefits to UK Students

This project brings together in partnership communities of teachers and students from inside and outside the UK working on an important contemporary issue, making

use of state of the art technology and successfully embodying the multiple synergies between research and education.

As a result, the project is creating innovative learning opportunities for British students. Migrant students in the UK are moderating discussions in their native languages and encouraging youth networks from their countries of origin (whether in the UK or across the EU) to join the platform conversation. As a result, UK students are able to engage in foreign language exchanges on the platform, in support of their foreign language learning at secondary and post-secondary levels. Migrant students in the UK are also actively participating in the English language discussions, sharing opinions and ideas on the future of UK / Europe relations. Through these various exchanges with migrant students both in English and foreign languages, UK students are deepening their understanding of the UK as a global political and economic actor.

Annex B

Illustrative examples of international student volunteers and entrepreneurs

Student A graduated with an MSc in Human Rights in 2017. During her studies at LSE she undertook a number of roles including: a Refugee Support Volunteer at the Entrepreneurial Refugee Network, an Internal Communications Volunteer at Amnesty International UK, a Champions for Change Mentor at the UN's Women Empowerment Programme, the Careers Office at the LSESU UN Society and several other roles. She also acted as a Student Volunteering Ambassador to encourage other students to volunteer during their time at LSE. When describing her volunteering at LSE, she said: "I've grown in to the woman that I have always hoped to become and volunteering has played a huge role in helping me get there."

Student B graduated with an MSc in Management Science in 2017. During his time at LSE he volunteered as a mentor for young people from disadvantaged communities through ReachOut UK. One of his mentees, who had been suffering from low confidence, low attainment and a difficult home life, felt that the mentoring had a really positive impact on him. After the mentoring started, the mentee's English, Maths and school behaviour improved considerably.

Entrepreneur A studied Exec Global MiM 2013- 2015 and is the Co-Founder of XX. XX is described as a 'brilliantly organic femcare' company which aims to provide women with 100% organic tampons that are easily accessible, with a silky-smooth BPA-free compact applicator. XX is 100% committed to supporting girls' health, education & economic empowerment. With every Get Set Pack bought, 5% of the profits support the health, education & economic empowerment of girls in need through charities like Days for Girls International.

Entrepreneur B graduated from his BSc in Management in June 2017. He launched XX, an ethical trading platform for handmade crafts, avoiding mass-produced goods made in poor conditions, sweatshops and factories. XX collaborates with independent artisans, small artisan groups, non-profits and local social enterprises to support extraordinary craftsmen and craftswomen. The Artisans are guaranteed 50% of the gross profits of each item, and they are paid in advance so they do not face any liquidity barriers.

Entrepreneur C graduated in 2016 with a Masters in Comparative Politics. She co-founded XX which is an ethical clothing brand for women working on a promise of 'no sweatshops and no photoshop'. Describing themselves as an 'emerging fashion brand for people who expect more from their wardrobes', all of the clothes for birdsong are made by women's groups with rare skills. These include migrant seamstresses and knitting grannies, their aim is to unite all women.

Middlesex University

Middlesex University response to the Migration Advisory Committee (MAC) Call for Evidence on the costs and benefits of international students

Introduction

Middlesex University is about transforming potential into success. With nearly 20,000 students at our London campus in Hendon and another 37,000 students studying for Middlesex awards around the world (at our campuses in Dubai, Mauritius and Malta and through our partners), we play a major role in the London skills ecosystem and generate considerable overseas earnings for the UK. Middlesex is a 'university for skills', with distinctive practice-based teaching and learning and a range of courses based on workforce intelligence about future skills needs. We create the graduates the UK needs to raise productivity, equipped with the skills and knowledge to make a difference in the workplace, while also driving social mobility through the social and cultural diversity of our students.

Middlesex University welcomes the Government's focus on the impact of international students in the UK through the MAC's call for evidence. International (both non-UK EU and international) students are an integral part of Middlesex University's mission, learning environment and financial sustainability. We have been awarded the Queen's Award for Enterprise for our outstanding achievement in growing our operations overseas and boosting the UK economy. International students enhance learning, underpin the viability of programmes and make a significant economic contribution to the local area, the capital and the nation as a whole. Our submission focuses on the questions in the call for evidence where we have relevant evidence and data available notably:

Impact of migrant fees on the University

Migrant student spending in the local area

Migrant student impact on supply of education provision

Migrant student impact on capital investment

Migrant students and the labour market/entrepreneurship

The call for evidence defines international students as both non-UK EU and international students. It is important to note that these two markets are separate and distinct. Post Brexit it will be important for the UK to remain attractive to both international and non-UK EU students and avoid creating barriers that would make it harder for universities to access such a large neighboring marketplace.

Middlesex University works closely with Universities UK, Million Plus and London Higher and endorses their submissions to the MAC. We are also members of London First and the Confederation of British Industry and support their positions on this topic.

Impact of payment of migrant student fees to Middlesex University

In 2016/17, 30% of our 19,757 students were international including 2,907 non-UK EU students and 2,996 international students. These students were studying at Middlesex at the London campus, in all subject areas though primarily in the Business School, Science and Technology,

Media and Performing Arts, Law and Health and Education departments in the following areas.

Accounting and Finance

International Management and Innovation

Leadership Work and Organisation

Natural Sciences

Computer Science

Media, performing arts, visual arts

Law and politics

Nursing and midwifery

Education

Across all programmes and types of study non-UK students contribute around £40 million of our turnover of to the University's tuition fee income. As such international students represent a core part of our income rather than a value-add.

There are a number of areas where overseas students create a critical mass which allows us to maintain and develop capability.

For example, around 40% of students in our Media department are international (non-UK EU and non-EU) which has enabled the University to make extensive capital investments to ensure our courses provide cutting edge facilities in line with industry practice including a TV Studio (£140,000); digital media equipment (£355,000); animation equipment (£160,000); and specialist digital storage (£250,000). This investment enables both international and UK students to learn in a practice-based way in Media, Animation, Performance, Games Design and 3D animation ensuring they are gaining the skills employers need and are able to operate in a professional working environment. Indeed we have seen particularly high employability rates for these courses, for example in 2016/17 100% of students in

Journalism and Media and of students in Animation went on to employment or further study after graduation and 95% of Advertising, PR and Media graduates. Investment on this level would not be viable without international student income.

A further example is our mass spectrometry facilities that we would not have been able to equip without international income. The mass spectrometers we have been able to invest in are being used by undergraduates, masters and PhD students and staff to study biomarkers associated with sepsis, reproductive disorders, cancer and antibiotic resistance. The instruments are also being used to carry out drug metabolism studies. Employability in the biosciences has benefited from these facilities, for example 96% of graduates in Biomedical Science went onto employment or further study.

Migrant student spending and economic impact in the local economy

There is extensive research at national level, for example by Universities UK¹ and the Higher Education Policy Institute² demonstrating the positive impact of international students on the UK economy. In Middlesex University's local constituencies of Hendon and Barnet the net impact of international students is £78.1 and £41.7 million respectively. The University's own research finds that the average overseas student spending in the London Borough of Barnet in 2017 was

£3,895 per year and the average student living in Halls of Residence spends over £6,004. In 2014-15, the spending of the 940 students living in Halls of Residence in Barnet generated directly an income of £5.5m for the Barnet economy. In 2014-15 in total, all students spent £62.4 million per year in the Barnet economy which supported an estimated 1,206 jobs (i.e. one job for every 15 students). Most of these jobs are in the retailing, leisure and property sectors.

Through their contribution to local economies international students contribute to the objectives in the Government's Industrial strategy around universities and place. International students are responsible for a significant proportion of the University's economic impact on its local area by creating jobs and new businesses through entrepreneurship, spending in local businesses and volunteer work. We work closely with local schools, colleges and employers in Barnet and surrounding boroughs. Our team of over 200 trained student ambassadors, many of whom are from the EU or are international students, spend time in schools supporting pupils in their learning, help raise aspirations through activities such as the Festival of Learning or Children's University, or running community activities such as language support or providing web training in local community centres.

The effect of migrant students on educational opportunities and supply of provision for UK students

As a core part of Middlesex University's income, international students very often make courses viable that would not otherwise be so. This extends the breadth of learning opportunities and courses on offer for UK students. This is particularly the case for STEM courses such as computer science and bioscience, the creative industries as well as nursing, midwifery.

International students contribute to the diversity of the learning environment at Middlesex. Middlesex greatly values its diverse student cohort stemming from all over the world and from a range of backgrounds and experiences. Learning alongside someone from another culture, educational background and with different experiences is vital to helping our students understand the modern world and how they can contribute to it. For example, several hundred students currently participate in an extra-curricular initiative where they are teaching each other different languages outside their normal classes and in the process making friendships and learning about different cultures and countries, experiences that will often last a lifetime and

1

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/briefing-economic-impact-of-international-students.aspx> 2

<http://www.hepi.ac.uk/2018/01/11/new-figures-show-international-students-worth-22-7-billion-uk-cost-2-3billion-net-gain-31-million-per-constituency-310-per-uk-resident/>

extend the UK's influence overseas. Learning through diversity is an asset for our graduates who are diversifying the professions as they progress into the working world.

Migrant students and the labour market

Non-EU and international students graduating from Middlesex make a particular contribution to the health and teaching professions, supporting public services in London, as well as the banking and IT sectors. Examples of specific roles include Assurance Associate for PWC (MA Marketing and Communications); account handler for Saatchi, London (BA Business Management);

Optimology Healthcare Asst for Imperial College NHS (BSc Biomedical Science); and Application Analyst for Amelco (MSc Telecommunications Engineering). When international graduates return to their home countries they take with them valuable skills and an affinity with and appreciation of the UK.

Middlesex University Enterprise Development Hub supports students in developing entrepreneurial skills and specifically students on the graduate entrepreneur visa. The Hub mentors students while they develop the business idea and a business

plan. Many of our graduate entrepreneurs go on to develop successful businesses in the UK often with global impact and playing a key role in developing skills in the UK – see case studies at Annex 1.

The UK post-study work offer is markedly less favourable than its competitors, notably Canada, Australia and the US who all provide pathways to residency for international students. EU competitors such as Ireland and the Netherlands are also increasingly offering high quality courses in English at low cost.

It is welcome that the restrictiveness of our visas for international students and opportunities for them to stay on and contribute to our economy are starting to be reformed. The pilot in a small number of universities to streamline and provide more post-study time for graduates to seek employment in high skills shortage occupations is welcome. However, this has now been extended to a further 23 universities, creating a divide in the sector between universities seen by potential international students as favoured by the Government and those that are not. London and modern universities are particularly underrepresented. As the post Brexit migration system is developed it will be important that there is a level playing field for all universities who meet stringent existing UK quality assurance arrangements for higher education. It is vital to avoid sending confusing messages to international students around the quality of education in UK universities and the desire of universities to welcome them to study in our country.

The role of migrant students in extending soft power and influence abroad

16. In 2015, ComRes ranked the UK number one in global soft power and our international students are core to this¹⁶¹. Whilst studying here, many have ambitions to work for a time, they build networks, add cultural richness, and return home with strong fondness and connections with the UK. These international students often become the greatest ambassadors for the UK, creating the conditions for successful future trading relationships which will be all the more important post Brexit.

¹⁶¹ http://www.comresglobal.com/wp-content/uploads/2015/07/Report_Final-published.pdf

Northumbria University

Northumbria University has been welcoming international students since the late 1960s, and the impact on the institution, the city and the region is substantial. Currently there are 6,781 students from non-UK countries studying for a Northumbria degree, including 3,656 studying for a Northumbria degree in the UK (15.4% of the total students studying in the UK). The overall international fees contribute 12.7% of the University's income. The recent HEPI/Kaplan report into the economic benefits of international students showed that the impact on the Newcastle upon Tyne East parliamentary constituency was a net benefit of £191.1m in 2015/16, a net impact of £2,010 per resident in the constituency. This constituency covers both Northumbria and Newcastle Universities, so the impact is not solely driven by Northumbria's international activity, but it is a clear demonstration of the positive financial impact on the city of international students.

The economic impact of international student fees to the University has been substantial. Over the last ten years Northumbria has invested over £250m into its estate development, which has transformed the campus. Investments have included the development of the state of the art Sports Central, which cost over £30m but has both a community and a civic impact. Sport Central hosts the Newcastle Eagles basketball team, acting as a focus for high-quality sport in the city. The facility is also open to members of the public, and as a result has a community impact in terms of health and wellbeing. The amount invested into the campus developments over the last decade is equal to the amount of income received by international students during that period. Whilst it is difficult to provide conclusive evidence that the fees raised from international students funded the developments, it is possible to state that without these fees, the developments would have been far less likely to have taken place.

Alumnus – Wee Teng Woon

Wee Teng Woon is a Singaporean who studied Law at Newcastle Polytechnic (now Northumbria University) in the 1970s. Through maintaining links with Mr Woon, he now has a substantial input into the University. He funds student prizes for the brightest Law students, as well as a travel scholarship to fund students to undertake an internship within a law firm in Singapore.

He also funds the Woon Prize, a high-profile Art fellowship. The remarkable first prize is a £20,000 fellowship with a 12-month studio space in the Woon Tai Jee studio at BALTIC 39 in Newcastle's city centre. The year-long fellowship includes mentoring from staff from both institutions and a final exhibition with catalogue at the

end of the Fellowship. There are also two generous runner-up prizes of £9,000 and £6,000. The Woon Prize has been running since 2013 and has cemented the relationship between Northumbria University and the Baltic Art Gallery, including the fact that there is a Baltic Professor, funded by Northumbria University and hosted at the Baltic.

The latest stage in the continuing links between Wee Teng Woon and Northumbria University is the development of a funded museum of East Asian art. This has the potential to be a substantial addition to the cultural framework within Newcastle and the region, and is a testament to the long-standing relationship with an alumnus who has contributed a substantial amount to the development of the University, as well as to the cultural infrastructure of the North East.

Alumnus – Dr Arnab Basu

Dr Arnab Basu MBE was born in India and studied for an Engineering degree at Northumbria University in 1996. He graduated with 1st class honour and went on to complete his PhD from Durham University. He founded Kromek Group plc, a leading developer of high performance radiation detection technologies, headquartered locally in Sedgefield, where it currently employs over 100 staff. Kromek Group plc, of which Dr Basu is the CEO, specialises in nuclear detection, medical imaging, and security screening, and operates globally from its North East base.

Gateshead – Trinity Square

Northumbria University has undergone substantial growth in student numbers since 2000, including a huge growth in the international student population. The University currently has around 2500 students from outside the UK on campus, and the number has grown since 2005. The growth in numbers was hand-in-hand with an increased demand for high-quality en-suite student accommodation. A number of new developments on and near campus came on stream during the 2000s, but the requirement continued to grow.

As part of its ongoing collaborations with Gateshead Council (which have included the development of the Northern Design Centre), Northumbria University agreed to create 1,000 new student beds as part of a redevelopment of the moribund town centre of Gateshead at Trinity Square. This was designed to drive growth and investment in the town centre, by bringing the spending power of 1,000 students and the associated retail demand they carry. The site chosen was the location of the iconic multi-story car park made famous in the Michael Caine film “Get Carter”. The accommodation at Trinity Square was opened in 2014, and the town centre now features a much wider range of shopping, dining and recreational facilities including

a multi-screen cinema. This development would not have happened without the drive of the increase of international student numbers from the University.

Internationalisation

i, Impact on the disciplines at Northumbria University

A survey of the postgraduate programmes offered at Northumbria in 2015-16 indicated that a proportion of the full-time courses on offer wouldn't run without international students. Courses such as the MA in Applied Linguistics, MA Design, LLM International Commercial Law, MSc Microelectronics and Communication Engineering, MSc Computer Network Technology, MSc Business with International Management, and MSc Public Health, all relied on International students to remain viable. This has two direct impacts within the University. Firstly, the presence of international students paying to undertake those programmes of study ensures that any domestic students who wish to study them are able to. Without the fees received from international students the programmes would not attract sufficient domestic students to remain open, so the presence of international students ensure that domestic students are still able to study these routes despite low demand. And secondly, the fact that international students keep these programmes viable means that the academic staff involved in running these courses remain employed, and are able to undertake research and other key academic activity as part of their role.

ii, Impact on student body at Northumbria University

The presence of international students on campus is a vital component of the University's internationalisation strategy. The creation of globally aware and adaptable graduates is a key plank of the University's ongoing strategic development. Northumbria aims to provide globally relevant experience for all its students, and this can be through classroom activity, internationalised curricula, language development and student mobility. The presence of international students on campus has long been a driver for the development and provision of internationalised curricula, which benefits all students, as it allows all students to study the global context of the relevant discipline. In addition, the presence of international students has led to the formation of a broad range of national student interest group through the Students' Union. As Northumbria University has grown its range of destinations available through student exchange programmes, these national student groups have provided an invaluable opportunity for individuals to learn more about the political and social context, as well as learn some of the language. This has been a key plank in the development of an increased student mobility programme at Northumbria University.

Employability

In addition to the key alumni featured above, students from non-UK domiciles have made a vital contribution to the economic activity of the city, the region and the broader country. Given the differing visa regulations attached to European against non-EU students, it is not surprising that the EU students have remained in a broader range of roles in the UK as they are not subject currently to the same visa regulations. But across both cohorts, the majority of graduate-level roles that students are remaining in are in the education, particularly higher education, and health sectors. Universities and the NHS trusts are regular employers of non-UK graduates, and across the UK, Universities do provide the largest grouping of employers of non-EU graduates of Northumbria University.

University of Nottingham

Purpose

1.1 This document sets out the University of Nottingham's response to the Migration Advisory Committee's Call for Evidence on the impact and benefits of international students.

2 Introduction

2.1 The University of Nottingham is within the top ten recruiters of international students in the UK higher education (HE) sector, enrolling just under 4,000 new international (non-EU) students in September 2017, creating a total population of over 7,000 international students at its UK campus. One hundred and fifty nine nationalities are represented within our student body in the current academic year.

2.2 International students enrich the life of our campus, bringing diversity of nationality and viewpoint, and assist all students to develop the inter-cultural awareness and communication skills that will be essential to their future careers. Both as students and as alumni, our students and graduates are agents of soft power that work significantly in the UK's advantage during their studies and once they have returned home.

2.3 We operate campuses in China (established 2004) and Malaysia (established 2000), that between them enrol a total of 12,000 students. We manage an extensive network of 350 partners for student exchange.

2.4 We strongly believe that the spread of knowledge should be without borders; in the last three years academics at our UK campus worked with 34,966 overseas academics from 2,419 institutions in 136 countries in undertaking their research and publishing findings that are at the very leading edge of the academic disciplines that we work within.

2.5 Our networks, and those of many other UK higher education institutions, not only support the work that we do, but also reinforce the UK's position as a leading centre for education, research and discovery. It is for this reason that 31 of the UK's Universities feature in the top 200 of the Times Higher Education 2018 World University Rankings. Only the United States of America has more institutions within the top 200 (62 institutions), with Germany following the UK (20 institutions). International students and international collaborations are critical to this success.

2.6 Whilst the UK's HE offer is compelling, the perception of the UK as a suitable **and** welcoming study destination needs to be reinforced within the student migration system, such that able and ambitious students feel that the UK is the right environment in which to invest and develop their talents. The recent extension of the Tier 4 pilot to a wider range of institutions - whereby graduates from masters programmes can remain in the UK for 12 months after the completion of their studies – is to be welcomed.

3 Stakeholder Evidence

The following evidence has been framed around the questions posed in the MAC Call for Evidence.

What impact does the payment of migrant student fees to the educational provider have?

In 2016/17, the University of Nottingham generated tuition fee revenue of £95.3m from international students, a 21 per cent increase from the amount earned five years earlier (international tuition revenue stood at £78.9m in 2011/12). The University anticipates that international tuition fee revenue will exceed £100m for the first time in 2018/19.

The University of Nottingham was amongst the first UK Universities to recognise the value of internationalisation, most notably in the development of its two international campuses (in China and Malaysia). However, the University also had made significant and long term investments to support the experience and achievement of international students at its UK campus. The University operates one of the most generous scholarship programmes of any UK HE institution, investing over £7m per year in scholarships and stipends to international students.

What are the fiscal impacts of migrant students, including student loan arrangements?

EU student fee income is not disaggregated in the University's accounts. However, the table below provides data on the number of full time undergraduate students from the EU that were enrolled on award-bearing programmes in the last academic year, and an indication of how many of those had taken out a student loan.

The data show that overall 62 per cent of EU undergraduates in 2016/17 were studying at the University with the benefit of a student loan. However, this figure varies significantly by nationality, with only 17 per cent of French students accessing a loan, whilst 93 per cent of Lithuanian and 90 per cent of Polish students took out a

loan. The estimated tuition fee income paid to the University by this group of EU students will be in the region of £9.2m.

Figure 1: The number of full time European Union resident students by nationality and whether or not they have taken out a student loan

	Total	With loan	% with loan
Austrian	15	5	33%
Belgian	12	4	33%
British	90	52	58%
Bulgarian	39	31	79%
Cypriot	222	195	88%
Dutch	26	6	23%
Finnish	16	8	50%
French	78	13	17%
German	64	17	27%
Greek	19	10	53%
Hungarian	17	14	82%
Irish	51	31	61%
Italian	97	56	58%
Latvian	11	9	82%
Lithuanian	44	41	93%
Polish	59	53	90%
Portuguese	34	19	56%
Romanian	41	32	78%
Spanish	81	35	43%
Swedish	16	5	31%
Total	1,032	636	62%

*These figures exclude nationalities where the relevant student population is fewer than 10 students

This analysis is backed up by the sector-wide review of the tuition loan dependency within EU markets that has been undertaken by UCAS, and which looked at data from the Higher Education Statistics Agency (HESA) and the Student Loans Company (SLC). This analysis showed significant variation in sensitivity by country, with Bulgaria, Cyprus, Greece, Lithuania, Poland and Romania forming a cluster of larger markets for UK HE that are likely to be impacted by changes to the tuition fee and loan arrangements for EU students; France, Germany and Sweden were amongst the markets that would be less affected.

In analysis undertaken by London Economics and published in a report commissioned by the Higher Education Policy Institute (HEPI) and Kaplan, *The determinants of international demand for UK higher education constituency*, it was predicted that the total number of EU students taking undergraduate courses in UK HEIs would fall by 57 per cent should EU student fees be harmonised to international fee rates *and* loan support for tuition fees be removed. The anticipated drop in enrolments at pre-1992 Universities (that tend to charge higher tuition fees to international students) was more marked at 68 per cent, as opposed to the post-1992 sector (which tends to charge lower fees). In the post-1992 sector, the drop in enrolments was anticipated to be in the region 42 per cent to 48 per cent.

The revenue impact is less clear as whilst the overall number of undergraduate enrolments from the EU will drop, the per-capita fee will increase, ameliorating some of the impact. However the loss of these students will be felt in the local economy, where each EU student has been calculated to have a gross value of £87,000 (paragraph 3.15 refers).

Maintaining strong recruitment of EU students into UK institutions will be important in the retention of the cultural, economic and educational connections between the UK and EU nations post BREXIT. It is recommended that consideration be given to a range of options that might include:

Early confirmation that EU students commencing study at a UK HE institution will retain access to UK tuition fee rates and loan arrangements (where appropriate) for the full duration of any BREXIT transition/implementation period, and that this access will be maintained throughout their period of study;

Designating EU students as a special category in any future immigration arrangements, that could enable them to have continued access to UK fee and loan arrangements, and/or an enhanced set of working rights after they have graduated.

Do migrant students help support employment in educational institutions?

The University's total income in 2016/17 was £646m, with £309.3m of this contributed by tuition fees and educational contracts. Therefore the income from international student fees (£95.3m) contributed 15 per cent of total turnover, and 31 per cent of total tuition fee income.

International student fees are therefore a significant source of income to the University, supporting employment across all staff levels, and underpinning the delivery of excellence across a wide range of teaching, research and student support activity.

The University employs 7,791 individuals at its UK campus (November 2017). As international tuition fees contribute 15 per cent of the University's total revenue, it could be argued that international student fees support the salaries of approximately 1,200 individuals.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

In 2015, the University commissioned Oxford Economics to undertake a study on the economic impact of the University's UK campus on the city of Nottingham, the wider region, and the UK economy as a whole.

The study noted that the tuition fee revenue to the institution from international students in that year (£88.5m) was significantly exceeded by the amount (£129.7m) that the same students contributed in off campus spending across the city, East Midlands regional, and UK economies. In total, the study concluded that University of Nottingham international students contributed £218m to the UK economy in 2013/14.

The study also calculated that 16 per cent of all tourism spending by Chinese visitors to the East Midlands was attributable to students from China studying at the University of Nottingham.

In a further analysis (ref. para 3.6) undertaken by London Economics and recently published in a report commissioned by the HEPI/Kaplan, *The costs and benefits of international students by parliamentary constituency*, it was calculated that the total benefit of international students to the East Midland Region in 2015/16 was £1.28bn, and the value to constituencies closest to the University was £354.5m. This local figure would include the impact of international students at Nottingham Trent University as well as those at the University of Nottingham.

The gross benefits – including tuition fees, other spending and economic knock-on effects were calculated within the study to be, on average, £87,000 for each EU student and £102,000 for each non-EU student.

As well as looking at the economic benefits realised by regions that host international students, The HEPI/Kaplan report also calculated the costs incurred by the public purse in hosting such students (health, housing, public order etc). In this respect, the report concluded that the financial benefit of hosting non-EU international students is 14.8 times greater than the total cost.

How do migrant students affect the educational opportunities available to UK students?

In terms of the University's portfolio of undergraduate and taught postgraduate programmes, an analysis of those enrolling fewer than 5 UK and EU students, and at least 5 international students, (as a proxy for courses that would be 'non-viable without international students'), we estimate that we have approximately four undergraduate and 40 taught postgraduate programmes that would be put at risk by the loss of international students. These courses are largely in the fields of business and engineering. As context, the University currently offers 265 undergraduate and 242 taught postgraduate programmes at its UK campus.

As can be seen from the figure below, EU and international students make up 53 per cent of our research student body, with many of these students working in key STEM (Science, Technology, Engineering, and Mathematics) subject areas. Both at the University of Nottingham, and across the wider UK HE sector, EU and international doctoral students (and post-doctoral researchers) make a very significant contribution to the UK's STEM research base, supporting UK Research and Development output, and maintaining the UK as a country that "punches above its weight" in this area. Migration arrangements that maintain and enhance the UK's attractiveness to this group of students is particularly vital.

Figure 2 Total student enrolments at the University of Nottingham UK campus 2015/16 by level of study, fee status, and mode of study

Nationality	United Kingdom		EU & International			Total Number of Students
	Full-time	Part-time	Full-time	Part-time	% International	
Foundation	130	3	120	0	47%	253
Undergraduate	18,720	640	3,977	6	17%	23,343
Postgraduate Taught	1,146	1,314	1,674	1,135	53%	5,269
Postgraduate Research	1,235	275	1,545	104	52%	3,159
Other Award	34	847	494	36	38%	1,411
Totals	21,265	3,079	7,810	1,281	27%	
	24,344		9,091			33,435

Equally important is the less tangible benefit derived by our UK students from studying in a diverse environment in which over a quarter of their classmates are from outside of the UK. The international environment at the University provides an unparalleled opportunity for students to develop inter-cultural awareness and communication skills, whilst building an international network that will support them in their later lives and careers.

The University undertakes a number of initiatives both inside and outside of the classroom that foster connections between students from different nationality backgrounds. For example, in 2016/2017, the Students' Union launched a 'Global Buddies Programme', which is a peer mentoring offer for international students by UK students. This was piloted with one Faculty and 50 international students were supported for over a ten week period. A survey found that all buddies (UK students)

met the expectations of their mentees, and that the buddies were on average rated 4/5 for being helpful and supportive. International students who took part in the Global Buddies programme experienced less emotional difficulty and stated that they felt more “at home” in Nottingham and felt a strong sense of belonging with the Students’ Union. Following the success of this pilot, the scheme is being expanded in 2017/18 so support can be provided to more students, with the aim of a buddy being available to all newly arriving international students by 2019/20.

It is important to note the financial contribution international students make to British HE, which is re-invested and makes a significant contribution to the vitality of many institutions including the University of Nottingham. Whilst no one capital investment project at the University is dependent upon international income, the capital programme as a whole would be smaller without the contribution made by international students. Revenue from international fees does in part support our ability to provide facilities that enhance the student experience for all students, and to attract and retain the very best staff both in teaching, research and professional services. The many investments recently made in our capital programme will benefit student and staff wellbeing (e.g. David Ross Sports Village, Fitness Trail, Cripps Health Centre, Halls capital programme), wider support services (Student Service centres, Student Union Portland refurbishment), teaching facilities (George Green Library, New Teaching Building) and research facilities (CIEL Dairy Centre, North Laboratory, CBS Expansion, Centre for Sustainable Chemistry, Advanced Manufacturing Building, RAD building) and employability (Ingenuity Building).

What role do migrant students have in extending UK soft power and influence abroad?

The University of Nottingham has over 90,000 registered international alumni within our database, representing approximately 33 per cent of our alumni community. This international community includes 160 CEOs and others in senior roles across the world. Examples include notable individuals such as the Prime Minister of Malaysia, the Director-General of the World Health Organization and the former CEO of Malaysia Airlines Berhad. Indeed, a significant proportion of the world’s top political leaders undertook their higher education in the UK, creating and maintaining strong links with the UK that widely benefit our country.

At the current time, the studies of around 1,500 international students at the University of Nottingham are sponsored by their national governments (typically the Ministry of Higher Education, Education, or Health). These students are often selected for the receipt of their scholarship through a rigorous process, and will return to their home countries after they graduate with the expectation that they will

be able to make a significant contribution in their chosen field. Many will become the influencers of their generation. The experience that this talented group of students has whilst in the UK will be critical in securing them as advocates for our country for the remainder of their lives.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work to they do?

Of the 1,887 international graduates that reported that they were working across the last three Destination of Leavers from Higher Education (DLHE) survey returns, only 280 (15 per cent) were working in the UK. Of those 280, one hundred and fifty one were based in the East Midlands and 97 of those graduates had remained in Nottinghamshire. The figure below gives further details of this. We do not have information on the type of employment undertaken.

Figure 3: Known destinations of international graduates of the University of Nottingham 2013/14 to 2015/16 as reported in the DLHE return

Current Activity	2013/14 Survey		2014/15 Survey		2015/16 Survey	
	Number	Percentage	Number	Percentage	Number	Percentage
Full time employment only	351	53%	288	48%	315	50%
Part time employment only	23	3%	29	5%	23	4%
Further study only	177	27%	184	31%	179	29%
Work and Study	24	4%	27	4%	14	2%
Unemployed	52	8%	55	9%	72	11%
Other	31	5%	19	3%	24	4%
Total known destinations	658	100%	602	100%	627	100%

It is noteworthy that the unemployment rate for undergraduate students average at 2 per cent and research postgraduate students at 7 per cent (perhaps due to the specialist nature of employment that they are likely to be looking for). Graduates from taught postgraduate programmes are therefore for more likely to be unemployed six months after their graduation than students in either of the other two categories. This is the category of student that was impacted by the removal of the Post Study Work (PSW) visa scheme in 2012.

From the data available, the industrial sectors that our international graduates enter are (unsurprisingly) closely related to their field of study; therefore we see a significant proportion of our international graduates entering into the legal and accounting professions, as well as engineering and architecture. There are also large numbers moving into the health (primarily medicine) and education sectors (to teach or to undertake research contracts).

The current immigration policy in the UK does not make the hiring of international candidates particularly easy to do. We are very supportive of the recent extension of the pilot scheme to provide international graduates from taught postgraduate programmes with longer to switch between Tier 4 and Tier 2, the skilled graduate route.

We note that the removal of the PSW may have helped reduce the number of inappropriate visa extensions, but it was also taken to signify to key markets most notably in South Asia, that the UK was no longer welcoming. This has led to a transfer of students from the UK to other destination countries, in particular Australia and Canada. As a sector we need the UK to have a more competitive/compelling/understood offer when it comes to study AND work, without increasing unskilled migration. In terms of an appropriate length of time to allow international graduates to find employment, we would recommend a period of 8-12 months at the end of their studies for graduates from all levels of study. We would strongly recommend that some consideration be given to the reinvention of some form of Post Study Work Scheme for graduates of undergraduate and taught postgraduate programmes within any revised immigration arrangements.

To date we have sponsored a total of 205 students on the Doctorate Extension Scheme (DES), 48 of which are currently live on the scheme. The scheme is **highly** valuable for those PhD students who wish to look for work in their field of expertise, as it acts as an effective 'bridge' between the end of their studies and being able to start work, offering them the time and security of immigration status they need to submit applications and attend interviews.

Of the 205 students that we have sponsored, many have switched to another visa category before the end of their DES visas; 42 switched into Tier 2 and 7 switched

into Tier 1 Graduate Entrepreneur. Most of those students would not have been ready to switch visa category directly from Tier 4 General, and so benefited from this extra time to secure jobs or get approval for their business plans. For those who don't remain in the UK after the end of the DES visa, the work experience they can gain during this 12 months may be their only chance to get postdoctoral level work experience to support their job applications in their home country or elsewhere.

In our experience, graduates on the DES are successful in securing work in highly skilled or specialised jobs in both their field of industry and academia, and we commend this Scheme to the Committee.

In addition to employment, the University of Nottingham Ingenuity Lab supports international students at the University in establishing high value businesses in the UK through the Tier 1 Graduate Entrepreneur (GE) Visa scheme. To date, the University has sponsored 76 international graduates under the Tier 1 GE route. Of the 162 active businesses currently being supported by the Ingenuity Lab, over 60 are international in their reach.

The results from a recent survey showed that:

The average turnover for our tier 1 entrepreneurs is £157,000;

There are an average of four employees within each business.

Examples of entrepreneurial activities supported via the Ingenuity Lab include:

Miito a career development platform for Chinese students. Miito provides professional training tailored to Chinese students during their time at UK universities, and connects them to local employers when they return to their home country;

Kohl Kreatives, designs and manufactures a range of innovative makeup brushes. Kohl Kreatives has secured a listing with Boots and won grants from both Nottingham City Council and The University of Nottingham's *Ingenuity Competition*;

Hungry Panda, an online takeaway delivery platform which supports international students by providing a delivery service enabling them to order food in their home language;

WatsON which informs students of events, offers & more from university and city venues, advising them on the best things to do in the city;

Proodle, a cloud-based mobile and web platform that aims to make communication and collaboration easier between prospective university students and teachers, staff and alumni.

Our Careers & Employability Service offer work experience programmes/initiatives during the 16/17 academic year which saw forty international students connected to local businesses/charities equating to 3,328 person hours delivered. Examples of specific schemes are provided below:

Nottingham Internship Scheme to support East Midlands SMEs and charities in hiring interns to work on specific projects. This can lead to permanent opportunities;

Nottingham Consultancy Challenge to provide consultancy to support East Midlands SMEs and charities.

Trans-National Education (TNE) as an alternative delivery model for international students

Trans-National Education (TNE) is where the qualifications of one country are delivered in another, for example the University of Nottingham's campuses in China and Malaysia are examples of TNE projects. It is sometimes called offshore delivery, or HE partnership delivery.

Over the last decade, increasing numbers of UK Universities have engaged in TNE activity, and the number of EU and international students taking UK HE qualifications offshore now exceeds the number coming to the UK for their study.

There are significant differences between the types of students that are interested in offshore delivery, and those that prefer to come to the UK; there is also a significant difference in the revenue generated. The markets for each mode of delivery are therefore different, although it is acknowledged that there can be some overlap, for example in the delivery of "2+2" programmes, whereby a student completes the first two years study for a degree offshore before coming to the home campus of the awarding institution to complete their studies.

The figure below demonstrates how the numbers of Chinese and Malaysian students at the University of Nottingham's UK campus have grown, whilst at the same time enrolments at the offshore campuses of the University have also grown. The vibrancy of the onshore and the offshore markets are linked, but are parallel; one does not substitute for the other.

Figure 4: The total enrolment of China and Malaysia domiciled students at the University of Nottingham UK campus, China campus and Malaysia campus, 2008/09 to 2017/18

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
UK Campus										
China domicile	931	1,095	1,379	1,718	1,850	1,841	1,660	1,578	1,745	2,252
Malaysia domicile	508	554	531	490	480	515	564	618	603	559
China Campus										
Domestic	3,427	3,964	4,274	4,636	5,007	5,387	5,472	5,616	5,842	6,504
Non-domestic	106	127	157	196	250	461	559	603	620	657
Malaysia Campus										
Domestic	1,886	2,040	2,175	2,541	2,969	3,284	3,469	3,677	3,600	3,543
Non-domestic	1,056	1,184	1,224	1,328	1,391	1,264	1,196	1,189	1,188	1,236

4 Conclusion

The University of Nottingham is grateful for the work of the Migration Advisory Committee in reviewing current student migration arrangements and in making recommendations to the Government.

Oxford Brookes University

Response from Oxford Brookes University

An international outlook has always been important to Oxford Brookes University and the Times Higher Education 2016 praised Oxford Brookes as 'one of the world's top universities for its international outlook'.

Over 3500 international students from over 150 countries choose to study at Oxford Brookes.

Non-UK students currently (2016/17) comprise around 21% of the student body, with nonEU students comprising 14% of the student body.

Migrant students make an important contribution to the cultural capital of Oxford Brookes University having a positive impact both on the experience of UK students and on the wider community. Working alongside international students greatly enhances the experience of our UK students.

Oxford Brookes welcomes this opportunity to address a number of the specific questions raised in your call for evidence as well as providing additional information on our participation in the Tier 1 Graduate Entrepreneur scheme.

1) What impact does the payment of migrant student fees to the educational provider have?

The payment of migrant student fees has a positive impact on Oxford Brookes University. Migrant fees are higher than those charged to UK students and are important for the longerterm financial sustainability of the University.

2) What are the fiscal impacts of migrant students, including student loan arrangements?

Migrant students accounted for £32M of tuition fees in 2016-17. This equates to 24% of tuition income for the year. Income from EU student loans (both UG & PG) in 2016-17 was £3M from 470 students.

3) Do migrant students help support employment in educational institutions?

Migrant students do help support employment at Oxford Brookes.

For a number of positions at the University employment directly relates to working with and supporting our international students. These are roles in our Oxford

Brookes International office and in our International Student Advice Team. At present this equates to circa 53 full time equivalent staff [FTEs].

Overall the University currently employs in the region of 1900 FTEs. Although the majority of these are not directly employed in positions relating to migrant students a significant number will be employed due to the 21% of our students who are non-UK, and many will be involved with teaching and providing support to these students. Should there be a fall in our student numbers due to the loss of our non-UK students then we would have to reduce staff levels. On a ratio of staff costs that are c 50% of income, losing our non-UK students completely would result in between 200 and 300 job losses.

Given the important contribution migrant students make to the financial position of the University jobs would be at risk as the migrant student numbers began to decline.

4) How do migrant students affect the educational opportunities available to UK students?

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

Here at Oxford Brookes, applications are not currently at such a level that we have to decide whether to offer a place to UK or to an international student - in other words we can decide each application on its merits without having to resort to a quota system and UK students are not disadvantaged.

The demand for UK education - whether from UK or migrant students - varies by subject. Here at Oxford Brookes, at one end of the spectrum, migrant students have little effect on the educational opportunities of UK students, as there are few if any international applicants/students. Subjects in this area include Humanities (with the exception of modern languages) or the Built Environment.

At the other end of the spectrum, certain subjects might not exist at all if universities did not educate international students, this applies to courses such as modern languages. In the case of modern language courses for example the only way to make a year in, say, Japan, affordable for UK students is to have an exchange programme where Japanese students in turn come to Oxford Brookes. There are also some courses in Business - particularly at postgraduate level - which might not be financially sustainable without the demand from international students.

Subjects, such as Business, Law, or International Relations, are heavily influenced by the large numbers of international students studying in the UK - influencing matters such as the curriculum itself, as well as the work opportunities available to UK students after graduation. Some of our placement opportunities exist, and are made available to our UK students, because we accept international students.

Both placements and student-exchanges very often lead to employment. Our departments are encouraged to "globalise" the curriculum and this has the effect of making our graduates more aware of and fit for international employment (or employment with international companies)

5) What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

Answers here relate specifically to the impact during the period that these people are actually students.

In respect of housing, our undergraduate migrant students tend to have little impact on the private rented sector and virtually no impact on the buying market in Oxford whilst they are in education. For the most part they take accommodation through university halls or shared housing provision, largely due to convenience, ease of booking, and the fact that we provide purpose-built accommodation suitable for their study needs. In addition, the complexity involved in setting up utility supplies, massive up-front deposits (in some cases the whole year's rent in advance) is very off-putting for this group. Staying in halls is inclusive of utilities and has minimum upfront cost comparative to the private sector.

Staying in university-managed shared housing is much more straightforward and supportive than the private rental sector. The number of migrant students opting for the latter provision are quite small in comparison to home students because we are able to offer purpose-built halls to 2nd and 3rd year migrant students in sufficient numbers here at Oxford Brookes.

Migrant postgraduates are generally only here for one year and so also mostly live in halls just for convenience. Those (small number) who don't opt for university accommodation usually have family or family connections that provide them with accommodation so impact on the local housing provision by this group is negligible.

With regard to transport, here at Oxford Brookes undergraduates get a free Brookes bus pass and can use the University's own Brookes buses. Because of this there is little impact on non-Brookes transport locally in terms of scheduled bus routes. Brookes buses provide links to anywhere they might need to go within the city. Postgraduates, however, do not get free travel on the Brookes bus but many do get the (free) BrookesKey which allows them to travel on any bus for a single journey within the city boundary for £1. They also use local taxis in the same way as any other home students thus supporting local businesses. Any that live in university hall accommodation are not allowed cars (in line with our sustainable transport policy). Like many Oxford Brookes students, migrants do also use the bus links to London and the airports.

In respect of medical services, virtually all migrant students register with the University Medical Centre and so do not make use of local GP surgeries. They do not present any greater number of issues or illness than any other student group.

6) What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Oxford is a popular tourist destination in its own right. While the University does not attempt to assess the impact of migrant students on tourism and numbers of visitors, it is likely to be significant as friends and family take the opportunity to visit the city. The impact of this will be positive both in the local area and across the UK more broadly as the visitors pay for hotel accommodation, visitor attractions, shopping, etc.

7) What role do migrant students play in extending UK soft power and influence abroad?

Oxford Brookes has established a number of overseas offices/agencies to support the recruitment of international students. These, along with our global alumni network, have raised the profile of Oxford Brookes and UK education worldwide. Our international alumni play a vital long-term role as ambassadors for the UK.

8) If migrant students take paid employment while they are studying, what types of work do they do?

A good proportion of international students work part-time in a wide range of sectors and roles dependent upon their experience, level of study and qualifications. We have a vacancy database for the use of all students and we also run a part-time job fairs on campus which is well attended by both home and international students. Oxford Brookes has particularly strong relationship with Bicester Village (designer shopping outlet) and their brands regularly recruit on campus, targeting international students for their language and cultural knowledge. It's a popular choice of role for these students and they make up a significant number of the applicants. Our international students also regularly volunteer in the local community in a broad range of roles related to their experience, etc.

At Oxford Brookes we employ students (both home and migrant) in a whole spectrum of hourly-paid staff from teaching/lab support (most likely Masters or PhD students) through to clerical assistants, exam invigilators, student ambassadors and till operators. Varied, across all sites, all faculties/directorates, skilled, semi-skilled and unskilled work and on temporary contracts. They help support the day to day operations of the University across a huge range of activities and often alongside other students.

9) What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Since changes in the rules relating to transferring from Tier 4 to Tier 2 this is increasingly difficult for students to achieve.

10) Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

The University Careers Service has access to data on the destination of all of its students as they complete their studies through the DLHE survey. The DLHE survey provides some evidence that migrant students chose to take up positions in the UK after completing their courses.

The DLHE survey undertaken in 2016/17 on students graduating in 2015/16 shows that 75 of our international students did take up employment in the UK. Of those that reported their employment details to the survey the majority had either remained in the Oxford region or were working in London. A range of occupations were reported with the majority being directly related to the degree studied. These included: Occupational Therapist; Architectural Assistant; Physiotherapist; School Teacher; Paralegal; Health & Safety Advisor. A small number had taken up postdoctoral research or lecturing positions and a number held internships in a variety of businesses.

11) The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

If there was no longer a demand from migrant students this would have a significant detrimental impact for our region and on the sustainability of the University.

The recent study by HEPI on the economic benefits of international students highlighted the net value of students both for the UK broadly, for specific regions and for specific parliamentary constituencies. The Oxford East constituency, where many of our students are based, was highlighted as receiving significant benefits from the presence of international students. The report estimated that for the 2015/16 cohort of migrant students in Oxford East the contribution to the UK economy was approximately £179m equivalent to £1,480 per member of the resident population.

12) The MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

See point 4 above which covers some of the differential impact according to subject studied.

As indicated above, this would substantially affect the income of most universities, and could possibly lead to a reduction in demand from UK students looking for an inclusive and internationally-relevant experience.

Additional information - The Tier 1 Graduate Entrepreneur Scheme

Oxford Brookes has been operating a successful graduate entrepreneur programme with migrant students. The University has been operating the Tier 1 Graduate Entrepreneur (T1GEV) scheme since its inception by UKBA and subsequently UKVI in 2012. It endorses non EA graduate start-ups with a special Visa allowing those accepted under the terms of the programme to develop their business in the UK. These initially last for 1 year but can be extended for a further year giving graduates normally two years to establish their business. The University offers a comprehensive pre-application support programme along with regular mentoring and monitoring of successful applicants by experienced business support staff.

The T1GEV programme which is operated within the Research and Business Development Office and receives in the region of 30 enquiries a year from Oxford Brookes Graduates and in the region of 10 normally are deemed eligible/ look to follow up with a proposal having met the criteria set by both UKVI and the University. They complete a comprehensive business proposal and pay a fee of £1500 before being accepted as eligible for endorsement. The numbers of letters of endorsement issued and extensions for a second year are set out in the table below.

2012-13		2013-14		2014-15		2015-16		2016-17		2017 -18 to date	
New	2 nd Yr	New	2 nd Yr	New	2 nd Yr	New	2 nd Yr	New	2 nd Yr	New	2 nd Yr
1	0	2	1	3	2	3	3	5	3	3	4

9 Business continue to trade after 3 years which is a success rate of over 50% and our monitoring suggests that these have combined turnover in the region of £3.25m employing over 35 staff with combined external investment of almost £200k. During this time all students receiving a Visa have taken a full 2 years to develop their business and make it sustainable.

Numbers of start-ups under this programme are relatively small so it is difficult to talk about emerging trends but it interesting that many business are related to the original host country in some way so it is quite common to have businesses that use their existing international connections to develop services or products in the UK. Distribution, Tourism and Financial Services /Regulation cover a significant number of the business types that we have endorsed. Many continue to have an association with the University after completing their two years. An informal support group exists that offers advice between graduate entrepreneurs on this programme sharing their

experience of dealing with UKVI. Additionally and they have helped us to promote the T1GEV programme to future potential applicants.

Queen Mary University of London

Queen Mary University of London

Response to MAC call for evidence on International students: economic and social impacts

January 2018

Queen Mary University of London is a Russell Group university based in London's vibrant East End. With a history dating back to 1785, we have a strong reputation for disciplinary and multi-disciplinary excellence in the areas of Humanities, Social Sciences and Creative Industries, Science and Engineering, and Medicine and Dentistry. Home to staff and students from over 160 countries, we currently have 25,332 students of whom just under 50% are from overseas. Our international reach, impact, collaborations, and mobility are all essential ingredients to drive forward our research and innovation, quality teaching and learning, and public engagement agendas.

What impact does the payment of migrant student fees to the educational provider have?

- In 2016/17 our tuition fee income from international students (non-EU) was £82 million, accounting for 39% of total fee income and 19% of total income.
- In 2016/17 our tuition fee income from EU students was £22.2 million.

What are the fiscal impacts of migrant students, including student loan arrangements?

In 2016/17, 55% of our EU students took our Student Loans from the SLC (£12.3 million in tuition fee income). The remaining 45% were self-funded or came with sponsorship from other organisations.

Do migrant students help support employment in educational institutions? How many jobs are created by migrant students?

Yes. We employ staff across the institution in roles that are specific to supporting international students. These include International Officers (x12), International Student Advisers, International Experience Officer, International Careers Officer, Immigration Compliance Officers, International Admissions staff. We also employ staff for preparatory English language and foundation programmes which are specifically for international students. More broadly, the proportion of income derived from international students is such that it underpins a range of activity and roles

across the institution, especially relating to research activity. Without income from international students our research activity would be less viable.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

The most reliable data we have on this relates to the recent HEPI report into the economic impact of international students by parliamentary constituency. As per the findings of that report, net economic impact in Bethnal Green and Bow puts our students in the top 10 nationally - <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

How do migrant students affect the educational opportunities available to UK students?

In 2017, we carried out a piece of research at Queen Mary to identify the impact our international students have on educational opportunities at the institution. **Of 559 Masters courses on offer, our research found that only 19 would be viable without international students** (criteria for viability being 20 or more UK students enrolled on programmes). Of those 19, **none were in STEM subjects**.

We opened our new £39 million Graduate Centre on our Mile End campus in January 2017. The seven-storey building includes 7,700 square metres of new learning and teaching space for the benefit of all of our postgraduate students. In addition to being the home for the School of Economics and Finance, our Doctoral College and Research Degrees Office are located in the building. The Graduate Centre provides work areas and social spaces tailored specifically to the needs and working patterns of our postgraduates, but also provides facilities to our wider student community. **International postgraduate student recruitment underpinned the business case for the build** and will do so for future capital projects including a **proposed new business school**.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

As above, more demand means more courses can run for the benefit of all students.

1

What role do migrant students play in extending UK soft power and influence abroad?

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As with most UK institutions, we can point to examples of migrant student alumni who have gone on to hold positions of influence overseas. For example, these include Guðni Thorlacius Jóhannesson (President of Iceland), Danilo Concepcion (President of the University of the Philippines) and Prannoy Roy (Indian journalist and political commentator). Queen Mary is one of the largest (top 5) recipients of (FCO) Chevening scholars in the UK, specifically selected for the programme due to their capacity to become future leaders, influencers and decision-makers. For example, in 2017/18 we have 89 Chevening scholars studying with us across a range of Masters programmes. Upon graduation, they will return home to take up positions of influence across a range of sectors. We have large alumni communities in some of the most influential commercial and political hubs, particularly in East Asia (notably Beijing, Shanghai, Hong Kong and Singapore).

If migrant students take paid employment while they are studying, what types of work do they do?

We do not currently hold comprehensive data on the work that our students do outside of the University. As an employer, we currently employ 250 Tier 4 students in a variety of part-time positions, including Student Ambassador and Teaching Assistant roles for example. A further 50 Tier 4 students are employed in research support roles at Queen Mary and by our Students’ Union (QMSU).

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Our international students frequently report that they find it difficult to enter the labour market because of restrictive immigration regulations. Four months immigration permission beyond the end date of the course is often insufficient time in which to secure work. Tier 2 is the most accessible route to work after studies in highly skilled/shortage occupations but even highly qualified and highly skilled workers can find it difficult to obtain sponsorship in time. The restrictions can act as a significant deterrent to international students opting to study in the UK.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Based on the latest DLHE data, the top 5 industry sectors for those international (non-EU) students from Queen Mary who entered the UK labour market post-study were as follows:

Percentage of respondents	Industry sector
---------------------------	-----------------

22.4%	Professional, scientific and technical activities
15.5%	Education
12.1%	Human health and social work activities
11.2%	Financial and insurance activities
11.2%	Information & communication

The average starting salary of these students was £27,565.97.

Queens University Belfast

What impact does the payment of migrant student fees to the educational provider have?

The financial contribution that EU and non-EU students made to Queen's in 2016-17 was £2.6m and £25.3m respectively. This represents 8.2% of total income to the University and 28% of the total tuition fee income.

The current (YTD) income position from both sources of £33.6m represents a 20% growth on prior year performance (2016-17).

The income from international students goes towards teaching and student support costs for these students as well as core education facilities, ensuring sustainability of some courses for domestic students.

If this fee income was lost and not replaced, these activities would be at risk, which could compromise the quality of research and teaching at Queen's.

The importance of international students supporting world-class research at RGUs is shown in HEFCE data. Annual Transparent Approach to Costing (TRAC) data shows the HE sector's income and recovery of full economic costs (fEC) by activity. In 2015-16, the overall sector recovery of fEC was 99.6%. In this period the sector made a surplus on non-publicly funded teaching (primarily international students) with income levels at 143.4% of fEC. This surplus generated by international students helped the sector meet its shortfall in fEC recovery for research activity, which in 2015-16 was 74.9%.¹⁶²

¹⁶² HEFCE, [Annual TRAC 2015-16: sector analysis](#)

The importance of international students supporting world-class research at Queen's is reinforced with TRAC data. In 2016-17, the University's overall recovery of fEC was 97.2%. In this period the University made a surplus on non-publicly funded teaching (primarily international students) with income levels at 152.2% of fEC. This surplus generated by international students helped the University meet its shortfall in fEC recovery for research activity, which in 2016-17 was 76.3%.

If international student numbers fell it would affect the ability of Queen's to support the full costs of research activities. Without additional funding, this would risk the capacity to deliver high-quality, impactful research and restrict ability to undertake ground-breaking science, including in priority areas such as precision medicine, conflict resolution, cyber and food security. Such a scenario would have knock-on implications for the University's international reputation and participation in global research collaborations.

2. What are the fiscal impacts of migrant students, including student loan arrangements?

EU nationals who are currently in receipt of student loans from Student Finance Northern Ireland, and EU students applying for university places in Northern Ireland in the 2017-18 and 2018-19 academic year will continue to have access to student loans and grants, even if the course concludes after the UK's exit from the EU.

This applies to all student finance from Student Finance NI for students in Northern Ireland for which EU nationals are eligible. This includes grants and loans to cover tuition fees (for those resident in the EEA for three years), grants and loans for maintenance (limited to those resident in the UK for at least three years subject to means testing), and some other grants and allowances.

Student Finance NI will assess applications for these funds against existing eligibility criteria, and will provide loans and/or grants in the normal way. EU nationals, or their family members, who are assessed as eligible to receive grants and/or loans by the

Student Loans Company (SLC) will then be eligible for the duration of their study on that course.

EU nationals studying in Northern Ireland will be able to take out a student loan to cover tuition fees. The maximum amount available is £4,030 in the 2017-18 academic year. EU nationals may be able to get help with things like living costs if they meet certain conditions. For example, living in the UK for more than three years before their course starts or if they can satisfy Student Finance NI that they are a migrant worker from the EEA.

3. Do migrant students help support employment in educational institutions?

The current graduate recruitment market is extremely competitive and it is essential that graduates are provided with a global university experience, attaining key employability skills which will enable them to compete in today's job market. Queen's places strong emphasis on assisting students to develop their employability skills through their academic programmes, high-quality extra-curricular activities, and through working in a variety of paid roles. Oncampus Jobs coordinates on campus working at Queen's and provides an opportunity for students to develop their employability skills through gaining work experience on campus, in line with the restrictions of their visa, which is monitored to ensure compliance with UKVI.

Many researchers and academics currently employed in the UK's universities are former students who came to the UK from their home country to study. This pipeline is particularly important to courses in strategic fields such as science, technology, engineering and maths, where there are long-standing issues with the domestic pipeline into these subject areas. Without this pipeline, the UK's Research and Development capacity would be diminished.

4. If migrant students take paid employment while they are studying, what types of work do they do?

At Queen's all students have the opportunity to undertake casual part time paid opportunities on campus across Faculties, Schools and Professional Services. Oncampus jobs co-ordinates on campus student working and currently has 252 Tier 4 students registered to work on campus, across a wide range of roles. There are approximately 20 different job roles that migrant students undertake such as Demonstrators, Learning Support Assistants, Teaching Assistants, Examinations Marking Assistance, Annual Fund Callers, International Ambassadors (Paid and Unpaid roles), Student Information Assistants, Events and Fairs Assistance and Enrolment and Registration Guides.

5. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Impact of UK Universities

Analysis undertaken by London Economics, commissioned by the Higher Education Policy Institute (HEPI) and Kaplan and published in January 2018, estimates the costs of non-UK students across all UK universities to the exchequer and compared this to their gross benefit. It includes costs such as Funding Council teaching grants, student support, and other public costs associated with hosting students. Overall, the research shows that the benefit of hosting non-EU students is 14.8 times greater than the total cost. For EU students, it is 4.6 times greater.¹⁶³

This report shows unequivocally that the economic benefits of international students far outweigh their costs - with an estimated total net economic contribution of international students starting courses at UK universities in 2015/16 of £20.3 billion. Crucially, this benefit is spread across the whole of the UK, impacting on all regions and constituencies and indicates a £0.2bn net economic contribution from International students in Northern Ireland.

¹⁶³ HEPI, January 2018, [The costs and benefits of international students by parliamentary constituency](#). Report for the Higher Education Policy Institute and Kaplan International Pathways.

Impact of Russell Group Universities

A total of £1 million economic impact is generated by every six non-EU students or 11 EU-domiciled undergraduate students. Overall, every seven non-UK undergraduates studying at a RGU generate £1 million of impact to the UK economy.¹⁶⁴

Economic Impact in Northern Ireland

An Oxford Economics report¹⁶⁵ commissioned by Ulster University in October 2017 to determine the economic impact of international students in Northern Ireland in 2015-16 indicated that Northern Ireland received £123.3 million in export earnings from the presence of international students at its universities in 2015-16, equivalent to 1.4 percent of the value of the nation's exports of goods and services. This includes £40 million paid to universities in tuition fees and for other services, such as accommodation. International students spent £75.2 million off campus with local businesses, and their visitors brought another £8.1 million into the consumer economy.

Oxford Economics estimate that international students' spending supported a £106.9 million gross value added contribution to Northern Ireland's GDP in 2015-16. This is equivalent to 0.3 percent of the nation's total economic output. More than half of this impact, 51 percent or £54.7 million, was generated by international students' off campus subsistence spending. A further 44 percent, £47.1 million, was supported by international students' tuition fee payments. The remaining 5 percent, £5.1 million, is comprised of economic activity supported by students' overseas visitors' spending.

International students' and their visitors' spending sustained an estimated 1,830 jobs in Northern Ireland in 2015-16—their spending was therefore responsible for 0.2

¹⁶⁴ London Economics, October 2017, [The economic impact of Russell Group universities](#), final report for the Russell Group

¹⁶⁵ Oxford Economics, October 2017, *The economic impact of international students in Northern Ireland, 2015-16*, commissioned by Ulster University

percent of the nation's total employment. The largest employment boosts were to the retail and transport sectors, which benefitted from 19 percent and 13 percent of the total, respectively.

6. How do migrant students affect the educational opportunities available to UK students?

In an increasingly globalised and interconnected economy, international students provide home students with an invaluable multi-cultural university experience. The pursuit of academic talent is a global endeavour. The University attracts world-leading international students who assist home students to develop internationally-relevant skills, sustain vital courses and enable the University to invest in developments which benefit the entire student body. International PhD students bring new ideas and expertise to the UK and help strengthen the University's international research partnerships.

The opportunity for home students to study abroad is largely dependent on the inbound flow of international students on the Erasmus programme which annually supports over 14,000 UK students to study abroad. Without them, most study abroad agreements would not be feasible given the balance required to meet obligations of the partner. Since 2012, 1,429 Queen's students have availed of the opportunity to travel throughout Europe to study or gain work-related experience; this has secured an estimated €4.68m of funding.

International students also add to the appeal and quality of Queen's courses. Prospective students, especially at Masters level, are looking to learn in an international context and from others who have different backgrounds and experiences. Having culturally diverse course profiles can increase demand.

A 2014 British Council study found that domestic students tend to possess overwhelmingly positive opinions of international students.¹⁶⁶ A recent NUS survey of nearly 5,000 students studying at UK universities showed 70% thought any reduction in international student numbers would impact their cultural experience at university.¹⁶⁷

7. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

The Department for the Economy (DfE) and the NI Executive annually set the maximum figure of home based Northern Ireland and EU undergraduate students that the University is allowed to admit each year. This is known as the maximum student numbers cap or MaSN.

The cap does not include either international students or students from England, Scotland, Wales and the Islands (GB) and they, therefore, do not displace local and EU students since they are admitted in addition to the MaSN cap.

First year students at Queen's by level of study compared with all RGUs in 2015-16 are set out in Appendix 1. International students are more highly represented on PG courses with 41% of first-year PGR students at Queen's in 2015-16 coming from EU and Non-EU markets, compared with 48% first year students at all RGUs in 2015-16.

International postgraduate research (PGR) students directly contribute to university research, often publishing papers that count towards the university's research impact. These students help refresh Queen's research base to the benefit of home students, facilitating the exchange of ideas and expertise. Their international links also promote the University's global research collaborations and strengthen partnerships. It is no coincidence that UK universities, which attract a high proportion

¹⁶⁶ British Council, September 2014, [Integration of International Students: A UK perspective](#)

¹⁶⁷ National Union of Students, April 2017, [Student perspectives on international students](#)

of international PhD students and academics, are the driving force behind the UK's world-leading research performance.¹⁶⁸

¹⁶⁸ Whilst the UK represents less than 1% of the world's population, we represent 4% of researchers globally, and produce 16% of the world's most highly-cited articles, of which nearly three quarters are produced by Russell Group researchers.

8. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

The University offers guaranteed campus student accommodation for all new international students. To support its ambitious international student recruitment plans, the University has recently invested £72m to create an additional 1,200 student accommodation places, with two city centre developments opening in 2018.

The demand for transport from EU and international students is nominal in Belfast as it is largely a walkable city with all main campus facilities and accommodation within walking distance.

The University provides a “Living in Belfast” Guidebook to all EU and non- EU students, this provides a range of information and sign posting for international and EU students. This includes information on health services available and the University’s Health Centre.

The University Health Centre on campus provides both student-focused and general National Health services. The University also provides University-funded, non-NHS services, for our students.

9. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Overseas visitors to international students in Northern Ireland spent £8.1 million in 2015-16. This expenditure generated a £5.1 million gross value added contribution to Northern Ireland’s GDP, and sustained more than 100 jobs.¹⁶⁹ This footfall has supported viability of direct air capacity to NI/ROI.

¹⁶⁹ Oxford Economics, October 2017, *The economic impact of international students in Northern Ireland, 2015-16*, commissioned by Ulster University

10. What role do migrant students play in extending UK soft power and influence abroad?

The Department for Business, Innovation and Skills (2011) showed 90% of international graduates had their perception of Britain changed for the better as a result of studying in the UK, 78% intended to develop professional links with organisations in Britain in future and 86% sought to remain connected to their university.¹⁷⁰ This perception is important: countries' exports are higher if it is perceived by the importer to be exerting more positive global influence.¹⁷¹ In short, soft power has a true commercial return.

Recent research from the British Council found a state's soft power has statistically significant impact on FDI, international student recruitment, tourism, and international influence.¹⁷²

Many international alumni go on to achieve greatness in their home countries: one in ten current world leaders are UK alumni and the UK is ten times more likely to produce a world leader than the US.¹⁷³

11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

The UK has one of the shortest Post Study Work (PSW) periods for international students among key English speaking and European markets. This is a concern given that PSW opportunities are important to prospective students.

¹⁷⁰ Department for Business, Innovation and Skills, January 2012, [Tracking International Graduate Outcomes 2011](#)

¹⁷¹ Andrew K. Rose, January 2016, [Like Me, Buy Me: The Effect of Soft Power on Exports](#)

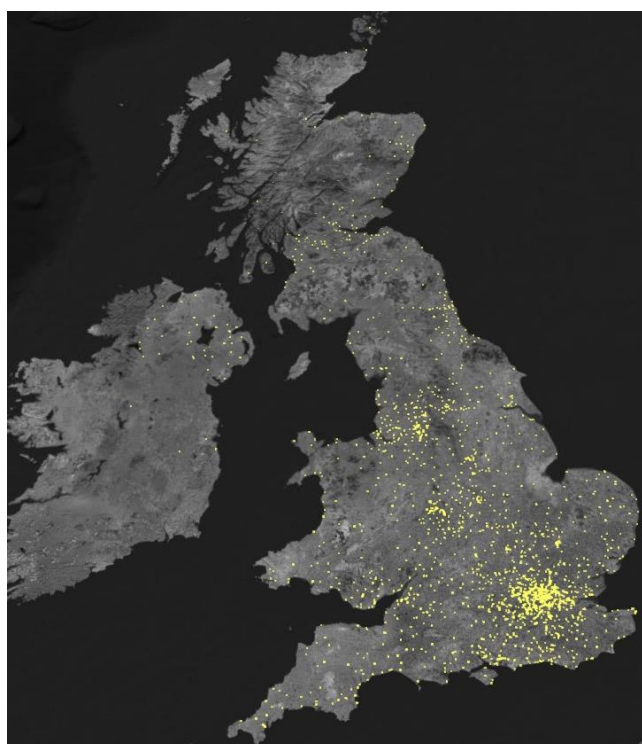
¹⁷² [Soft Power Today: Measuring the Influences and Effects, October 2017](#), A study commissioned by the British Council from the University of Edinburgh.

¹⁷³ <https://www.britishcouncil.org/education/ihe/news/uk-education-leading-world>

Although many non-EU students aim to gain work experience in the UK after graduation, qualifying for a Tier 2 visa can be challenging. Since the PSW visa closed in April 2012, the number of international students switching into work routes after their studies has decreased by 87%¹⁷⁴. Many UK companies will have lost out on international graduate talent as a result.

Notwithstanding these challenges, as indicated in Figure 1, the provisions within UK immigration policy that support the switch from Tier 4 into longer-term employment have enabled a number of companies in Northern Ireland to benefit from specialist skills and experience.

Figure 1: Location of Tier 2 General sponsors¹⁷⁵ (each yellow dot represents a sponsor)



Graduate entrepreneur (GE) route

¹⁷⁴ Percentage change from 2011-2016 in grants of an extension to stay for 'work' where the applicant was previously in 'study' category. calculated from: Home Office, Immigration Statistics January to March 2016, [Extensions table expc 01](#).

¹⁷⁵ Data mapped from an excel file provided by the Home Office on 10th November 2017 in response to an FOI request: https://www.whatdotheyknow.com/request/latest_register_of_tier_2_sponso

The Tier 1 (Graduate Entrepreneur) Scheme supports graduate entrepreneurs wishing to stay in the UK to develop their new venture; enabling them to set up their businesses in the UK and make use of networks and links they have established during their studies. If this route was not an option, many graduates endorsed under the scheme would still establish their own businesses but overseas. The UK therefore reaps the benefits of potentially having innovative and rapidly growing companies, many at the forefront of technological advances within their sectors, basing themselves in the UK long term. Queen's has endorsed 11 students on the Tier 1 Graduate Entrepreneurship route and re-endorsed seven applicants since it was opened in 2014. The University considers that the scheme would be more attractive if permission could be granted for two years in the first instance. Only being able to secure the visa for an initial year and having to extend it for the second year introduces uncertainty which impacts negatively on the entrepreneur's ability to secure interest and investment in the business.

Doctorate Extension Scheme (DES)

The Doctoral Extension scheme (DES) provides important support to PhD graduates and enables universities and the NI labour market to benefit from their skills. Government should protect this scheme. Since 2013 the University has sponsored 62 students on this route and are aware of 12 individuals who have switched onto a Tier 2 visa during their time on the scheme. This scheme benefits universities by helping ensure students publish their research, adding to the universities overall research impact. This has wider benefits for the international reputation of UK science and research. By supporting PhD graduates through the DES, the UK is also more likely to retain talented doctoral graduate.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Comprehensive data on the outcomes of non-EU graduates is lacking. As the return rate for the DLHE survey is low, we cannot draw any firm conclusions from the results. However, responses to the survey from international graduates at RGUs suggest some remain in the UK to work and those who do (and responded to the

survey), are primarily employed in professional or managerial roles. Key areas of employment for non-EU graduates from RGUs include education, human health (including medicine and dentistry) and social work, engineering and scientific research.

EU graduates from first degrees at RGUs are twice as likely to go on to further study as UK graduates, and three quarters of those that do continue to study at UK universities. By remaining at UK universities, EU students make a valuable contribution to the UK research base and are an important part of the pipeline of talent moving into postgraduate level.

International students, especially those from PGR courses, are often employed by their university after completing their studies, taking up roles such as lecturer, research associate/fellow and teaching associate/fellow.

Queen’s undertakes a Destinations of Leavers from Higher Education Survey (DLHE) which includes all students from all domiciles. Whilst the 80% response rate is for UK-domiciled HE leavers who previously studied full time, there is a 20% response rate required for non-EU international HE leavers and 50% response rate for all other EU HE leavers.

The most recent data available is the DLHE 2015–16 data and there are 431 EU and non-EU respondents at all levels. For the purposes of this response, we have removed the UK domiciled student responses.

Table 1 shows a breakdown of the students from the 2015–16 graduating cohort who entered the labour market. Of the 431 respondents, 85.4% entered employment or further study.

Table 1: DLHE 2015-16 Graduating Cohort

DLHE 2015-16: Outcomes for all EU and Non EU graduates				
STATUS	Republic of Ireland	Rest of EU	Non-EU	Total

	Number	%	Number	%	Number	%	Number	%
Employment or PG/Further Study	126	93.3%	22	88.0%	220	81.2%	368	85.4%
Other	5	3.7%	1	4.0%	25	9.2%	31	7.2%
Unemployed	4	3.0%	2	8.0%	26	9.6%	32	7.4%
TOTAL	135	100%	25	100%	271	100%	431	100%

As graduates, international students who remain in the UK help develop a skilled workforce. Those who return home, become informal ambassadors for the UK, strengthening trade, research and diplomatic links.

Other Information

Northern Ireland is the only region in the UK which has reduced government investment in Higher Education in recent years. Between 2009-10 and 2017-18 annual block grant allocations from government to the NI universities reduced by £34 million, this equates to some 30% in real terms. These funding cuts create a significant competitive disadvantage for the University against its comparative UK universities. Within this context income from international student fees is vital to support Queen's as a research intensive university.

Northern Ireland is unique in that it is the only part of the UK which has a land border with an EU Member State. It is essential that the border issue remains uncontentious, during Brexit negotiations, and does not become an obstacle in meeting and exceeding the University's ambitions.

It is essential that there is:

Retention of the current status regarding tuition fees, access to loans, grants and other support for EU students (both undergraduate and postgraduate) considering studying in Northern Ireland;

Assurance that future EU student mobility is not impeded by unnecessary bureaucracy, regardless of the immigration status of EU nationals, and that continued participation in Erasmus is secured;

Retention of the current mobility programmes, such as, Erasmus, and full access for participation in all future mobility programmes.

The Northern Ireland Strategy for Higher Education – Graduating to Success (2015), commits to establishing, by 2020, a significant increase in inward and outward international mobility, moving towards a doubling of activity compared with the 2010 baseline.

This ambition is set within a context of current international student enrolment performance. International students make up a relatively small share of Northern Ireland's student body compared to the rest of the UK's universities, at 9.3 percent compared to 19.2 percent. If international student numbers grew by 6,763 students to match this proportion, keeping the share of EU and non-EU students constant, the gross value added contribution they support would rise to £247.3 million, or 0.7 percent of GDP. This would support 4,230 jobs, or 0.5 percent of total.¹⁷⁶

The University's Education Strategy 2016-2021, outlines Queen's commitment to increase the number of international students choosing to study in Northern Ireland, and to prepare all our students for the globally-connected world and workplace. In particular, we aim to increase the number of students participating in international opportunities by 10% annually.

The University is concerned that recent policy decisions have hampered our ability to grow international student numbers at a time when competitors are progressing ambitious growth strategies and achieving strong growth.

¹⁷⁶ Oxford Economics, October 2017, *The economic impact of international students in Northern Ireland, 2015-16*, commissioned by Ulster University

The University welcomes the opportunity to provide evidence to underpin future immigration policy on international students to support growth in line with its Corporate Plan and requests consideration of the following interventions:

Remove students from the net migration target;

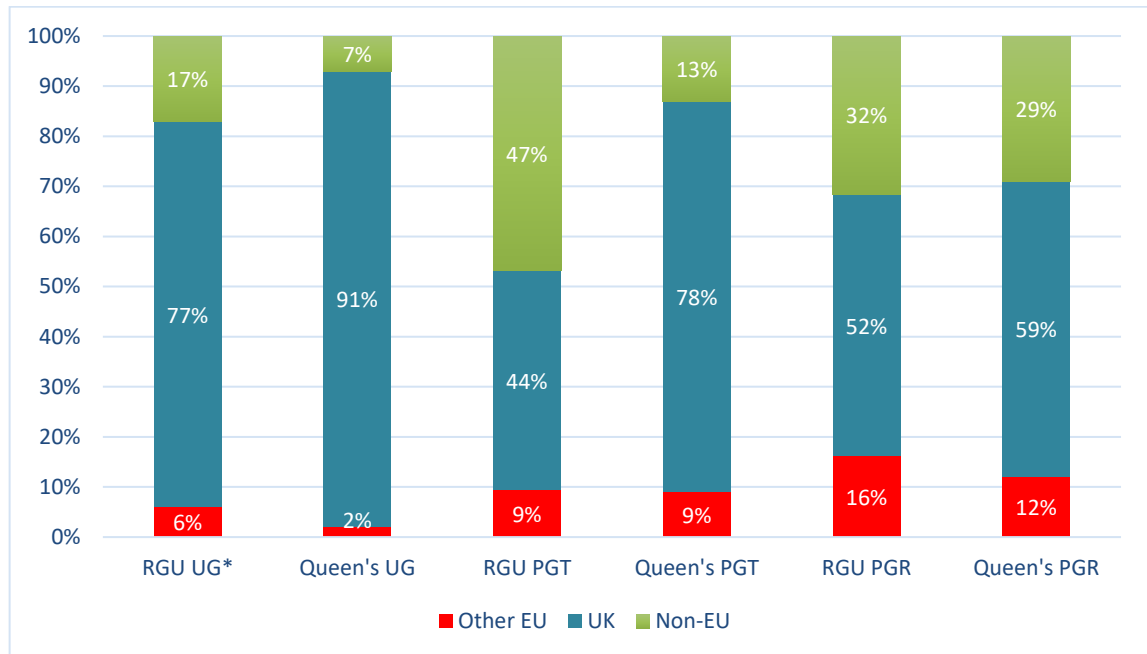
Enhance post-study work opportunities so that they are equal (or better) than those offered by the UK's major competitors;

Simplify the Tier 1 Graduate Entrepreneur route to enable individuals to apply directly for a 24 month visa, improving their ability to secure business investment;

Launch an ambitious, cross-Government strategy to increase international student numbers.

Appendix 1

First year students at Queen's by level of study compared with all RGUs, 2015-16 HESA



*includes foundation courses

Bader International Study Centre, Queen's University Canada

Dear Members of the Migration Advisory Committee,

Thank you for the opportunity of providing evidence regarding the economic and social aspects of international students in the United Kingdom.

The Bader International Study Centre (BISC), located at Herstmonceux Castle in East Sussex, is the international campus of Queen's University. With its main campus located in Kingston, Ontario, Canada, Queen's is one of Canada's oldest degree-granting institutions, and has influenced Canadian higher education since 1841 when it was established by Royal Charter of Queen Victoria. As of September 2017, 18,935 undergraduate and 4137 graduate students were registered on our main campus at Kingston. A member of the U15 Group of universities in Canada (similar to the Russell Group in the UK), Queen's is a full-spectrum, research-intensive university that conducts leading-edge research in a variety of areas. Our researchers have significant international impact: for example, faculty member Arthur MacDonald was the recipient of the 2015 Nobel Prize in Physics. Queen's is also one of Canada's premiere undergraduate educational institutions, with the highest graduation rate (89.5%) and one of the highest admissions averages (89.1%) of any university in Canada.

The Bader International Study Centre (BISC) was founded in 1994 through a gift of Queen's alumnus

Dr. Alfred Bader, a distinguished industrialist, founder of the Aldrich Chemical Company (now SigmaAldrich), and important art collector and philanthropist. Dr. Bader and his wife Dr. Isabel Bader gave Herstmonceux Castle and Estate to Queen's in 1993 for the development of an international study centre, with the vision of establishing an institution where students, teachers and scholars from around the world could study, engage with and learn from one another in an interdisciplinary academic environment.

The BISC currently offers academic programming to both Canadian and international students, hosts visiting scholars from the UK, and serves as a venue for international conferences and academic

exchanges. We occupy and preserve Herstmonceux Castle, a 15th century Grade I listed building, one of the oldest major brick structures in the UK. Various Grade II listed structures are also under our care, including the former site of the Greenwich Royal Observatory (1947-1990). The UK's Natural Environment Research Council's Space Geodesy Facility remains an active research centre located on our campus.

The grounds and gardens are open annually to the public, and we are an important focus of community activities and public events, such as an annual medieval festival, and hosting the

Princess of Wales's Royal Regiment at their biannual tattoo on our grounds, Our students are involved in a wide range of volunteer activities in the local community, and approximately 25 students each academic term carry out the classroom practicum component of their Bachelor of Education programming, observing and participating in classroom activities at partner schools in the East Sussex area. We also partner with Battle Abbey School (Battle, East Sussex) to access their

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science laboratory facilities, and have an active exchange with their A-level students at our campus. These various activities allow our students and scholars to interact closely with members of the local community, in addition to directly experiencing life in the UK, while the BISC campus itself is an important centre of the local community.

Our largest academic program is for students at the first year (BSc or BA) level, with these students in residence for two academic terms (i.e. approximately 8 months resident in the UK). The first-year program represents the bulk (approximately 70%) of our undergraduate teaching activity. Students return to Kingston where they complete their remaining three years of studies on main campus. We also offer specialized academic programming to upper year students registered either at Queen's or our Canadian and international partner universities. These modules typically extend for one academic term, and contribute academic credit towards their degree at Queen's or those offered at our academic partner universities. All academic programming is governed by the Queen's University Senate, with quality assurance overseen by Government of Ontario academic quality assurance processes, as well as the UK's Quality Assurance Agency for Higher Education (QAA). The BISC does not offer its own degree programs, though all modules taught may be used as credit towards Queen's University degree programmes.

The following are some statistics that outline the economic impact of the BISC's academic activities, and immigration numbers. All figures are a three-year average covering the academic years 2014/15

Number of Students (per term*)	135
Number of Tiera visas issued	113

Number of Tier 5 visas issued	5
Number of Tier 2 visas issued	
Tuition and Residence Fees Received	1
Ontario Government Grants Received	€380,264
Number of Staff	
Gross staff salaries paid	
Income tax paid on remuneration (tax year)	108
National Insurance (tax year, employer and employee)	E214,574
Payments to NHS (Immigration Health Surcharge, approx.)	E39,530
Other Payments to NHS and private health care providers	E12,702

through 2016/17.

we operate three 12-week academic terms per year.

We expend a significant remaining portion of our income on local trades and support services, as well as academic and support staff on a short term contractual basis. The bulk of our staff (including academic staff) are UK or EU citizens, while the majority of our students are either Canadian or other non-UK/EU citizens. Not all are studying in the UK on Tier 4 visas, either because they hold dual Canadian and UK/EU citizenship* or are here on short term study permits for one academic term (12 weeks). Only very rarely would a student at BISC undertake employment while resident in the UK, and the few exceptions have typically been Canadian/UK dual.citizens who are choosing to seek employment experience while resident here. All students must remain resident on campus while studying at the BISC. While it is harder to quantify the impact student spending has on the local economy, we typically recommend students to budget f265/month for out-of-pocket expenses, which would mean that in any given year some f 107,000 is spent by students while in residence.

In summary, while the BISC represents a small fraction of international students within the UK, when compared to the activities of a typical UK university, we do have a significant economic and social impact within our local community. We represent a high profile Canadian university operating in the United Kingdom, and our students

and academic faculty contribute to the exchange of research, teaching practice and social ties between Canada and the UK. Essentially all of our students are international, and consist of 90% Canadian citizens either on Tier 4 visas or short-term study permits. Restricting the movement of international students, or creating further administrative or regulatory barriers to international students (already significant compared to those in Canada), could make our operations unviable financially, and could lead to closure of the campus by Queen's, to the detriment of both our countries. Our campus is a low immigration risk, high-impact institution that contributes to the betterment of both our nations.

We would ask that the Migration Advisory Committee take into account institutions such as ours when formulating its recommendations.

Sincerely Yours

Provost and Vice-Principal (Academic), Queen's
University .Chair, Bader International Study Centre,
Board of Trustees

Vice-Provost and Executive Director, Bader International Study Centre
Professor, Department of Chemistry, Queen's University

Regent's University London

Migration Advisory Committee (MAC) consultation to assess the impacts of international students in the UK

Response from Regent's University London

Introduction

Thank you for the opportunity to contribute to UUK's response to the call for evidence from the Migration Advisory Committee.

Regent's University London is one of only two private, charitable, not for profit universities in the United Kingdom. As such, it receives no direct funding from government. Regent's is a very internationally focussed institution. We have a wide range of nationalities within the student body of Regent's University London. Our 3,600 FTE students represent some 139 countries. 80% of our students come from outside the United Kingdom and the benefits that this brings to the University and to the UK economy are considerable. More than £35m or 80% of our total income of £45m comes from non-UK students. The spending power of our students is considerable, and whilst we have not undertaken a formal economic analysis, the positive impact they have on the London economy is significant.

Since the university receives no government subsidies, all students pay the same fees which are similar to those charged to non-EU students at top quartile universities.

Regent's delivers a high number of contact hours on average – c.20 per week. It has a strong student staff ratio of around 13:1. It has a strong personal tutorial support system and a first-class careers advisory and placement department. It promotes outbound and inbound study abroad experience and has more than 170 partner institutions from all over the world. It encourages language learning and still offers ten, economically important languages.

The 50 or so degree programmes that we offer, all recruit students from outside the UK. Without international students, most of these programmes would become unsustainable and with it the University itself would no longer be financially viable. The students bring a cultural diversity to the experience of UK and non-UK students that supports the future employability of all our students and their ability to be global citizens.

Many of our students come from highly influential backgrounds in their own countries. Their families include royalty, senior politicians and government figures, in addition to significant family businesses. The ability of our students and alumni to

influence trade and political relationships through soft and hard power is considerable.

Many of our students are entrepreneurs with some 30% of our students in the 2017 Destination of Leavers from Higher Education (DLHE) survey declaring they have started their own businesses within the UK or in their home countries within 6 months of graduating. Since the creation of the Government's Tier 1 Graduate Entrepreneurship visa scheme, some 31 of our students have taken up places within the scheme. The University is an active supporter and mentor for them. In turn, these alumni have created employment and placement opportunities for current students and for UK and non-UK nationals.

The data we hold on our graduating students is of variable completeness. However, some headline data is attached as an appendix and this helps us identify the impact our students have on the economy. Many of the success stories where the influence and impact of our students is harder to quantify, are easier to tell. Pen portraits of just five of our alumni are included. These may paint a richer picture of the impact and influence exercised by our alumni.

The diverse student base is used to help students gain knowledge of different cultures and different perspectives. While the university, as a charity, does provide scholarships and bursaries to excellent and/or financially disadvantaged students, the majority of students come from relatively affluent families.

In addition to general comments, the committee has asked for the specific topics below:

What impact does the payment of migrant student fees to the educational provider have?

This terminology is misleading. Students are not migrants as such and should be removed from the net immigration figures. The government's own figures show that the clear majority who study in the UK return home or to their countries at the end of studies, emigrate elsewhere or leave after a brief period of employment.

This university could not survive without its international students. They provide close to 80% of the university revenues. Were Regent's be unable to recruit strongly from other countries, it could not attract a sufficient volume of UK students to remain sustainable and it would also affect the teaching model in an unacceptable manner.

What are the fiscal impacts of international students, including student loan arrangements?

International students at Regent's have no fiscal impacts on government funding other than a very limited number of eligible EU students who receive funds from the student loan company. Only a very small proportion of the university's domestic and

continental EU students take up loans. Also, since Regent's is an 'Alternative Provider', the maximum loan per year is restricted to £6,000.

Overall the contribution to the UK economy from international students exceeds £20 billion per annum.

Do international students help support employment in educational institutions?

International students clearly increase the number of staff in educational institutions in many areas. The academic demand increases the need for teaching staff and research staff. Indeed, many programmes could be unsustainable without international demand. The need for professional support staff increases with larger student numbers. The nature of and support for international students themselves creates some special skills requirements and additional staff.

How much money do international students spend in the national, regional and local economy and what is the impact of this?

A study by Cardiff and Glamorgan universities, carried out in the early part of the 2000s showed that students on average contribute about three times the revenue of the institution at which they study to the local economy in which they are studying. The loss of the revenue derived from international students in some areas, particularly parts of London, would be devastating to the local economy and employment.

For Regent's, whose students come predominantly from affluent backgrounds, the multiplier is likely to be larger. The impact on the local economy of international students at Regent's is likely to be in the region of £200 million per annum in addition to the university revenue itself.

How do international students affect the educational opportunities available to UK students?

Theoretically, there has never been a cap on international student numbers. The removal of the numbers cap for domestic students has opened up the market for many institutions. Overall, international students have subsidised operations for institutions providing more opportunity for UK students.

To what extent does the demand from international students for UK education dictate the supply of that education provision and the impact of this on UK students?

Although there are exceptions, international students have traditionally selected study in the UK because of the programmes that are offered here, the quality of their delivery, the long-term value of the qualifications and the welcome that they have received. The loss of international student numbers will reduce opportunities for UK students and the investments that institutions can make in facilities to continue the improvement in student experience.

What is the impact of international students on the demand for housing provision, on transport (particularly local transport) and on health provision?

There is clearly an impact on housing demand but generally this is a positive one for landlords and has little impact on local populations. There is no simple statement that can be made about transport. In some parts of the country, it is simply the volume of demand created by students that makes certain routes viable. In others, it created additional pressures. Medical care is also mixed. Regent's students predominantly have private care and do not add greatly to local demand or costs.

What impacts have international students had on changes to tourism and numbers of visitors to the UK?

I do not believe that international students have a great impact on tourist numbers except at the times of graduations and recruitment events. At these times, visits from parents and sponsors can increase hotel and retail business.

What role do international students play in extending UK soft power and influence abroad?

In the past, study in the UK has increased soft power substantially in political action and in developing trade. A substantial proportion of world leaders have studied in the UK but this is reducing. The current attitude to international students and cultures is rapidly eroding the power that our education system used to reinforce.

If international students take paid employment while they are studying, what types of work do they do?

Very few Regent's students undertake paid employment during their studies and we do not have reliable data on this. Many undertake work placements (see Appendix).

Whether, and to what extent, international students enter the labour market, when they graduate and what types of post-study work do they do?

Clearly, the institution at which somebody has studies has a major impact on employability. Although Regent's, as an 'alternative provider' does not appear in the ranking, it has a very high employability. This stems from the networks that students develop while they are at the university. It also delivers some of the very highest graduate starting salaries of any university in the UK this comes from the high international knowledge of graduates and language capabilities. Further, the university has some niche programmes in fields such as 'Oil and Gas Management, 'Luxury Brand Management' and 'Psychotherapy' that have high starting salaries.

Appendix One

Illustrative information

Work (placements) during studies

- Regent's encourages students to undertake work placements as part of their undergraduate studies
- 126 non-UK students in the last six months have undertaken compulsory registered work experience business placements, usually of 6-10 weeks' length
- 24 (19%) were Tier 4 visa students
- 77 (61%) of these students were from the following EU countries: France, Italy, Germany, Belgium, and Sweden
- The largest non-EU group in this dataset were seven Russian students (5.5%)
- 50% worked in
 - advertising, marketing & PR (36%)
 - banking, investment & insurance (8%)
 - fashion & design (6%)
- As these placements are a compulsory part of the courses, pay is not required
- Casual student work and volunteering outside of placements is not recorded by the university.

However, 24 UK students have also undertaken work experience business placements, often outside the UK.

51 (34%) of this mixed body of students of 150 have undertaken their placement in the UK, with many opting for their home countries, thus strengthening the UK higher education brand internationally. 61% of the overall number completed their placement outside the UK and 5% both inside and outside the UK, showing international mobility during their course.

Graduate entrepreneurship

- Since the University was granted 20 Tier 1 Graduate Entrepreneurship visa endorsements per annum
 - 39 graduates have applied
 - 12 have completed their endorsement periods (either after one year or an extended two years)
 - 19 are currently being endorsed and are running businesses in
 - advertising, marketing & PR (3)
 - Retail (3)

- fashion & design (2)
 - Wholesale distribution (2)
 - Banking, investment and insurance, Health, Creative arts, Tourism, Accountancy and business services, E-commerce (1 each)¹⁷⁷
 - 3 are currently applying
 - 5 have been rejected or endorsement was withdrawn
- Some of these businesses have hired our current students for placements and internships. This is becoming a focus of our business relations activities – sourcing opportunities from self-generated businesses run by our graduates.
 - There are observable trends amongst our entrepreneurs:
 - The businesses often focus importing goods and services or promoting trade with their home countries, thus improving trade links with the UK. Examples: vanilla from Mexico, African-style jewellery, fashion supplies, B2B trade consultancy with Turkey, education agency for Kazakh students, bespoke travel services for luxury CIS customers, UK FMCG brands to Afghanistan and Pakistan
 - Trendy food businesses are popular (e.g. waffles, natural yoghurt), as are fashion (including accessories and luxury brands) and (digital) marketing.
 - Finally, as EU graduates do not require visas, their activities are not tracked at this time. However, latest DLHE data for Regent's indicated that c.30% (121) of our graduates had started their own businesses within six months of graduating – 73 of which were based in and enhancing the economy of the UK. Taken into account the relatively low number of UK students at Regent's, this gives an idea of the entrepreneurial impact of EU students outside the Tier 1 Graduate Entrepreneurship visa provision.

Case Studies

Examples of influential and notable alumni

Gianpaolo Alfano, CEO, HIP Hotels

BA European Business Administration 1993

Gianpaolo is an Italian national, graduating from Regent's in 1993. He began his career at Lehman Brothers, working for two years as a corporate finance and

¹⁷⁷ Businesses can run by two students jointly, hence the discrepancy between endorsements and businesses. One of these is also for a non-Regents graduate partnering up with a Regent's graduate.

investment banking analyst, being involved in M&A activities for big Italian and international clients. After that, he spent one year in Monte Carlo as a private banker at American Express Bank, with responsibility over the Italian clients. In 1996, Gianpaolo joined Michael Page France as a recruitment consultant, being part of a team of three people put together to develop the Italian market. He started working at Michael Page Italy in 1997 as a recruitment consultant. From 2000 to 2007, he held the position of managing director, being one of the key players on the process of building the reputation of Michael Page as the most specialised recruiting company in the Italian market. As managing partner and board member at Aaron King International since 2007, Gianpaolo is still involved in middle and top management recruiting. Passionate about the world of start-ups, in 2010 he co-founded VerticalCom. The company, working with Aaron King International, aims to bring digital transformation, business re-engineering and re-branding to companies who seek for changes. Since January 2014 Gianpaolo has been a board member for three different start-ups, one of which HIP Hotels, being involved in the restructuring and digital transformation of the brand as CEO of the company.

Emil Petrov, Nomura International Corporate Finance

BA European Business Administration 1994

Emil is a Bulgarian national. After graduating from the European Business School at Regent's in 1994, Emil worked at the interest rate derivatives desk of ING in Amsterdam. In 1999, he completed an MBA in Finance at the Wharton School of Business and went on to work at the then prestigious investment bank Lehman Brothers where he reached the level of executive director. Since 2008, he works for Nomura International where he leads the Global Finance Solutions team. Emil is frequently a spokesman and quoted source for Nomura on bank capital issues, most recently with regards to resolution of failing banks in Southern Europe. Emil also holds a Corporate Finance Qualification (Advanced) from the Institute of Chartered Accountants in England and Wales.

Makhdoom Fakhar Zaman, Chairman, Matiari District, Pakistan

BA (Hons) Global Management 2014

Makhdoom Fakhar Zaman is a Pakistani national. He graduated from Regent's in 2014 with a BA (Hons) degree in Global Management. In 2016, he was elected Chairman of Pakistan's Matiari District, a senior and influential position within Pakistan's regional government. He was the youngest district council chairman in the country's history. Applying the values that permeate a Regent's education, he stood on an electoral platform of improving healthcare including access to clean drinking water, and improving education, particularly for women.

Mansi Thakker, Founder, Impact Creators UK Ltd

MA International Marketing 2015

Mansi is an Indian national, graduating from Regent's in 2015 with a Masters in International Marketing. After finishing her masters, Mansi started her own company in London – Impact Creators UK Ltd, a trade consultancy assisting the UK and European companies to enter the Indian market and, vice-versa, to assist Indian companies to expand internationally. She firmly believes that companies in the UK and across Europe are rightly poised to explore the huge opportunities that a billion-plus market like India has to offer. They currently partner with companies in sectors like food and beverage, education, and professional-managerial training. Her company also organises guided entrepreneurial tours for corporates, professionals, and students.

Mohamed Ali Hamdi, Founder, Zeet

MSc Finance 2015

Mohamed is a Tunisian national, graduating from Regent's in 2015 with a Masters in Finance. Since graduating, Mohamed has been running his own start-up, Zeet, specialising in the distribution of Tunisian olive oil. Today the company is supplying around 80 delicatessens around the UK; they are also supplying the US market and other cities in Europe. In May 2017, Zeet was awarded a Gold Medal in the world's most prestigious olive oil competition, the New York International Olive Oil Competition.

Royal Academy of Music



ROYAL
ACADEMY
OF MUSIC

Royal Academy of Music submission to the Migration Advisory Committee Students' Commission Call for Evidence

- What impact does the payment of migrant student fees to the educational provider have?

International and EU fees form a significant part of our overall income. They enable us to provide the high level of specialist training to all our students, including UK students.

- Do migrant students help support employment in educational institutions?

Yes. We would inevitably have lower student numbers without International and EU students and we would have to downsize our staff in response to this.

- How do migrant students affect the educational opportunities available to UK students?

They enhance the educational opportunities available to UK students. International and EU students come from a wide variety of pedagogical and artistic traditions, and students at the Academy (including UK students) all benefit from this rich and diverse cultural milieu. The UK conservatoire sector is unique worldwide in the diversity of its student population, and this is an enormous benefit to UK students. The success of London as the world's leading city for music is likewise attributable to the wide and diverse pool of talent working in the profession.

- To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

The presence of EU and International students allows us to operate on a scale which provides additional opportunities for UK students. For example, by having a larger overall student population we are able to present more orchestral concerts with world-renowned conductors and provide an increased and varied programme of masterclasses and residencies.

- What role do migrant students play in extending UK soft power and influence abroad?

Our International and EU students are extraordinary advocates for the education and training they received at the Academy, and this promotes the quality of UK Higher Education in a very compelling way. This is soft power of the best kind: making it clear to a wide international audience the immense value that the UK places on the social and economic benefits of education and the arts.

If migrant students take paid employment while they are studying, what types of work do they do?

□

They work at the Academy (stewarding and providing administrative support), perform publicly within the parameters set by the agreement with the UK Musicians' Union and the UKVI, and undertake a wide variety of mostly low-paid work to help support their studies.

Whether, and to what extent, migrant students enter the labour market when they

□ graduate and what types of post-study work do they do?

Almost all International (non-EU) students return home to their own countries unless they wish to stay and are able to qualify for particular visa schemes: this is a small handful of students at most in any one year. EU students sometimes elect to stay in London and usually work as freelance musicians, developing a portfolio career which would typically include both performing and teaching.

If there were no longer a demand from migrant students for a UK education, there would be a serious detrimental effect on the financial health of the institution, and we would be likely to reduce our overall numbers. This would impact significantly on the educational and artistic experience of UK students and would also greatly diminish the perception globally of the UK as an open, diverse and culturally healthy nation. Any change in government policy to restrict the number of non-EU students would have the same effect.

Russell Group

1. Summary

International students play an essential role in our world-class universities. They contribute to a diverse student body and a thriving society, culture and economy – on campus, in local regions and across the whole UK.

Every 7 non-UK undergraduates studying at a Russell Group university generate £1 million of impact for the UK economy. In addition to their significant economic benefit, international students help ensure our universities can deliver broad, high-quality academic programmes and support their world-class research activity.

International students increase social and cultural diversity on campus, enriching the learning environment and helping home students develop internationally-relevant skills. International PhD students bring new ideas and expertise to the UK and help strengthen our universities' international research partnerships.

As graduates, international students who remain in the UK help develop a skilled workforce. Those who return home become informal ambassadors for the UK, strengthening trade, research and diplomatic links.

To secure these benefits in the long term, the UK needs an internationally competitive offer to ensure it continues to attract international students. Perception of their welcome and ability to secure a student visa as well as the opportunities available to work after their studies, are key considerations for prospective students. To grow the UK's share of the international student market, Government should therefore consider:

- Building on the success of its Tier 4 pilot by applying the provisions tested through the scheme to all masters students graduating from UK universities and allowing these students to stay for up to 12 months after their course ends;
- Giving STEM masters graduates an additional 12 months, growing the UK's STEM workforce and bringing the UK in line with international competitors;
- Developing a pilot scheme for undergraduates based on compliance of higher education institutions and enabling students to stay for at least 6 months after their course;

- Simplifying the Tier 1 Graduate Entrepreneur route to enable individuals to apply directly for a 24-month visa, improving their ability to secure business investment;
- Exploring ways to enable all regions of the UK and a greater range of companies to benefit from international graduate talent e.g. through measures to support SMEs to sponsor under Tier 2 visas and considering new lower minimum salary thresholds to reflect market conditions for new entrants employed in regions outside of London;
- Exploring new approaches to ensure a proportionate, streamlined system for student visas;

Developing an international higher education strategy. An ambitious strategy would set a clear trajectory for the UK and send a positive message globally of its ambition to grow international higher education links and global share of international students.

russellgroup.ac.uk

2. Context

2.1 The purpose of The Russell Group is to provide strategic direction, policy development and communications for 24 major research-intensive universities in the UK. We aim to ensure that policy development in a wide range of issues relating to higher education is underpinned by a robust evidence base and a commitment to civic responsibility, improving life chances, raising aspirations and contributing to economic prosperity and innovation.

2.2 There are 200,000 international students (non-UK EU and non-EU nationals) at Russell Group universities, representing 34% of all students; 24% of undergraduates and 54% of postgraduates. International students account for a larger proportion of course places in certain disciplines including key STEM disciplines. Annex A provides a more detailed breakdown of EU and non-EU students at Russell Group universities by level and course.

2.3 We welcome this commission and appreciate the MAC's engagement to date with the higher education sector. This review is an important opportunity to develop a robust evidence base to underpin future immigration policy on international students. Our response is structured as follows:

Section 1 – The impact of international students and graduates on:

- The UK economy
- Higher education (HE) and research
- Domestic students
- Local communities
- UK skills
- UK soft power and trade

Section 2 – Maintaining the UK’s global share of international students and securing graduate talent

- Post-study work opportunities
- Student visas
- An international HE strategy for the UK

2.4 Given the commission timelines, we welcome continued engagement with the MAC. We are happy to follow up on any of the analysis presented in this paper in more detail.

Section 1 – The impact of international students and graduates

3. Impact of international students on UK economy

3.1 Every 7 non-UK undergraduates studying at a Russell Group university generate £1 million of impact to the UK economy.¹⁷⁸ £1 million economic impact is generated by every 6 non-EU students or 11 EU-domiciled undergraduate students at Russell Group universities.

3.2 The total net economic impact associated with the 100,000 non-UK domiciled students who started Russell Group universities in 2015-16 is £8.82 billion (£9.79 billion economic benefit, minus £0.97 billion public costs). The economic benefit generated includes £2.56 billion from tuition fees, £2.37 from non-tuition fee expenditure, £4.62 billion from indirect and induced impacts (through supply chain and staff spending), and £0.24 billion from visitor spending.²

¹⁷⁸ This is gross impact (arising from tuition fee and non-tuition fee income and the *indirect and induced* economic effects associated with this income). London Economics, October 2017, [The economic impact of Russell Group universities](#), final report for the Russell Group ² This figure was calculated by London Economics using data from two reports: [The economic impact of Russell Group universities](#) (final report for the Russell Group), and [The costs and benefits of international students by parliamentary constituency](#) (report for the Higher Education Policy Institute and Kaplan International Pathways).

3.3 Importantly, we now know the benefit of hosting non-EU students at UK higher education institutions is 14.8 times greater than the total cost. For EU students, it is 4.6 times greater. This analysis by London Economics looked at the costs of international students (such as Funding Council teaching grants, student support¹⁷⁹, and other public costs associated with hosting international students) across all UK universities to the exchequer and compared this to their gross benefit. It shows unequivocally that the economic benefits of international students far outweigh their costs - with an estimated total net economic contribution of international students starting courses at UK universities in 2015/16 of £20.3 billion. Crucially, this benefit is spread across the whole of the UK, impacting on all regions and constituencies.¹⁸⁰

Regional impact

3.4 Russell Group universities are located in every region and all four nations of the UK and their international students make a considerable contribution to their local economies. For example:

International students at the University of Sheffield provide a net benefit of £120 million to the local economy every year and up to £176 million to the wider region.¹⁸¹

International students at the University of Exeter and their visitors generated £113.5m in output, supported 1,111 FTE jobs and contributed £66.2m (1.6% of the total) to Exeter's GVA through tuition fees, on campus and off-campus expenditure.¹⁸²

At the University of Liverpool, international students' off-campus spending in 2015/16 generated £85 million gross value added for the Liverpool City Region economy, supported almost 1,260 local jobs and generated £18.8 million in tax revenue for the UK government.¹⁸³

¹⁷⁹ Note that SLC data shows the total amount lent to EU-domiciled students in 2016/17 was £386 million. Compared to domestic students, EU students are more likely to be self-funded, with fewer taking our loans for tuition fees: in 2015/16, 58% of EU students at Russell Group universities took out tuition fee loans. This compares to 85% of English students.

¹⁸⁰ London Economics, 2018, [The costs and benefits of international students by parliamentary constituency](#). Report for the Higher Education Policy Institute and Kaplan International Pathways

¹⁸¹ https://www.sheffield.ac.uk/polopoly_fs/1.259052!/file/sheffield-international-students-report.pdf

¹⁸² <http://www.exeter.ac.uk/economicimpact/>

¹⁸³

https://www.liverpool.ac.uk/media/livacuk/about/University_of_Liverpool_Economic_Social_Impact_Report_on_the_Liverpool_City_Region_20_15_2016.pdf

4. Importance of international students for higher education and research

4.1 In 2015/16, UK universities received £4,500 million income from non-EU domiciled student course fees. Russell Group universities received £2,300 million or 51% of this income. Income from non-EU student course fees represented 14% of total income at Russell Group universities in 2015/16.¹⁸⁴ Moreover, the Higher Education Funding Council for England (HEFCE) projected fees paid by international students to 2018/19 are equivalent to 15% of total income of the HE sector in England.¹⁸⁵

4.2 The financial contribution non-EU students make is considerable. Given these students and their parents are unlikely to have previously paid taxes in the UK, it is right that their tuition fees should be higher than those charged to domestic students. The income from international students goes towards teaching costs for these students as well as core education facilities, ensuring sustainability of certain courses for domestic students (discussed in section 5 below) and, at many of our institutions, research. If this fee income was lost and not replaced, these activities would be at high risk, which would compromise the quality of research and teaching in UK universities.

4.3 Many long-term strategic investments Russell Group universities are making to improve their teaching, learning and research facilities for the benefit of all students depend on ongoing income from non-EU student fees. For example, the University of Glasgow is undertaking a £1 billion campus re-development project over the next 10-years. Space planning has considered current student numbers and growth in international students. This development will not only transform the current University campus but has full support from Glasgow City Council and will transform and regenerate the West End of the city for the benefit of the local community and students.

4.4 The importance of international students in supporting world-class research at Russell Group universities is shown in HEFCE data. These Transparent Approach to Costing (TRAC) data show the HE sector's income and recovery of full economic costs (fEC) by activity. In 2015/16, overall fEC recovery was 99.6%, although recovery rate varies considerably from institution to institution. Overall, the sector makes a surplus on non-publicly funded teaching (including international students) with fEC recovery at 141.9%. This surplus generated by international students helps

¹⁸⁴ HESA finance record for 2015/16.

¹⁸⁵ HEFCE, [Financial health of the higher education sector 2015-16 to 2018-19 forecasts](#)¹⁰ HEFCE, [Annual TRAC 2015-16: sector analysis](#)

the sector meet its shortfall in fEC recovery for research activity, which in 2015/16 was 74.7%.¹⁰

4.5 If international student numbers fell it would affect the ability of our universities to support the full costs of their research activities. Without additional funding, this would risk their capacity to deliver high-quality, impactful research and restrict the UK's ability to undertake groundbreaking science, including in priority areas and those aligned to the industrial strategy, such as precision medicine, artificial intelligence and agriculture. Such a scenario would have knock-on implications for the UK's international reputation and participation in global research collaborations.

4.6 International postgraduate research (PGR) students directly contribute to university research, often publishing papers that count towards the university's research impact. These students help refresh the UK's research base, facilitating the exchange of ideas and expertise. Their international links also promote our universities' global research collaborations and strengthen partnerships. It is no coincidence that our universities, which attract a high

proportion of international PhD students and academics, are the driving force behind the UK's world-leading research performance.¹⁸⁶

4.7 International students also contribute to university research through part-time work. Our universities benefit from employing Tier 4 students in a range of roles including teaching and research. At LSE, of the total 415 full-time equivalent jobs worked by students in 2016/17, 63% were worked by students from outside the UK and the majority of these were in academic, research and teaching roles.

4.8 Such employment is more common among postgraduate research students. Examples of roles undertaken by international PhD students at Cambridge include assisting with exam invigilation, supervising undergraduates, working in libraries and museums, or demonstrating in laboratories. These roles provide students with an opportunity to gain professional experience and universities and domestic students benefit from their skills and expertise.

5. Benefits international students bring domestic students

Access to a broad, high-quality academic programme

¹⁸⁶ Whilst the UK represents less than 1% of the world's population, we represent 4% of researchers globally, and produce 16% of the world's most highly-cited articles, of which nearly three quarters are produced by Russell Group researchers.

5.1 Russell Group universities recruit the best students with the potential to excel, regardless of nationality. The high proportion of international students on some courses reflects demand for the excellent education provided by Russell Group universities and the high quality of international student applications.

5.2 International students enable our universities to deliver a broad, high-quality academic programme. Without international students, some courses at our universities may not be financially viable, which would impact on choice available to domestic students.

5.3 Many postgraduate taught (PGT) courses, STEM subjects, business, finance and management courses at our universities would be at risk without international students. These are the courses where these students are more highly represented. For example: the University of Manchester estimates just under a third of its courses would be at risk, the majority of these being at PGT level in STEM subjects; around 40 PGT and 4 undergraduate courses at the University of Nottingham, largely in Business and Engineering, would be at risk; the University of Warwick considers all of its PGT courses would be at risk; and at the University of Southampton, programmes at particular risk include those in Engineering and Computer Science and those offered by its Business School.

5.4 In addition to ensuring the sustainability of many UK courses, international students also add to their appeal and quality. Our universities have found that prospective students, especially at masters and MBA level are looking to learn in an international context and from others who have different backgrounds and experiences. Having culturally diverse course profiles can therefore increase demand.

Developing an international outlook

5.5 International students bring a wide range of social and cultural benefits to the UK and our universities, which advantage domestic students, enriching the research and learning environment and helping home students develop internationally-relevant skills.

5.6 A 2014 British Council study found that domestic students tend to possess overwhelmingly positive opinions of international students.¹⁸⁷ A recent NUS survey of nearly 5,000 students studying at UK universities showed 70% thought any reduction

¹⁸⁷ British Council, September 2014, [Integration of international students: A UK perspective](#) ¹³ National Union of Students, April 2017, [Student perspectives on international students](#)

in international student numbers would impact their cultural experience at university.¹³

5.7 Cultural diversity on campus encourages students to develop an international outlook, which most consider to be important to achieve their personal goals.¹⁸⁸¹⁸⁹ Diversity also helps prepare students for gainful employment in a competitive global market and working abroad, which we know most students aspire to do.¹⁵ HEPI research of domestic university applicants found 87% think that studying alongside students from abroad will give them a better world view, 85% say that studying with international classmates will be useful preparation for working in a global environment; and 76% say international students will help them develop a global network.¹⁹⁰ A sample of nearly 1,500 UK students from three Russell Group universities, found that 72% attached importance or great importance to the opportunity of mixing socially with international students and 69% felt this mixing was important for an enriching academic life.¹⁹¹

5.8 To maximise the benefits of cultural diversity on campus for all students, our universities provide social opportunities and have dedicated programmes to help build relationships between international and domestic students. For example, the University of Warwick offers intercultural training to all students, helping them develop awareness, more effectively communicate and build relationships with those from different backgrounds. By the end of 2017/18, over 800 students (UK and international) will have completed the programme.

5.9 Integration on campus and in local communities is key to ensuring international students have positive experience studying in the UK and helps maximise the benefits these students can bring to domestic students and local residents. Many of our universities have dedicated staff to support international students through web resources, interactive training modules, information guides and welcome events to assist with orientation and induction, ensuring they have all the information they need on practical aspects of living and studying in the UK.

Enabling study abroad opportunities

5.10 The opportunity for domestic students to study abroad is largely dependent on the inbound flow of international students. Without them, most study abroad

¹⁸⁸ British Council, September 2017, [The UK's Next Generation](#).

¹⁸⁹ % of respondents to the British Council survey (ibid) were ambitious to work abroad.

¹⁹⁰ HEPI and Kaplan, March 2015, [What do prospective students think about international students? YouthSight](#)

¹⁹¹ Figures provided by the University of Warwick from their [Global Education Profiler](#) (now run by iGraduate), which measures student integration and their engagement with global skills development.

agreements would not be feasible given the balance required to meet obligations of the partner.

5.11 Erasmus is the most popular exchange programme for students in Europe. Around 90% of European universities are now involved in the scheme. Over 15,000 students from UK universities took part in the Erasmus+ programme in 2015/16, nearly half of whom were from Russell Group universities.¹⁹² Numerous studies have been able to link participation in

Erasmus+ to a wide range of benefits, including positive impacts on: students' education attainment,¹⁹³ language skills, employment prospects,^{194,21} interpersonal skills,¹⁹⁵ and resilience and maturity.¹⁹⁶

5.12 Given these benefits, the connection between international experience and employability is unsurprising.¹⁹⁷ Unemployment rates for students who have spent time abroad are lower than for their non-mobile counterparts. Furthermore, their average starting salaries are higher, and they are more likely than their counterparts to be employed in senior roles.¹⁹⁸

6. Contribution of international students to local communities

6.1 Volunteering enables international students to integrate with and bring value to their local communities. For example, Reem Doumak came to the University of Warwick as a refugee via the Council for At Risk Academics. Reem set up STAR Conversation Club to teach refugees and asylum seekers English, improving their fluency, teaching them life skills and helping them integrate into the community. Warwick is awarding her an Outstanding Student Contribution Award to recognise her contribution to student and community life.

¹⁹² <https://www.erasmusplus.org.uk/statistics-0>

¹⁹³ *Gone International: the value of mobility* (February 2016).

¹⁹⁴ European Commission, 2014, *The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions* ²¹ *The Erasmus Impact Study* (2014).

¹⁹⁵ *Research and analysis on the benefits of international opportunities*, 2014, CFE Research & LSE Enterprise report for the British Council

¹⁹⁶ *Youth on the move*, Flash Eurobarometer 319b: Education and Training, Mobility, Employment and Entrepreneurship, The Gallup Organization report for The European Commission (May 2011).

¹⁹⁷ Crossman, J and Clarke, E., *International experience and graduate employability: stakeholder perceptions on the connection*, High Educ (2010) 59:599–613.

¹⁹⁸ *Gone International: the value of mobility*, report on the 2013/14 graduating cohort (February 2016).

6.2 Across our membership, between a third and half of students involved in volunteering opportunities are international students.¹⁹⁹ These students volunteer in a range of areas including mental health, human rights, the environment, sports, education, mentoring younger people, working with older people and people with disabilities, homeless people, migrants and refugees and providing pro-bono legal advice. For example, at LSE international students play a crucial role in delivering outreach activities. In 2016/17, just under half of Widening Participation mentors were international students.

6.3 International students also contribute to communities through placements and internships. In 2016/17, 40 international students at the University of Nottingham were connected to local businesses and charities through work experience programmes equating to 3,328 person hours delivered. Nottingham's internship scheme supports East Midlands SMEs and charities in hiring interns to work on specific projects.²⁰⁰

7. Contribution of international graduates to UK skills

7.1 There is public support for international students to be able to stay and work after their studies: 75% of the British public believe they should be allowed to work in the UK for a fixed period after they have graduated, rather than returning immediately to their home country.²⁰¹ Furthermore, an NUS survey of nearly 5,000 students studying at UK universities found that

75% agreed or strongly agreed that international students should be allowed to work in the UK after graduating, compared to only 8% who disagreed.²⁰²

7.2 In addition to the economic benefit of hosting international students during their studies, evidence suggests these benefits continue following graduation, with the economies of host countries benefitting from the value creation directly resulting from gainful employment.²⁰³

7.3 The following sections describe the contribution of EU and non-EU graduates from Russell

¹⁹⁹ This range (35-56%) describes the proportion at those Russell Group universities who submitted these data to us (UCL, Cardiff, Warwick, Manchester, QMUL, LSE, Cambridge)

²⁰⁰ This video shows the contribution Prachi Jain made during her internship at the International Celebrity Network, where she conducted research into marketing for Indian consumers: https://mediaspace.nottingham.ac.uk/media/Summer+internships+-+ICN/1_oufik13k

²⁰¹ ComRes, April 2017, *Universities UK Public Perceptions of International Students Survey*

²⁰² National Union of Students, April 2017, *Student perspectives on international students*

²⁰³ Prognos, November 2013, *The Financial Impact of Cross-border Student Mobility on the Economy of the Host Country*, a report commissioned by German Academic Exchange Service.

Group universities to the UK labour market. These have been separated as the HESA Destination of Leavers from HE Survey (DLHE) data is not published for non-EU graduates given the low response rate.

EU graduates in the UK

7.4 EU graduates who stay on to work in the UK fill professional-level jobs in high-value sectors, enhancing the UK's global competitiveness and benefiting all UK citizens. With higher-than-average starting salaries, they contribute to the UK's prosperity through income tax, national insurance and student loan repayments.

7.5 Key findings from the HESA 2015/16 DLHE survey show that:

70% of EU graduates from first degrees at Russell Group universities who go straight into employment remain in the UK for work

89% of EU graduates from first degrees at Russell Group universities employed in the UK hold professional-level jobs six months after graduation compared with 79% of UK students

The most common industry for EU graduates from Russell Group universities who remain in the UK for work is education (22%). Other top industries for EU graduates employed in the UK are financial services (8%), computer programming (7%), and human health (7%)²⁰⁴

EU graduates from our universities attract above-average salaries. 60% of EU first degree leavers in full-time paid employment in the UK are on salaries above £25,000, compared to 40% of UK graduates.

7.6 EU graduates from first degrees at Russell Group universities are twice as likely to go on to further study as UK graduates. 80% of these EU students chose to undertake their further study in the UK, with 90% enrolling on postgraduate taught or postgraduate research courses.²⁰⁵ By remaining at UK universities, EU students make a valuable contribution to the UK research base and are an important part of the pipeline of talent moving into postgraduate level.

Non-EU graduates in the UK

7.7 Comprehensive data on the outcomes of non-EU graduates is lacking. As the return rate for the DLHE survey is low, we cannot draw any firm conclusions from the

²⁰⁴ Includes those in work who are also undertaking further study

²⁰⁵ 2015/16 DLHE data from HESA

results. However, responses to the survey from international graduates at Russell Group universities suggest some remain in the UK to work and those who do (and responded to the survey), are primarily employed in professional or managerial roles. For example, at the University of Bristol, 98% of non-EU student respondents who graduated in 2015/16 and remained in the UK for work, were in professional or managerial roles. Key areas of employment for non-EU graduates from Russell Group universities include education, human health (including medicine and dentistry) and social work, engineering and scientific research.

International graduates employed by Russell Group universities

7.8 International students, especially those from PGR courses, are often employed by their university after completing their studies, taking up roles such as lecturer, research associate/fellow and teaching associate/fellow. At the University of Cambridge, in 2016/17, 96% (71/74) of non-EU students supported in switching to Tier 2 were employed by the university in Research Assistant/Associate roles. The others were offered non-PhD level specialist roles, such as data management. Researchers were employed in a variety of departments, the most prevalent being Engineering, Physics and Computer Science

8. Importance of international graduates for UK soft power and trade

8.1 The 'soft power' benefits for the UK as international graduates return home and become ambassadors for the UK and our HE system are considerable, strengthening trade and diplomatic links for the benefit of the UK. In addition to leaving having developed close personal and professional connections in the UK, they typically have enhanced perceptions of its people and culture and increased trust in the nation. This supports cultural and political ties and has future economic benefits.²⁰⁶

8.2 The Department for Business, Innovation and Skills (2011) showed 90% of international graduates had their perception of Britain changed for the better as a result of studying here, 78% intended to develop professional links with organisations in Britain in future and 86% sought to remain connected to their university.²⁰⁷ This perception is important: countries' exports are higher if it is

²⁰⁶ Department for Business, Innovation and Skills, September 2013, [The Wider Benefits of International Higher Education in the UK](#)

²⁰⁷ Department for Business, Innovation and Skills, January 2012, [Tracking International Graduate Outcomes 2011](#)

perceived by the importer to be exerting more positive global influence.²⁰⁸ In short, soft power has a true commercial return.

Education networks (measured by the number of international students a country hosts and its alumni associations abroad) boost UK foreign direct investment (FDI). Interestingly, the UK is better at translating these networks into trade than the US.²⁰⁹

Recent research from the British Council found a state's soft power has statistically significant impact on FDI, international student recruitment, tourism, and international influence in fora like the UN General Assembly.²¹⁰

Many international alumni go on to achieve significant leadership positions in their home countries: one in ten current world leaders are UK alumni and the UK is ten times more likely to produce a world leader than the US.²¹¹

Our members want international students to be successful in their future careers and serve as ambassadors for their universities and the UK. Supporting their transition into work is therefore important, and many Russell Group universities have dedicated careers advisors to help international students gain employment in their home countries or the UK. Examples of support provided includes: LSE, University of Cambridge, Imperial College London are working in partnership with MIT and Columbia university to deliver three careers fairs in Beijing, Shanghai and Hong Kong. In 2017, 80 employers and 482 students attended. The University of Warwick, the University of Birmingham and the University of Nottingham are also working in partnership to deliver a similar event in Shanghai next year.

Section 2 - Maintaining the UK's global share of international students and securing graduate talent

9. Trends in global market of mobile students

9.1 The market for international higher education has expanded rapidly in recent decades and is predicted to continue to grow. The number of students worldwide choosing to study in another country doubled between 2000 and 2010 and this growth is expected to continue, with the number of globally mobile students reaching 8 million by 2025 according to the OECD. There is therefore a significant opportunity

²⁰⁸ Andrew K. Rose, January 2016, [Like Me. Buy Me: The Effect of Soft Power on Exports](#)

²⁰⁹ Marina Murat, 2014, *Soft, hard or smart power? International students and investments abroad*

²¹⁰ *Soft Power Today: Measuring the Influences and Effects*, October 2017, A study commissioned by the British Council from the University of Edinburgh.

²¹¹ <https://www.britishcouncil.org/education/ihe/news/uk-education-leading-world>

for the UK to capitalise on its excellent universities and grow its share of international students.

9.2 The UK has the second highest share of all international students studying in OECD countries after the United States (US). In 2016/17 there were over 300,000 non-EU students studying at universities in the UK. However, in recent years growth has stalled and between 2015/16 and 2016/17 there was a 1% drop in the overall number of non-EU students studying in the UK.²¹²

9.3 Whilst the number of non-EU students at Russell Group universities continues to grow modestly (by 4% in 2015-16), this rate of growth is still tracking below the average rate of expansion in globally mobile student numbers²¹³ and student numbers from some key markets including India, Pakistan and Nigeria have fallen significantly in recent years.²¹⁴ For example:

The number of Indian students at Russell Group universities has fallen by over 25% over the last five years.

Growth in Chinese students slowed from over 20% year-on-year to 8% in 2015/16.

9.4 Overall, the slower pace of growth in non-EU students in the UK over recent years has impacted on the UK's market share. In each year from 2011-2014, the UK lost market share against the US, Canada and Australia.²¹⁵ The stagnation of growth in non-EU students in the UK contrasts with the significant growth observed in recruitment to our main competitor countries:

The number of student visa applications in Australia has steadily increased since 2011-12 and there was a 7.8% increase over 2014-15 to 2015-16. China and India alone have accounted for about half of Australia's overall enrolment growth since 2013. In contrast to the drop in growth of Indian students in the UK, the number of Indian visa student holders in Australia grew 11% in 2016.²¹⁶

The number of international students in Canada has grown significantly over recent years, increasing by 92% between 2008 and 2015. Numbers increased by 8% in

²¹² HESA student data

²¹³ UNESCO Institute of Statistics Education database. Growth in the number of globally mobile students from 2014-2015 was 6%. This compares to 5% growth at RGUs over the same period.

²¹⁴ HESA student data

²¹⁵ UNESCO Institute of Statistics Education database. 2014 is the most recent year of data available for the UK.

²¹⁶ Australian Government, Department of Immigration and Border Protection, [Student visa and temporary graduate visa programme trends 2015-16](#)

2015 to over 350,000. Indian student numbers grew by 28% in 2015 and Chinese student numbers by 11%.

In 2015-16, international student enrolment in the US grew by 7%.²¹⁷ The number of Indian students enrolling increased by 25% over 2014-15 to 2015-16, outpacing China.

It is encouraging that recent Home Office data showed a 6% increase in sponsored visa applications for the university sector in year ending September 2017. This included a 9% rise for Russell Group universities. Overall, the data showed higher numbers of study visas granted for Chinese (15%), Indian (27%), Pakistani (36%) and US (6%) nationals; and fewer issued to Indonesian (-21%), Nigerian (-8%) and Malaysian (-6%) nationals.²¹⁸

Trends in visas issued do not always align with enrolment data, although early data compiled across our membership has shown in 2017/18 there was a significant increase in enrolment of non-EU nationals (11.5%) compared to the previous year. With significant growth in the number of students from key markets including China (20.5%), India (19.5%) and the US (13%). There was also growth in students from Canada (15.5%), Saudi Arabia (10.5%), Thailand (7.5%), Hong Kong (6.5%), and Singapore (4%). Of those markets analysed, a decrease was only seen in students from Malaysia (-8.5%) and Nigeria (-2%). It difficult to determine the cause of this overall growth in new non-EU students at Russell Group universities, but we consider the fall in the value of the UK pound is likely to be a significant contributing factor.

Although signs that the UK is beginning to see an increase in growth of non-EU students are positive, challenges to secure growth in the longer term remain. For example, a significant proportion of international students in the UK are from China²¹⁹. If the number of Chinese students looking to study abroad were to decrease, UK institutions could be significantly affected. It is therefore important that UK immigration policy is internationally competitive and enables UK HEIs to attract international students from around the world.

Recent data from our membership has shown that numbers of new entrants from the EU appear to be holding steady: in 2017/18 enrolment of EU nationals increased by 0.5% across all levels of study compared to the previous year. However, the change varies by level of study: undergraduate (0%) PGT (4%) PGR (-9%). The significant

²¹⁷ *Open Doors Report on International Education Exchange*, 2016, The Institute of International Education

²¹⁸ Home Office, November 2017, [Why do people come to the UK? \(3\) To Study](#)

²¹⁹ In 2015/16, 26% of all non-EU students studying at Russell Group universities were from China.

decrease in enrolment of PGR students is a concern. As these students are likely to consider building their research careers in their chosen location of study, prospective students may well have been concerned over their longer-term rights in the UK, which will have been uncertain at the time of application. **To provide the necessary clarity and certainty to prospective EU students looking to enrol during a post-Brexit transition period, we consider it important that they continue to be eligible for temporary status and able to accrue five years' continuous residency for settled status. EU students arriving during the Brexit transition period should also remain eligible for home fee rates and able to access loans and grants for the duration of their course.**

10. Post-study work (PSW) opportunities

10.1 The UK has one of the shortest PSW periods for international students among key English speaking and European markets (see details in Annex B). This is a concern given we know PSW opportunities are important to prospective students:

The Hobsons/Times Higher Education 2015 international students survey found that 36% of students who chose not to study in the UK after considering it said that post-study work options were the reason for deciding against the UK. 23% blamed the UK's attitude to international students more generally.

Prior to the closure of the PSW visa, an LSE survey revealed: for 56% of their international students, the entitlement to PSW was a factor in their decision to study in the UK.

Although many non-EU students aim to gain work experience in the UK after graduation, qualifying for a Tier 2 visa can be challenging. Since the PSW visa closed in April 2012, the number of international students switching into work routes after their studies has decreased by 87%²²⁰ (see further details of the impact of PSW removal in Annex B). Many UK companies will have lost out on international graduate talent as a result.

An APPG for Migration inquiry found non-EU students experience significant difficulties finding employment in the UK after the completion of their studies, often because of new entrant salary requirement for Tier 2. Many of our universities agree with this conclusion, citing salary and the pool of employers that have sufficient resource to sponsor under Tier 2 as key barriers to students gaining employment in

²²⁰ Percentage change from 2011-2016 in grants of an extension to stay for 'work' where the applicant was previously in 'study' category. calculated from: Home Office, Immigration Statistics January to March 2016, [Extensions table expc 01](#).

the UK after graduation. This limits the number of UK companies able to benefit from skilled international graduates.

The timing of job applications and securing Tier 2 sponsorship can also be problematic, especially for masters students. Many large Tier 2 sponsors recruit in the autumn/winter prior to early September position start dates. Masters students therefore need to start applying shortly after starting their course (and arriving in the UK) to secure a position for the end of their studies. Understandably, many miss this recruitment window. The intense nature of these courses also means students have little time for gaining work experience, searching for jobs and writing applications. Furthermore, given masters students tend to submit their dissertation at the end of September, they are normally unable to start full time work when most graduate schemes commence. The timing is therefore such that graduating masters students may need 12 months leave after their course to secure a job and switch to Tier 2.

Building on the success of its Tier 4 pilot, Government should apply the provisions tested through the scheme to all masters students graduating from UK HEIs and allow these students to stay for up to 12 months after their course ends to secure graduate employment in the UK.

To enable the UK to grow its STEM workforce, masters graduates from STEM courses should be given a further 12 months. This would bring the UK in line with international competitors, including the US.

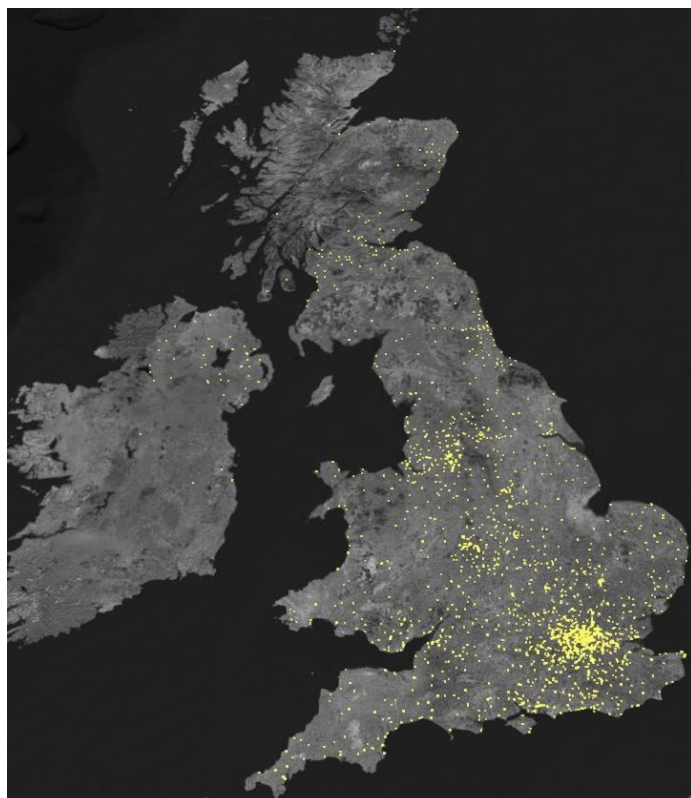
We also urge the Government to consider a pilot scheme for undergraduate students which would be based on compliance and enable students to stay for at least 6 months after their course ends to gain work experience and/or secure graduate employment.

The minimum salary requirement for new entrants can be particularly problematic for those seeking employment outside of London where wages tend to be lower. This effect is likely to be compounded by fewer numbers of companies with the resource necessary to sponsor under Tier 2 based outside of London. Our analysis of Tier 2 sponsors shown in graph 1, suggests the location of these companies (or at least their registered offices) are concentrated in London.

To ensure all regions of the UK and a greater range of companies can benefit from international graduate talent, Government should explore how SMEs can be supported to sponsor Tier 2 visas. Government could also consider setting lower minimum salary thresholds to reflect market conditions for new entrants

employed in regions outside of London, avoiding any increase to the minimum threshold in London.

Graph 1: Location of Tier 2 General sponsors²²¹ (each yellow dot represents a sponsor).



Measures that support switching from Tier 2 to Tier 4 are helping international graduates secure jobs in the UK and enabling companies to benefit from their skills and experience. For example, Tier 4 students switching to Tier 2 are exempt from the annual limit of 20,700 certificates of sponsorship (CoS) available to sponsors under Tier 2 (General). Instead, companies are able to assign an ‘unrestricted’ CoS to these graduates out of their annual allocation. When sponsoring a Tier 4 student switching to a Tier 2 (General) visa, companies also don’t need to pay the immigration skills charge or carry out a resident labour market test. Furthermore, they are only required to meet the new entrant rate of pay.²²²

The provisions within UK immigration policy that support the switch from Tier 4 into longer-term employment are important and should be maintained.

²²¹ Data mapped from an excel file provided by the Home Office on 10th November 2017 in response to an FOI request: https://www.whatdotheyknow.com/request/latest_register_of_tier_2_sponso

²²² Home Office, July 2017, [Tiers 2 and 5: guidance for sponsors](#)

Graduate entrepreneur route

10.12 Although nearly half, 42%, of international students intend to start up their own business following graduation, only 33% of these students (14% of the total) want to do so in the UK.²²³

10.13 The Tier 1 (Graduate Entrepreneur) Scheme is important because it supports graduate entrepreneurs wishing to stay in the UK to develop their new venture, enabling them to set up their businesses in the UK and make use of networks and links they have established during their studies. If this route was not an option, many graduates endorsed under the scheme would still establish their own businesses but overseas. The UK therefore reaps the benefits of having potentially innovative and rapidly growing companies, many at the forefront of technological advances within their sectors, basing themselves here long term.

10.14 Many of our members actively promote and market the graduate entrepreneur route to students and provide 1:1 advice and support to those interested. For example, the Ingenuity Lab at the University of Nottingham has sponsored 76 graduates under the Tier 1 graduate entrepreneur scheme since its introduction. Of the labs 162 active businesses, over 60 are international. Nottingham puts its success in the graduate start up space in large part down to the international nature of its entrepreneurial community. However, it should be noted that the scheme does come at a cost to institutions, and some do not have sufficient capacity to endorse applications.

10.15 We consider that the graduate entrepreneur scheme would be more attractive if permission could be granted for two years in the first instance. Only being able to secure the visa for an initial year and having to extend it for the second year is both costly and makes the route unnecessarily bureaucratic. This lack of certainty could also impact on the entrepreneur's ability to secure interest and investment in the business.

10.16 Government should simplify the Tier 1 Graduate Entrepreneur route. Enabling individuals to apply directly for a 24-month visa would improve their ability to secure interest and investment in their business.

Doctorate Extension scheme

²²³ *Made in the UK: unlocking the door to international entrepreneurs*, 2014, A report by The Entrepreneurs network and NUS.

10.17 The Doctorate Extension Scheme (DES) provides important support to PhD graduates and enables universities and the UK labour market to benefit from their skills. Government should protect this scheme.

10.18 The DES supports PhD graduates to look for work in their field of expertise and acts as an effective bridge between the end of their studies and being able to start work; enabling them to publish, submit job/research grant applications and attend interviews. This scheme benefits universities by helping ensure students publish their research, adding to the universities overall research impact. This has wider benefits for the international reputation of UK science and research. By supporting PhD graduates through the DES, the UK is also more likely to retain talented doctoral graduates.

11. Student visas

11.1 The Tier 4 visa application process is complex and can act as a barrier to prospective students considering the UK as a study destination. Tier 4 compliance also represents a significant resource burden to our institutions (see Annex C for further information).

11.2 Government should continue to explore new approaches to ensure a proportionate, streamlined system for student visas. This would improve the experience of international students in the UK and make the UK more attractive to prospective students. It would also bring benefits to sponsors, the Home Office and UKVI by reducing the resource required for visa processing and monitoring compliance.

12. An international HE strategy for the UK

12.1 An ambitious cross-government international HE strategy would set a clear trajectory for the UK and send a positive message globally of its ambition to grow international education and research links, and global share of international students. Ensuring this is a cross-government strategy would help coordinate the activities of DIT, DfE, DH, the Home Office, BEIS, DFID and the British Council.

12.2 A principle aim of this strategy should be to promote the quality of UK HE and the UK as being genuinely open and welcoming to international students. Aside from education quality, which naturally comes top, the perception of how 'welcoming' a country is, is the most important factor in choosing a place to study for international

students.²²⁴ A survey of international students carried out by Hobsons noted that 84% of prospective international students say campaigns such as #WeAreInternational and #LondonIsOpen positively influence their perception of the UK.²²⁵ Sending a welcoming message overseas is important to encourage prospect students to apply to UK universities.

12.3 Our competitors are working hard to attract the increasing number of students looking to study outside their home country. Australia²²⁶, Canada²²⁷, China, Japan and others all have strategies to strengthen their HE offer internationally, and New Zealand is developing one. An ambitious strategy would help the UK keep pace with these markets.

12.4 This strategy could include a new target to grow HE exports, helping the UK achieve its trade ambitions. This target could build on that set by the Minister for Universities, Science, Research and Innovation in 2015 to grow HE exports to £30bn by 2020.

12.5 HE is a significant export industry in the UK, with DfE estimating the total value of UK HE exports in 2014 at £13 billion. Students from the EU and beyond studying in the UK generated over £11 billion of this total.²²⁸ Unfortunately, data on how this compares to other industries and indeed, even the ONS figures, is lacking. **It will therefore be important to couple a new target for HE exports with a new role for the ONS in measuring and monitoring education exports; enabling Government to evaluate the success of initiatives to grow these.**

January 2018

Annex A – Data on international students at Russell Group universities

There are 200,000 international students at Russell Group universities, representing 34% of all students; 24% of undergraduates and 54% of postgraduates. HESA data categorises students by both nationality and domicile. Table 1 shows how the total

²²⁴ Hobsons, 2017, [Global International Student Survey](#)

²²⁵ <http://www.weareinternational.org.uk/2017/05/22/weareinternational-campaign-boosts-uks-appeal-international-students/>

²²⁶ Department for Education and Training, 2016, *National Strategy on International Education*, Australian Government

²²⁷ Canada's international education strategy, 2014, *Harnessing our knowledge advantage to drive innovation and prosperity*

²²⁸ Department for Education, July 2017, *UK revenue from education related exports and transnational education activity 2010-2014*

student body at Russell Group universities in 2015-16 is represented by nationality and domicile.

Table 1: All students at Russell Group universities by nationality and domicile 2015-16⁵⁶

	Domicile			
	UK	Other EU	Non-EU	Total
Nationality				
UK	378,455	2,695	4,565	385,810
Other EU	17,425	41,220	2,520	61,170
Non-EU	11,625	990	123,700	136,325
Not known	23,075	970	1,950	26,005
Total	430,580	45,875	132,735	609,305⁵⁷

So whilst there are 136,325 students of non-EU nationalities at our universities, not all of them are domiciled in non-EU countries; 11,625 are already UK domiciled, and a further 990 are other (nonUK) EU domiciled. This is important to note as non-EU domiciled students who will have travelled to the UK from outside of the EU, will normally pay “overseas” tuition fees and will not be eligible for student loans from the UK Government. It is also these students who will be affected by any future changes to the UK’s Tier 4 student visa route and Government policy on post-study work opportunities.

International students are more highly represented on postgraduate (PG) courses. Graph 2 shows the proportion of EU and non-EU domiciled 2015/16 new entrants at Russell Group universities was higher on PGR and PGT courses than undergraduate (UG) courses. 44% of PG students enrolling at Russell Group universities in 2015-16 were non-EU domiciled.

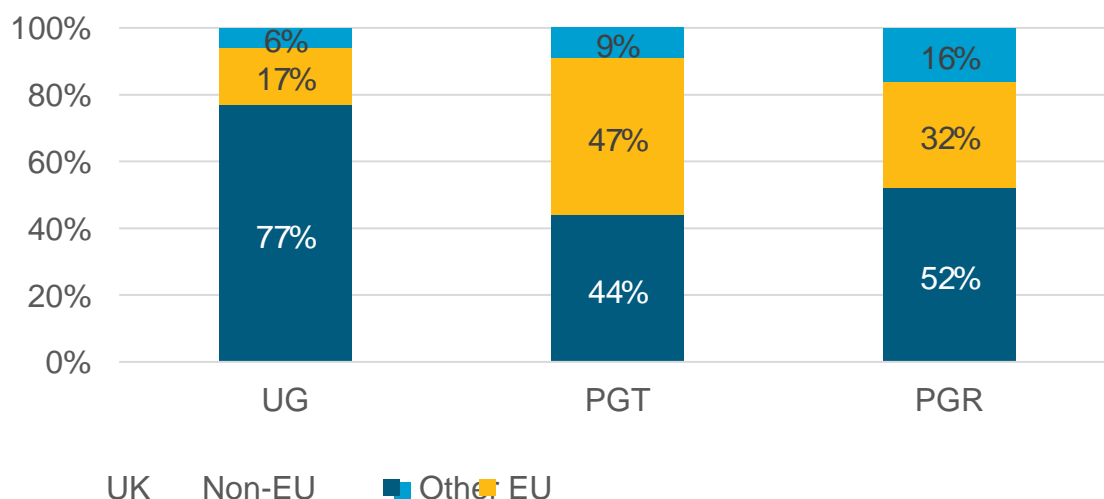
Given, on average, across all levels of study, non-EU and EU students represent 29% and 8% of all first-year students respectively, they account for a larger proportion of course places in certain disciplines. Tables 2 and 3 detail the

disciplines where they are represented more highly than average. These include key STEM disciplines such as engineering and technology, computer science and maths, which are of strategic importance to the UK.

HESA 2015-16

Total includes 115 students with unknown domicile

Graph 2: First-year students at Russell Group universities by level of study (2015-16)



* UG includes foundation courses

Table 2: Top 10 disciplines for first-year non-EU students at Russell Group universities at all levels of study (2015-16)

Discipline	Non-EU students as a proportion of total students at all levels of study
Business and administration	62%
Architecture and planning	51%
Mass communications	50%

Engineering and technology	48%
Law	35%
Computer sciences	33%
Social sciences	32%
Mathematical sciences	29%
Agriculture and related	27%
Creative arts and design	25%

Note: Disciplines shaded in blue denote those where non-EU students are represented more highly than the average

Table 3: Top 10 disciplines by proportion of first-year EU students at Russell Group universities at all levels of study (2015-16)

Discipline	EU students as a proportion of total students at all levels of study
Computer Science	16%
Law	13%
Social studies	10%
Engineering and technology	10%
Mathematical sciences	10%
Mass communications	9%
Physical sciences	9%
Business and administration	9%
Biological sciences	8%
Architecture and planning	8%

Note: Disciplines shaded in blue denote those where EU students are represented more highly than the average

Annex B – Impact of removing the PSW visa and PSW offers by other countries

Impact of closing the PSW route

Since the PSW visa closed in April 2012, the number of international students switching into work routes after their studies has decreased by 87%.²²⁹ Certain markets appear to have been more affected by this policy change: the number of Indian students enrolling at UK universities decreased by 62% from 2010/11 to 2015/16. Russell Group universities, which saw a less severe decrease of 32% over the same period.²³⁰

Removal of the PSW visa has impacted on Russell Group universities in different ways. Some have seen a decrease in international diversity on campus; with fewer new students from markets such as Africa and India. The University of Liverpool has seen around 50% reduction in registrations from the Indian Subcontinent and this has had a knock-on effect in destination subjects popular in that region, most notably STEM and MBA registrations.

LSE conducted a survey of its non-EU international registered students to seek their views on the discontinuation of the PSW visa route, between June and August 2014. Most respondents said they felt that the changes the government had made had a negative impact on what might be termed “UK HE plc” by reducing the likelihood that international students would choose to study in the UK. They were knowledgeable about and cited more generous PSW schemes offered in the US, Canada, Australia and elsewhere in Europe.

PSW offers by other countries

Australia: The Australian Post-Study Work Stream allows international graduates and their families to live, work, travel and study in Australia for between two and four years, depending on the highest educational qualification they have obtained: 2yrs for Bachelors and Masters by Coursework (equivalent to PGT?), 3yrs for Masters by Research and 4yrs for a Doctoral Degree.²³¹

²²⁹ Percentage change from 2011-2016 in grants of an extension to stay for ‘work’ where the applicant was previously in ‘study’ category.

calculated from: Home Office, Immigration Statistics January to March 2016, [Extensions table expc 01](#).

²³⁰ HESA 2015/16 student data

²³¹ <https://www.border.gov.au/Trav/Stud/Post>

USA: International students on the F-1 student visa can apply for Optional Practical Training (OPT) at the end their studies. The OPT grants them permission to remain in the US and work for up to a year. This is often extended by a further 24 months for STEM graduates.²³²

Canada: The Canadian Post-Graduation Work Permit Program enables graduates to stay and work for a period of time that relates to the length of their course. E.G. if the course was three years, graduates can stay and work for three more years. International students are also eligible for express entry for permanent residence after graduation.⁶²

Ireland: International students completing advanced degrees in Ireland can stay for up to 24 months for the purpose of seeking graduate level employment and applying for a general employment permit, a critical skills employment permit or research hosting agreement.²³³

New Zealand: International graduates can apply for a 12-month visa to stay and work in New

Zealand. They can do any work, for any employer.²³⁴

Annex C – Burden of Tier 4 visa compliance

In 2012/13, universities and other higher education providers spent a total of £66.8 million for Tier 4 visa compliance.²³⁵ We predict that costs of compliance have increased over more recent years as more responsibilities for sponsors have been introduced and fixed costs have risen.

Since 2009, universities have had to respond to 36 versions of the Tier 4 sponsor guidance and 41 of the policy guidance, with sometimes as many as 8 versions

²³² <https://www.uscis.gov/working-united-states/students-and-exchange-visitors/students-and-employment/optional-practical-training> ⁶² <http://www.cic.gc.ca/english/study/work-postgrad.asp>

²³³ <http://www.inis.gov.ie/en/INIS/Pages/Student%20Pathway>

²³⁴ <https://www.immigration.govt.nz/new-zealand-visas/apply-for-a-visa/about-visa/post-study-work-visa-open>

²³⁵ Higher Education Better Regulation Group, 2013, *Final Report: Cost and benefit analysis project on immigration regulation*.

being issued in one year (for example, in 2014). Although many changes have had only minor implications, they require our universities to review systems and procedures regularly and this has added to the compliance burden. This process is made more challenging where complex guidance is not easily interpreted and advice from Premium License Manager is delayed, unclear and inconsistent.

The increased complexity of compliance and sheer volume of policy change over recent years has meant many of our members have had to increase the number of dedicated staff they employ to oversee Tier 4 compliance. Tier 4 issues are also part of many other roles in our universities, for example, senior staff will undertake NARIC and UKVI training and provide training for other staff. Therefore, alongside the financial costs, our universities incur a range of opportunity costs with increased regulation; with staff less able to devote time to other strategic priorities including delivering an outstanding student experience and building international links. Examples of specific changes that have impacted on administrative burden and costs over recent years include:

Biometric Residence Permits

The introduction of Biometric Residence Permits (BRPs) in 2015 has impacted on compliance burden and resources. Although universities' involvement in the distribution of BRPs is optional, many consider that the alternative, for all students to collect BRPs from the Post Office, is not viable.

The involvement of universities enables them to identify any BRP errors early, the number of which can be high. In both 2016/17 and 2017/18, the University of Cambridge helped to facilitate over 200 BRP corrections, the majority of which were for incorrect length of leave. It is important to note that Cambridge's numbers are likely to be higher than other institutions owing to errors relating to the Tier 4 pilot. A certain level of error was understandable during the initial stages of the pilot. However, it is now important this is reduced, especially given the recent expansion of institutions involved in the pilot.

Some of our universities will register students before they have collected their BRP (from their temporary vignettes) and will need to see these students again after they've collected their BRP card. Each year since 2015/16, LSE had to see around 300-400 students twice to complete their registration for this reason.

Academic progression

The change in the academic progression rule in April 2016, has had a significant impact on institutions' policies and procedures, and has made reporting on the Sponsor Management System more time consuming. New requirements include a tailored justification for progression on each relevant CAS and liaising with applicants about providing a letter from their sponsor confirming they are highly likely to complete their current course.

Students continuing to a new course at the same institution have to make an application for further leave to remain within 6 weeks of starting their new course when their current visa

may not expire for a number of months. For example, masters students progressing to a PhD. Our universities are experiencing more administration in the communication and support needed to help students extend within this time frame.

Issuing Confirmation of Acceptance for Studies (CAS)

- Requirements around the issuing of a CAS and the need to ensure low visa refusal rates, have led many of our universities to substantially increase the number of checks made before issuing a CAS.

Change of study location and attendance/engagement monitoring

- The requirements to monitor attendance and engagement of Tier 4 students has increased over recent years. Many of our universities have changed their policies and procedures accordingly. Staff in compliance teams will check registers of Tier 4 students each term and contact academic departments and/or any students directly if further investigation is required.

Sheffield Hallam University

Introduction

In August 2017, the Government commissioned the Migration Advisory Committee (MAC) to assess the impacts of international students in the UK.

This paper is the response by Sheffield Hallam University to the Call for Evidence issued by MAC in October 2017.

Summary

In 2015/16 3,202 international (EU and non-EU) students were enrolled in Sheffield Hallam University.

In 2015/16:

The direct spending by the international students and their overseas visitors, and the university expenditure associated with tuition fees paid by International students generated a gross economic output of £154,616,945 for the UK economy.

The public costs associated with the international students in Sheffield Hallam University in 2015/16 were £14,327,996, making the net total economic impact £140,288,949 - nearly 10 times the amount of public costs.

Direct and indirect spending by international students and their visitors supported an estimated 1,294 full-time jobs in the UK.

The University's direct and indirect spending applied to the tuition fee income from International students supported another 1,468 full-time jobs.

International students' recruitment helped maintain the diversity of our academic portfolio and enriched the course choice available to home students. International student recruitment supported a number of courses especially at postgraduate level in the University which would not be otherwise viable.

International students enhanced the experience of all students by bringing global experiences, news, ideas and an international perspective in the classroom. Our home students valued the opportunity of studying alongside their international peers and developing their global skills.

Our successful international alumni have extended Britain's soft power, have enhanced business relationships and have brought economic investment to Sheffield

- the £65 million New Era development in Sheffield is led by a Sheffield Hallam international alumni

88% of non-EU graduates and 65% of the EU graduates left the UK after graduation. 2/3 of the international graduates who remained in the UK took up professional and managerial jobs, filling in shortage occupations and/or providing skills which are lacking in the UK workforce.

Our international students' overall impact on public services provision in Sheffield is low. In any case, the public costs are fully covered by the net total economic contribution made by international students in Sheffield Hallam University.

Background and context

Sheffield Hallam University is one of the largest universities in the UK. In 2015/16 the University had the 7th highest number of student enrolments in the UK²³⁶. 12% of enrolled students (3,202) in 2015/16 were international. Of these, 60% were postgraduate and 40% undergraduate students. 1.3% of all students were from the EU and 10.35% were from non-EU countries. 1,230 (42%) of the non-EU students were from China, 309 (10%) were from Nigeria and 261 (9%) from Malaysia and 233 (8%) were from India.

Table 1: Number of international students in Sheffield Hallam University by level and mode of study in 2015/16

2015/16	EU	non-EU	Total
UG Full time	201	1,008	1,209
UG Part time	18	47	65
PG Full time	107	1,581	1,688

²³⁶ Excluding the Open University 2 Which was 574,424 in 2016. Office for National Statistics, *"Population Estimates for UK, England and Wales, Scotland and Northern Ireland, Mid-2016"*, 22 June 2017. Retrieved 15 Jan 2018 ³ Oxford Economics (2013). *The Economic Costs and Benefits of International Students. A report for the University of Sheffield*. January 2013. Retrieved 15 January 2018 ⁴ *The costs and benefits of international students by parliamentary constituency*. Report for the Higher Education Policy Institute and Kaplan International Pathways <https://londoneconomics.co.uk/wpcontent/uploads/2018/01/International-students-parliamentary-constituency.pdf>

PG Part time	38	202	240
TOTAL	364	2,838	3,202

Note: The numbers exclude exchange students as well as EU (UK-domiciled) students.

In 2015/16 international students in Sheffield Hallam University made up 0.56% of the entire population of the city of Sheffield²

With two large universities, Sheffield has a relatively high concentration of international students in higher education. A report³ commissioned by the University of Sheffield in 2013 found that international students in Sheffield have a significant positive impact on Sheffield's GDP - a net total contribution of £120.3m in 2011/12.

A report by London Economics published in January 2018 found that in 2015/16 the economic benefit to Sheffield Central constituency from international students was 'approximately £226m, which is equivalent to £1,960 per member of the resident population'⁴. This was the highest level of economic impact in any UK constituency.

Assessing the impacts of international students in Sheffield Hallam University

As part of our analysis of the impacts of international students in Sheffield Hallam University, we look at economic impacts, the impact on the overall student experience of home students, and we estimate the total net economic benefit to the UK economy in 2015/16.

We look at both continuing students and new starters and we estimate the overall impacts of international students in Sheffield Hallam University over one academic year only.

We also look at migrant students only and our analysis excludes EU students with UK-domiciled status, and any exchange students.

Our response is structured in the following way:

- Part 1: Assessment of economic impacts

In this part we estimate the economic benefits and the public costs associated with international students studying at Sheffield Hallam University, to work out the

estimated net economic impact and number of jobs created in the UK economy as a result of spending associated with international students enrolled in 2015/16

□ Part 2: Assessment of impacts on community, public services, and the labour market

We estimate the impact of international students in Sheffield Hallam University on the quality of life in Sheffield, and in particular

- impact on housing provision, local transport and on health provision
- impact on the labour market during study and post graduation

□ Part 3: Assessment of impacts on the student experience of home students

We analyse the impact of international students on the quality of the student experience of all students in Sheffield Hallam University, in particular:

the impact on the academic portfolio, where we provide data on the courses which are not likely to exist if we cannot recruit international students

the impact of international students on the quality of the teaching process

- the impact on the home students' skills and awareness development

Part 1: Assessment of economic impacts

Our estimate of economic benefit takes into account:

the actual tuition fee income generated by international students in 2016/17

estimates of non-tuition fee spending (subsistence and accommodation expenditure) by international students

estimated spending of family and friends visiting international students who study in Sheffield Hallam University.

costs associated with tuition fee support (EU students only)

all other costs associated with the provision of public services to international students such as primary and secondary education for dependants, healthcare and transport.

We use the methodologies set out in the following studies:

The Economic Costs and Benefits of International Students by Oxford Economics published in January 2013

The costs and benefits of international students by parliamentary constituency. Report for the Higher Education Policy Institute and Kaplan International Pathways by London Economics published in January 2018

Department for Business, Innovation and Skills (2013) *Student Income and Expenditure Survey 2011/12*

Our analysis is focused on the economic benefit of **all** EU (non-UK domiciled) and non-EU students enrolled in Sheffield Hallam University in 2015/16 only. Therefore, our estimates do not include aggregate economic benefits and costs over the entire duration of their study.

Tuition fee income

In 2015/16 Sheffield Hallam University's international student income was nearly £28m, with the vast majority of income derived from non-EU international student enrolments.

Table 2: Actual fee income from international students in Sheffield Hallam University in 2015/16

2015/16	£ million		
	EU	non-EU	Total
Fee income			
Undergraduate	£2,438,000	£13,424,000	£15,862,000
Postgraduate	£595,000	£11,375,000	£11,970,000
Total	£3,033,000	£24,799,000	£27,832,000

Non-tuition fee spending

In order to estimate the non-tuition fee spending of SHU international students, we made use of Student

Income and Expenditure Survey (SIES) 2011/12 published by the Department of Business, Innovation and Skills in June 2013.²³⁷ We have adjusted the average annual expenditure figures for the 2011/12 academic year (9 months) using the UK Consumer Price Index data. Using this method, we estimate that average fulltime undergraduate student expenditure was £12,727 in 2015/16 and £16,970 for full-time postgraduate students, with average 12 months' duration of study per academic year. These figures relate to British students living in England.

We have reduced these figures by 20% to account for the cost of living in Sheffield being lower than the UK average, and for the fact that, on average, international students spend less than British students. This gives £10,182 as the average non-tuition fee expenditure for international undergraduates at SHU, and £13,576 for post-graduates, in 2015/16.

We have assumed that there is no difference between the annual costs associated with full-time and parttime study.

Table 3: Non-tuition fee expenditure by students in Sheffield Hallam University in 2015/16

2015/16	EU	non-EU	Total
undergraduate	£2,229,836	£10,741,903	£12,971,738
postgraduate	£1,968,500	£24,205,766	£26,174,267
Total	£4,198,336	£34,947,669	£39,146,005

Spending by family and friends

In order to estimate the direct expenditure of friends and family visiting international students in the UK, we have applied the formulae used in London Economics

²³⁷ Department for Business, Innovation and Skills (2013) *Student Income and Expenditure Survey 2011/12* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301467/bis-14-723student-income-expenditure-survey-2011-12.pdf

(2018)²³⁸. They estimated that EU students attract 3 overseas visitors per student, while non-EU students in attract 0.9 overseas visitors per student.

Considering the demographic of our non-EU students, we have adjusted the latter to 0.5 overseas visitors per student.

Table 4: Adjusted average number of overseas visitors per student per year and average spend per visit as estimated by London Economics (2018)

2015/16	EU	non-EU
average number of overseas visitors per student	3	0.5
average spend per visit	£296	£822

Applying this model, we estimate that the direct expenditure of friends and family visiting international students in Sheffield Hallam University as follows:

Table 5: Direct expenditure in the UK by friends and family of international students studying in Sheffield Hallam University in 2015/16

2015/16	EU	non-EU	Total
total number of overseas visitors	1,092	1,419	2,511
total expenditure	£323,232	£1,166,418	£1,489,650

Table 6: Total tuition fee income, non-tuition fee expenditure and overseas visitor expenditure associated with international students at Sheffield Hallam University in 2015/16

2015/16	EU	non-EU	Total
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²³⁸ London Economics (2018) *The costs and benefits of international students by parliamentary constituency*. Report for the Higher Education Policy Institute and Kaplan International Pathways <https://londoneconomics.co.uk/wp-content/uploads/2018/01/International-students-parliamentaryconstituency.pdf>, p. 16

fee income	£3,033,000	£24,799,000	£27,832,000
non-tuition fee direct expenditure	£4,198,336	£34,947,669	£39,146,005
overseas visitor expenditure	£323,232	£1,166,418	£1,489,650
TOTAL	£7,554,568	£60,913,087	£68,467,655

Gross economic impact of international students

As well as the students' direct expenditure, the gross economic impact of international students also includes indirect and induced impacts triggered by their spending. We estimate this using the economic multipliers calculated by London Economics (2018:18)²³⁹:

Table 7: Economic multipliers for UK impact applied to UK Universities' and students' expenditure

	Multipliers	
Type of expenditure	economic output (£ per £)	Employment (# of FTE jobs per £1m of output)
University expenditure (applied to tuition fee income)	2.5	21.1
Student expenditure (applied to non-tuition fee income)	2.1	15.2

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Overseas visitor expenditure (applied to visitor income)	1.9	15.4
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The total of the direct, indirect and induced effects constitutes the gross economic impact of international students in Sheffield Hallam University in 2015/16.

Table 8: Total direct, indirect and induced economic impacts associated with international students in Sheffield Hallam University in 2015/16

EU students	direct expenditure	economic output	employment generated (# of FTE)
university expenditure	£3,033,000	£7,582,500	160.0
non-fee direct expenditure	£4,198,336	£8,816,506	134.0
visits by family and friends	£323,232	£614,141	9.5
Sub-total	£7,554,568	£17,013,147	303
Non-EU students			
university expenditure	£24,799,000	61,997,500	1,308
non-fee direct expenditure	£34,947,669	73,390,105	1,116
visits by family and friends	£1,166,418	2,216,194	34
Sub-total	£60,913,087	137,603,799	2,458
TOTAL	£68,467,655	£154,616,945	2,761

Public costs associated with international students

In this section, we estimate public costs associated with international students in Sheffield Hallam University as follows:

costs associated with teaching grants provided to the University (EU students only)

student support costs related to tuition fee loans (EU students only)

other public costs associated with hosting international students

Table 9: Annual public costs per student for 2015/16

	EU			non-EU
Public costs per student	teaching grant	student support	other costs	other public costs
other undergraduate	£333	£1,000	£4,337	£2,786
undergraduate degree	£333	£2,430	£4,337	£2,786
postgraduate taught	£333	£0	£5,783	£3,714
postgraduate research	£0	£0	£5,783	£3,714

Conlon (2017) estimates that 'the Exchequer is already paying approximately 27% of the total tuition fee through interest rate subsidies and write-offs'⁸. Therefore, we have included £2,430 per student as an estimate of the direct public cost associated with undergraduate EU students' tuition fee loans.

The costs associated with the HEFCE teaching grant to Sheffield Hallam University have been estimated from the actual 2015/16 grant⁹ divided by the total number of UK and EU students enrolled in the University.

We base our estimates of other costs on regional data for Yorkshire and Humberside provided in London Economics (2018:56). These include all costs associated with health provision, social security (EU students), housing, general public services,

policing, economic affairs, environmental protection, recreation, culture and religion, etc.

The estimates for other costs for undergraduate students and their dependants have been adjusted to account for the shorter duration of study (9 months)

Table 10: Total public costs of international students in Sheffield Hallam University in 2015/16

	EU			non-EU	
	teaching grant	student support	other costs	other costs	Total
other undergraduate	£3,663	£11,000	£47,710	£61,281	£159,984
undergraduate degree	£69,264	£505,440	£902,148	£2,877,422	£6,980,690
postgraduate taught	£37,962	£0	£659,262	£6,176,382	£6,873,606
postgraduate research	£0	£0	£179,273	£445,680	£624,953
TOTAL	£110,889	£516,440	£1,788,393	£9,560,765	£11,976,486

Public costs associated with dependants of international students

SHU does not record the number of dependants of its international students. In order to estimate the number of child and adult dependants of international students, we have used the ratio of dependants per 100 students provided in London Economics (2018: 23).

We have used these figures to work out the estimated number of adult and child dependants associated with international students in Sheffield Hallam University.

⁸ Conlon, G (2017) *The costs of Labour's pledge to abolish tuition fees* published in WONKHE <http://wonkhe.com/blogs/the-costs-of-labours-tuition-fee-pledge/> ⁹

2015/16 funding amounts published in <http://www.hefce.ac.uk/pubs/year/2016/201608/#alldownloads> **Table 11:** Total number of dependants of international student in Sheffield Hallam University

	EU		Non-EU	
	Full-time	Parttime	Full-time	Part-time
dependants per 100 students				
adult dependants of UG undergraduate	14	11	30	2
child dependants of UG undergraduate	26	15	50	2
adult dependants of PG students	7	22	47	8
child dependants of PG students	14	31	79	10

Applying the costs per year for 2015/16 provided in London Economics (2018: 56 - 57), we calculate the total public costs associated with dependants of SHU international students.

Table 12: Total public costs of dependants of SHU international students in 2015/16

	EU	non-EU	Total
adult dependants of UG students	£91,680	£89,470	£181,150

child dependants of UG students	£277,998	£355,865	£633,863
adult dependants of PG students	£121,526	£206,164	£327,690
child dependants of PG students	£406,902	£801,904	£1,208,807
Total	£898,107	£1,453,403	£2,351,510

We conclude that the total public costs associated with Sheffield Hallam's international students and their dependants in 2015/16 stood at £14,327,996. It is worth noting that we have assumed that international students are present in the UK, consuming public resources throughout the full duration of their academic year at the same rate as average UK citizens. This is more likely to overstate rather than understate the consumption of public resources by international students.

Table 13: Total public costs of SHU international students and their dependants in 2015/16

2015/16	students	dependants	Total
total public costs	£11,976,486	£2,351,510	£14,327,996

Net total economic impact

The difference between the total economic benefits (Table 8) and the total public costs (Table 15) gives us the estimated net total economic output of international students at Sheffield Hallam University in 2015/16.

In 2015/16:

The net total economic impact of international students in Sheffield Hallam was £140,288,949.

Direct spending by international students and their visitors supported an estimated 1,294 fulltime jobs in the UK.

University spending applied to the tuition fee income from International students supported another 1,468 full time jobs.

Part 2: Assessment of International students' impact on public services', the labour market

Impact on housing

36% of international students live in purpose-built halls of residence and 59% are in other rented accommodation. Given that we have no sufficient data on the type of other rented accommodation these 59% students occupy, we have assumed that they are in shared houses and that their demand contributed to the increase in Sheffield's student-let houses. However, since the numbers of Sheffield Hallam international students in private housing are insignificant in comparison to the total numbers of students in the city (about 57,000 in 2015/16) we estimate that their contribution to this negative trend is minimal. **Table 14:** Numbers of students by type of accommodation

Accommodation type	EU	non-EU	Total
Halls of residence	136	1,028	1,164
parental/guardian home	23	135	158
rented accommodation	205	1,675	1,880
Total	364	2,838	3,202

Impact on public transport

In 2015/16 76% percent of international students in Sheffield Hallam University lived within one mile of the campus. Therefore, their use of public transport would have been minimal throughout that academic year.

The rest of the students (780) would have had an insignificant effect on the public transport use in a city of 570,000.

Table 15: Number of students and distance from campus

1 mile or less	1-2 miles	Over 2 miles
2,422	140	640

Impact on health services provision

Sheffield Hallam University has its own Medical Centre which provides GP services to students from two locations. All international students who take part in the Orientation programme (80% of the total number) do their medical registration as part of the programme. This means that international student demand for health services is concentrated in the University's medical centre. We have assumed that rest of the students (640) were registered with GP practices elsewhere in the city, however the lower number indicates that their impact on demand and provision of health services elsewhere in the city would have been small.

The health costs per student can increase in the case of a communicable disease or other serious illness. However, non-EU students are screened for communicable diseases as part of the visa application process, so their occurrences are rare. With 89% of international student being 30 years old or younger, the number of international students who fall seriously ill while studying in the UK would be insignificant. We have therefore estimated that the use of health services by international students in 2015/16 was generally low.

Table 16: Number of students in 2015/16 by age group

30 or younger	31-44	45 or older
2845	318	39

Any public costs to the National Health Services associated with International students in Sheffield Hallam and their dependants are fully covered by their economic contribution to the UK economy. The average costs to the National Health Service (£729 per EU-student and dependants per year; £579 per non-EU student & dependants per year) are included the estimated 'other costs' calculations in Part 1.

Impact on the labour market

In order to assess the international students' impact on the UK labour market, we estimate the number of international students in part-time work during study, and the numbers of international graduates working in the UK after graduation.

Part-time work during study

12% of the EU students and 5% of the non-EU students worked part-time on the University campus in 2015/16. Since we do not maintain a record of students taking part-time jobs externally, we have assumed that the same number of students (42 EU and 132 non-EU) took part-time jobs locally. Again, in the absence of data, we have assumed that these were minimum wage jobs in catering or retail. It is difficult to estimate the impact on the local labour market caused by the demand by international students. We assume that they took up jobs which the resident workforce were not willing to do. However, a different interpretation is also possible – that the demand for part-time jobs by migrant students pushed wages down and making the jobs unviable for the resident workforce.

However, since the numbers of Sheffield Hallam international students taking part-time jobs was relatively small, we estimate that the impact was small, too.

Work after graduation

We have referred to the results from the 2015/16 DLHE survey (39% response rate) to estimate the numbers of international students working in the UK after graduation. Only 67% of EU respondents and 42% of non-EU respondents in the 2015/16 DLHE survey were in work. **Table 17:** Percentage of 2015/16 international graduates in work

Employer country	EU			Non-EU		
	Total % of respondents in work	% of respondents in prof/man occupations	% of respondents in non-prof occupation	% of respondents in work	% of respondents in prof/man occupations	% of respondents in non-prof occupation
UK	35.05%	22.68%	12.37%	11.34%	8.20%	3.14%
Other EU country	31.96%	26.80%	5.15%	0.00%	0.00%	0.00%

Non-EU country	0.00%	0.00%	0.00%	31.06%	24.43%	6.63%
Total	67.01%	49.48%	17.53%	42.41%	32.64%	9.77%

We applied these ratios to the total number of international students graduating in 2015/16 (147 EU students and 1556 non-EU) in order to estimate the potential impact on the UK labour market.

Table 18: Estimated number of graduates working in the UK after graduation.

	EU		non-EU	
	# of graduates in prof/man jobs	# of graduates in non-prof jobs	# of graduates in prof/man jobs	# of graduates in non-prof jobs
graduates working in the UK	11	18	128	49

Most non-EU graduates need a Tier 2 visa in order to work in the UK after graduation. They would have had to meet very stringent requirements, in order to get Tier 2 sponsorship, and we also assume that most took up jobs which appeared on the shortage occupations list. Therefore, we assume that some of impact on the labour market is positive – providing skills which are lacking in the UK workforce. However, since the resident labour test is not required when switching from Tier 4 (Student) visa to Tier 2 work visa, some nonEU graduates working in the UK may have displaced members of the resident workforce.

Without further information about the jobs taken by the EU students, it is impossible to know if they have displaced members of the resident workforce. However, even if we assume that they have, the numbers entering the UK labour market are so small, so we estimate that the negative impact was limited.

Part 3: Impacts on the academic provision and the quality of the home student experience

Impact on the academic portfolio

At Sheffield Hallam, overseas students are enrolled on courses across the academic portfolio but with a higher proportion enrolled at postgraduate level (59% at PGT, and 42% at UGT in 2017/18). It is also the case that overseas students represent a much larger proportion of the total postgraduate student body.

It is highly likely that the viability of and variety in the university's postgraduate portfolio is reliant on the relatively large number of overseas students it attracts. Only a small number of non-funded postgraduate taught programmes (17) have large, UK student cohorts (in excess of 15 enrolled UK students) and the remainder have cohorts composed typically of a majority of overseas students with varying proportions but consistently modest volumes of UK students.

Even a modest reduction in overseas student volume has the potential to affect viability of these programmes and, if course closures are the result, to impact on the variety of programmes available to home students.

The postgraduate programmes offered by the university are typically closely linked to business & industry (in line with the strategic aim to be the world's leading applied university) and are designed to meet employer need both in the UK and overseas. The difference in volume between UK and overseas students is considered more likely to be cultural (postgraduate study being considered essential to employment success in many international markets) and financial (many middle-class families in overseas markets plan and save for postgraduate study as a matter of course) than an indication of the appeal of the portfolio to the home market. Indeed, UK postgraduate numbers to the university have steadily increased in recent years with growth of 117% since the introduction of the postgraduate loan in 2015/16.

Across the undergraduate portfolio, overseas students may enrol on any year of study (a reflection of the variety of academic qualification and backgrounds they present), typically represent a much lower proportion of the overall course cohort and are less likely to be critical to course viability. However, the university delivers a small number of undergraduate courses specifically designed for international markets which rely almost entirely on overseas student recruitment for viability and which would be forced to close in the case of a significant reduction in overseas student volume with likely consequences for employment of delivery staff.

Impact on the quality of the teaching process

The presence of international students is vital within the classroom. There are clear pedagogical and experiential benefits for our home students, many of who will want

to work overseas at some point in their career and/or will work with international colleagues, in a professional capacity in the UK. Interaction with international students helps to strengthen our home students' intercultural competence and awareness, attributes which would be expected of any future professional and graduate.

Teaching international students can be particularly rewarding for staff. It can cause staff to re-evaluate and improve their learning, teaching and assessment approach which is beneficial to all students. International students also offer valuable opportunities to academic staff to internationalise their research focus and collect comparative data internationally.

Impact on the student experience

International students bring global experiences, news, ideas and an international perspective, which enhance the university experience for all. Their presence in the classrooms develops the students' ability to actively engage with different cultural and socio-economic contexts and knowledge.

International students offer an invaluable opportunity to all to widen their intercultural knowledge, awareness and skills on campus. Because of the presence of international students on campus, we are able to run a wide range of 'internationalisation-at-home' initiatives which actively encourage all students to get involved in the culturally and socially diverse university and local communities, and acquire skills for life.

Home students share the positive impact from their experiences:

Whilst at university I studied with students from all over the world! Interacting with these students helped me learn about cultural diversity and even allowed me to get involved in some modelling of Indonesian fashion at the 'Batik goes to Sheffield' Indonesian Culture Event and appeared on Indonesian TV! I wouldn't have got this opportunity if it wasn't for the fantastic international students I studied alongside!

Danielle Pearson, BA HON ENGLISH LANGUAGE

Interacting and studying with the international students has helped me to understand cultural norms a lot better. This has not only benefited me in my professional work life but has also given me the opportunity to make a whole new group of friends which are now scattered all over the world which I will cherish for life.

Phillip Arkwright, BSC HON COMPUTER SECURITY WITH FORENSICS

I have met an amazing group of people within the international community who have taught me about their culture, their food and their countries. The friends I have made have enhanced my University experience which has encouraged me to seek other opportunities post education where I can meet and interact with a multitude of diverse people.

Hannah Gilbert BSC HON BUSINESS INFORMATION SYSTEMS

Southampton Solent University

Southampton Solent University, response to UUK and MAC – January 2018

Qstn 1: What impact does the payment of migrant student fees to the educational provider have?

In 2015/16, Southampton Solent University (Solent) received a total of £9.4m student fee income from EU students. In addition, the University received fee income of £5.6 million from non-EU domiciled international students. Combined, EU and non-EU students accounted for 16% of the University's tuition fee and education contracts income that year.

The University is contributing to the overall improvement and development of Southampton City with its £100m estates development plan, which is transforming the city centre campus. The University's primary learning and teaching building, the £32m Spark, was completed in 2016 and has proved revolutionary for both staff and students. The Spark is also being utilised by businesses and organisations for conferences, used for cultural community events and is acting as a venue for major dialogues and lectures open to the public. The Spark has become an important resource for the city and is seen as an iconic structure whose image is used by many HE stakeholders in print and digital media.

In August 2017 work began on Solent's brand new £28m sports building at its city centre campus. As well as being available to University staff and students, the building will also be a resource for the community, encouraging health awareness across the city.

£9.6m of the capital investment for the Spark and the new sports building were supported by fee income from international, EU and non-EU, students.

Qstn 2: What are the fiscal impacts of migrant students, including student loan arrangements?

Traditionally the vast majority of EU students will take up a SLC loan to study at Solent. The University does not record the number of students who work outside of term time, nor the hours they work. However, anecdotally a good number of our international students will work during the vacations.

Qstn 3: Do migrant students help support employment in educational institutions?

The University estimates that 215 staff members (approximately 16% of total staff) would be supported by international student fees and that proportion of total staff would therefore be at risk if there was a drop in demand for UK HE from international students. More specifically International Office staff, UKVI Compliance Officers, Quality Officers and Student Services (catering, administration, accommodation,

support services) and academic staff would all be impacted by a reduction in the number of international students.

Qstn 4: How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

International students studying at Solent are an important driver of economic activity in the region. By spending money on items such as food and drink, local transport, accommodation and entertainment, students stimulate demand and support employment in regional businesses.

A recent study on the economic impact of the University, carried out by BiGGAR Economics, (Economic Impact of Southampton Solent, 31 August 2017) estimated that students living in the Solent region spent an average of £13,111 per year on living costs. The study further estimated that full-time students at the University spent £120m in 2015/16. In 2015/16, a total of 1,427 full-time international students studied at Solent.

In 2016/17, 604 non-EU students studied at Solent, of which 546 pursued an undergraduate qualification and 58 a postgraduate qualification. 1,209 students from other EU countries studied at Solent the same year, of which 1,128 pursued an undergraduate and 81 pursued a postgraduate qualification.

Based on the assumption that international students, on average, spend the same amount per capita on living costs as UK students, EU and non-EU students combined spent £18m on living costs in 2015/16. This is estimated to have supported a total of £13.8m GVA and 218 jobs in the UK, of which £10.5m GVA and 176 jobs were in the Solent LEP area and £8m GVA and 140 jobs were in Southampton.

Please also see “The costs and benefits of international students by parliamentary constituency”, London Economics (2017) for further information on the regional and national impact of international students.

Qstn 5: How do migrant students affect the educational opportunities available to UK students?

The presence of international students learning alongside UK students at Solent is critical to UK students’ personal and professional development. As an institution where 70% of its students are first generation university attendees, the opportunity to study with those from a different background and culture offers them access to a network of business contacts across the globe, making them more employable and ambitious. Additionally, exposure to international students and their cultures encourages UK students to think more broadly about the world and their place in it, thus developing into more globally responsible citizens.

Perhaps just as importantly, our international students help to improve the community’s overall perception of the “global village” and the UK’s place in the wider global context. This can be seen by recent activity at the British Foreign Policy Forum

which was held in the Spark and was attended by staff, students and members of the community.

Our international students contribute in other ways which have a profound effect upon the institution, both for staff and students. They influence our UK students to take up languages, to opt for Study/Exchange or internships abroad, and their positive and genuine desire for UK students to learn about their culture and countries can be seen through engagement in Student Societies. Our staff are given the opportunity to expand their own knowledge in teaching models and pedagogy allowing for the UK to remain at the forefront of education practice, feeding into the UK student experience. Please also see HEPI Report 76 “What do home students think of studying with international students” (2015).

The University’s international student community plays a significant role in supporting the outreach offer to schools. The rich diversity of cultures and educational journeys are pivotal in conveying not only the benefits of higher education in a global context but it also brings a host of alternative skillsets which UK pre-16 pupils may not have been previously exposed to.

International students work with pupils at primary level as young as 9 years old and support the University’s belief that raising aspirations to higher education should begin at the earliest opportunity. Their contribution significantly impacts the raising of attainments and dispelling of myths alongside encouraging individuals to reach their potential.

Case Study: an undergraduate international Software Engineering student facilitated the delivery of a 6 week Coding Club for primary aged pupils in a school which had multiple indicators of disadvantage and low participation into HE. The feedback from the teacher is as follows:

“All of the pupils have enjoyed and have been motivated by the club. They have learnt new coding skills to give them a head start at secondary school (and Year 6). We have even used the club as a behavioural management tool for some pupils. The student ambassador was fantastic at engaging the children.”

Qstn 6: To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

Solent’s Warsash School of Maritime Science and Engineering (WSMSE) has a high proportion of international students. In 2016/17, international students, EU and non-EU combined, contributed 51% of the School’s first degree, full-time student population. This compared to a Solent average of 15%. For postgraduate taught courses, the percentage share of international students was higher. Please see Question 14 for further comment on Maritime Education which is considered an area of national strategic importance.

Other courses across the University with a high proportion of international students include BA (Hons) International Business Management and BA (Hons) International Tourism Management. Additionally, BA (Hons) Football Studies and Business attracts a large number of international students, particularly from countries including China and India. Both countries have a national agenda to increase the accessibility and popularity of the game. These programmes encourage strong links between countries – again critical for UK trade moving forward following Brexit.

The above programmes also attract UK students and, if they were no longer viable, this would have an impact on the UK and home students.

Qstn 7: What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

96% of Solent's non-UK students lived within five miles of the University in 2016/17. The likelihood is that a good number of these students will be using local public transport to either reach the institution or the city centre.

The University has a residential portfolio of 2,350 bed spaces within seven halls located across the city of Southampton. In 2016/17, 650 EU and non-EU students resided in the University's halls of residence, equivalent to 28% of a total of 2,350 Solent students living in halls of residences that year.

Southampton Solent University does not have a campus health provider, therefore local health centres and GP surgeries are required for these services. The University has not received any local complaints with regard to international students impacting on local health services.

Please see evidence from a poll undertaken by ComRes for Universities UK which reveals that the majority of the British Public do not wish to see numbers of international students reduced (<http://www.comresglobal.com/polls/universities-uk-international-students-poll/>).

Qstn 8: What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Each year international students at Solent help to attract hundreds of visitors who would otherwise have little reason to visit the region. These visitors include friends and family of current EU and non-EU students as well as prospective international students and their friends and family attending open days or visiting the University on other occasions. All visitor expenditure helps to support jobs and activity within the tourism sector.

In addition to the direct impact on visitor numbers, as described above, the University also contributes to the economic vitality of the city by attracting tourists and permanent residents, through the enhanced cultural attractions it has to offer. In its economic impact study, BiGGAR Economics concluded that Solent has played a significant role in the cultural regeneration of Southampton, a city that has been affected by the

decline of the shipbuilding industries. In part, this has stemmed from an influx of young, often international students, who support bars, restaurants and theatres. In July 2017 504 international and EU students attended their graduation ceremony and were accompanied by 1,345 guests. Making an assumption of 2 guests per student, accommodation and food (assuming hotel accommodation for each couple) a conservative estimate would be £200,000 for accommodation and food. This does not take into account local transport, beverages, or visits to local attractions such as the Sea City Museum. International and EU students are visited regularly by family and friends but to date there is no record of numbers – Graduation gives a good indication of one snapshot spend in the year.

Qstn 9: What role do migrant students play in extending UK soft power and influence abroad?

The role of our international alumni in promoting the UK worldwide cannot be underestimated. From promoting the UK via business and trade, to assisting with the perception of the UK via cultural or civil service roles and working to improve people's lives globally, their contribution to the UK's global reputation is considerable. At Solent our graduates have gone on to work in embassies across the world, are placed with Departments for Trade and International Trade (including the US and France) and have prominent and senior positions in international banking and consultancy firms.

Qstn 10: If migrant students take paid employment while they are studying, what types of work do they do?

Many of the University's Tier 4 students register and work with the University through our Campus Jobs Programme. The roles include working as an ambassador for Open Days, translation services, library assistant and other administrative roles. They are advised and supported to ensure that they work within the limits of their visa. Approximately 5% of our Tier 4 graduates undertake work within the University. A significant number of EEA students also undertake similar roles across the University.

Qstn 11: What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

According to DLHE data for the past three years, a relatively small number of our graduates from the EEA, EU and other international locations entered the UK labour market in what would potentially be shortage occupations.

Qstn 12: Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Every year, the Destination of Leavers from Higher Education survey (DLHE), conducted on behalf of HESA, collects information on what all leavers from higher education (HE) programmes are doing approximately six months after qualifying from their HE course. The survey population includes UK domiciled leavers as well as international leavers from the EEA, EU and other international locations.

For EU leavers, Southampton Solent University is set a response rate of 50%. For international leavers, the response rate target is 20%. Of the University's 2015/16 international leavers who responded to the survey, EU and non-EU combined, a significant proportion - 45% - were employed in the UK.

Case Studies: each year the University sponsors up to five Tier 1 Graduate Entrepreneurs and has had great successes including an international student who is running a successful vegan pop-up stall at markets and festivals. The student took part in the Erasmus Entrepreneur scheme and went to Spain for 3 months to work in a vegan restaurant. This scheme gave him the confidence to believe that he could succeed in the industry and follow his passion. He will be applying to convert to a Tier 1 (Entrepreneur) Visa later in the year.

An undergraduate international student runs a technology innovation business and has already had his app listed on the app store. He is hoping to convert to an 'Exceptional Talent' visa as his work has been noticed by 2 companies who are willing to endorse him for his exceptional ability with software and app design.

The co-founder of Mominieral, a make-up brand for women of colour, was an international student who reached the investment threshold within a year and transferred from a Tier 1 Graduate Entrepreneur visa.

The student converted to a Tier 1 Entrepreneur visa and moved the cosmetics business to Derby as much of the business was based around Birmingham, Manchester and London.

The business continues to grow. In addition to the online store (www.momimeralmakeup.co.uk), there is a recently established Makeup and African crafts shop in Derby and also an online African food delivery and catering business. (www.mojollof.co.uk)



[Delicious African Food in Derby. Free Delivery on orders over £10*
www.mojollof.co.uk](http://www.mojollof.co.uk)

Freshly prepared delicious African catering in Derby. We cater for individuals, families & events. Excellent customer service & free deliveries.

The intention is to begin manufacturing their own products before the end of June 2018 and they are in the process of acquiring safety assessment reports for their mineral powder and compact foundation formulation.

An international student set up a fashion design business and retail outlet in Eton after graduating in 2012. The student was supported in the business start-up by the University's own creative agency "Solent Creatives". The student then moved to Eton and the business has gone from strength to strength. In 2016, in celebration of the Queen's 90th birthday, the student organised an exhibition of clothes and artefacts related to when people had met the Queen. (www.ievaporiete.com/)

Each year, Solent runs a number of Graduate Internship schemes which EEA students are eligible to apply for. These initiatives support graduate career development and create a pipeline of talented students who remain within the University. In 2017/18, 55 graduates have been employed on either 6 or 12-month contracts, and 24% are from the EEA.

Qstn 13: The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

The answers given to the questions posed above reflect the type of impact a reduced (or absent) demand from international students for a UK education would have. The UK HE sector strongly believes that international students are fundamental to the growth of the UK. Whether this is by the soft power wielded by international alumni and the influence they bring to bear on Governments, industry or trading partners, or the positive economic impact international students have on UK cities, towns and local communities, or indeed the impact international students have upon the UK student body enabling UK students to have better employment opportunities, or in increasing the understanding of the broader world of UK students and local communities.

Qstn 14: The MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

Case Study: the Maritime industry

Shipping could be considered the embodiment of a global industry. The world's global trade is reliant on shipping and the transport of goods at sea is a multi-cultural matter in an industry which attracts talent from all continents.

The UK holds a very special place within the maritime industry, it is a world centre for: maritime law; finance, broking and insurance; maritime education and training; ship management; marine manufacturing; and engineering. As well as being based on heritage, the UK's special role is mainly due to its greatest strengths – its geographical position, time zone, common law and English language. Also, as a cultural hub with excellent public infrastructure, it is a place where people from around the world want to develop their talents.

As an island nation, shipping is of particular national importance for the UK: It moves 95% of the country's international trade and supports more than 250,000 direct jobs.

With the UK's exit from the European Union, the strategic role of shipping as the facilitator of international trade will become even more important.

Seafaring is a global profession, so the pool of people with seafaring experience is also global. To be competitive, UK shipping companies need to be able to draw on talented and experienced personnel worldwide, just as competitors can in overseas shipping centres, such as Singapore and Dubai. For the UK to remain a global maritime centre – in which shipping companies and other businesses can prosper and grow and which attracts inward investment from overseas shipping firms – it needs to encourage international students to its shores. It needs to facilitate the transfer of skilled personnel around global shipping companies' offices, and it needs to help UK-based companies to source personnel on the basis of expertise and talent, rather than their nationality. The processes to encourage such students to study here in the UK need to inspire confidence among shipping companies that the UK is supporting their business.

International students make up 40% of the overall student body in the UK for those programmes affected, paying £7m per annum directly in fees. All evidence suggests that the international officer cadets return to their home country to take up employment as Ships' Officers as incentives are greater. Needless to say, without international students, there will be fewer courses available to British students. This will impact on the UK's ability to remain in a world leading position.

International travel to and from the UK continues to grow. While much of this growth has been in aviation, around 21m passengers a year travel between the UK and neighbouring countries by ferry, and cruise travel has increased very significantly. The number of passengers beginning and ending a cruise at a UK port has almost doubled over the past decade, to two million last year. Over the same period, the number of passengers visiting UK ports on day calls as part of a cruise grew by 170%, topping one million for the first time in 2015. Such visitors bring considerable value to the UK. Every cruise passenger who comes ashore is estimated to be worth £85 to the local economy, and families and tour groups arriving by ferry for a holiday in the UK will clearly contribute substantially during the course of their stay.

The ability to recruit international students to maritime educational programmes is of major strategic importance for the UK, in ensuring the UK maintains its world leading position as a maritime nation, in facilitating international trade and in contributing to a prosperous economy.

Additional Information

Competitor activity: following the Knight Review (2011) on the Australian student visa programme a number of changes were made to improve international student accessibility to the country. The education of international students is now Australia's

third largest export, behind iron ore and coal (Universities Australia: “Australia’s education exports at record high” Press Release (2017)).

St Clare's, Oxford

Background information about St Clare's, Oxford (Company number 1986868, Registered Charity number 294085)

The College was founded in 1953 by Anne Dreydel and Pamela Morris who wished, amongst other things, to promote interaction between students from England and Europe after the Second World War. The College continues to support and give meaning to their ambitions by maintaining its mission of promoting international education and understanding. In 2016-17, 48 nationalities were represented at St. Clare's and 20 different languages were taught.

The College operates a number of business streams on two sites. The main courses offered are the International Baccalaureate Diploma, University Foundation Courses, English as a Foreign Language with academic enrichment and Liberal Arts at university level for visiting students mainly from the USA, as well as short summer courses for children and teenagers aged from 10 to 18, and for adults. In addition, St Clare's IB Institute is the only school-based authorized teacher training provider in the UK for the International Baccalaureate Diploma.

St Clare's is the longest-established IB World School in England and second only to Atlantic College in the UK. The overwhelming majority of St Clare's students (juniors, teenagers and adults) are international. Any impediment to our recruitment of international students poses a grave risk to the very existence of St Clare's.

Evidence from St Clare's on the economic and social impact of international students

- 1. Impact of the payment of migrant student fees.** Given that 98% of St Clare's students are international and originate from 48+ countries around the world, the same proportion of the college's fee income comes from international families. Hence, out of a turnover in 2016-17 of £16m, £15.68m is derived from migrant fees.

- 2. Do migrant students help support employment in educational institutions?**

St Clare's is a boarding and day college located in the City of Oxford. We employ an average of 246 people during the year in a wide variety of roles (including teachers, administrators, boarding staff, sales and marketing, catering, maintenance, cleaning etc.) thus making a significant contribution to the local economy through a payroll of £6.3 million. St Clare's contributes £1.9

million per year to the public purse by way of income tax and NIC on payroll, together with irrecoverable VAT on purchases.

3. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Assuming (conservatively) an average weekly spend of £30 in local businesses, the students contribute at least £500,000 directly to the local economy per annum. Indirect spending is at a far greater level. St Clare's provides or has provided work for many local businesses for the benefit of students, averaging of £5.2 million in each of the past two years to local (Oxfordshire) suppliers. Thirty-five businesses with OX postcodes benefited from contracts with St Clare's which were worth more than £15K in 2015-16, and twelve were worth more than £50K.

4. How do migrant students affect the educational opportunities available to UK students?

Our summer school and adult courses are designed specifically for non-UK students so have no impact on UK students. The fact that uniquely in the Oxford area we offer the International Baccalaureate Diploma in an international setting gives our small number of UK students the chance to study a Level 3 qualification in a multicultural context. Thus migrant students enrich the opportunities for UK students.

5. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students? St Clare's depends almost entirely on the strong and growing demand for high quality UK education.

6. What role do migrant students play in extending UK soft power and influence abroad?

Around 50% of St Clare's leavers go on to study at UK universities, including a high proportion at elite Russell Group universities. The next most favoured destinations are the USA, European universities teaching degrees in English and Canada. Many St Clare's students come from wealthy, influential, well-educated international families and they almost all return to their home countries once they have completed their university studies. The experience of having been educated in the English language and studying for internationally recognised qualifications while living in Oxford for up to three years has a profound effect on them. Our regular contact with our alumni (including those who studied here many decades ago) shows that they often regard their time in the UK with us as the best time of their lives. St Clare's alumni tend to be anglophiles who are strong advocates for the UK in their home countries and thus extend the soft power and influence of the UK abroad. The fact that 50% of our students are recruited via family and

friendship networks is evidence of the positive experience of the UK they gain while at St Clare's.

7. If migrant students take paid employment while they are studying, what types of work do they do?

St Clare's students do not generally take any paid employment in the UK while they are studying.

UK Council for International Student Affairs

Submission to the Migration Advisory Committee's Inquiry into International Students

We are writing on behalf of the UK Council for International Student Affairs, the UK's national advisory body serving the interests of international students and those who work with them.

Our membership includes every university in the UK, the majority of publicly funded further education colleges which are active internationally, a number of independent schools and colleges and a range of specialist bodies.

The Chair of UKCISA's Board of Trustees is Prof Koen Lamberts (Vice Chancellor of the University of York) and its President is Lord Karan Bilimoria.

We make a number of **key points**:

1. Fee income from international students is a significant proportion of total income for a large number of higher education institutions (HEIs) in the UK with half of them earning at least 10% of their income from non EU students.
2. Any significant reduction in full fee paying international students would therefore have very substantial consequences for the whole of the UK's higher education sector, for UK students and for the range of provision in cities large and small around the country.
3. There is extensive and widely accepted research and evidence available (see annex) to demonstrate not only the gross income and economic value of international students but also the substantial net benefit having taken both income and costs into account.
4. The latest analysis by HEPI and London Economics is a conservative estimate, as they note, as it does not take into account income from independent schools, English language or further education colleges (i.e. pre-HE); nor the economic benefit derived from those international students who stay on and work (and pay taxes) in the UK after their studies.
5. Any analysis of value (and economic and/or competitive advantage) must recognise that schools, FE, 'pathway' colleges and HE are inter-dependent with lower levels acting as a 'pipeline into HE' – and that any new immigration system must therefore enable not just 'the brightest and the best' to be

recruited direct to universities but also all those who need some level of preliminary or foundation course first.

6. The economy and the sector has suffered as a result of, amongst other things, the reduction in the number of international students at further education colleges over the last 5 years (from 80,000 to c 10,000); a case study (see section 3 of annex) demonstrates the impact and inability to recruit alternative (UK) students and has wider implications for others.
7. Over and above economic value multiple studies conclude that international students bring other significant but less quantifiable benefits – sustaining strategically important courses; expanding the global horizons and skill sets of UK students; and contributing to global diplomatic and commercial links.
8. We note in particular that the countries which send most international students to the UK are precisely those who currently are, or are likely to be in the near future, amongst the UK's most significant trading partners (China, the USA, India and then multiple countries in the EU).
9. Enabling graduates to stay on and work in the UK for a limited period makes the UK more competitive internationally, benefits both them and their UK employers and 75% of the public believe they should be allowed to do so.
10. The UUK/British Future's report (2014) also shows that only 22% of those surveyed thought international students should be categorised as migrants. No-one thinks they should be excluded from the statistics but, given their net benefits, they should be excluded from the net migration target.
11. Those institutions which are currently licensed as Tier 4 Sponsors are (now) highly compliant as measured by audits and inspections (and minimal average visa refusal rates although not all accept that as an equitable and reliable measure) and 95% of student applicants now successfully receive their visas.
12. There is therefore (if there ever was) no longer any justification for the **£70m annually** which the HE sector (by itself) is currently having to invest in monitoring and compliance systems in an area of immigration control which is now recognised as being low risk but extremely high value. And there is now a strong case (and opportunity) to rationalise and simplify Tier 4 rules and processes quite radically – alongside any new system for EU students – to ensure a more welcoming, proportionate and cost-effective approach.

The attached **annex** provides the supporting evidence and an indicative case study.

Further information and enquiries

Chief Executive

UK Council for International Student Affairs Chief_exec@ukcisa.org.uk

24 January 2018

Annex to UKCISA's MAC submission

1. Background sources showing UK income/export earnings

[DfE paper on economic value,](#)

- Total fee income from non-EU students in higher education at **£4 billion** plus an additional **£4.55 billion** on living costs.
- Total fee income from EU students in higher education of **£630 million** and living costs of **£1.7 billion**
- Plus **£1.8 billion** of income from students in English language schools and colleges, **£800 million** from international students in independent schools and **£360 million** from (non-EU) international students in further education colleges
- Giving a **total income from international students** (both EU and nonEU) at all levels of just under **£14 billion**. [UUK analysis of economic output](#)
- International students paid an estimated **£4.8 billion** in tuition fees to UK universities. This accounts for over 14% of total university income. Some 88% – £4.2 billion – of this fee income was paid by students from outside the EU. • As well as university fees and accommodation, international students spent **£5.4 billion** off-campus on goods and services.
- Spending by international students supported **206,600** jobs all over the UK.
- Visitors to international students in the UK spent an estimated **£520 million** – benefitting in particular the transport, hotels, hospitality, cultural, recreational and sports attraction sectors – generating an estimated knock-on impact of **£1 billion** in gross output.
- Taking their university payments, off-campus spending, and the spending of their visitors together, international students generated **£25.8 billion** in gross output.
- International students were responsible for **£10.8 billion** of UK export earnings

[Russell Group](#)

- The total export income generated for the UK economy as a result of the 99,870 non-UK domiciled first-year students who attended a Russell Group university in 2015-16 was estimated to be approximately **£4.81 billion**.
- Approximately £4.03 billion of the total export income was generated by non-EU students, while the remaining £0.78 billion was generated by students from the EU.
- The analysis indicates that every **7 non-UK students** undertaking an undergraduate degree at a Russell Group university **generate £1 million** of impact to the UK economy.

HEPI/London Economics

- Latest and most comprehensive assessment ever undertaken of both international student income and costs shows **net impact of £20.3 billion**.
- Net impact of each EU student estimated at £65,000 and **each non EU student £95,000**.

London

- Key finding: International students studying at London universities directly contributed **£3 billion** to the UK economy in 2013-14 and supported over **37,000 jobs**.

Wales

- International students and their visitors spent **£487m** in 2015/16 (equivalent to 3.7% of all Welsh exports).
- The spending of international students and their visitors generated over **6,850 full-time equivalent jobs in Wales** (including 1,598 jobs in areas which did not have a university presence).
- One Welsh job was created for every 3 non-EU students and for every 6 EU students in Wales.

Scotland

- A 2013 estimate of £337m every year in fees and £441m in off-campus expenditure (2014/15 update apparently shows **£444m for fees and £488m for other expenditure**). [Sheffield](#)
- First research by a university to evaluate both the financial contribution and the costs of international students, concluding that there were **net benefits to the city's economy of £120 million**, and to the **wider region of up to £176 million**.

- The data highlights that **8.9 per cent of international students** go on to boost local labour supplies by utilising their skills directly in Yorkshire and Humberside. This impact is felt outside the city too, with an additional 10.7 per cent employed in the rest of the UK, supporting the national workforce with fresh skills and talent.

Birmingham

- Recent study shows that international students at the University of Birmingham brought **£160m** to the local economy of the West Midlands.
- Each 8 additional undergraduate students would bring an additional £1m to the local economy.

Exeter

- Oxford Economics report (2012) shows that international students studying at the University of Exeter contributed **£88.8 million** to the city's GDP and supported over 2,800 jobs or 2.8% of all jobs in the city.

Leicester

- Recent study of the 2016-17 cohort at De Montfort University concluded that international students were worth some **£58m** to the Leicester economy.

2. Background sources showing wider evidence of value and impact (extracts and quotations).

- [D/BIS International Education: Global Growth and Prosperity: An Accompanying Analytical Review \(2013\)](#)

'Fee income from non-EU students studying in the UK is a **significant proportion of total income** for a large number of HEIs. In 2011/12, fee income from non-EU students accounted for more than 20% of total income at 13 HEIs and between 10% and 20% for a further 68 HEIs¹⁰⁵ – together this means that half of all publicly-funded HEIs in the UK earn more than 10% of their income from non-EU students.

International students also **stimulate demand for courses** where domestic demand alone can be insufficient to sustain them, thus ensuring that a wider range of courses are available for all students and some strategically important courses remain viable. For example, for taught postgraduate courses in 2011/12, non-UK students made up 84% of new entrants in electronic and electrical engineering, 76% in production and manufacturing engineering and 67% in computer science.

International students in the UK bring **diversity to the education sector, helping to provide an international dimension that benefits all students.** Engagement in

international education, both in the UK and via TNE, **enhances the reputation and brand recognition of UK institutions and helps project the UK's soft power.**

The **ability to work in the country of study after graduation is also known to be one of the most significant factors in the decision** about where to study. In a survey by UUK in 2011, 56% of respondents cited the possibility of getting post-study work experience as a factor they considered when applying to the UK. Similarly, in a survey by the NUS, the opportunity to work in the UK after studying was the third most important reason for choosing the UK, with 57% of respondents identifying this within their top five reasons. 90% of the respondents to this survey hoped to work in the UK for at least some time after graduating.

The findings of a survey by the UK Council for International Student Affairs (UKCISA) highlight that, out of the recent changes to visa rules, the abolition of the post-study work route had had the greatest negative impact on students' decisions to study in the UK.'

- [**IPPR report: Britain wants you \(2013\)**](#)

'International students are a considerable financial asset to the UK. Typically they are young, healthy, highly skilled and have no dependents – and given these characteristics, their net fiscal impact is likely to be positive (Popleton et al 2013).'

'Student migration also leads to indirect benefits to the UK's national economy. A recent study by the British Council found a **strong correlation between student and trade flows**: in some countries, such as Canada, Japan, China, South Korea and India, the correlation is above 70 per cent. Further British Council research found that young people in emerging economies who have learned English or have **studied for UK qualifications are more likely to be interested in doing business with the UK than those who have not.** International students who have studied in UK universities are also **more likely to have a higher level of trust in British people.'**

'Further education colleges interviewed by **BIS estimated that Tier 4 students will spend approximately twice the value of their tuition fees on subsistence in their local area.** This may include spending on college-owned accommodation, rent to local host families, and spending at local shops (BIS 2013).'

‘Education institutions play a particularly valuable role in injecting cash into otherwise deprived regions where few other export industries operate. For example, research by Universities UK (Kelly et al 2010) found that in the north east of England the total revenue from higher education was £967 million in 2007/08. International revenue amounted to nearly £123 million which, combined with the estimated off-campus expenditure of international students (£111 million), represented a total of £234 million in export earnings. Universities in the region provided 13,715 full-time equivalent jobs across a range of occupations.’

‘A survey of higher education providers found that the median annual cost of Tier 4 compliance was £312,366 per institution, and the mean was £357,948. The annual cost per Tier 4 student varied widely – between £46 and £2,392 – across the responding higher education providers. **Extrapolating the overall annual costs for the whole higher education sector, the cost of Tier 4 compliance in the academic year 2012/13 is projected to be in the region of £66,800,910.** Many higher education providers reported that they had to develop reactive policies and procedures in a **haphazard, incremental way due to frequent policy changes**, rather than being able to proactively plan more efficient procedures (HEBRG 2013).’

‘International students also affect the learning experience of students in this sector. **Over half of further education colleges interviewed by BIS stated that hosting Tier 4 students had enabled them to offer courses that they otherwise would not have been able to offer (BIS 2013).** A reduction in international student numbers may therefore result in colleges reducing the variety of courses that they offer.’

‘Further education colleges have reported that the presence of Tier 4 students on courses was **important in terms of ‘enriching’ the overall learning experience for both staff and students**, by allowing people with different perspectives and cultures to exchange ideas in a learning context. This was seen to be **particularly important in areas of the country that do not have a high level of diversity, in part because increasing UK learners’ awareness of other cultures was thought to be particularly beneficial to their future employment (BIS 2013).**’

The recent decrease in numbers of international students is having a particularly severe effect.

‘University UK analysis of HESA data for 2007/08 indicates that **46 per cent of first-year non-EU domiciled undergraduates were recorded as having progressed from another UK education institution.** Similarly, a survey by the ISC showed that

77 per cent of international pupils at independent schools go on to universities in the UK (BIS 2013).

These figureshighlight the crucial importance of increasing the number of international students in pathway programs (in further education or receiving English language tuition in both public and private education settings), **rather than focusing purely on increasing numbers in higher education. It is likely that a decrease in the number of international students attending pathway courses in the UK will have a knock-on effect on British universities further down the line.** If international students choose to study on a pathway program in a country other than the UK, they will be more likely to go on to higher education in that country rather than transfer to the UK.

This illustrates the crucial importance to the UK of **nurturing the whole of the international education sector**, rather than concentrating efforts on attracting the so-called 'brightest and best' international students into higher education.'

- [International students and the UK immigration debate \(2014\) British Future/Universities UK](#)

'This report proves that there is strong public support for international student migration, and that people seem to understand the **economic and educational benefits** brought to Britain by those who come here to study.'

The report draws on a nationally representative poll by ICM of 2,111 people, together with six deliberative workshops held in York, Bristol and Nottingham. It reveals that:

- 59% of the public says the **government should not reduce international student numbers**, even if that limits the government's ability to cut immigration numbers overall. Only 22% take the opposing view.
- 60% of people think that **international students bring money into their local economy**. Only 12% think they take money out.
- 61% agree that **Britain's universities would have less funding** to invest in top-quality facilities and teaching **without** the higher fees paid by **international students**. Only 7% disagree.
- 75% think that **international students should be allowed to stay and work in Britain after graduating** from British universities, using their skills for the benefit of our economy, for at least a period of time.
- **Only 22% of the public thinks that international students should count as migrants**. Most people do not understand why they would be counted towards the government's immigration targets.

‘Those who study in Britain and return home (or go elsewhere) to work are likely to leave with a positive view of Britain and substantial personal and professional connections. In a 2013 study carried out for the Department for Business, Innovation and Skills (BIS), **90% of the international graduates interviewed agreed that their perception of Britain had changed for the better as a result of studying here.**

A separate BIS report revealed that **78% intended to develop professional links with organisations in Britain in future** and 86% would seek to remain connected to their university.

Many international graduates go on to take up influential positions in their home countries, and these personal links and bonds with Britain are likely to be an **important contributor to our ‘soft power’.**

3. Case study from a (publicly funded) further education college

- International students in FE are on different types of programme:
 - Discrete often **tailor-made programmes** (English language, academic or vocational): by definition these are not appropriate to local UK students so fewer international students simply means fewer programmes
 - **Infill programmes** (sometimes wholly infill such as an A level or Foundation Degree that already exists, but sometimes partly infill such as an English Plus Sport programme. Most colleges are in the main operating these on an “empty seat” approach i.e. the class exists and there is a spare seat offered to an international student – so again, fewer international students means more empty seats
- International students will often provide additional income to **widen the provision** there would not normally be sufficient local demand to sustain. For example, we managed to hold on to Economics, Accounting and Pure Maths only because there were sufficient international students to keep the provision buoyant. Since we have lost our Tier 4 licence (for reasons we still question) these have been stripped back as there are insufficient local students to make viable classes – thus leading to a reduced local offer.
- Few colleges do much with their buildings in the summer whereas those with a healthy international programme use them for summer schools (a strong area of the market). Reduced international students would leave **more empty rooms** at least in the summer and **less efficient use of resources.**
- There is also the **income that goes into the local community** – the ready reckoner is to double the tuition fees to give a rough estimate of what goes into local host families, entertainment attractions, shops, taxi companies, hotels etc. This will reduce in line with any reduction in international students – **our contribution to the local community dropped from an estimated £4M to £3M following the loss of Tier 4.**

- The FE colleges around us are under significant local competition and have to work hard to recruit local UK students - none are in the joyous position of turning students away as they are full – so again, **reduced international students will not equate to a simple top up** from the local area
- Regarding funding, international students represent an alternative income stream – thus providing a **degree of strategic protection** from changes (i.e. reductions) in UK funding.
- ‘There are many types of capital not just financial. One of these is **cultural capital** and the presence of international students helps provide this for our local UK students who often have woefully poor cultural capital and confidence, so the experience of studying alongside international students can be a **significant part of their growing employability skills.**’

Universities Scotland

Universities Scotland is a membership organisation representing Scotland's 19 higher education institutions.²⁴⁰ This submission includes evidence on the academic, economic and cultural value of both EU and non-EU international students. While comments on the current immigration system are particularly relevant to non-EU international students, they will become important guiding policy points for any post-Brexit regime and are relevant to all non-UK students. Universities Scotland welcomes the call for evidence from the Migration Advisory Committee and a robust and evidencebased approach to the development of immigration policy.

The contribution of international students within Scottish universities and to Scottish communities is significant. Highly internationalised institutions are linked to high-quality research and learning and teaching. In classrooms, international students provide diverse perspectives and create enduring networks and relationships. Meanwhile, the fees paid by international students are an essential part of the financial sustainability of institutions. More broadly, international students have a substantial positive economic impact on Scotland and foster 'soft power' relationships. Whilst studying, international students contribute to community development and support employment and the sustainability of services in the areas in which campuses are located.

The evidence provided below addresses the Committee's questions directly.

For context, the following table provides data on the student population in Scotland.

Table 1: Students at Scottish HEIs 2015-16 (full person equivalent). Source: HESA

	Non-EU	EU excluding UK	UK
First Degree	12,605	18,165	126,635
Postgraduate (taught)	13,870	6,200	23,650
Postgraduate (research)	4,385	2,915	5,600

²⁴⁰ The term 'universities' is used throughout this submission to refer to the HE sector in Scotland comprising 19 world-class and highly diverse higher education institutions

1. What impact does the payment of migrant student fees to the educational provider have?

International student fees make a significant contribution to the sustainability of Scottish HEIs, in a financial environment where public funding of teaching and research does not meet its full economic costs. In 2016, Audit Scotland²⁴¹ reviewed the financial health of the Scottish higher education sector and reported that the sustainability of the sector is reliant on the attraction of international students. Fees collected from international students therefore also support a high-quality experience for Scottish-domiciled students and students from the rest of the UK. This excellence is demonstrated through high student satisfaction rates, with the 2017 National Student Survey finding that 85% of students at Scottish institutions were satisfied with the overall quality of their programmes of study, compared to 84% across the UK as a whole.

Audit Scotland found²⁴² that:

- The largest percentage increase in any category of university income between 2005/06 and 2014/15 was in non-EU tuition fees, which increased from £140 million to £438 million, a real-terms increase of 154%. This increase did not impact all institutions equally, and the 'Ancient' universities²⁴³ saw the largest increase in income from non-EU tuition fees at 190% in real terms, almost four times that of the Modern ('post-92') institutions, at 56% in real terms.
- The higher education sector in Scotland is under increasing financial pressure, and current funding from the Scottish Government, or through partnerships, does not meet the full economic costs of publically funded teaching, research and knowledge exchange. In 2014/15 Scottish Government funding only covered 94.2% of the full economic cost of providing publically-funded teaching and 85% of the cost of research. Given subsequent real terms cuts of funding council grants to the sector, Universities Scotland estimates that institutions only receive 90% of the costs of publically funded teaching.

²⁴¹ http://www.audit-scotland.gov.uk/uploads/docs/report/2016/nr_160707_higher_education.pdf

²⁴² Ibid

²⁴³ The universities of Aberdeen, Edinburgh, Glasgow and St Andrews

International student fees are therefore critical to the financial sustainability of universities in Scotland, allowing them to invest for the future in projects that also drive local economic activity, such as the maintenance and development of university estates and infrastructure.

In 2014/15, the sector spent £397 million on capital projects to support an excellent student experience and research excellence. The 2016 Audit Scotland report found that institutions' reliance on public funding for such investments is diminishing. The maintenance and development of university estates and infrastructure has a significant impact on a university's ability to recruit the best and the brightest students and staff, impacting teaching standards and research conducted. The latest technology and renovated estates attract students and staff but also business investment, ensuring that institutions remain competitive within the United Kingdom and internationally.

2. What are the fiscal impacts of migrant students, including student loan arrangements?

In Scotland, EU27 students pursuing undergraduate first degrees are fully funded by the Scottish Government consistent with funding support for Scottish-domiciled students. EU students are also eligible currently to apply for tuition fee loans for postgraduate taught degrees from Student Awards Agency Scotland (SAAS),²⁴⁴ so long as they have been resident within the EU for the three years immediately prior to the start of their course. As noted in our contribution to the Committee's consideration of EEA workers in the UK labour market, current arrangements mean that EU students are able to make a significant contribution to the Scottish (and UK) labour market, both during and after study. This not only contributes to meeting labour market needs but also to work-related taxation.

Non-EU international students do not have access to funded places or to fee loans. The current immigration system acts as an obstacle to non-EU students engaging with the UK labour market and, through that, making a contribution through work-related taxation. Universities Scotland has set out the need for enhanced post study work visas in Scotland²⁴⁵.

²⁴⁴ http://www.saas.gov.uk/full_time/pg/eligibility.htm

²⁴⁵ <https://www.universities-scotland.ac.uk/campaigns/post-study-work-for-international-students/>

It should also be noted that non-EU students make a fiscal contribution through the costs of the visa system and the NHS health surcharge. Currently, it costs £335 to apply for a Tier 4 (General) student visa with an additional £335 per person for any dependents when applying from outside the UK. This fee increases to £457 when a Tier 4 visa application is made from inside the UK. Priority service fees for applications made within the UK are £916, and premium service fees are £1,047. Applicants are also required to pay the immigration health surcharge, with the amount dependent on the length of their programme. In general, students pay a £150 health surcharge for a six-month course, with an additional £150 charge for each of their dependents. Those applying for a Tier 4 visa for courses longer than 6 months are charged an additional fee of £150 per year and £75 for six months or less for the maximum amount of leave that can be granted, not just the course dates. International (nonEU) students also have to show proof of means of affording course fees and living costs. At the point of application they must have first-year fees and an additional £1,015 per month for living costs for 9 months of study. These costs are high relative to the UK's major competitors for international students (the New Zealand student visa charge is equivalent to £133 and £88 in Canada).

All international students make a fiscal and broader economic contribution through their spending whilst studying. Universities Scotland estimates that this spend contributes approximately £500m to the Scottish economy. This makes a significant direct fiscal contribution through VAT and indirectly through the sustainability of businesses and employment. London Economics²⁴⁶ identified an employment multiplier of 15.2 for student expenditure, through an analysis of an Oxford Economics economic impact assessment of the UK higher education sector in 2014-2015 commissioned by Universities UK (UUK) in October 2017. This multiplier *'implies that every £1 million of international student expenditure supports a total of 15.2 full-time equivalent jobs throughout the UK economy.'*²⁴⁷

3. Do migrant students help support employment in educational institutions?

Scottish higher education is a key sector of the Scottish economy and employs over 43,000 people. In cities and regions across Scotland, universities are one of the major employers and strong drivers of economic growth and community capacity. To illustrate, research²⁴⁸ suggests that around 1 in 8 jobs in the city of

²⁴⁶ London Economics. The costs and benefits of international students by parliamentary constituency. January 2018

²⁴⁷ Ibid

²⁴⁸ Economic impact of Scottish universities, Biggar Economics

Dundee is dependent on the success of its universities. Similarly, the creation and development of the University of the Highlands and Islands has been a major driver of the regional economy of the Highlands.

Employment is viable because of the financial sustainability and competitiveness of institutions which, in turn, relies increasingly on the ability to attract international students. Moreover, the success of institutions across the globe is increasingly linked to their internationalisation more broadly, including the attraction of students and staff. QS and Times Higher Education are just two organisations that provide rankings of universities that include internationalisation within their methodologies. For example, when rating universities on internationalisation, QS²⁴⁹ measures percentage of international faculty and percentage of international students within total populations.

Considering employment in institutions that is linked directly to the presence of international students, additional student support services may be tailored to international students' needs, leading to the creation of specific roles. For example, at the University of Dundee, the International Advice Service currently employs two full-time staff, providing specialist advice to international students. The University of Dundee's submission to the Committee details that the Department for English for International Students employs eight members of staff, while 40 full-time staff members work more than 50% of the time on activities that support international students. Similarly, at Glasgow Caledonian University, Academic Development Tutors support international students with academic writing, presentations and other assignments within Academic Development Centres at each school.²⁵⁰

International student support programmes also provide an avenue for collaboration within institutions, as they often require expertise across departments. Additional capacity through staffing and increased collaboration enhance the experience for all students and increase international prestige for the institution and ultimately the sector as a whole. For example, at Queen Margaret University, a non-credit bearing course titled *Learning Methodologies for Postgraduate Students* supports international postgraduate students transitioning from undergraduate study. Although mandatory for international students, domestic students can also elect to participate in the course, benefiting from a programme that otherwise would not have been available to them. The programme specifically provides an opportunity for staff collaboration within the university, as it is designed and delivered by staff

²⁴⁹ <https://www.topuniversities.com/qs-stars/qs-stars/rating-universities-internationalization-qs-stars>

²⁵⁰ International Students' Transitions into Scottish Higher Education: A Scoping Survey. Irene Bell. The Quality Assurance Agency for Higher Education. P. 15

from the Physiotherapy department, Centre for Academic Practice, the Effective Learning Service, and Learning Resource Centre.²⁵¹

More broadly, universities are providers of services such as accommodation, catering and sports facilities to students. The overall capacity and sustainability of such services, and the employment required to deliver them, is supported by the presence of international students.

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Alongside fees paid to institutions, spending by international students is a significant contribution to the economy. To this may be added spending by family and friends who visit students whilst they are studying, boosting tourism spend. As discussed further in response to question 8, Universities Scotland estimates this tourism spend was £25.7 million in 2015/16 in Scotland.

Recent research by London Economics²⁵² published in January 2018 identified the net economic impact to Scotland of international students entering higher education in 2015/16 to be £1.9 billion. Looking specifically at spending on general living costs, entertainment and consumer products, international students' spend in Scotland is estimated to have been £517.5 million in 2015-16¹⁴.

Many universities have conducted their own economic impact surveys, and have detailed the positive net impact of international students in their own submissions to the Committee. A consistent message is that in many towns and cities in Scotland, the university is one of the largest employers in the area, and a micro-economy servicing the needs of students has grown around it. This can be of particular importance in rural or smaller communities in Scotland where a university is a major driver of economic activity.

5. How do migrant students affect the educational opportunities available to UK students?

²⁵¹ <http://www.enhancementthemes.ac.uk/docs/case-studies/learning-methodologies-for-postgraduate-students.pdf>

²⁵² London Economics. The costs and benefits of international students by parliamentary constituency ¹⁴ US figures 2015/16 based on BIGGAR Economics methodology

International student demand and participation in higher education in Scotland allows universities to offer a wider range of courses, whilst diversity in classrooms provides home students with better learning outcomes.

As discussed in the previous question, International student fees are a significant income stream for many Scottish universities, with a sector total income in 2015/16 of £488 million. This contribution to the sustainability and competitiveness of institutions thereby supports the staffing of institutions; investment in the maintenance and development of university facilities; and pursuing research and knowledge exchange with business.

Under Scotland's HE quality enhancement approach, the sector has conducted work on graduate attributes for the 21st century²⁵³. One of eight key attributes is 'global citizenship'. A diverse campus supports the development of skills and attributes by all students, UK, EU and non-EU. This resonates with a review by the Department for Business, Energy and Industrial Strategy,²⁵⁴ which noted that diversity on campus provides students with an international outlook and networks for personal and professional development. Home students also value the contribution international students make to their classrooms. In July 2015 the Higher Education Policy Institute (HEPI) and the Higher Education Academy (HEA) commissioned YouthSight to survey²⁵⁵ undergraduate students in the UK about the experience of studying alongside a diverse population of international students. 95% of undergraduate students in higher education institutions in Scotland reported that they study alongside international students. This survey also found that 76% of undergraduate students from the UK either strongly agreed or agreed that studying alongside international students while in higher education was useful preparation for working in a global environment.

International students are particularly well-placed to assist other university students with language development, and many HEIs run or encourage informal language learning opportunities as a way for international and home students to improve their language skills in a mutually beneficial setting.²⁵⁶ For example, at the University of Edinburgh, the Students' Association has administered the Tandem programme, which promotes the learning of languages through an

²⁵³ <http://www.enhancementthemes.ac.uk/docs/publications/graduates-for-the-21st-century-integrating-theenhancementthemes-leaflet.pdf>

²⁵⁴ Global Growth and Prosperity: An Accompanying Analytical Review (2013)

²⁵⁵ <http://www.hepi.ac.uk/wp-content/uploads/2015/06/HEApaper7.pdf>

²⁵⁶ International Students' Transitions into Scottish Higher Education: A Scoping Survey. Irene Bell. The Quality Assurance Agency for Higher Education. P. 14

exchange service, effectively pairing two students who can help each other learn or improve their language skills in a relaxed atmosphere. Tandem hosts weekly Language Cafés for home and international students, while Speed Lingua evenings are held throughout the year as a social way to bring students together to find the right language match for them.²⁵⁷

6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

For some universities, in some courses at the taught postgraduate level, international students count for as much as 63% of all students, and international students making up 30-50% of enrolments is not uncommon in some courses at some HEIs in Scotland. Universities' ability to attract students from outside of the UK is an important element in the sustainability of some courses, and therefore the opportunities available to Scottish-domiciled students and the strategic skills capacity of the economy more broadly.

The demand for courses by international students can provide Scottish HEIs with a competitive edge as some courses, particularly from small, specialist institutions, are rare or not offered anywhere else in the world. These expanded offerings provide home students with a greater range of courses that would otherwise not be on offer. This has been confirmed by a 2013 report from the Department of Business, Energy and Industrial Strategy (BEIS)²⁵⁸, which found that '*international students also stimulate demand for courses where domestic demand alone can be insufficient to sustain them, thus ensuring that a wider range of courses are available for all students and some strategically important courses remain viable.*' BEIS particularly cited that in postgraduate taught programmes at the UK level international students made up 84% of new entrants in electronic and electrical engineering, 76% in production and manufacturing engineering and 67% in computer science in 2011/12.

The top five subject areas for EU and non-EU international student enrolment within courses across all of Scottish HEIs are described in the tables below. All

²⁵⁷ Ibid

²⁵⁸ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340600/bis-13-1081-internationaleducation-global-growth-and-prosperity-revised.pdf

figures are drawn from HESA for the year 2015-16 and demonstrate high percentages of enrolment particularly at the postgraduate level.

Table 2: Top 5 subject area by FTE students all Scottish HEIs, non-EU, First Degree

Subject area	Total students non-EU (FTE)	Percentage of total students
Business & administrative studies	2,090	11.8%
Social studies	1,635	10.5%
Engineering & technology	1310	11.2%
Biological Sciences	875	5.9%
Medicine & Dentistry	855	14.7%

Table 3: Top 5 subject area by FTE students all Scottish HEIs, non-EU, Postgraduate (Research)

Subject area	Total students non-EU (FTE)	Percentage of total students
Engineering & technology	790	48.3%
Biological Sciences	445	28.6%
Business & administrative studies	385	57.0%
Historical & philosophical studies	330	39.1%
Physical Sciences	285	19.3%

Table 4: Top 5 subject area by FTE students all Scottish HEIs, non-EU, Postgraduate (Taught)

Subject area	Total students non-EU(FTE)	Percentage of total students
Business & administrative studies	3910	63.9%

Engineering & technology	1030	52.4%
Social Studies	1015	43.7%
Law	625	34.0%
Education	575	14.7%

Table 5: Top 5 subject area by FTE students all Scottish HEIs, EU27, First Degree

Subject area	Total students EU27 (FTE)	Percentage of total students
Business & administrative studies	2470	14.0%
Biological Sciences	1980	13.4%
Social Studies	1875	12.1%
Computer Science	1370	21.1%
Languages	1345	15.4%

Table 6: Top 5 subject area by FTE students all Scottish HEIs, EU27, Postgraduate (Research)

Subject area	Total students EU27 (FTE)	Percentage of total students
Biological Sciences	420	27.0%
Physical Sciences	415	28.0%
Engineering & technology	405	24.8%
Social Studies	180	23.5%
Subjects Allied to Medicine	170	19.5%

Table 7: Top 5 subject area by FTE students all Scottish HEIs, EU27, Postgraduate (Taught)

Subject area	Total students EU27 (FTE)	Percentage of total students
Business & administrative studies	1060	17.3%
Engineering & technology	420	21.4%
Social Studies	355	15.3%
Biological Sciences	350	23.6%
Education	335	8.5%

7. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

The volume of students is a driving factor in the demand for, and sustainability of, many local services, including student halls and transportation. For instance, students' use of local bus services may contribute significantly to the sustainability of routes. For other services, the net cost of international student usage of public services is a small fraction of the overall net economic and fiscal benefits to regional and national economies. These costs are also offset directly by fees international students pay, referenced above, to UK Visas and Immigration and the NHS in their visa applications and immigration surcharges. Moreover, considering health directly, the demographic profile of students means that they are relatively unlikely to need to access services when compared to the population as a whole. A January 2018 study by London Economics²⁵⁹, commissioned by the Higher Education Policy Institute (HEPI) and Kaplan International Pathways, examined the costs and benefits to the UK public of hosting international students and their dependents. The results of this study clearly demonstrate that the financial benefits of international students significantly outweigh the costs to the public, finding a net benefit of £68,000 per EU-domiciled student and £95,000 per non-EU international student in the 2015/16 cohort of entering students. Across the entire cohort, the total figure for the net impact of international students on the UK economy was calculated to be £20.3 billion, with £4.0 billion from EU-students and £16.3 billion by non-EU

²⁵⁹ London Economics. The costs and benefits of international students by parliamentary constituency. Jan 2018

international students. For Scotland specifically, the net impact stemming from the 2015/16 cohort is estimated to be £1.9 billion.

When examining the costs to public funds per student, London Economics specifically examined:

- Teaching grants;
- Tuition fee support through loans and/or grants to EU students;
- Public services, including: healthcare, housing and community amenities, primary and secondary-level education received by dependent children, social security, public order and safety, defence, economic affairs, recreation and culture, environmental protection, other general public services; and
- Costs associated with 'non-identifiable' public expenditure, such as servicing national debt and overseas activities.

For non-EU international students, the entirety of the cost of hosting them and their dependents to the UK public funds was found to be £7,000 per student, made up of costs associated with wider public service provision. When totalled by international students entering in 2015/16, the entire cost to the UK economy was calculated to be £2.3 billion, with £1.1 billion being from EU-students and £1.2 billion being from non-EU students. The overall lower costs to public services in comparison with the benefit is supported by estimations that international students utilise services like the NHS at rates in line with their age group and therefore lower than average rates.

Aggregate costs for EU students over the entirety of their programmes were calculated to be £19,000, with a breakdown being:

- £2,000 from teaching grants
- £2,000 from student support costs
- £15,000 in wider public service provision

8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

International students benefit the tourism industry in the UK as they draw friends and family to visit from overseas and they themselves travel throughout the country.

Universities Scotland estimates that in 2015/16 this tourism spend in Scotland totalled £25.7 million²⁶⁰.

Data²⁶¹ published by London Economics for the Higher Education Policy Institute (HEPI) and Kaplan International Pathway in January 2018 estimated that in the UK:

- In 2015/16, there were approximately 1.4 international visitors for every first-year student, equalling approximately 330,000 visitors that year.
- The average expenditure associated with each of these visits was around £540.
- EU students usually draw more international tourism than non-EU international students, with EU students attracting 3.0 visits per student and non-EU international students bringing 0.9 visits per students
- Non-EU international student visitors spend on average £822 per visit compared with £296 spent per trip by visitors of EU students.

Tourism may also be increased for students who are in their final stage of their academic career, as graduation ceremonies are heavily attended by family members from overseas. Universities will also attract visitors through their internationalisation strategies, which is inclusive of visiting researchers through international collaborations, conferences and event attendees, and prospective student travel for informational sessions and Open Days. The University of St Andrews' submission illustrates this using data from University Open Days and daily 'Talk and Tour' visits.

9. What role do migrant students play in extending UK soft power and influence abroad?

For over 600 years, Scottish universities have shaped many of the world's best and brightest minds.

Higher education remains one of Scotland's most influential exports on the international stage. The ComRes 2015 global ranking of soft power puts the UK second only to the US on the education sub-indices.²⁶² Indeed, the UK's high quality higher education continues to draw many future world leaders, for example a 2015 study from the Higher Education Policy Institute (HEPI)²⁶³ revealed that over

²⁶⁰ US figures 2015/16 based on BIGGAR Economics methodology

²⁶¹ London Economics. The costs and benefits of international students by parliamentary constituency

²⁶² http://www.comresglobal.com/wp-content/uploads/2015/07/Report_Final-published.pdf

²⁶³ <http://www.hepi.ac.uk/2015/10/01/now-thats-call-soft-power-55-world-leaders-educated-uk/>

55 of the world's then political leaders had studied in the UK. In Scotland, international students hail from 180 countries, demonstrating the impressive reach of Scottish higher education around the world.

International graduates of UK universities offer an opportunity to extend the UK's influence overseas and develop international cultural, trade and business opportunities. A 2013 study commissioned for the Department for Business, Innovation and Skills (BIS) found that 90% of international graduates interviewed believed that their perception of the UK improved as a result of completing their education here.²⁶⁴ Research by the British Council²⁶⁵ also found that exposure through attending an educational institution was one of the most important cultural activities for developing trust, and students who have studied in the UK higher education system are more likely to have a higher level of trust in British people.²⁶⁶

The personal relationships and professional networks built during higher education are also longlasting, and international alumni links often underpin the development of inward investment and increases in international trade. A BIS report identified that 78% of graduates from UK universities intended to develop professional links with organisations in the UK in the future and 86% would look to remain connected with their university.²⁶⁷ The connection between international student graduates and international trade development is particularly strong for some countries. Recent British Council research found that the correlations between student and trade flows is above 70% for countries like Canada, Japan, South Korea and India.²⁶⁸ Further British Council research found that young people in emerging economies who have learned English or have studied for UK qualifications are more likely to be interested in doing business with the UK than those who have not.²⁶⁹

In Scotland specifically, the GlobalScot network brings together business leaders from around the world that have connections to Scotland, many being alumni from Scottish HEIs. This network provides Scottish businesses with advice on international markets and mentorship on emerging opportunities in the global marketplace. While it would be impossible to highlight all successful international

²⁶⁴ Promoting the UK to tomorrow's leaders

²⁶⁵ British Council "*Trust Pays: How international cultural relationships build trust in the UK and underpin the success of the UK economy*" (2012)

²⁶⁶ Institute for Public Policy Research: Britain wants you (2013)

²⁶⁷ Promoting the UK to tomorrow's leaders

²⁶⁸ Ibid

²⁶⁹ Institute for Public Policy Research: Britain wants you (2013)

alumni from Scottish universities, recent examples of those who have been particularly impactful in extending the UK's soft power are:

Case Study 1: Khalid Abdul Rahim, Graduate of Glasgow Caledonian University

Originally from Bahrain, Khalid is the acting Chairman of Cebarco Bahrain and the KAR Group of companies, a successful multi-million pound construction company. He graduated from Glasgow Caledonian University with a Master's degree in Construction Management in 2005. While completing his degree, Khalid managed Cebarco through the building of the Bahrain International Formula 1 Circuit over a 16 month period, attributing the success of this project and rapid growth of his business in part to his time at GCU and his ongoing relationship with the University. In acknowledgement of the GCU's impact on his success, he donated £250,000 over five years to establish the Khalid Abdul Rahim Construction Scholarship Fund, benefiting construction and environment students in the School of Engineering and Built Environment.

Case Study 2: Professor Stephen Ho, Graduate of Edinburgh Napier University

Dr. Stephen Ho attended Edinburgh Napier University to study management and marketing before returning home to Hong Kong. He later turned a small shipping company into an organisation with a net worth of £25 million, before subsequently owning his own international shipping and logistics company with 530 staff and 27 offices throughout Hong Kong and mainland China, doing business with 86 countries worldwide. Following his experience in Scotland, Professor Ho has been instrumental in promoting the Scottish higher education system in Hong Kong. He created MacGregor Education, recruiting students from Hong Kong to study in the UK, and he is a founder and trustee of the Edinburgh University Scholarship Trust, which sponsors high-achieving students from Hong Kong for whom international study would otherwise not be possible.

10. If migrant students take paid employment while they are studying, what types of work do they do?

Like domestic students, international students participate in part-time employment to supplement finances for living expenses while at university. A nationwide survey conducted by NUS²⁷⁰ in 2010 found that students work on average of 14.2 hours a week. Students on Tier 4 visas are currently limited to working twenty hours per week, which impacts international student eligibility and participation in part-time and

²⁷⁰ National Union of Students (2010), Still in the Red

out of term-time employment. Students also undertake unpaid volunteer work, enabling local third sector organisations to increase their operations and capacity. NUS estimates that students volunteer 44 hours annually, and while there is no distinction for international students, it is assumed that international students participate in volunteer work at similar rates as domestic students.

Within the sector, students are well-placed to fill positions delivering services on campus. These positions are often temporary and require a significant degree of flexibility, which can be difficult to fulfil from recruitment within the wider community. In this regard universities engage with the labour market in a very different setting and access to a sufficient number of staff is a concern for the effective delivery of services.

Such work is often:

- Temporary - for less than four consecutive weeks.
- To deliver one-off/short-term tasks - for example answering phones during clearing, staging an exhibition or organising a conference.
- Highly flexible, driven by the delivery of specific events - for example conference catering.

Member universities have included in their submissions specific breakdowns of student employment within their institutions, particularly addressing this area.

11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

As mentioned previously, the attraction of global talent to Scotland is instrumental in developing inward investment and spurring economic growth and capacity. With an aging population and relatively slow economic growth, Scotland has a particularly strong interest in attracting young talent into the economy.

The National Records of Scotland projects the number of Scots of pensionable age and over per 1,000 people of working to increase from 311 in 2015 to 397 in 2039.²⁷¹ While current projections also suggest that the population of Scotland will rise to 5.7 million by 2039, the number of people aged 65 and over is expected to increase by

²⁷¹ Scotland's Population, 2015 Infographic Report, National Records of Scotland
<http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Age/AgePopMig>

53% between 2014 and 2039.²⁷² With an aging population, the Scottish Government has already identified that immigration is essential for the maintenance of services and the future financial health of the country, noting that *“any move which limits migration, whether from within or beyond the EU, has the potential to seriously harm Scotland’s economy”*²⁷³.

In a 2016 report,²⁷⁴ the Scottish Government noted that 90% of the population growth in Scotland is predicted to be from immigration. Net migration from the EU has driven population growth more strongly in Scotland than in the UK as a whole, with 50% of the net population growth in Scotland stemming from EU nationals versus only 32% in the UK²⁷⁵. The National Records of Scotland (NRS)²⁷⁶ recently projected population figures based on outcomes of varying levels of migration from the EU. If migration from the EU is halved from current figures, the projected population growth from 2014 to 2039 in Scotland will fall from current projections of 7% to 5%. This projection falls further to 3% without any migration from the EU, reducing the number of people in Scotland aged 16-64 by 9% and thereby increasing the dependency ratio.

Understanding that continuing immigration is key to Scotland’s future, international students exist as the ideal subset of available migrants. From 2015-2016, Scotland had a net migration of 31,693 people, with 22,900 of those coming from overseas, and between mid-2013 and mid-2014, the peak age for migration into Scotland was 23.²⁷⁷ Encouraging immigration from young, highly educated individuals maximises their economic benefit to the country through expected earnings. Their graduate qualifications are easily recognisable and highly valued by businesses within the UK, and graduates have higher levels of employment, lower levels of economic inactivity, and higher levels of earning on average compared to non-graduates.⁴⁰ UK businesses are generally satisfied with graduates’ basic skills and general readiness for employment, with more than nine in ten firms reporting satisfaction or better with

²⁷² Projected Population of Scotland (2014-Based)

<http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Age/AgePopMig>

²⁷³ <http://www.gov.scot/Resource/0051/00512073.pdf>

²⁷⁴ Scotland’s Place in Europe, the Scottish Government based on ONS data

²⁷⁵ <http://www.gov.scot/Resource/0051/00512073.pdf>

²⁷⁶ Scotland’s Place in Europe, the Scottish Government based on NRS data

²⁷⁷ The Registrar General’s Annual Review of Demographic

Trends ⁴⁰ High demand for graduates reflects the value of their skills. CBI

http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77

graduates' IT skills (96%), literacy/use of English skills (92%) and numeracy (91%).²⁷⁸

Within the UK, demand for graduates is expected to increase, as 85% of businesses have maintained or increased their levels of graduate recruitment in 2015/16, and every year for the past five years more businesses have expanded their graduate intakes, increasing the number of graduate openings.²⁷⁹ In the most recent annual data, graduate recruitment in Scotland has seen a 10% increase, compared to a 6% increase in the UK as a whole.²⁸⁰ Employer surveys in both the technology and creative fields in Scotland also confirm a need for qualified graduates to fill positions. For technology businesses specifically, 75% of businesses expect to require new graduates, rising to 85% of medium-sized companies (36-500 employees).²⁸¹ When businesses were asked what level of experience they needed to grow, 'graduates' was the highest response. For creative industries in Scotland, 31% of companies reported skills gaps within the existing workforce, and 42% of employers with vacancies say that some of them are hard to fill due to applicants not having the right skills or experience.⁴⁵ The engineering and advanced manufacturing sector in Scotland have similarly reported skills gaps, with almost 18% of the sector reporting issues with practical and technical skills.²⁸² In this sector, hard-to-fill vacancies make up 38.6% of all vacancies, a higher proportion than other industries at 35.2%, with low numbers of applicants with required skills being the largest challenge²⁸³. The record of employability of Scottish graduates is also a testament to the attractiveness of a Scottish higher education degree. In 2013/14, 90% of university graduates entered employment or further study, with 63% attaining work within the United Kingdom. 59% of university graduates who gained employment stated that their qualification was either a formal requirement or gave them an advantage in securing the job. Overall the proportion of university graduates who have entered employment or further study has increased slightly over the past few years, by 2% since 2011/12²⁸⁴.

²⁷⁸ Ibid

²⁷⁹ High demand for graduates reflects the value of their skills. CBI
http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77

²⁸⁰ Ibid

²⁸¹ The Scotland IS Scottish Technology Industry Survey 2016 <https://issuu.com/scotlandis/docs/scotlandis-2016-issuu> ⁴⁵ Creative Skillset, *Employer Skills Survey 2010*

²⁸² Skills Investment Plan for Scotland's engineering and advanced manufacturing sector
<https://semta.org.uk/pdf/ScotlandSector-Skills-Assessment-full-report-2011.pdf>

²⁸³ Scotland Report: Sector Skills Assessment for Science, Engineering and Manufacturing Technologies
<http://semta.org.uk/pdf/Scotland-Sector-Skills-Assessment-full-report-2011.pdf>

²⁸⁴ http://www.audit-scotland.gov.uk/uploads/docs/report/2016/nr_160707_higher_education.pdf

Although data is only available for EU graduates and not all international students, the DLHE survey examining outcomes six months after graduation demonstrates that these students quickly move on to meaningful employment after graduation. An analysis of DLHE data from 2015/16 found that of the EU graduates from Scottish HEIs who are working in the UK, 81% are in 'professional' level jobs within 6 months of graduation, compared to 74.6% of Scots working in the UK. Of the 1,370 EU students who have graduated from a Scottish HEI and take employment in the UK 6 months after graduation, they are most likely to be found in the following standard occupational classifications:

- 18.6 % in Education (255 graduates)
- 16.1% in Professional, scientific and technical roles (220 graduates)
- 12% in human health and social work roles (165 graduates)
- 10.9% in information and communication (150)

In terms of salary, of those in employment in the UK, 73.8% of EU graduates from Scottish HEIs are also earning £20,000 or over within 6 months. This compares to 70.3% of UK-domiciled graduates earning over that salary threshold. Scotland particularly retains EU graduates from Scottish universities, as 67.2% choose to stay on and work in Scotland six months after graduation, an impactful injection of graduate talent into Scotland's economy.

Yet, the second largest area where businesses find a weakness in home grown talent is in their international cultural awareness, with 39% of recruiters reporting dissatisfaction.²⁸⁵ International students' presence helps to internationalise the student experience, assist domestic students develop cultural aptitudes and helps address businesses' concerns across intercultural communication. When surveyed, 73% of undergraduates in Scotland think they have an international outlook. Employers are increasingly seeking a global outlook in their recruits, and 79% want new hires with awareness of the wider world.⁵⁰

European students are also particularly well-placed to fill gaps in providing foreign language skills that businesses increasingly require. Only 34% of businesses rate the foreign language skills of school and college leavers entering the jobs markets as satisfactory. EU languages like French (51%), German (47%) and Spanish (45%)

²⁸⁵ High demand for graduates reflects the value of their skills. CBI
http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77 ⁵⁰ Richer for It (2013) Universities Scotland

are the ones most commonly mentioned as being in demand.²⁸⁶ The major European economies are still the largest export markets for British goods and are likely to stay so after Brexit.²⁸⁷ Mandarin is also widely valued by employers, and with Chinese students being a large subset of the international student population, these students offer a highly skilled potential workforce.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

We have set out the importance of international students to Scotland's labour market and to meeting Scotland's demographic challenge in answer to question 11.

Opportunities for post-study work are a major driver of student recruitment from across the globe. The current visa arrangements for post-study work visas impact the extent to which non-EU students enter the UK labour market when they graduate.

Whilst the data²⁸⁸ demonstrate that non-EU students return to their home countries in accordance with their visa restrictions, they also illustrate how Scotland is missing out currently on accessing a significant number of well-qualified young people who might enter the labour force for a period under post study work arrangements.

A 2015 Hobsons survey of students who had applied for or enquired about study in the UK in 2014 found that post-study options were one of the top four main factors influencing their decision. The impact of changes to post-study work visa opportunities was also noted by respondents to a QAA survey in 2016. The survey results highlighted the potentially detrimental effect upon the overall international student experience in Scottish HE and were cited as potential barriers to attracting more international students to Scotland. In the same survey, some respondents identified poststudy work visa issues as detrimental to how they identified the welcoming nature of their institution and the country overall.

²⁸⁶ Schools are making solid progress – but there's more to do. CBI
http://www.cbi.org.uk/index.cfm/_api/render/file/?method=inline&fileID=DB1A9FE5-5459-4AA2-8B44798DD5B15E77

²⁸⁷ Ibid

²⁸⁸ Home Office Exit Checks data published in August 2017 revealed 97.4% of international students who had visas expiring in 2016/17 had departed the country in time and in compliance with their visa, a higher percentage of compliance than with visit, work and study visas combined, which is 96.3%

As the figure below illustrates, whilst the UK continues to hold a strong position as a study destination in the perceptions of international student applicants due to its high quality of education, it trails its competitors significantly in perceptions of graduate employment opportunities.

Figure 2: IDP student perceptions of country destinations for higher education²⁸⁹

IDP student perceptions of each destination on the following attributes:



SOURCE: IDP Education Student Buyer Behaviour Research 2017, <https://www.idp.com/global/news/2017/10/11/2017-international-student-buyer-behaviour-research>

Note: The IDP Education research was conducted via an online survey in July 2017. More than 4,200 students who had used IDP's services completed the survey. In the online survey, IDP students rated their perceptions of each destination with the different drivers of choice, on a scale of 0 (worst) to 10 (best). Results are based on mean scores. Students were asked to only rate destinations with which they were familiar.

Where students access the current post study work and entrepreneurship routes, research has shown that international students, especially postgraduate students, are career-oriented and seek to optimise their employability, which is a key motivation to study abroad.²⁹⁰ They have an impressive record of entrepreneurship in Scotland, and notable recent examples of start-ups by international graduates of Scottish universities include:

Case Study 1: Two Big Ears²⁹¹, Graduates from the University of Edinburgh

²⁸⁹ Effects of countries' immigration policies and post-study work opportunities on international mobility of students. Do Political Events in Host Countries Affect International Education Engagement? Dr Janet Ilieva, Education Insight, UK http://aiec.idp.com/uploads/pdf/PDFs%20AIEC%202017/Do_political_events_in_host_countries_affect_international_education_engagement_Dr_Janet_Ilieva_AIEC2017.pdf

²⁹⁰ Ibid

²⁹¹ The University of Edinburgh

Edinburgh College of Art postgraduates, Abesu Thakur and Varun Nair, formed start-up Two Big Ears, a start-up specialising in virtual reality audio applications. Originally from India, both students applied for the Tier 1 Graduate Entrepreneur Visa with support from the University of Edinburgh following the completion of their degrees, MSc Acoustics and Music Technology and MSc Sound Design. Informatics Ventures and LAUNCH.ed enabled both to represent the Two Big Ears to investors and pitch at Engage Invest Exploit, Scotland's leading annual event for high talent, high growth companies. As Two Big Ears has grown, it has employed other graduates from the Edinburgh College of Art, and it was acquired by Facebook in 2016.

Case Study 2: Graduate Entrepreneur from Heriot-Watt University²⁹²

Following PhD study at Heriot-Watt University, a graduate entrepreneur has developed a prototype 3D printing process that can be used to create 'medically accurate human organs' for surgical planning and training of medical students. The University provided him with an endorsement that allowed him to successfully apply for a Tier 1 Graduate Entrepreneur visa and subsequently apply to extend that visa.

He has since become CTO of the company that will take these products to market. The company expects to make its first sales in June 18 and initial financial projections demonstrate cash positive outcomes and sales in 4 continents in year 3 with turnover of £5.6m in year 5, with a £1.8m operating profit.

²⁹² Heriot-Watt University

Universities Wales

Migration Advisory Committee: Call for evidence January 2018 International students: economic and social impacts

A supplementary response by Universities Wales

1. Introduction

1.1. Universities Wales represents the interests of universities in Wales and is a National

Council of Universities UK. Universities Wales' Governing Council consists of the Vice-Chancellors of all the universities in Wales including the Director of the Open University in Wales.

1.2. We confirm our support for the UUK submission in response to the call for evidence published August 2017 by the Migration Advisory Committee on International students: economic and social impacts. We offer the following Wales specific data on the economic impact of international students and supplementary comments on specific issues relating to cross-border issues and impact in relation to Wales.

Please note, all figures, unless otherwise stated, are taken from the report²⁹³ conducted for Universities Wales by Viewforth Consulting in November 2017, and relate to the academic and financial year 2015/16.

²⁹³ <http://www.uniswales.ac.uk/study-shows-international-students-at-welsh-universities-are-bringing-significant-and-positive-benefits-to-wales/>

1. Profile and characteristics of international students in Wales

1.1 There were **22,190 international students** from **140 countries** from both the rest of the EU and non-EU countries in Welsh universities 2015/16. **5460** of there were from other EU countries (beyond the UK), and 16,730 from outside the EU. As such, international students made up **17% of the total** 128,670 students in Wales during 2015/16.

1.2 The **largest cohort of international students came from Asia at 44%**, followed by 25% EU, Africa 11.3%, Middle East 12.5%. By country profile students from China make up the largest national group of 4900 students with the second largest group being from Nigeria.

1.3 International student numbers in Wales have fluctuated since 2010-11, and there was a significant reduction over the two years between 2013-14 and 2015-16, with a **drop of 16.2% of non-EU student numbers** - a total of 3230. This is higher than the UK average, where Non-EU student numbers studying in the UK have stagnated since 2013-14. In contrast, EU student numbers have remained much the same over the same period.

1.4 Comparisons with data from 2 years ago also highlights quite noticeable changes in the profile and position of the other top sending countries. Wales has been disproportionately affected by **drops in recruitment from South Asia, with 2,915 fewer students- a drop of 59%**. Sri-Lanka, Bangladesh, India, Pakistan and Nepal all saw significant reductions.

1.5 This drop is significant as South Asia has been and continues to be an important region for Welsh higher education, and so a significant reduction in recruitment from this geographical market has an impact on overall Non-EU international recruitment figures for Wales.

1.6 The economic impact of the reduction in Non-EU international student recruitment of

16.2% equates to a loss of £59.8m GDP and is equivalent to 1098 Welsh jobs

1.7 Whilst specific research into the reasons for these reductions in Wales has not been conducted, this sharp decline has occurred since the 2010-11 year, which follows changes to the Home Office immigration and visa regulations affecting overseas (nonEU) student admissions. In relation to Indian applicants in particular, surveys of perception suggest that the tightening of post-study work visa rules has been a deterrent.

1.8 A look at the number of Indian students in Wales from 2010 - 2014 illustrates the dramatic reductions:

Academic Year	Indian Students in Wales
2010-11	4225
2011-12	2815
2012-13	1855
2013-14	1780

2. The value of international students to Wales

2.1 International students bring cultural, social and economic **benefits to Wales**. By attracting students from abroad, the higher education sector is contributing, both immediately and in the longer term, to the goal of **raising the country's profile** and attracting investment.

2.2 International students are having an **immediate and positive impact on the Welsh economy, and communities across Wales benefit** from their direct and immediate impact on the economy, even those without a university presence.

On and off-campus spending by international students and their visitors generated:

- £716 million in gross output **for the Welsh economy**
- **£372 million of Welsh GVA** – which was equivalent to **0.7% of 2015 Welsh GVA**.

3.1 These figures demonstrate the significant and immediate economic benefit of international students for Wales. The GVA generated through ‘on and off campus expenditure’ reflects the money spent by international students directly and indirectly on local and national economies.

3.2 On-campus, international students paid an estimated total of **£185m** in fees to the universities, as well as a range of other payments. The universities then re-spend this money, both in buying goods and services for institutional purposes and also hiring staff and paying wages to university staff who then re-spend their wages on housing, food, and other consumer goods and services.

3.3 Because Welsh universities have a relatively high propensity to spend locally, with many participating in local supplier chains, money spent on-campus by international students will also have a significant local economic impact on the areas immediately surrounding the universities.

3.4 The off-campus expenditure of international students totalled an estimated **£280m** in 2015/16. Through spending money on private accommodation, groceries etc, international students will have directly benefitted local businesses, small and medium enterprises as well as national economies, whilst also generating demand in consumer-related industries.

3. How international students support employment

3.1. The spending of international students and their visitors generated over **6850 full time equivalent jobs in Wales**, equivalent to nearly **0.5% of Welsh employment**.

- One Welsh job was generated for every 3 Non-EU students in Wales -
One Welsh job was generated by every 6 EU students in Wales

While a large part of the impact was felt in the areas immediately surrounding the universities, jobs were generated right across Wales.

3.2. In the ComRes national polling research conducted on behalf of UUK in April 2017²⁹⁴, 59% of Wales respondents agreed that the economic contribution of international students help to create jobs. Welsh respondents were among the most positive about British students benefiting culturally and intellectually from having international students at UK universities.

4. The value of international student generated tourism and visitor spend

4.1. International students attract and regularly pull in short stay leisure visitors, who utilise local amenities and services, such as hotels, restaurants etc. This economic impact by the tourism generated through the visiting family and friends of international students is significant.

²⁹⁴ <http://www.comresglobal.com/polls/universities-uk-public-perceptions-of-international-studentssurvey/>

4.2. International students and their visitors spent **£487 million** in 2015/16. This was equivalent to **3.7% of all 2015 Welsh exports**.

4.3. The personal (non-fee) expenditure alone of international students and their associated visitors (£329m in 2015/16) was equivalent to **74% of total 2016 international visitor expenditure in Wales**.

4.4. As well as the immediate economic benefit of their presence, international students and their visitors can support the long-term tourism of Wales, through the promotion of Wales as a destination to visit. Anecdotally, some institutions have found some target recruitment countries such as Japan have **reported tourism opportunities as an important appeal when considering study destinations**. Ensuring Wales remains open and welcoming to visitors is important for the immediate and long-term economic benefits they bring.

5. Post-study employment options for international students in a regional context

5.1. The importance of the contribution made by international students to the Welsh labour market is clear. The following comments are on the considerations that must be made when examining the effectiveness of a UK-Wide post-study visa system.

5.2. Whilst the Welsh higher education system operates within a devolved administration, the responsibility for post-study visa allocation lies with the UK government home office, and so decisions taken at a UK government level have implications for Welsh universities, and the Welsh economy.

5.3. When considering the eligibility criteria for post-study work visas, regional differences in social and skills need should be considered, so that a UK-wide system

works for every region of the UK. There are regional differences in the skills shortages that could be met through international graduates, for example. If a post-study visa system only accounts for skills needs on a UK-wide basis, it doesn't allow for regional differences in the skills needs of the regional and national economies within the UK. A UK-wide system must allow for flexibility in the allocation of visas to meet the varying skills shortages and

needs, and a policy which enables Wales to tailor its international student recruitment and post-study work options to its unique needs.

5.4. The minimum salary level for visa eligibility must also reflect regional differences in income levels. Wales has a much lower average salary level than most parts of the UK, and so a starting salary rate of £18,600 for eligibility will be viewed differently within the Welsh economy – reducing Wales' ability to benefit from the contribution of international graduates. Economic variation must be reflected within the UK-wide system, with a diverse benchmarking that works for the varied income levels within the UK.

5.5. A UK-wide system which doesn't have flexibility to meet varying needs regionally won't allow for the skills and social impact of international students to be felt.

5.6. If a UK-wide system is to be effective, and in order to make certain the system meets the varying regional skills and social needs, it has to ensure the decision making processes includes regional input, with appropriate mechanisms for the devolved administrations to engage in the planning and delegation processes.

Diplomacy/soft power.

As highlighted in the UUK response, the international activities of universities are increasingly important for, and central to, a nation's positioning globally. International students form an important link to the rest of the world, which can be beneficial to trade and diplomatic considerations. This is as important to Wales as ever as we prepare to leave the EU.

This is demonstrated by the Welsh Government placing international students and the international activities of higher education as central to their strategy for selling Wales to the World, particularly post-Brexit.

Universities West Midlands

Migration Advisory Committee: economic and social impact of international students Response from Imperial College London

This response focuses primarily on international students at Imperial College London. Sector-wide evidence is provided in the responses from Universities UK and the Russell Group.

Summary

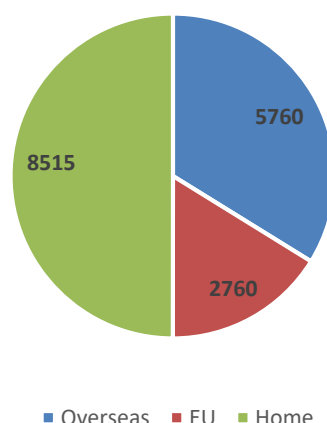
25. Imperial College London's mission is to achieve enduring excellence in research and education in science, engineering, medicine and business for the benefit of society.
26. The College generates world-class talent and research that drives productivity and growth across the UK. Investing in high-level skills for a broader cross-section of our own population and welcoming international talent into the UK will supply our science, research and innovation pipeline for years to come.
27. International students make a valuable contribution to the intellectual, cultural and social fabric of our campus community and beyond, enriching the lives of the UK students they study and work alongside.
28. International students also make a significant contribution to our financial sustainability. They enable Imperial to provide a world-class education in science, engineering, medicine and business to both international and domestic students, in state-of-the-art facilities and a modern learning environment.
29. The ability to collaborate across borders with people from different backgrounds, cultures and nationalities is what drives the world's best universities. It is important that the UK has a strong competitive offer to attract talented students from across the world.

International student trends at Imperial

30. Imperial has a total student body of 17,040 students. We have a total of 8,520 international students from 140 countries. 2,760 of these students are from EU countries (excluding the UK) and 5,760 are from non-EU countries.²⁹⁵

Student numbers by fee status (2015-16)

²⁹⁵ HESA Student Record 2015/16. Figures for 2015/16 are used as these are the most recent publicly available figures.



31. At **Undergraduate level**, Imperial has a total of 9,245 students.

- 1,200 of these students are from EU countries (excluding the UK)
- 2,770 are from non-EU countries
- International students make up 43% of our undergraduate students

32. At **Masters (postgraduate taught/PGT) level**, Imperial has 3,800 students.

- 730 of these students are from EU countries (excluding the UK)
- 1,815 are from non-EU countries
- International students make up 67% of our Masters students

33. At **PhD (postgraduate research/PGR) level**, Imperial has 3,995 students.

- 835 of these students are from EU countries (excluding the UK)
- 1,175 are from non-EU countries
- International students make up 50% of our PhD students

Domicile	Undergraduate	Postgraduate (taught)	Postgraduate (research)
Home	57%	33%	50%
EU	13%	19%	21%
Overseas	30%	48%	29%
Total	100%	100%	100%

34. Applications from international students to Imperial continue to rise year-on-year from both EU domiciled students and non-EU domiciled students. In the most recent UCAS application cycle, which closed on 15 January 2018, applications from EU domiciled students increased by 2.5% from 3681 to 3772. Applications from non-EU overseas students increased by 14.1% from 8450 to 9643.

²⁹⁶ HESA Student Record 2015/16

College total	Fee status	Number of applications made by end of cycle			% change	
		2016/17	2017/18	2018/19	2016/17 to 2017/18	2017/18 to 2018/19
		EU	3509	3681	3772	4.9%
Overseas	7839	8450	9643	7.8%	14.1%	

35. Although we have not yet seen an impact on our EU-domiciled student application numbers, we need clarity for prospective European students on how the funding and immigration systems might change after Brexit.

Economic and scientific impact of international students

36. Imperial is the UK's most international university²⁹⁸ and our international students are vital to the quality and impact of our research and education and to the UK economy.²⁹⁹ Imperial's President, Professor Alice Gast, said that *"something happens when brilliant people move and cultures collide and collaborate... the key ingredient is not migration alone, but the ability to work with people from different backgrounds, cultures and nationalities – often of the host country. This is the spirit that drives the world's best universities and businesses, which are, more often than not, in partnership with each other."*³⁰⁰

- International postgraduate research students make a valuable contribution to Imperial's research, publishing papers in partnership with domestic students that push back the frontiers of science. The best science comes from international collaboration.³⁰¹
- International students at Imperial contribute to a world-leading research and innovation ecosystem. Imperial College is one of world's most industrially connected universities, driving innovation, productivity and economic growth, and producing highly skilled STEM graduates with the entrepreneurial and technical skills that industry – and the UK industrial strategy – demands.³⁰²
- International students have a positive economic impact on the areas in which they live, study and socialise, boosting local and regional economies by millions of pounds.³⁰³

²⁹⁷ Imperial College London data, 18/01/18

²⁹⁸ [The World's Most International Universities 2017](#) – Times Higher Education

²⁹⁹ According to the Higher Education Funding Council for England (HEFCE) projected fees paid by international students to 2018/19 are equivalent to 15% of total income of the HE sector in England. [HEFCE, Financial health of the higher education sector 2015-2016 to 2018-2019 forecasts](#)

³⁰⁰ [A Magic Pony and America's unicorns: how immigrants spark innovation](#) – World Economic Forum blog, January 2017

³⁰¹ Collaboration: The Fourth Age of Research <https://www.nature.com/articles/497557a>

³⁰² Reuters Most Innovative University / LERU & RG Economic Impact reports

³⁰³ Research by London Economics for the Higher Education Policy Institute and Kaplan International Pathways published in January 2018 has shown that the average net economic impact of each EU-domiciled international student is £68,000 over the course of their studies. The net economic impact of a non-EU domiciled international student is even greater: £95,000 over the course of their studies. The total net impact on the UK economy of first-year international students enrolled in the 2015/16 academic year is estimated to be £20.3bn; Research by LondonFirst and PwC has found that London's international students bring a net benefit of £2.3bn each year to the region's economy, worth £34,122 per student. They support nearly 70,000 jobs in the capital with the money they spend; Research by London Economics for the Russell Group

- International students create a diverse and vibrant campus community. This learning environment means our students develop important skills such as working in multicultural teams that are in high demand by UK and global employers.³⁰⁴
37. Most international students at Imperial return to their home countries after graduating, forging successful careers and maintaining connections with the UK, heightening our global influence. Imperial has 190,000 alumni living in 200 countries around the world.³⁰⁵ Some examples include:
- Chen Jining completed a PhD in Civil Engineering at Imperial before serving as President of Tsinghua University and is now Environment Minister under President Xi Jinping.
 - Marc Garneau completed a PhD in Electrical Engineering at Imperial before becoming the first Canadian in outer space and is now Transport Minister of Canada.
 - Dalya Al Muthanna completed a PhD in Business Model Innovation at Imperial before becoming the President and CEO of General Electric Gulf – the first Emirati and first woman to hold the post.
38. In addition to the many economic and social benefits our international students bring to the UK during their studies, our alumni are powerful ambassadors for British business and innovation.
- Annika Monari (Italy) and Alan Vey (UK), both former Imperial students, founded Aventus – a blockchain-based solution to ticket fraud and touting.³⁰⁶ The blockchain-based platform aims to combat uncontrolled resale and counterfeit tickets, while improving the transparency and security of ticket sales technology. Their ultimate aim is to position themselves as the “infrastructure for the whole ticketing industry”, with the hope of ending the price-inflated secondary ticketing market and reviving trust in the live-event industry. They have just raised \$20m of investment in an Initial Coin Offering (ICO). The start-up, founded whilst Monari and Vey were studying at Imperial, now employs 17 people.
 - Elena Dieckmann (Germany) is the co-founder of Aeropowder. Aeropowder has found an innovative new use for the 2,000 tonnes of chicken feather waste produced by the UK poultry industry every week. Dieckmann and her colleagues are turning waste feathers into a composite material that is lightweight, biodegradable and water repellent for home insulation. Her invention is high performance, sustainable and flame retardant. It has won multiple awards – including £20,000 from the Mayor of London – and significant investment.³⁰⁷ Elena is featured in Forbes’ 30 Under 30 - Europe - Social Entrepreneurs 2017 and was one of 15 recipients of the Innovate UK Women in Innovation Awards.³⁰⁸
 - Luca Alessandrini (Italy) was named London’s most innovative international student in 2016. Whilst studying for his MSc in Innovation Design Engineering (jointly run by Imperial’s Dyson School of Design Engineering and the Royal College of Art), he invented a violin with strings made from a mixture of Australian Golden Orb spider silk and resin, which when played emits a unique sound that can be customised by altering the quantities and blend of the silk and resin. He said “studying in London has been one of the best experiences in my life and this

published in October 2017 has shown the average gross economic impact of every 7 non-UK undergraduates studying at a Russell Group university is £1m.

³⁰⁴ 91% of our first degree graduates are in work and/or study 6 months after graduation (average starting salary of £34 000)

³⁰⁵ Top 10 countries: USA, China, France, Greece, Hong Kong, Singapore, Germany, Malaysia, Australia, and Canada. Imperial College London data, 31/01/18.

³⁰⁶ "[Bitcoin of ticketing](#)" raises \$20m in ICO – Imperial College London, September 2017

³⁰⁷ [Imperial student start-up finds new use for waste feathers](#) – Imperial College London, November 2016

³⁰⁸ [30 Under 30 Europe: Social Entrepreneurs](#) – Forbes, 2017

incredible initiative [the International Student Innovation Awards] will allow me to bring my project closer to reality. I have spent two years working full time with 38 people from 14 different countries and I couldn't imagine a more supportive and stimulating environment than this city."³⁰⁹

- Isis Shiffer (USA) studied at Imperial in 2015 for her MSc in Global Innovation Design. She won the 2016 James Dyson Award, an international design award worth \$45,000 that celebrates, encourages and inspires the next generation of design engineers, for her invention: Ecohelmet. Ecohelmet is a folding, recyclable helmet made of waterproofed recycled paper aimed at bike share users, who are far less likely to wear a helmet than cyclists using their own bike. Tests at Imperial's crash lab proved the effectiveness of the honeycomb design, helping it pass European safety standards.

Continuing to attract high-quality international students

39. The ability to collaborate across borders with people from different backgrounds, cultures and nationalities is what drives the world's best universities. It is important that the UK has a strong competitive offer for talented students from across the world.
40. Introducing a new post-study work visa for top STEM graduates and expanding Tier 1 graduate entrepreneur visas would encourage the brightest international students to develop their business ideas and create jobs in the UK. Imperial's President, Professor Alice Gast, has called for the UK to expand and streamline graduate entrepreneur visas, in order to *"be a truly global leader... the preferred destination for the scientists, technologists and entrepreneurs who drive economic vitality."*³¹⁰
 - Malav Sanghavi (India) studied International Design Engineering at Imperial and the Royal College of Art and is staying in the UK with an Imperial-sponsored graduate entrepreneur visa to build a UK-Indian start-up selling innovative low-cost baby incubators made of cardboard, and adjustable smart sockets for artificial limbs.³¹¹
41. Expanding the Doctorate Extension Scheme for STEM PhD students from one year to three years would match the offers from our international counterparts – for example recent US reforms targeted at STEM PhDs.
42. We welcome the increase in the availability of Tier 1 (Exceptional Talent) visas announced by the Home Office in November and would support moves to further ease this route for leaders and future leaders in digital technology, science, arts and the creative sectors.
43. More than 3,400 Imperial students have benefited from the Tier 4 Pilot scheme to date. This ability to focus on studying has created academic opportunities for students, including getting work published and preparing for PhD study. This scheme is aiding academic progression and world-class research, as well as enabling students to move into direct employment. For example:
 - *"I am now undertaking an internship in the UK after my MSc course finished in September and it will last until my visa expires in next April. My current job is very helpful in improving my practical skills and enhancing my knowledge learnt from the course. I am really happy with this additional period of 6 months. I am working on a collaboration project...about synthesis and characterisation of some polymeric materials. This internship experience should be helpful for my future career as I hope to become a researcher in the future."* Chinese national; MSc Advanced Materials Science and Engineering in Department of Materials 2017

³⁰⁹ [Imperial design engineer named London's most innovative international student](#) – Imperial College London, 2016

³¹⁰ [Keeping Britain's Doors Open to Talent](#) – Wall Street Journal, October 2016

³¹¹ [Vatican rewards Imperial graduate for life-saving innovation](#) – Imperial College London, November 2016

- *“I have been able to continue the work I did for my Masters project. I am continuing to work with my supervisor and hope we will be able to publish two academic papers and participate in the IPBES global assessment process which aims to give a comprehensive snapshot of the state of nature worldwide. While I could have continued to do this work back in the US, being here has been extremely helpful as I can meet regularly with my supervisor and his research team at the Natural History Museum.”* USA national; MRes Ecosystem and Environmental Change 2017
- *“I currently benefit from the 6 months additional visa, as I did acquire an internship. I will also try to find a job with sponsorship. It gives me time to do it. I appreciate the Tier 4 Pilot Scheme, as it gave me the chance to experience the professional work environment in the UK. And this helps me plan my next stage of career, which is to find a job in the UK or at least to find a job with an international background.”* Chinese national; MSc in Environmental Technology 2017

44. We believe that the Tier 4 visa pilot scheme could be expanded to include undergraduate and PhD students so that a greater number of talented students can secure post-study employment and continue to contribute to the UK’s economy and research ecosystem after studying here.

Impact on educational and research opportunities

45. As a STEM-focused, research-intensive institution, we face a particular set of challenges in relation to financial sustainability.

46. In the case of our undergraduate home students, the costs of teaching far outweigh income gained from current fee levels. According to the most recent set of figures available (from 2015-16), the current deficit for Imperial per home undergraduate student is £2,650 per student per year. While for a number of subjects the £9,000 tuition fees cover the full economic costs of a course, this is not the case for subjects which require expensive practical, laboratory sessions and specialist equipment maintained and operated by professional technicians.

47. The higher tuition fees paid by non-EU international students provide a significant contribution to addressing the funding gap between home tuition fee income and additional HEFCE teaching grant funding received by the College, and the cost of delivering a world-class STEM education at Imperial which is intensive in terms of both physical resources and staff time.³¹² At Imperial, non-EU overseas students are projected to provide two-thirds of tuition fee income in 2017-18 and 2018-19.

48. It is important to note that we recruit the best students from wherever in the world they come from. We do not have quotas for students from any country. Currently we make offers to one out of six or seven UK students and about the same ratio of overseas students.

Similarly, in relation to research, it is rare for grants from external funders (industry is an exception) to cover the full economic cost of conducting STEM research. Our overall recovery rate for the cost of conducting research is 74%, when supplementary income streams from HEFCE are taken into account

³¹² According to the Higher Education Funding Council for England (HEFCE) projected fees paid by international students to 2018/19 are equivalent to 15% of total income of the HE sector in England. [HEFCE, Financial health of the higher education sector 2015-2016 to 2018-2019 forecasts](#)

University Alliance

Dear Professor Manning,

University Alliance letter to MAC consultation on International students in the UK

This is a letter in support of the Universities UK (UUK) response to the MAC consultation on 'International students: economic and social impacts'.

University Alliance represents a group of modern civic universities in England and Wales with a commitment to excellence in technical and professional education. In 2014/15, there were 15,500 EU citizens studying at our institutions (12% of the UK total), of whom 68% were on first degree courses and 23% were on postgraduate taught programmes.

The evidence in UUK's submission highlights the importance of the international market to UK higher education. The economic evidence is clear with international students representing £10.8 billion in export value, 206,600 jobs and a net economic benefit of £20.3bn. The value is also social as international students contribute to diverse campuses, aiding the preparation of home students for an international workforce, and extending the UK's soft power abroad.

As the UK embarks on a future outside the EU and competitor countries adopt growth strategies that threaten the UK's market share, it is crucial that the government works with the sector to attract international students.

While most return to their home country following their studies, international students who remain in the UK make a valuable contribution. Many international researchers and academics in UK universities came initially as students and now form part of our globally leading research base. They also contribute to the dynamism of our business sector with many developing their own businesses under the Tier 1 Graduate Entrepreneur Scheme. For example, at Coventry University alone, 40 students have been supported to develop their own companies, 26 of which are currently trading. Of these students, seven have obtained a Tier 1 Entrepreneur Visa, meaning they have created two full-time jobs that existed for at least 12 months.

International students have a positive impact on universities operationally as well as culturally. The fees received from international students help to fund taught programmes, research agendas and local employment at our universities. In South Wales, where the University of South Wales is based, over 6,850 jobs are dependent on tourism generated by international students.

In summary, international students are highly beneficial to the UK. We should encourage them to study in our universities and create appropriate post study work routes.

In line with UUK, we believe the government should take positive policy decisions to support universities to grow their international student numbers, as follows:

- Launch an ambitious, cross-Government strategy to increase international student numbers
- Enhance post-study work opportunities
- Provide additional financial backing to market the UK offer overseas
- Reduce the compliance burden on sponsors of international students
- Remove students from the net migration target

We look forward to engaging with the MAC as the commission on international students progresses throughout the year.

Yours sincerely,

Chief Executive, University Alliance

University of Bath

Response to the Migration Advisory Committee (MAC) call for evidence on the impact of international students (August 2017 Students' Commission)

January 2018

Introduction

“The University is famous for its supportive and dynamic atmosphere and its commitment to diversity.”

MSc Accounting and Finance student, Colombia

Students, both domestic and international, are attracted to the University of Bath for its diversity and global outlook. At Bath, we recognise that the contribution international students bring reaches far beyond the widely documented economic benefits.

In 2016/17, the University of Bath had 17,308 students enrolled. Over 30% came from outside the UK, representing over 130 nationalities.³¹³

As at 27 November 2017, the University has 2,332 EU / EEA and Swiss students registered and 3,528 non EU / EEA and Swiss.

Collaborative global research, industrial and educational partnerships, global citations, the creation of jobs, teaching of UK students, helping local communities, and the success of our international alumni as they use their skills from their UK education to help solve worldwide problems are just some examples of the positive impact welcoming international students to study at Bath has had.

International engagement is woven through our University 5 year strategy and forms a fundamental part of our future as a world renowned institution. We would argue without question for a future that encourages, and certainly does not discourage, international students from choosing the UK over the UK's competitors.

No university with aspirations to position itself on the world stage can ignore the global talent pool and the diversity and connectivity (both with current students and future alumni) that internationalisation offers.

³¹³ <http://www.bath.ac.uk/student-records/statistics/stats-20161201-all.pdf>

Maintaining the reputation of the UK as a world renowned place to study is paramount to the future of the UK's progression and success as it positions itself globally.

University Strategy 2016-21

Over the next five years, we will build on this rich heritage of invention, enterprise and international engagement to:

affirm our international influence through worldwide partnerships which offer creative responses to research and educational opportunities;

become an international leader in graduate education, attracting increasing numbers of postgraduates by enhancing our existing prestige portfolio with innovative and global modes of delivery;

Deepening our formal partnerships with pre-eminent international universities and policy makers will strengthen our international networks and extend our influence.

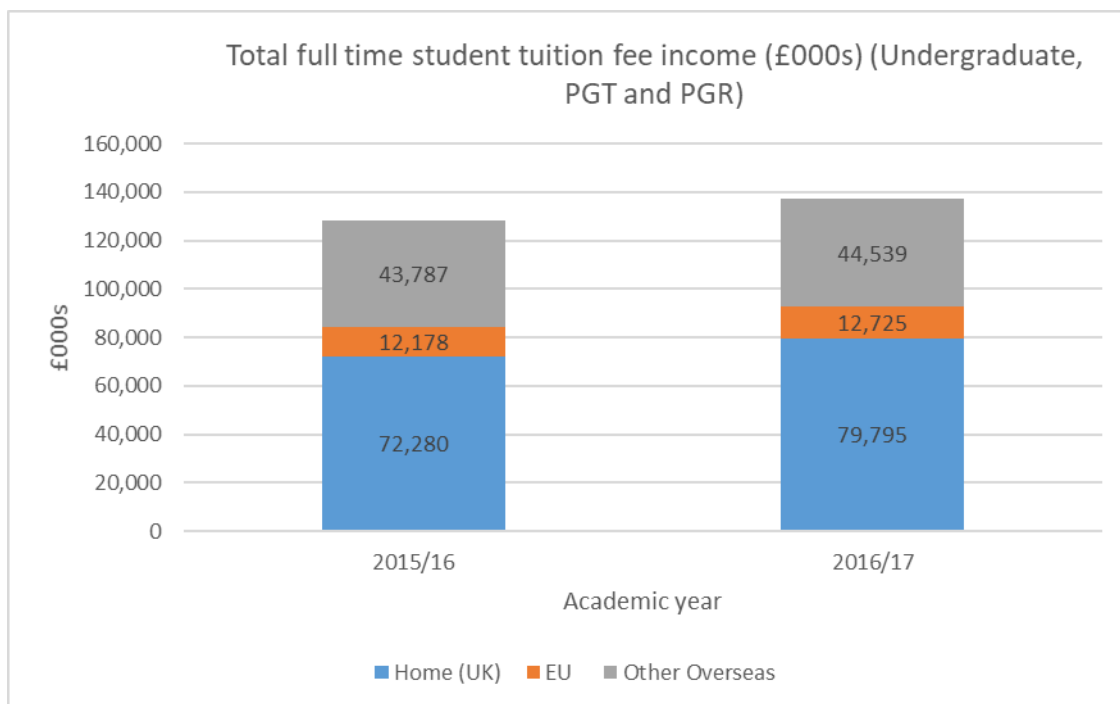
Increasing mobility and inter-cultural support for established and early career researchers will help to raise their international profile and expand their research networks.

Supporting collaborative bilateral and multilateral research opportunities, symposia and colloquia, will strengthen our international networks.

Extending opportunities for undergraduate and postgraduate mobility will help our students to enhance their employability in the global recruitment market and create the networks of the future.

Speaking of the value of international students in Bath, The Right Worshipful The Mayor of Bath (Councillor Ian Gilchrist) states: 'International students bring enormous richness to the city of Bath contributing vibrancy to its community, culture and economy. In hosting the latest annual reception for international students from the two universities in Bath I was able to express the City's warm welcome to our international students. International students carry an affection for Bath and its history with them as they embrace life in the UK and beyond at the end of their studies as they become ambassadors for the UK.'

What impact does the payment of migrant student fees to the educational provider have?

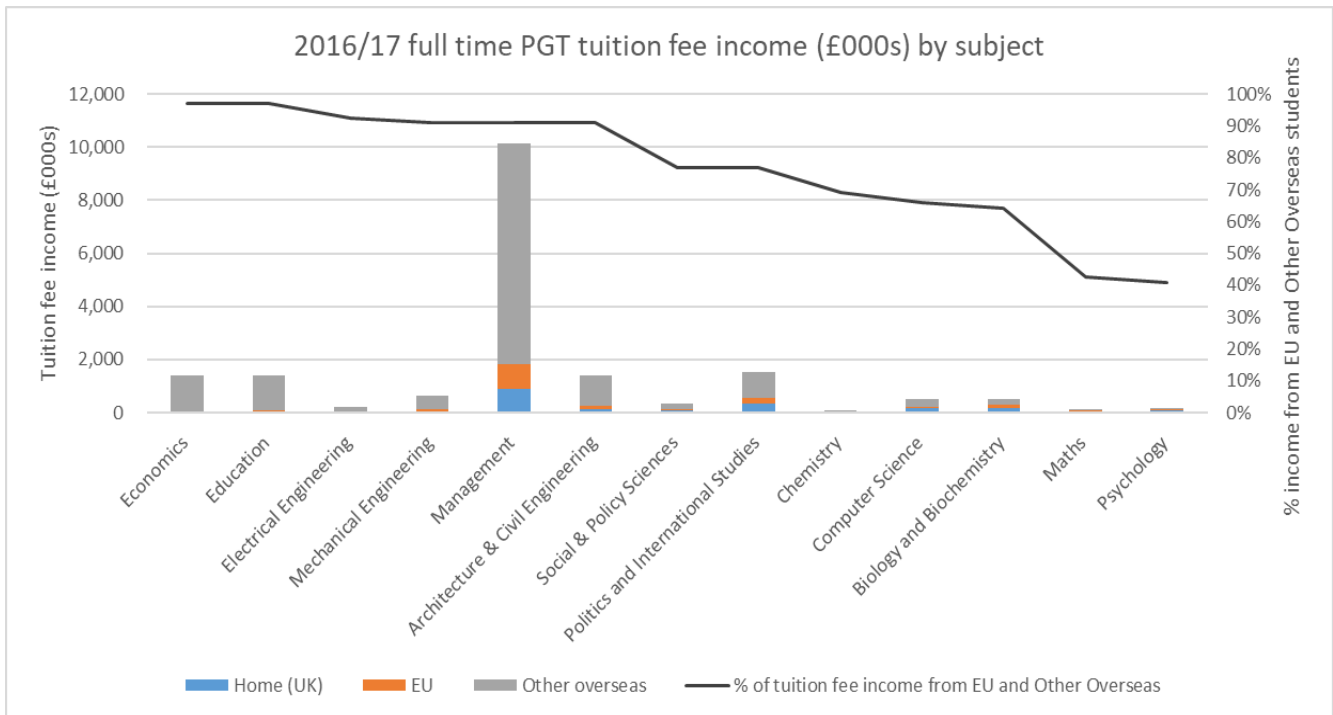
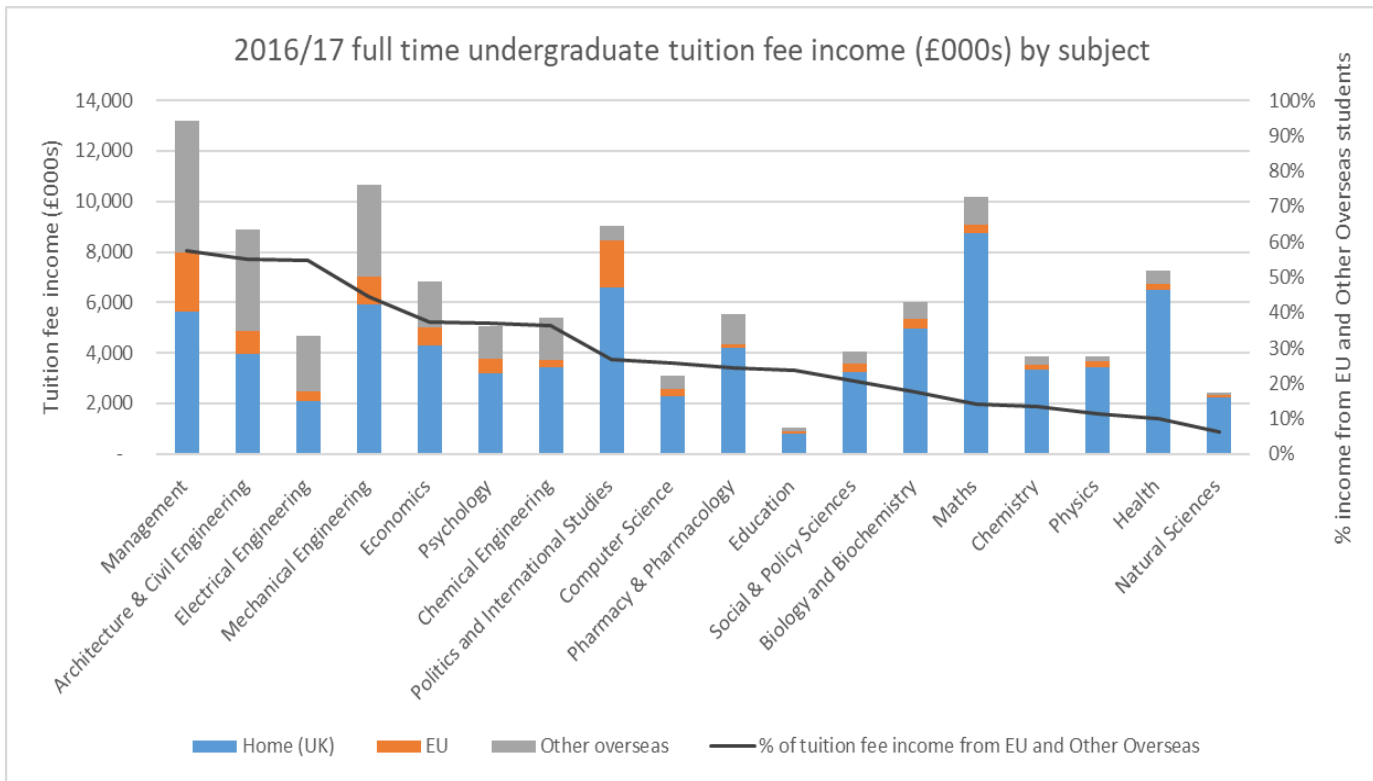


Full time overseas tuition fees make up over 32% of the total full-time tuition fees and 16% of the University income.

The income in tuition fees alone that overseas students contribute to the University of Bath is vital to the overall financial wellbeing of the institution. Overseas tuition fees provide an annual surplus which is injected into further improving the University's facilities, teaching, staffing and overall student experience. Removing the portion of income that comes from overseas fees would risk the University making a substantial deficit.

The majority of research intensive universities' business models rely on overseas income. Without this income (or a substitute income) Universities would undergo a period of dramatic change which would be likely to see them reduce their costs and activities especially in respect of research. Recruitment of home students would plummet as the number of courses would be reduced, there would be job losses due to less demand for teaching and consequently the appeal of an international campus and wide range of courses would be lost.

Breakdown of tuition fee payments by subject / level of study



What are the fiscal impacts of migrant students, including student loan arrangements?

47% of University of Bath EU undergraduate students and 18% of EU postgraduate taught students have Student Loans Company funding.

Do migrant students help support employment in educational institutions?

Yes. As argued below, certain taught courses and areas of research would not be viable without migrant students. In being able to offer these, the University is able to create employment through posts that are required to run them (for example teaching and support staff).

Migrant students also often bring in skills as post study workers that cannot be resourced from the UK or EEA. This in turn enables the creation of business (and income). Such additional business will generate new posts, which can be filled by UK nationals, such as administrative support and technician roles.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

In autumn 2015 the University of Bath commissioned independent firm Oxford Economics to analyse the economic contribution the University makes to Bath and North East Somerset (B&NES). Their findings show the University makes a significant economic impact at both national and local level. In B&NES alone, the University contributed £294 million to the local economy during 2014/15, representing 6.2% of the total economic output of the region.

During the same period, the value of each additional student to the area was £9,560, which would constitute a significant loss of over £56 million to the region if international students were no longer recruited and not compensated by UK students. This includes the activity supported through subsistence spending and visitors attracted to the area by the students.³¹⁴

Economic impact of international students in the South West, 2014-15³¹⁵:

International students' off-campus expenditure £323 million

Jobs in the region generated by international student spending 2,832

Export earnings generated by international students £612 million

³¹⁴ The economic impact of the University of Bath, Oxford Economics, January 2016
<http://www.bath.ac.uk/corporate-information/the-economic-impact-of-the-university/>

³¹⁵ The Economic Impact of International Students – UUK, March 2017

The region's universities attracted 25,275 students from outside the UK in 2014–15. International revenue in the South West amounted to £372 million which, together with the estimated off-campus expenditure of international students and their visitors, represented a total of £725 million of export earnings. Overall, international student spending on and off campus was responsible for £612 million of this total.

International students' off-campus expenditure (£323 million) in the South West generated £369 million of gross output, a £191 million GVA contribution to GDP, and 2,832 full-time equivalent jobs in the region alone.

How do migrant students affect the educational opportunities available to UK students?

The educational opportunities available to UK students are greatly enhanced by international students on campus and through international alumni, partnerships and exchange agreements. The University of Bath is well-known for its extensive and international professional placement opportunities, as well as its study abroad options.

International students enrich the quality of UK students' education and learning experience through:

Improved facilities which the University of Bath can offer as a result of the enhanced income through overseas fees

Improved course provision and quality as a result of international students' demand for competitive courses and high rankings

International placement and study abroad opportunities developed through international alumni and links

Opening their intellectual horizons by studying & researching alongside and with international students

Participation in peer mentoring schemes and departmental activities that support new students with the transition to University life

Students learning to be open to and accepting of other cultures

Students becoming self-aware, confident and employable in a global world

Students forging friendships and links across the globe which last a life-time and enhance their career prospects as well as their personal growth

Case study – an international student, teaching UK students

Employer (teaching fellow at the University of Bath): the student “provided exceptional support, teaching and feedback to his students over the last two years... enthusiastic and committed to his students and is always seeking ways to improve his teaching... spreading good practice and helping to mentor his less experienced colleagues... some of the innovations he has introduced to the unit have subsequently been added to the unit's tutor guide and are now used by all tutors across the unit.”

Additionally, international students participate well with Students' Union activities, groups and representation opportunities which support the educational opportunities available to UK students. At Bath, the Students' Union engagement figures for 2017/18 as at November 2017, show that 50% of overseas students interact with the Students' Union (which is comparable with EU and Home students); some examples of interaction follow.

Enactus

Enactus is a community of student, academic and business leaders uniting to develop local and international community projects to tackle the greatest challenges facing society and improve the quality of life for people in need. Established in 2007, the Enactus Bath student group has engaged over 300 students so far in designing and running a range of social entrepreneurship projects that impacted the lives of more than 1500 people in the UK. In 2016/17, 33 students were involved with Enactus, of which 45% were Overseas students, 15% were EU student and 39% Home students.

This year Enactus are working on developing and running community projects that address the following local social and environmental issues:

Digital and social isolation of an increasingly aging population in Bath, with focus on the 65+

Decreasing the carbon footprint of the Bath students by encouraging them to reuse items they would otherwise throw away or buy again

Increase the employability of students with Autism Spectrum Disorder

- o Enactus Bath has recently advanced to the 2nd stage of the national Empowering Youth Individual Topic Competition organised by Enactus UK and has been awarded a grant to further develop a project that enhances the employability skills of Bath students on the autistic spectrum. As part of this project, the Enactus team will deliver assessment centre training sessions for students with ASD (Autism Spectrum Disorder) during the second semester of this academic year, in collaboration with the Careers Service and with the support of the university's Student Services.

Bath Entrepreneurs

In 2016/17, 123 students were involved with Bath Entrepreneurs, of which 25% were Overseas students, 25% were EU students and 50% Home students. Bath Entrepreneurs runs a series of events through which they connect students with local entrepreneurs to inspire and encourage students to expand their professional horizons.

Case study – international student Arielle Rolland – Student Trainer

Arielle is a student trainer and also volunteers with Enactus as a Project Leader – her role is focused around fundraising. Through her degree she ran a project to raise money for the Alzheimer's Society.

She worked with some fellow students in the School of Management to link Student Trainers into a project engaging with refugees in the community. As part of a wider project, Arielle organised a team of 3 Student Trainers to deliver 3 x 20 minute skills training sessions to refugees to support with up skilling their employability skills. Arielle's passion, commitment and dedication has not only supported university students, but also the wider community and through the above project enabled other Student Trainers to enhance their own personal development through this experience.

In addition to the very positive effect of international students on the overall educational experience of UK students the economic benefits to the city of Bath, and therefore to the UK students' living experience in Bath should not be underestimated.

Universities and their students thrive in a global study, research and work environment. The cultural exchange and international outlook that this offers domestic students is at the heart of preparing them for working in a global environment – the UK and global impact is vast.

“Having so many international students here at Bath is fantastic. It exposes students of all different cultures to experiences they may never have had before, making Bath students extremely well rounded individuals.” Ben Davies, Bath Students' Union President (UK)

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

The University of Bath has a very defined portfolio of courses with high entry requirements, and therefore attracts the best UK and international students to the overall benefit of the academic provision which creates a positive impact on UK students. We do not have any evidence that opportunities offered to UK students are restricted as a consequence of us being a recruiter of overseas students – we make no compromise on entry requirements. Indeed, we would argue the opposite, that opportunities offered to UK students are vastly improved by the recruitment of international students.

The University of Bath does not offer undergraduate courses solely created or heavily modified for international students. In general, at undergraduate level, we find that courses which are attractive to international students are also attractive to UK students. (E.g. Architecture, Accounting & Finance, Management, Psychology,

Engineering, Economics). The enhanced funds generated from international students can be seen as supporting the most popular courses for both UK and international students alike, as well as offering financial support to courses we want to run but may find hard to recruit to (e.g. Modern Languages).

Most postgraduate taught programmes (Masters) at Bath would not be viable without overseas fees paying international students. Of the total full-time postgraduate taught student body, 71% are overseas fees payers.

We also offer a Chinese stream of our MA Interpreting and Translation course which almost exclusively attracts Chinese students. This in turn generates interest and growth in our offer for UK students wishing to study interpreting and translation in other languages. Similarly our Academic Skills Centre runs English language courses exclusively for international students, which helps to support the provision of other academic skills courses for UK students.

There are demographic limitations to simply recruiting more UK students. At Bath there is not sufficient domestic demand particularly at postgraduate taught (Masters) level to substitute numbers in such a way.

'The Digital Entertainment master's course offers a unique opportunity to get involved in technologies within the entertainment industry'.

Zhangyang Hu, MSc Digital Entertainment

Study abroad

The demand for study abroad opportunities in the UK from international students and the provision of study abroad opportunities for UK students are interdependent.

We have exchange agreements with partner institutions in a number of European countries as well as Argentina, Australia, Canada, Chile, Hong Kong, Mexico, New Zealand, Singapore, South Africa, South Korea, USA and Uruguay.

It has been proven time and again that studying and living in a new environment helps UK students to improve their problem solving and communication skills and make them more marketable to future employers. UK students who have studied abroad are more likely to achieve a First or 2:1 and have a higher salary when they graduate.

Case study – exchange students

'We got talking and I eventually found out that he was coming to Bath this semester so we worked on a couple of projects together throughout my semester in Montreal and kept in contact'. University of Bath exchange student, UK.

<https://www.youtube.com/watch?v=cCRusc6hfkU&feature=youtu.be>

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

ONS International Passenger Survey (IPS) provides detailed spending of international visitors to the UK and its regions, disaggregated by purpose of the trip and by nationality of the visitor. University data indicate that, for instance, there were 1,040 additional students from China living in Bath and North East Somerset in 2014/15. The 2011 Census data indicate that there were 9,600 people of Chinese nationality living in the South West. Therefore, approximately 11 percent of all spending by Chinese visitors to the region who were visiting friends and relatives in the area is attributed to the University of Bath. Applying this methodology to the University's 3,600 additional overseas students who were living in Bath and North East Somerset indicates that visitors to these students spent over £1.5 million in the area in 2014/15.³¹⁶

UUK documents the estimated considerable contribution to the economy of the friends and family that visit international students during their time in the UK: 'In 2014–15, visitors to international students in the UK spent an estimated £520 million. In the first place, this expenditure is likely to benefit the transport, hotels, hospitality, cultural, recreational and sports attraction sectors. It is then likely to ripple out along their supply chains to the rest of the economy, with the associated wage-consumption impacts.' (UUK, 2017)³¹⁷

Prospective students also contribute to the economy in a similar way. The University of Bath gets a high number of visitors coming each year to attend our weekly campus tours, events and open days in order to find out more about studying at Bath. These students will make a strong contribution to the economy during their visit.

³¹⁶ The economic impact of the University of Bath, Oxford Economics, January 2016

³¹⁷ The Economic Impact of International Students – UUK, March 2017

What role do migrant students play in extending UK soft power and influence abroad?

Many of our international alumni are exemplary in extending UK soft power and influence abroad. Whether they work in overseas government roles, in the UK for an international organisation or are leading international research that solves global problems.

The University is in contact with at least 20,473 of its international alumni for which we have non-UK nationality recorded. Of these, 293 have donated funds to the University, indicating the value they place on the education they received here and their desire to perpetuate the success of the University and the recruitment of international students.

An alumni survey in 2015 asked; 'Please indicate on a scale of 0-10 of whether you would recommend the University of Bath (0 being would not recommend and 10 being would definitely recommend)'. The survey had 1099 responses from individuals we hold nationality data for and were not British. Out of the 1099, 517 responded 10, 217 responded 9 and 228 responded 8. In overwhelmingly recommending the University of Bath to other students, our international alumni are recommending the UK as a place to study.

Number of international alumni who have found work abroad/UK

No. of international alumni with nationality recorded	No. of international alumni with a primary Organisation	No. of international alumni with a UK primary Organisation	No. of international alumni with an overseas primary Organisation
20473	7529	2927	4571

Number of international alumni who work in Government, Charity or Education

No. of international alumni with nationality recorded	No. of international alumni with a primary Industry	No. of international alumni with primary Industry of Government	No. of international alumni with primary Industry of Charitable/Voluntary	No. of international alumni with primary Industry of Education
20473	6909	266	79	957

Case study – international alumnus

Enis Erdem Aydin is a news assistant/reporter at the Wall Street Journal's Turkey Bureau and also a PhD candidate at Bogazici University History Department. His education at the University of Bath and SOAS has provided him with skills to pursue a career in Middle East history and politics, specializing in the late Ottoman Empire and modern Iran and Turkey.

At WSJ, where he has joined last summer, he covers Turkish politics and economics, an emerging market ever prone to political shocks and also contributes to other bureaus, including the Middle East. Previously he worked for Turkey's leading news network CNN Türk where he covered Turkish and international news and also co-ran the network's social media accounts in English, a first on national TV level.

With his research on Ottoman alphabet reform he won the Best Doctoral Paper award at Columbia University and was shortlisted for the British Council International Alumni Award. He gave conferences at several universities (inc. Oxbridge) on Turkey and Iran and has extensively published.

Collaborative research and partnerships

Our partnership ethos underpins our research, our placement networks and our graduate/ postgraduate employability. The influence that our partnerships have on extending UK influence abroad must not be underestimated. For example it will influence the number of citations, which feed into league tables, create jobs in UK Universities and overseas and create postgraduate study opportunities.

Example - Bath-Mexico partnership

We have links with academics at several universities in Mexico and extensive experience in welcoming Mexican PhD students. The University of Bath has a long-standing agreement with CONACyT (Mexico's National Council of Science and Technology). During the last two years, researchers from the Department of Mathematical Sciences and the Department of Biology and Biochemistry have been growing collaborative activities with academic institutions in Mexico and as a result attracted a number of PhD students with Mexican funding to study at Bath.

Two Newton fellowships have been awarded to Mexican scholars to take up research positions in the Department of Mathematical Sciences at Bath.

"It is exciting to see the potential that building interactions with Mexico has unlocked and I am confident that there is more to come in terms of high-quality joint research and student exchange." Kirill Cherednichenko, Reader, University Bath.

If migrant students take paid employment while they are studying, what types of work do they do?

International students undertake a wide range of hourly-paid (casual) work across the University including roles within academic departments such as:

Teaching Assistants

Demonstrators

Markers

Research Assistants

Exam Invigilators

Technicians

Administrative assistants

These roles utilise the expertise that they have developed in studies here to benefit the learning of other students and furtherance of research.

They will also take a range of support roles such as in hospitality and accommodation to support the work of the University.

Different departments also employ a number of international students as ambassadors (e.g. helping with campus tours and events) and it is clear they enjoy having the opportunity to earn some money and develop their skills as well as invariably proving themselves to be an excellent albeit temporary addition to the team.

Students working at the University of Bath	Count by Fee Status	%
EU	364	13
Home	2051	72
Overseas/Isalnds	414	15

The University has excellent processes in place to ensure the right to work and that students with a Tier 4 visa are not working more hours than they are permitted to work.

Placement students

The University of Bath runs one of the largest and most established university placement schemes in the UK thanks to our close links with business, research institutes, the professions and the voluntary sector. We are widely recognised across all sectors for our high standards and diverse talent pool.

We currently have 2,138 students on placement, of which 1,662 are home students, 269 are EU students and 207 are overseas students (by fee status).

81% of our employed first degree graduates move into top level jobs, compared with 62% nationally

We work with over 1,000 companies who wish to recruit our placement students

We have placed students in over 50 countries

In addition to the contribution to the economy that placement positions provide, many of our placement students then go on to secure permanent positions within the company after graduation.

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Migrant students who transfer from Tier 4 to Tier 2 have a significantly positive impact on the broader labour market, particularly in relation to students who are completing their PhD as they will bring skills which are in short supply into the regional and national labour market.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Our international graduates secure a wide variety of work with a wide variety of companies (large and small, home and international). These are, in the majority, in the professional categories of employment which demonstrates a wide reaching positive impact of our international graduates on our society as well as economy.

Examples of the employers our graduates are working for, and the types of jobs they are working in, for our most recent set of graduates (2015-16)

Industry types

Accounting & Tax Related	Journalism
Actuarial Consulting	Language Services
Advertising	Legal Services
Aerospace	Management Consulting
Agriculture, Horticulture, Forestry, Fishing & Related	Manufacturing-Audio/Visual
Animal & Veterinary Activities	Manufacturing-Building Products
Architecture	Manufacturing-Clothing & Textiles
Automotive	Manufacturing-Electronic/Electrical/Computer Equipment
Banking & Finance - Financial Services	Manufacturing-Food/Drink Products
Banking & Finance - Hedge Fund	Manufacturing-Household & Personal Care Products
Banking & Finance - Investment Banking	Manufacturing-Medical/Precision/Scientific Instruments
Banking & Finance - Private Equity	Manufacturing-Metal Products
Banking & Finance - Retail Banking	Manufacturing-Packaging Products
Broadcasting, Film, Photography & Media	Manufacturing-Rubber/Plastic/Leather Products
Charitable & Voluntary Services	Manufacturing-Timber Products & Paper
Chemicals & Chemical Products	Manufacturing-Tobacco Products
Conglomerates	Marketing Services & Market Research
Construction/Building	Oil & Mineral Extraction
Creative Arts & Crafts	Other Products
Cultural, Heritage & Arts	Other Recreational Activities
Defence	Other Services
Distribution, Logistics & Storage	Patent & Trade Mark Services
Education - Higher/Further	Pharmaceuticals
Education – Other	Police & Emergency Services/Security
Education – Secondary	Post & Courier Activities
Electricity, Gas & Water Supplier	Property Services/Development/Real Estate
Engineering – Chemical	Public Relations
Engineering – Civil	Publishing & Printing
Engineering – Electrical	Recreational Management & Sport
Engineering – Mechanical	Religion
Engineering & Technical Consulting	Research - Science & Engineering
Entertainment Industry	Research - Social Sciences & Humanities
Environmental, Conservation	Retailing & Wholesaling
Gambling	Social Services
Government & Government Agencies	Technology Solutions, Computing & IT
Healthcare, Medical	Telecommunications

Hospitality	Trade, Professional & Political Organisations
Human Resources & Recruitment	Transport Industry & Technology
Insurance	Travel & Tourism
International Organisations	Waste Management/Recycling

Employers

Aberdeen Asset Management	Accenture
Airbus	Alcon
Alliance Boots	AMS
Arup	Backslash Build
Barclays	BBC
BMW	Breakfast London
Bridging To The Future	Brisqq
Bristol Drugs Project	British Sugar
Buckinghamshire Healthcare NHS Trust	Cairneagle Associates
Cambridge Econometrics	Captify Media
China Astronavigation	Cooley Architects
Coutts & Co.	CP Foods
Daily Coffee	Danone
Deloitte	Eight Advisory
Estée Lauder	Experian
Expressions Holidays	EY
Farcon	Ferrero
Fiberlean Technologies	Flanagan Lawrence Architects
Fujitsu	Goldman Sachs
Heriot-Watt University	IBM
Jaguar Land Rover	Johnson & Johnson
Karhoo	Kingston University London
KPMG	Lansdales Pharmacy
Lidl	Lloyds Pharmacy
M&G Investments	Mars

Max Fordham LLP	McDonald's
McLaren Automotive	Merkle Periscopix
Ministry of Defence	Mulberry
Newell Brands	Olapic
ORCA	PA Consulting Group
Peptide Protein Research	Petroleum Experts
PHD Worldwide	Private Family
Property Solutions	PRP Architects
Pushme Bikes	PwC
Quidos	Reckitt Benckiser
Rolls-Royce	RSM
Science & Technology Facilities Council	Season & Taste
Skanska	St Austell Brewery
St Mungo's	Steer Davies Gleave
Sweco	Tamir Fishman
Tata Steel	TBT
TE Connectivity	The Blue School
The Energy Exchange	Think Methodology
Tyco Electronics	UBS
Unilever	University of Bath
University of Brighton	University of Huddersfield
University of Portsmouth	Vodafone
Wintech	Zenith International

Job titles

Account Executive	Actuary Trainee
Analyst	Architectural Assistant
Assistant Brand Manager	Assistant Psychologist
Associate – Consulting	Assurance Associate
Assurance Graduate Scheme	Auditor
AVP Financial Crime Assurance	Business Analyst

Business Development Manager	Business Planning Analyst
CEO	Channel Manager
Chef de Partie	Commercial Assistant
Compliance Graduate	Conference Producer
Consulting Infotainment Engineer	Cost Modeller
Customer Service Assistant	Director
Economist	Editor
Editor-In-Chief	Engagement Volunteer
Entrepreneur	European Analyst
Events Executive	Facade Engineer
Finance Executive	Financial Analyst
Freelance Journalist	Fresh Produce Buying Administrator
Global Leader Development Programme Associate	Graduate Business Analyst
Graduate Engineer	Graduate Environmental Consultant
Graduate Software Developer	Graduate Structural Engineer
Highways Engineer	Human Resources Graduate
Hybrid System Engineer	Industry Research Coordinator
Internal Communications Manager for Customer Affairs	Junior Regulatory Affairs Scientist
Lecturer	Marketing Graduate
Nanny	National Market Access Manager
Operational Risk Graduate	Part 1 Architectural Assistant
Petroleum Engineer	Postdoctoral Research Associate
Pre-Registration Pharmacist	Process Engineer
Product Development Engineer	Programmatic Display Account Manager
Project Coordinator	Project Engineer Trainee
Project Manager	Regulatory Affairs Executive
Requirements Planner	Research Assistant
Research Scientist	Secondary Maths Teacher
Senior Scientist	Shopper Insights and Category Strategy
Site Manager	Software Developer
Software Testing Graduate	Strategy Consultant
Supplier Relations Administrator	Supply Chain Graduate

Talent and Collaboration Specialist (Sales)	Technical Consultant / Developer
Technology analyst	Technology Consulting Analyst
Trainee Manager	Training Manager
VP Strategy	

The ability for Tier 4 students to switch into Tier 2 without the Resident Labour Market Test has gone a long way to helping international graduates to secure work in the UK. However, there remain considerable difficulties when going through the job application process, as many employers might err on the side of caution still, or not have a Tier 2 licence.

For our one year taught masters' students, the majority of graduate jobs begin in the summer or in September, before they have completed their course - therefore they are rarely able to secure post-study work under Tier 2.

Entrepreneurs

The University of Bath Innovation Centre offers support to international graduates who apply for the Tier 1 Graduate Entrepreneur visa and is currently endorsing 7 Bath graduates with this visa. The majority of our graduates on this visa extend for a second year and we currently have 1 graduate who has continued beyond the 2 year lifespan of this visa category to run a local import business (having secured a Tier 1 Entrepreneur visa). Another graduate, previously successful in securing investment, has recently pitched for investment at SET squared's Accelerating Growth Investment Showcase, where innovative tech businesses from across Southern England came together in London to pitch for £20m of investment to an audience of 150 investors.

SETsquared is a long-standing partnership between the universities of Bath, Bristol, Exeter, Southampton and Surrey, which grows high-tech start-ups through its incubation programme and other business acceleration services. Over the last decade it has helped over 1,000 high-tech start-ups to develop and raise more than £1 billion of investment. It currently collaborates with Fondazione CRT, an Italian charitable foundation, to deliver entrepreneurial training to graduates from Turin's universities. As part of this scheme, cohorts of Italian student entrepreneurs undertake entrepreneurship training in both Turin and Bath.

SETsquared has recently been highlighted in the International Innovation and UK Universities report from UK Universities International which explores the potential for international innovation collaboration. The report was launched by Jo Johnson MP, Minister of State for Universities, Science, Research and Innovation in Shanghai at the opening of the UK China Innovation is GREAT showcase on 23rd September

2017 and showcases some excellent examples of international university innovation activities and the benefits to the UK that these bring.

Since the withdrawal of the Post Study Work visa category, and in light of an overall atmosphere of the UK being perceived to be resistant to immigration, our image as a nation has suffered. The likes of Australia and Canada are seen as offering much more in the way of opportunity to work after graduation and many of our students are of course looking at this kind of opportunity.

The wider social impact of international students

Finally, it is worthy of note that at Bath our international students engage well with student groups and societies whilst here. This demonstrates the less visible benevolent impact of our international students towards the social prosperity of the UK. In 2016/17, 15% of the total population of overseas students engaged with the volunteering groups in the Students' Union. This compares to 9% of the total population of Home students and EU students. Six out of nine of the current Volunteering Team (V Team) Committee are international students. By giving up their time to work with local community projects and nationwide causes, international students are proving that they come to the UK to better others as well as themselves.

Conclusion

'One of my favourite things about studying at Bath is being around great academics... The standard of research is

high, and there are plenty of opportunities for making connections with other scientists.'

Cassidy Bayley, South Africa

International students are attracted to study here by our reputation and academic opportunities.

Feedback from students shows time and again that they are attracted to the UK by its reputation and the educational opportunities it offers. We also now know that 97% of international students do not overstay their visa, and are not permanent migrants to the UK.

There is little evidence that students at higher education institutions are anything other than genuine, bona fide students seeking to enrich the world by broadening their horizons.

It is well documented that there is an intrinsic link between international students and the UK's job market and economy. As we argue above however, international

students bring benefits to Universities and the UK that reach far beyond the economic benefits. The diverse nature of international students in itself enriches the UK's culture and plays an important role in our identity as a global nation.

International students contribute to society through volunteering, to the educational opportunities of domestic students and the building of global connections, amongst other contributions.

The recruitment of international students is key to the UK maintaining its reputation as a world renowned place to study, and immigration policy plays a major role in this. Enabling easy access for students across the globe to our education must be at the forefront of any future immigration policy and planning. The ever changing immigration restrictions on students, in an effort to target bogus students and study providers, has placed a pressure on higher education institutions and students that is unnecessarily onerous and serves only to restrict student numbers and in turn the future skilled workforce and social enrichment. The difficulties faced by some students who get caught between particular immigration rules – for example time limits and course changes – have compounded the narrative that international students are not welcome in the UK.

It is time for this narrative to change, and we hope that through this consultation the government is encouraged to recognise the immense value of international students to the UK and pursues the development of more welcoming policies.

University of Bedfordshire

The University of Bedfordshire is an international university. Students from over one hundred different countries living, studying and working together is a force for good and helps our home students develop a globalised mind and skill set we all increasingly need to thrive in the world of work.

We are a university that embraces diversity; we have overseas students studying here, we deliver education overseas and we want to help more of our students to spend some time studying overseas.

UK Higher Education is a global brand, underpinned by a reputation for providing the highest quality provision. International students are worth £20bn to the UK economy ([Higher Education Policy Institute, 2018](#)) and far from being the burden on public services as might be thought, the economic benefits to the UK show that each international student is worth ten times the costs of hosting them.

In addition, the economic benefits are spread across the country, with every single parliamentary constituency in the country showing net gains from hosting international students.

However, UK Higher Education is an export that is in crisis. International students feel unwelcome because of current anti-immigration rhetoric spouted from parts of the media and the public, and from the UK's unwelcoming immigration policies. Students find the immigration system complex and unwelcoming and unsurprisingly with the current rules around post-study work, believe the UK's policy is centred on taking their fees and kicking them out as quickly as possible.

It's no wonder when UK higher education is packaged in such a way that it is losing out to other countries with a more welcoming system. The Government needs to recognise the 'jewel in the crown' that higher education is.

The University of Bedfordshire would like to see:

1. International students taken out of the Government's net migration targets – students can be counted but don't need to be included in targets.
2. Removal or easing of the post work study rules – other countries offer a more competitive post study work regime. The current rules are so narrow they don't match salary levels in different sectors or in different regions of the country.
3. Improved messaging around UK Higher Education to an international audience – need a national vision that says to international students to come over and enjoy HE in the UK.

As part of our submission to the MAC we undertook a survey of international students about their experience of UK Higher Education.

The free comments were especially interesting; and while positive in the whole about their experience, the international students surveyed also expressed negativity about how expensive it is to study in the UK, limited post-study work options, and Brexit uncertainty, along with minor mentions of racism.

Examples of comments

“Even though it says that the UK has a great number of international students, however the country is not welcoming to international students. There are a lot of barriers in the UK for international students and I wouldn’t recommend it to a friend or family member.”

“I feel discrimination in everything I do. I am not allowed to do anything. Most companies do not accept international students to do internships, I am not allowed to do a placement and most companies and shops don’t recruit international students due to the limited hours of work.”

“We don’t have time to get a job after studies because we only have four months to get a job. It’s good to have at least one year visa.”

“This country may not be the best fit for some people; unfortunately I can’t recommend the UK to any of my friends. This country has no affection or empathy for international students.”

“No doubt UK is a world class education hub but there is a lot of uncertainty due to Brexit. Too many changes in laws and visa applications. Uncertainty causes us the current student a kind of fear of not getting job experience in the UK after completion of our studies.”

What impact does the payment of migrant student fees to the educational provider have?

International students paid about £4.8 billion in fees to UK universities in 2014-15 ([The economic impact of international students, UUK, March 2017](#)) and accounts for over 14% of total university income.

International student fees enable the University of Bedfordshire to invest in additional and enhanced facilities which would not be viable with fees from the UK student market alone.

The University has over the past five years invested £180m in cutting edge facilities to transform our enhancing our learning and teaching facilities for students, and creating jobs and growth in Luton, Bedford and the surrounding areas.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

International students have a huge economic benefit on the local community (Higher Education Policy Institute, January 2018). Once all costs of hosting the students are

taken out, including education, health and social security, the net economic impact for Luton and Bedfordshire is:

- Luton - £97.4m
- Rest of Bedfordshire - £93.6m

For Luton South alone, the parliamentary constituency where Bedfordshire's main campus is located, international students contribute almost £67.6m to the economy. This is a huge contribution to the economic prosperity of the region which cannot be ignored.

International students benefit businesses all over the country ([The economic impact of international students](#)). As well as what they spend on university fees and accommodation in 2014-15 international students spent £5.4 billion off-campus on goods and services.

The University of Bedfordshire has surveyed international students about their spending while they are a student at Bedfordshire. On average their monthly spend is £1,246.12, which includes spending such on such commodities as rent, food, social outings, books, mobiles, travel & transport and clothes.

How do migrant students affect the educational opportunities available to UK students?

International students have a huge impact on the domestic student experience. They enrich the learning experience for all students and helping them to build the skills that they need to do business in a global setting; from developing awareness of different cultures, and the meeting and working with people from different backgrounds building up international networks.

At the University of Bedfordshire we increasingly concern ourselves with preparing our UK students for a globalised knowledge economy, and a complex and diverse world, where cultural sensitivity, based on understandings of ethnic and national differences and world views, is important for responsible citizenship and careers. This aspect of education is reflected in our institutional curriculum framework (called CRe8), which promotes inclusive curriculum that 'provides students with global perspectives on their subject and its application in a variety of social, political and environmental contexts'.

Academics have developed teaching material which serves to develop both home and international student learning, knowledge and skills about cultural differences within the context of their subjects. These academics report how they systematically harness in their teaching and course delivery, the contributions of international students with their distinct cultural, geographical and national experiences who enrich discussions and enhance the learning of the UK cohort.

An example is a unit on sex appeal taken by a marketing lecturer who developed a changed approach where he reduced the amount of sexual content in the unit. He

found he created the conditions for a positive and relaxed debate, where the diversity represented by the student group became an opportunity to compare different cultural perspectives and experiences rather than acting as a barrier. Instead of embarrassment and awkwardness, students were curious, attentive and felt more comfortable in learning about sex appeals differ across different countries.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

International students are vital for the provision of postgraduate studies and this allows UK students a sustainable postgraduate course provision.

At the University of Bedfordshire international students form over 50% the post graduate population. Most popular are Human Resource Management, Business Studies, Marketing and Computer Science. Human Resource Management has the highest proportion overall in the last five years, with 89% of the cohort made up of international students. Without international students some of these courses would not be viable, so restricting opportunities to U.K. Students.

What role do migrant students play in extending UK soft power and influence abroad?

The global diplomacy rationale suggests that international students are of long-term benefit to the UK, because they develop positive attitudes and lasting ties which lead them to exert influence in Britain's interests in their home country.

However, such soft power is difficult to empirically prove.

Attracting significant proportions of international students can increase the UK's influence in global diplomacy, as international graduates of British education are considered to be more knowledgeable and appreciative of "British values" ([Soft power as a policy rationale for international education in the UK: a critical analysis](#), Sylvie Lomer Oct 2016)

Respondents to our survey expressed how the UK is a great country to study in with high quality education and has great life opportunities. Thus, it can be argued that international student that study in the UK extends the soft power of the UK.

Examples of comments:

"Studying here open several opportunities of self-development and academic experiences that I would never be able to have outside of UK. Is a real challenge that prepared me for the real life and real world as it is so I think I became stronger on the way."

"The quality of education is well worth the money paid and there is also the benefit of the strength that a UK degree carries."

"I feel I have become more independent and have learned a lot by moving away from home. I have gained more skills which is required after education and I would recommend it to other international students questioning whether or not to move."

“Because I think this is a great opportunity. It’s always good to go to different places, see how people live in different country and also great for your language. So far I am happy with my decision and I am glad I choose to study at the University of Bedfordshire. Great experience so far for me.”

If migrant students take paid employment while they are studying, what types of work do they do?

54.6% of University of Bedfordshire’s international students surveyed indicated that they work alongside studies. 24.12% work in warehouses/stores, 17.98% work in catering, waiter/waitress and 16.67% work in retail. In essence international students work in manual and service oriented entry-level jobs.

In addition there is also an Internship Scheme that gives workplace opportunities to our International students. The scheme is designed for students to develop their skills, enhance their CV and gain practical experience, and offers local and national businesses the chance to work with enthusiastic, well-qualified and dedicated individuals. In 2016 – 2017 108 non-EU and 72 EU students participated in this scheme while they were studying.

Case studies of University of Bedfordshire’s international student’s alumni

Prateek Gupta from India, Msc International Business Management

“The subject chosen by my father took myself to another level because my course international business management included everything required for being an entrepreneur and much required to run a business such as Marketing, Human Resource Management, Accounting and etc.”

Prateek also has shared his experiences and views of British education and he has motivated and advised his friend to go and study in the UK. Furthermore, Prateek has added that the educational system of the UK is practical rather than theoretical and thus much comfortable.

Dr ELEFTHERIOS M Colocassides from Cyprus, MSc Human Resource Management and Development (International Development)

“Now, I am combining all my previous knowledge as the owner of a small office in the old city centre of Nicosia operating with a Business name called L.M.C. Educational Services. All my previous knowledge is my encouragement to create new ideas and support students to make decisions for their future education and career plans.”

Eleftherios also adds how he has decided to study in the UK because he knew the high standards of education and the power of a British degree for employment. This has also helped tremendously with his job search as his degree has differentiated him from other candidates.

Bhumika Patel from India, Masters in Business administration

“It was all about gaining a global exposure. Apart from monotonous learning system that I pursued back home, In the U.K. a varied format was provided to explore. Besides this, a unique experience of earn and learn was really helpful to get responsibilities of dealing with daily routines. Cultural diversity also gave me a great opportunity to get to know other cultures well. It was totally amazing to be with mates from different corners of the world, trying to get to know their language and lifestyle. Major thing that I learnt while being in the U.K was co-operation and co-ordination among people despite difference in culture.”

Bhumika has shared with her peers the advantages and disadvantages of studying in a foreign country and how she took an initiative towards this opportunity.

Frank Danso from Ghana, MSc Public Health

“Study in UK and volunteering in London thought me a lot about choices and the need to respect choices people make either sexuality, religion or belief.”

Frank’s experience at studying in the UK, has allowed him to share his experience working with key population and time management with his colleagues. In addition, Frank is a franchise officer for Marie Stopes International; his work has helped prevent over 50000 illegal abortions.

Mr Farhaan Iqbal Bella from Pakistan, MA Mass Communication

“I work in tourism industry in Pakistan. I strongly believe my education from UK helped me a lot in achieving my goals. Every day I meet new people from around the world who come to explore Lahore (a City in Pakistan). I not only give them history but entertainment as well, I make them happy and feel gratified.”

Farhaan said that his experience and studying in the UK was a life changing experience, he gained confidence and felt independent. Farhaan also said that the university staff was so cooperative.

Abdulaziz Alharbi from Saudi Arabia, Ba Business Administration

“As you know Business Management course is fully integrated course for all business key elements which helped me a lot with my job, also I benefited from the case studies I had back then at the university it was international examples of success.”

Abdulaziz works as a credit analyst at the social development bank, Abdulaziz contributed in financing more than 50 SME projects in 3 years for 50 entrepreneurs. Abdulaziz has encouraged his family to continue and finish their education in the UK, including his retired father.

AHAD AMAN Khan Pakistan, MSc Digital Film Technologies and Productions

“It really gives you a chance to learn to live independently and give a formula to live your life successfully.”

As Ahad was awarded a distinction in his course, it enormously helped him to find freelance work in the local market.

In addition, as Ahad has already studied in the UK he has advised a friend on the dos and don'ts for students in the UK.

University of Birmingham

The University of Birmingham has thrived, for more than a century, by being purposeful, pragmatic and pioneering. Characterised by a tradition of innovation, our teaching and research has broken new ground, pushed forward the boundaries of knowledge and made an impact on people's lives. In the recent UK-wide assessment of the quality of research in universities, 28% of our research was rated as world-leading and a further 53% rated internationally excellent. The University was also awarded Gold in the 2017 Teaching Excellence Framework.

Excellence in research and teaching are global, collaborative endeavours and our international staff and student community are integral to this. Our international community plays a valuable role in us being able to offer an enriching international social and cultural experience for all at the University, and indeed to the wider local community. In 2017 the University of Birmingham had a total of 33,256 students; of which 74.93% (24,920) are home (UK students), 4.33% (1,440) are EU and 20.74% (6,900) are international.

International students make an enormous contribution to the UK economy, with economic benefits which directly impact the local communities within which they study. Research by Universities UK¹ shows that in 2014–15 on- and off-campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy. This activity contributed £13.8 billion gross value added (GVA) to UK GDP. They are particularly important to the West Midlands. The recent study by HEPI and Kaplan, *The costs and benefits of international students by parliamentary constituency*,² shows that the net impact (i.e. benefits minus costs) of international students is £1.95 billion a year, behind only London and the South East.

Furthermore, the Government's Industrial Strategy states that 'Our vision for a knowledge led economy is underpinned by world-leading research, world class facilities and international collaborations that push scientific frontiers and attract the brightest talents.' Attracting international students is an important part in the process of developing the country's international pipeline of talent in research and development, and in our key growth sectors.

Any future immigration system needs to recognise the significant economic contribution made by international students to our local communities. Moreover, it needs to enable universities and industry to recruit the best talent, regardless of nationality, with minimal barriers so that the country is well-placed to meet the ambitions set out in the Industrial Strategy.

1

The economic impact of international students, Universities UK, March 2017.

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/briefing-economic-impact-ofinternational-students.aspx> ²

See <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-byconstituency-Final-11-01-2018.pdf>

The University of Birmingham therefore welcomes the opportunity to contribute to the Migration Advisory Committee's call for evidence on the impact of international students.

It should be noted that we recognise that the MAC review covers all students of non-UK nationality, in other words those from the EU and those from elsewhere in the world. However, most of our data is collected on the basis of fee status i.e., home/EU and international students. For this reason, unless otherwise stated, where reference is made to international students in our response this refers to non-EU students.

Economic impact of international students

Local spend

International students make a significant contribution to the UK economy, nationally and regionally. An independent study³ commissioned by the University of Birmingham showed that our own international students contribute £160.2 million to the economy per year, representing 5% of the University's total impact. Every eight of our international undergraduate students add £1 million to the economy over the three years that they live and study with us. The report⁴ also showed that international students spend almost £70m locally on goods and services and EU students spent almost £17m, in addition to tuition fees and what they spend on-campus.

More specifically, the total average non-tuition fee expenditure⁵ for a full-time undergraduate student from the European Union was estimated to be £29,045, and

£13,098 for an EU-domiciled postgraduate student. For non-EU international students, the non-tuition fee expenditure associated with a full-time undergraduate was estimated to be £31,279, and £13,098 for a postgraduate student⁶.

International student tuition fees

International students pay more than home students, and currently more than EU students. Dependent on the programme and level at which they study, our undergraduate international student fees in 2018-19 range from £15,720 to £36,840 for clinical programmes⁷; UK and EU students currently pay £9,250.

3

'Our Impact' report: <http://www.birmingham.ac.uk/Documents/university/economic-impact-brochuresummary.pdf> . In autumn 2016 the University of Birmingham commissioned London Economics to look at the diverse ways in which our University contributes to the success of Birmingham, the West Midlands, and the UK; and to calculate our economic, social, and cultural impact during the 2014-15 academic year.

4

Taken from the full version of 'Our Impact' report which is not publicly available. 5

Ibid 6

These figures reflect differences in qualification duration.

7

More information about international student fees at the University of Birmingham by band and level of study is available here <https://www.birmingham.ac.uk/International/students/finance/fees.aspx>

The total net tuition fee income generated by international students at the University of Birmingham in the 2014-15 academic year was £74.0m, of which £5.6m was generated by EU students, and the remaining £68.4m was associated with international students³¹⁸.

The income that the UK higher education (HE) sector receives from international students plays an important part in enabling investment in world-class research. Research is an expensive endeavour requiring a significant investment in specialist equipment, staffing, time and other scholarly resources. The contribution of research to the UK economy is huge: The impact of the University of Birmingham's research

³¹⁸ Taken from the full version of 'Our Impact' report which is not publicly available.

and knowledge transfer activity, alone, is worth £885 million³¹⁹, accounting for one quarter of our total impact, notwithstanding the outcome that our research has on advancing knowledge and making new discoveries.

Research in UK universities is systemically under-funded, and this gap is more pronounced in research-intensive universities. According to HEFCE figures³²⁰ only 72.9% of research costs are covered by research income, the resulting gap is met by teaching surplus which is generated by international student fees. HEPI³²¹ estimates that on average, over the course of their degree, each non-EU student contributes over £8,000 to UK research.

Curtailing the numbers of international students would place the UK's research base under extreme pressure. This would in turn put at risk the Government being able to meet the commitment it has set out in the Industrial Strategy White Paper of raising total research and development investment to 2.4 per cent of GDP by 2027.

Research-intensive universities such as the University of Birmingham provide a rich research-informed teaching environment, and any reduction in funding in research will not only affect the research itself but also the educational experience of home students and their access to this rich research base.

The presence and contribution of international students also support investment in areas of the

University where there is currently limited demand from home students. For example, more than 50% of the intake of our electrical engineering and civil engineering courses is made up of international students. Developing skills and expertise in these areas is of strategic importance to the UK economy; but these courses require specialist equipment and facilities and are therefore expensive to run. Our ability to recruit international students ensures the viability of being able to run courses such as these.

In other parts of the University, our intake of students is a response to market demand. For example, many of our Business School programmes (such as

³¹⁹ 'Our Impact' report: <http://www.birmingham.ac.uk/Documents/university/economic-impact-brochuresummary.pdf>. In autumn 2016 the University of Birmingham commissioned London Economics to look at the diverse ways in which our University contributes to the success of Birmingham, the West Midlands, and the UK; and to calculate our economic, social, and cultural impact during the 2014-15 academic year.

³²⁰ Cross-subsidies from teaching to research in British universities, Vicky Olive (November 2017), Higher Education Policy Institute. <http://www.hepi.ac.uk/wp-content/uploads/2017/11/HEPI-How-much-is-toomuch-Report-100-FINAL.pdf>

³²¹ Ibid

accountancy, finance and international business) are very popular among international students. This generates revenue that is then reinvested across the University, particularly in expensive areas such as physics, engineering and other STEM subjects where the cost of delivery is higher. The popularity of such courses also plays an important part in the UK's soft power in business as these students will go on to be the business executives in their own countries, responsible for making decisions about company investments and negotiating international supply chains.

The income from international student fees also plays a part in capital investments, underpinning the ability of the University to continue to invest in its education and research facilities, as well as enhancing the student environment. Our capital programme, in excess of £600m over the next 5 years, will benefit future generations of students, and has positive spillovers to the regional and national economy. For example, our estate includes three museums, an art gallery, a botanic garden and two concert halls all of which are open to the public and contribute to the cultural fabric of the city. Our new sport and fitness centre is also open to the public and has played a pivotal role in Birmingham's successful bid to host the 2022 Commonwealth Games.

International students and the labour market

Employment while studying

We do not have comprehensive data about the part-time employment that our students, international or otherwise, may undertake while they are studying. However, we do have some data relating to a service which the University of Birmingham operates called Worklink. Worklink connects our students to flexible, on-campus work at the University. Since 1 January 2014 to date, 11,431 students have been employed through Worklink, of which 2,568 (22.47%) were non-UK students.

Roles offered through Worklink are varied and typically include teaching and research associates, administrators, student ambassadors; IT based roles and exam invigilators. Many of these roles are time limited in nature, with the students being employed to support a specific event or project. NonUK students undertake employment via Worklink across all areas of the University (all University Colleges and Schools, hospitality and accommodation services, corporate and academic services, sports, and library services).

We also have some data on EU (non-UK) and international students who undertake work experience from an annual survey to measure the work experience undertaken

by all students during the previous summer. 185 non-UK students responded to our last survey, of whom the majority (178) had undertaken work experience in the UK. The main sectors they were recruited to included environmental conservation, retail, administration, finance, health, social work, education, engineering, IT and R & D. In total: 62 EU and international students had participated in general paid work experience and 116 students had participated in either general paid work experience or structured advertised internships.

Post-study work

While we ask our international students what they do following graduation, they are not obliged to share this information with us; therefore the data we have is not comprehensive. However, our DLHE (Destination of Leavers from Higher Education) data for 2015-16 showed that of our 930 international graduates, 85 identified as working in the UK after graduation, of which:

31 (36.47% of respondents) were employed in NHS as doctors.

23 (27.06% of respondents) were employed at the University of Birmingham in academic and research positions.

The remaining 31 (36.47% of respondents) were employed at other UK higher education institutions and engineering and business companies. □ 62 (72.94%) were employed in the Midlands.

We can therefore see that of the international students that want to and are able to work in the UK after graduation, most are employed either in the NHS or in postdoctoral positions in HE. Many employers may not have positions they can demonstrate as being subject to a skills shortage or may not have the necessary mechanisms in place to absorb the administrative burden of being a visa sponsor. This therefore means that post-study work opportunities for international graduates are limited. Medicine and higher education are able to demonstrate a skills shortage and NHS Trusts and universities have the necessary administrative processes in place to manage this and ensure compliance.

International soft power

As the UK seeks to redefine its international relationships post-Brexit, and to position itself as a world leader in science and innovation, the University of Birmingham, as a world-class university, is able significantly to contribute to these agendas.

It should not be underestimated how important the UK's sources of soft power and influence will be as we forge new trade and investment partnerships and to position itself as a world leader in science and innovation. The University of Birmingham's 300,000 international alumni comprise a valued global network, becoming advocates for the region and the UK when they return home. Many of our international alumni go on to hold influential roles in politics, business, industry, judiciary and the civil service in their countries of origin.

In academia this soft power impact can be particularly strong. Academic staff often forge long-term collaborations with former PhD students and, over time, this creates important international research networks based on personal connections.

Concluding remarks

UK higher education is one of the most successful UK exports. It is held in high regard around the world and is known for the exceptional quality of its teaching and research. It contributes significantly to the nation's global profile and brand. Much of this success is due to UK HE's strong international character, particularly our ability to attract talent from around the world.

As well as the technical details of international student visas, the importance of the tone and narrative of the UK's approach to international student recruitment should not be underestimated. It shapes how the UK is perceived by prospective international students and influences the decisions about where individuals choose to study, and where they will invest in for their education. This has been illustrated, in recent years, by student recruitment from India which has halved since 2012 in the light of challenging rhetoric and changes to post-study work arrangements.

While the UK HE sector is currently highly successful in exporting its services, i.e. attracting international students to the UK, this cannot be taken for granted. Competition for the best students is becoming increasingly intense. Australia, Canada and the US are long-standing competitors to the

UK. But now competition is also growing from non-English speaking countries: Germany and the Netherlands in Europe, and China in the Far East, in particular are growing their international student numbers substantially. In this highly competitive

landscape, it is more important than ever that the UK's narrative towards international students is positive and welcoming so that we do not squander the favourable reputation and market position that the UK currently enjoys.

Brunel University London

Brunel University London is a research intensive university founded in 1966 with 9425 undergraduate, 2417 taught postgraduate and 710 postgraduate research students. We are recognised for our commitment to social mobility, for example 62% of our students come from a black and minority ethnic groups. We have a strong record on employability, having been the pioneer of the sandwich degree in the UK. This is reflected in metrics, ranking 18th in the DLHE (Destination of Leavers from Higher Education) for starting salary and 9th in the Economist league table of value added (using LEO [Longitudinal Education Outcomes] data). We are heavily engaged with industry, both through our education and our research.

We are an international university, 19% of our students are overseas (OS)³²² and 9% are EU students. 28% of our staff are non-UK nationals.

Value of international students to Brunel University London.

International students are of massive value to Brunel, both through their financial contribution to the University, the sustainability of programmes and the wider social benefits they bring to all our students and the University community.

Financial contribution to the University

The university received £31m fees from overseas students. This is 15.5% of the income of the University. EU students contribute £11m. In addition all students make a financial contribution to the University through room rental and retail purchases.

TRAC (Transparent Approach to Costing) data indicate that the education of overseas students is the only academic activity of the University that returns a

³²² In this response overseas (OS) students are defined as non EU students. EU students are defined as nonUK EU students. International students are the combined EU and OS.

surplus. The presence of overseas students effectively cross subsidises other academic activities. Without this income we would not be able to invest in facilities for all our students. These data are in line with national data which shows research as returning 74.7% of costs, non-publicly funded teaching (mostly OS) 141.9% and publicly funded teaching 102.4% (2015-16 HEFCE report).

Research	Publically funded teaching	Non-publicly funded teaching	Other (Commercial services)
61%	95%	125%	121%

Figure 1: TRAC return for Brunel University London. Overseas education (the vast majority of non-publicly funded teaching) returns 125% on costs. Publically funded teaching (H/EU students) returns 95%, research returns 61%. The other University activity returning a surplus is ‘other income’, largely commercial services.

In summary, international students play a vital role to the economy of the University. In addition to the direct income from tuition fees and the indirect income, the education of overseas students makes a surplus that is important in supporting our other academic activities.

Sustainability of Programmes

Brunel University London works closely with business to ensure that the graduates are well prepared for successful careers. Our emphasis on science and engineering is important in helping meet the national skills shortage in these areas. However, many of our programmes are not sustainable without overseas students.

This is particularly an issue for PGT students (Postgraduate Taught Programmes, mostly masters provision). 50.67% of our PGT students are OS and 9.7% EU. These

data mask considerable variation between disciplines (Figure 2). Many programmes are only viable because of the presence of international students, both economically and

	Home Head		European Head				Total Head	
	Count	%	Count	%	Overseas	%	Count	Total %
Management	92	19.91%	30	6.49%	340	73.59%	462	100.00%
Mechanical Engineering	110	42.31%	43	16.54%	107	41.15%	260	100.00%
Education	211	92.95%	8	3.52%	8	3.52%	227	100.00%
Advanced Manufacturing and Enterprise Engineering	76	40.43%	41	21.81%	71	37.77%	188	100.00%
Occupational Therapy and Community Nursing	119	79.33%	12	8.00%	19	12.67%	150	100.00%
Physiotherapy and Physician Associate	102	68.46%	16	10.74%	30	20.13%	149	100.00%
Politics	56	55.45%	18	17.82%	27	26.73%	101	100.00%
Design	11	11.11%	9	9.09%	79	79.80%	99	100.00%
Law	23	26.44%	10	11.49%	54	62.07%	87	100.00%
Electronic & Electrical Engineering	22	25.29%	37	42.53%	28	32.18%	87	100.00%
Social Work	75	94.94%	4	5.06%		0.00%	79	100.00%
Civil Engineering	36	46.15%	4	5.13%	38	48.72%	78	100.00%
Computer Science	36	50.00%	4	5.56%	32	44.44%	72	100.00%
Accountancy and Finance	27	38.03%	3	4.23%	41	57.75%	71	100.00%

Anthropology	43	71.67%	10	16.67%	7	11.67%	60	100.00%
Sport, Health and Exercise Sciences	40	83.33%	1	2.08%	7	14.58%	48	100.00%
Health Sciences	30	66.67%	1	2.22%	14	31.11%	45	100.00%
Creative Writing	26	70.27%	4	10.81%	7	18.92%	37	100.00%
Environmental Sciences	16	53.33%	4	13.33%	10	33.33%	30	100.00%
Psychology	21	77.78%	3	11.11%	3	11.11%	27	100.00%
Biosciences	12	63.16%	5	26.32%	2	10.53%	19	100.00%
English	10	55.56%	2	11.11%	6	33.33%	18	100.00%
Mathematics	12	75.00%	2	12.50%	2	12.50%	16	100.00%
Communication	2	14.29%		0.00%	12	85.71%	14	100.00%
Screen Media	6	42.86%		0.00%	8	57.14%	14	100.00%
Games Design	7	58.33%	2	16.67%	3	25.00%	12	100.00%
Aerospace Engineering	7	77.78%		0.00%	2	22.22%	9	100.00%
Journalism	3	42.86%	1	14.29%	3	42.86%	7	100.00%
Music	7	100.00%		0.00%		0.00%	7	100.00%
History	6	100.00%		0.00%		0.00%	6	100.00%
Community Health & Public Health	1	100.00%		0.00%		0.00%	1	100.00%
Grand Total	1245	50.20%	274	11.05%	960	38.71%	2480	100.00%

Figure 2: Students on PGT programmes at Brunel University London. The data shows the number (and percentage) of students according to fee status (a small

number of students from Channel Islands are omitted), according to subject area. Note that there will be a number of distinct PGT programmes in most subject areas.

academically (it is not a good student experience to be taught in too small cohorts, and it is also not possible to sustain module choice).

It is difficult to identify an exact number of programmes that would close if there were no international students on them, as each programme has a different cost base. New programmes often have low student numbers for a few years, and each discipline area will have a number of different programmes in it. However, in engineering it would be unfeasible to sustain subjects with fewer than 30 students. On this basis it would not be possible to maintain PGT provision in Design, Mechanical Engineering, Electronic and Electrical Engineering, Advanced Manufacturing and Enterprise Engineering, Civil Engineering and Computer Science without international students. Other nonengineering disciplines would also be at risk, such as Law and Communication. Other areas would still be viable, but would result in a considerable decrease in student choice.

Overseas students do not displace home students on our programmes. In the past student number controls ensured gave defined UG targets to recruit to, with financial penalties for over or under recruitment. Since the number controls were totally removed in 2015/16 the intake of home students has risen by 17.7%, indicating that we are accepting appropriately qualified home applications (Figure 3).

	Home students	EU students	OS students
2015/6	3321	486	874
2016/7	3474	445	700
2017/8	3910	520	5382

Figure 3: The annual intake of students, by fee status, since the total removal of student number controls. Note the numbers of 2017/18 do not include the January intake. Home students have increased by 17.7% during this time. These data include

full time and part time students. If only full time UG students are considered the number of home students in the intake has risen 16.6%, compared to 7.2% for EU and -3.7% for OS. For PGT programmes the increase in Home students is 7.4%.

The issue we have in these areas is a lack of qualified applicants. We are strategically working to increase applicants in STEM subjects, for example through the STEAM centre that we have just completed and our outreach work.

The presence of international students is critical to our ability to deliver programmes in areas where there are critical national skill shortages. In addition some of our international students (in particular from EU) stay on for a period in this country and contribute to meeting the needs of industry.

Wider social benefits of international students

The international strategy of the University places great emphasis on internationalising our students. This is because that it will be increasingly important for future workers to be confident of working across cultural and geographical boundaries. This is achieved in part through the presence of international students on the campus, who share their different cultural and academic backgrounds. Studying with students from more than 110 different countries affords our students a different perspective. This is developed by studying and living alongside each other, by the programme of cultural events that are organised by the Students Union (for example Chinese New Year) and by international students helping encourage and prepare our students for overseas placements or exchanges.

We also welcome international students on exchange programmes. These include the Erasmus programme and also bilateral exchanges (for example with the University of California). These exchanges give our students the opportunity to experience study and/or work overseas.

International students play a full role in University life, for example by acting as sabbatical officers for our Student Union and leading clubs and societies. We

understand that this is not the focus of the review by the MAC; however it is a very important and valued way in which OS and EU students contribute to the University.

Value of international students to the local community and the UK

International students make a massive contribution to the economy, through their direct and indirect expenditure. The MAC will be aware of the report for the Higher Education Policy Institute and Kaplan International Partners, produced by London Economics, that shows that the total net economic contribution of international students starting in 2015/16 is estimated to be £20.3b. It is pleasing to see that this economic benefit is seen across the UK.

We have commissioned a report on the impact of Brunel University London on the local (London Borough of Hillingdon), London and national economy (2014/15) from BiGGAR. The full report is available at <https://www.brunel.ac.uk/news-and-events/docs/Brunel-University-Economic-Impact-Report-13Sep2016.pdf>. The then Department of Business Innovation and Skills calculated that the average student living in London spent £14445 per year on living expenses (in addition to their tuition fees). The resulting Gross Value added (GVA) and consequent employment for the UK, the region and the local borough is shown below.

	Borough Hillingdon		London		UK	
Student fee status	GVA	Employment (jobs)	GVA	Employment (jobs)	GVA	Employment (jobs)
Home	£24.4m	519	£48m	955	£56.1m	1100
EU	£2.8m	59	£5.5m	109	£6.4m	125
OS	£8.3m	178	£16.4m	327	£19.2M	377

Figure 4: The economic contribution of Brunel students to our local community, region and the UK. The calculated gross value added (GVA) of Brunel student expenditure (and the consequent employment) for the local London Borough of Hillingdon, London and the UK. Data derived from table 4.1 of 'Economic Impact of Brunel University London 2014/15' (BiGGAR). The proportion of Home, EU and OS students was used to apportion employment and GVA according to fee status. These data exclude fee income.

In addition, for international students there is a benefit from the tourism relating to visits from friends and family. The resulting GVA and number of jobs supported are shown below.

	Borough of Hillingdon	London	UK
GVA (£m)	1.2	2.5	3
Employment (Jobs)	51	93	110

Figure 5: The impact of international students on tourism-related income in 2014/15. Data taken from Economic Impact of Brunel University London 2014/15' (BiGGAR).

Our students also contribute to the local community in other ways. For example, 130 of our overseas students volunteered at total of 2780 hours to work in the local community during their studies, for example by helping elderly residents use computers or working with charities.

Entrepreneurship and support of business

Our overseas students also provide support to UK industry by their entrepreneurial activities and through working (as part of their studies) in business. Our Innovation Hub runs a Tier 1 Graduate Entrepreneurs scheme. The bulk of the graduates (8 in the last 12 months) who have been through this programme have been successful in forming their fledgling companies and have thus extended their stay in the UK by obtaining a Tier 1 entrepreneur visa and are thereby adding to the UK economy. These include the company Biohem set up by one of our Tier 1 student to form modular panels for the construction industry. Other students from Barbados and Taiwan/USA have established companies for tackling battery waste and reuse (Aceleron) and for fashion (Bomb Petite). One of the students, with his company Hailbrid has received a Tier 1 exceptional talent visa as an emerging/recognised leader in mobile application design. These companies bring employment and income to the UK.

Our students also contribute through working in local businesses as part of their studies (for example as part of the final year project or in a sandwich programme). To give one example of how an international student has helped local business; Mixed Freight Ltd, a growing innovative logistics company, has worked with students from China, Uganda, Germany as well as the UK to help them develop their digital skills and marketing approach in preparation for the expansion of Heathrow. This company does not have a tradition of employing graduates and had a fairly traditional approach to the industry. Lu Gan from China helped the company move into ecommerce with China, which now plays a significant part in their business. Felix from Germany provided 600 hours of work for the company and together with another international student helped develop their Business Management Strategy model. In the words of the CEO, "Felix and other students have helped the company open its eyes and explore new opportunities." It also happens that the benefit is two way – on graduation Felix got a job with Accenture in Norway, crediting his experience with Mixed Freight as a key factor in his employment.

Our overseas alumni also are an important positive support for UK trade and culture. This is very difficult to quantify; however, we have alumni in senior positions in academic, business and government in many countries. These contacts are useful for our students; our alumni have set up overseas work placements for our students, have helped establish student exchanges in foreign countries, generously donate to support our research and provide students with scholarships and bursaries and hired our students for jobs. In addition one of our Saudi Arabian alumni won the British

Council UK alumni award in part for setting up a business that connects the UK and the Middle East, thus encouraging UK trade.

Summary

International students from both within and outside the EU are critical for the success of Brunel University London. They provide a global context that enriches the education of all of our students. They are also of immense financial benefit to the University. Education of overseas students returns a surplus over costs, which supports other academic activities in the University. In addition, many of the programmes that we offer, including in areas critical to UK businesses, would not be financially or academically viable without international students. This would impact on the postgraduate education that we could offer home students, with dire consequences to UK industry.

Similar to international students at all universities, our students also make a major net economic contribution to our local area, to London and to the UK. They also contribute to the local community in other ways, such as volunteering and through their work (as part of their programme of study) in local businesses. When they return to their home country they also provide a source of soft power for the UK.

We would argue that international students could make even more of a positive contribution to UK society if it was simpler for them to spend a defined period after completing their studies in employment in the UK. This is particularly important in areas where there are skills shortages (such as engineering), where our graduates could apply some of the knowledge and skills that we have imparted to them to the UK economy.

University of Dundee

Migration Advisory Committee: Call for evidence on international students – University of Dundee Response (UoD responses in red)

Qstn 1: What impact does the payment of migrant student fees to the educational provider have?

Please provide evidence of any activities or projects supported by international (EU and nonEU) student fees, including capital expenditure, widening participation programmes, and student experience activity. Please also provide details of how international students' fees contribute to the sustainability of specific activities including research projects and courses provided at undergraduate and postgraduate level (NB. The contribution of international students to the sustainability of courses will also be explored in response to question 6).

Income

- For the 2015-16 financial year, per its audited financial statements, the University of Dundee had total income of £239 million, of which tuition fees and contracts represented £47.4 million. International income from non-EU students represents 39% of the University's total fee income and the TRAC analysis for the 2015-16 financial year indicates that non-publically funded teaching generated a surplus of £5.1 million.
- Even inclusive of the surplus generated from its international student non-publically funded teaching the University reported a deficit for the year before taxation for 201516 of £2.5 million.
- As such the University would face considerable questions around its financial sustainability and thus in maintaining its current scope and volume of activities should its international student fees be substantially diminished for any appreciable length of time.

Benefit to specific activities

- We recognise the importance of International mobility for student careers as it broadens the minds of all our students and develops the skills required of global citizens for their professional careers and potential careers as researchers. Programmes such as ERASMUS and Marie Skłodowska Curie Actions have achieved much in this respect and have reports to support their achievements.

- In relation to research, International Postgraduate, in particular PhD, students are an important component for the University as we seek to attract the best researchers in the world in order to stay at the forefront of research. Research is an International activity and knows no borders. International PhD students are also an important vehicle for research capacity building in other, namely developing countries, as part of research projects which address Global Challenges.

Qstn 3: Do migrant students help support employment in educational institutions?

UUK's response to this question will focus on presenting its most recent economic impact data which includes jobs supported by international students.

UUK would welcome further reflections and data including the findings of any analysis you have undertaken on the number of jobs supported by international students in your institution, particularly those which focus on advising and supporting international students (whether in student services or learning and teaching support departments) or immigration compliance.

Examples where migrant students provide employment opportunities within the University:

- The International Advice Service (currently employing two full-time staff) offers a professional and friendly welcome to all international students and provides specialist advice on a range of matters relating to life and study in the UK. The Service:
 - offer information and provide confidential advice
 - provide specialist immigration advice and assistance with visa extensions, dependants and visit visas with visa workshops and presentations throughout the year
 - advise on working during and after your studies
 - provide a range of information guides and leaflets
 - arrange several social and culture events over the year
 - host an international mailing list to provide you with news of events, opportunities and immigration updates
 - provide links to international hospitality schemes and community groups, including the Dundee Rotary Club
 - offer support for international families

- English for International Students offer academic English tuition to International students. The service runs a variety of language courses throughout the academic year to help international students get the most out of their studies. If students have not yet met the English entry requirements for a degree programme at the university, the University offers Foundation English Programmes and Pre-sessional Programmes. There are 8 members of staff in this team.
- A wide number of staff in External Relations work to support international students both in their applicant journey and in support of some activity on-campus (for example international scholarship awards, etc). There are circa 40 staff within External Relations who work more than 50% on international student related work. A larger group work to support international students in other ways. There will also be a wide group of Professional Services staff for whom a significant part of their job will support our international student population or applicants.

Qstn 5: How do migrant students affect the educational opportunities available to UK students?

It's likely this question has been included following recent [newspaper reports](#) about "international students taking university places from domestic students". UUK will make similar points to those made in our [blog](#) refuting those reports.

Please provide evidence of the non-financial impact of international students on UK students' educational opportunities, including any evidence of the benefits of learning alongside international students (particularly for non-traditional/widening participation student groups), support provided for outreach and widening participation activities, support for career development and skills training.

Because international students (non-EU) bring additional resources to the institution, the impact on Home students' experience is marginal and manageable within the total resource available to all students within the institution. We have not had to limit the number of spaces available to Scottish students in order to accommodate international students.

In addition, a global classroom is enriched by multiple national perspectives – this brings benefit to our UK students as well as those from overseas.

Qstn 9: What role do migrant students play in extending UK soft power and influence abroad?

Please provide examples of international alumni who have gone on to have successful careers in politics, the civil service, business or other roles after graduating from your university. Please also highlight examples of former students who have built trade links with the UK after graduating, or any who have started exporting businesses based in the UK (including those on Tier 1 Graduate Entrepreneur visas).

Examples of our international alumni who have gone on to have successful careers in politics, the civil service and business:

- **Datuk Abu Bakar Bin Mohd Diah (MSc in Concrete Technology, Construction and Management, 1991 and PhD in Concrete Technology, 1994)** Datuk is currently Deputy Minister of Science, Technology and Innovation in the Malaysian government.
- **Gil Perrone (Dentistry, 1975)** Gil is a practicing Oral & Maxillofacial Surgeon with a practice based in New York with some high profiles patients.
- **Dr Carlos Wong (Civil Engineering MSc 1979 and PhD 1983)** His latest projects include 38km Hong Kong - Macau - Zhuhai Bridge and the world 2nd longest span cable stayed Stonecutters Bridge, the 5th longest span Sutong 2nd. His engineering firm CBJ Ocean Engineering Corp in China concentrates on ocean platform that could replace traditional reclamation.
- **Aishwarya Tipnis (MSc European Urban Conservation, 2008)** Aishwarya heads Aishwarya Tipnis Architects (ATA) She has almost a decade of experience in the field of architectural and urban conservation and has pioneered several urban conservation and building restoration projects in India.
- **Dr Xiansheng Sun**, Secretary General of International Energy Forum, Master of Science (MSc) Resources Law & Policy Class of 1999
- **Ayomida David Apata** Operations at ENYO TRADING COMPANY LTD (A Joint Venture company between Glencore Energy UK & Yinka Folawiyo Group)
Master of
Science (MSc) International oil and Gas Management Class of 2013
- **Kingston Ezeugo Chikwendu** Chief Legal Officer at Department of Petroleum Resources Nigeria, Master of Science Petroleum Law & Policy Class of 2010

Qstn 13: The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

Please provide your reflections on the impact of reduced (or no) demand from migrant students for a UK education.

Please cover as wide a range of impacts as possible – including on course provision, specific subjects (highlighting any which are of strategic national importance), domestic students, the wider financial impact on your institution (e.g. levels of surplus), the wider economy, the global competitiveness and standing of UK higher education etc.

Income (as per question 1)

- For the 2015-16 financial year, per its audited financial statements, the University of Dundee had total income of £239 million, of which tuition fees and contracts represented £47.4 million. International income from non-EU students represents 39% of the University's total fee income and the TRAC analysis for the 2015-16 financial year indicates that non-publically funded teaching generated a surplus of £5.1 million.
- Even inclusive of the surplus generated from its international student non-publically funded teaching the University's reported a deficit for the year before taxation for 2015-16 of £2.5 million.
- As such the University would face considerable questions around its financial sustainability and thus in maintaining its current scope and volume of activities should its international student fees be substantially diminished for any appreciable length of time

Wider Impact

- The University of Dundee is a University with a global outlook. A steep decline in international students would negatively impact the diversity of our student community. We believe all our students are better prepared to meet the challenges of a global employment marketplace by engaging in a diverse global community.

University of East Anglia

Introduction

The University welcomes the opportunity to submit evidence to MAC for consideration as part of its government commission assessing the impact of international students in the UK.

This document will answer directly the questions proposed by MAC to help frame the call for evidence.

Evidence

What impact does the payment of migrant student fees to the educational provider have?

Non-EU student tuition fee income totalled £37.4m in the Financial Year 2016-17. This is a slight decrease on 2015-16 when the amount was £37.9m.³²³

EU student tuition fee income totalled £5.6m in the Financial Year 2016-17.

Total migrant student tuition fee income in 2016-17: £43m

Migrant Student Category	Fee Income 2016-17
EU	£5.6m
Non-EU	£37.4m
Total	£43m

Migrant student tuition fee income accounted for 36% of tuition fee income³²⁴

INTO UEA is a joint venture LLP between UEA and INTO University Partnerships. INTO UEA has a student teaching and accommodation centre on campus offering pre-university academic and English language preparation courses almost solely to non-UK, migrant students. INTO UEA was founded in 2006 and is an example of leveraging private investment to enable the University to provide a greater number and breadth of programmes to a larger number of migrant students.³²⁵

The INTO UEA estimated impact of tuition and accommodation fees (for students registered at INTO UEA and not yet at the University) is an additional £20m³²⁶

Non-EU student University accommodation fee estimated income will total £9.7m in the 2017-18 Academic Year

EU student University accommodation fee estimated income will total £1.4m in the 2017-18 Academic Year.

³²³ University of East Anglia Financial Statements 2016-17; pp 5

³²⁴ University of East Anglia Financial Statements 2016-17; pp 5

³²⁵ INTO UEA has submitted evidence to MAC via the Destination for Education group of pre-university study providers.

³²⁶ INTO Global Website INTO UEA Case Study

Total migrant student University accommodation fee estimated income in the 2017-18 Academic Year will be £11.1m

Migrant Student Category	Accommodation Fee Estimated Income 2017-18
EU	£1.4m
Non-EU	£9.7m
Total	£11.1m

What are the fiscal impacts of migrant students, including student loan arrangements?

In the financial year 2016-17, 67% of our undergraduate EU students took a Student Loans Company tuition fee loan to pay their fees. This equates to £3.9m of income from the SLC to cover EU students' tuition fees.

Do migrant students help support employment in educational institutions?

INTO UEA employs 130 FTE staff. As mentioned in 1.5, in most academic years the Centre enrolls solely migrant (EU and non-EU) students.

In addition to 3.1, the University itself has 47.25 FTE staff employed exclusively to provide the following services to or for migrant students: Recruitment and Study Abroad activity, Student Visa Compliance, International Student Advice and International Admissions.

Many other parts of the University have grown because of migrant students, and have staff providing a service to migrant students among others.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

The total net economic contribution of migrant students starting in 2015/16 was estimated to be £1.34bn across the Higher Education Institutions in the East of England.³²⁷

The total net economic contribution of migrant students starting in 2015/16 was estimated to be £133.7m across the Higher Education Institutions in the Norwich South, Norwich North, South Norfolk, Mid-Norfolk and Broadland Parliamentary Constituencies.³²⁸³²⁹

In 2015 UEA published a report, 'Making an Impact, UEA's Economic Influence' outlining the economic impact of the University and that report includes the impact of the 2013-14 cohort of students; revenue generated from them and off-campus expenditure.³³⁰

³²⁷ "The costs and benefits of international students by parliamentary constituency. Report for the Higher Education Policy Institute and Kaplan International Pathways", pp 40

³²⁸ "The costs and benefits of international students by parliamentary constituency. Report for the Higher Education Policy Institute and Kaplan International Pathways", pp 67

³²⁹ Norwich University of the Arts has a very small number (55) of migrant students starting degree awarding courses in 2015-16 (the same year as the HEPI report). UEA had 2,280. HESA Student record 2002/03 - 2015/16.

³³⁰ 'Making an Impact, UEA's Economic Influence'

How do migrant students affect the educational opportunities available to UK students?

UEA hosted 455 migrant students on visiting or exchange programmes of one semester, one academic year or one summer term, in the 2015-16 academic year.³³¹

As a result of being able to host these students from overseas universities, we are able to offer reciprocal exchange programmes at partner universities throughout the world for approximately 320 students registered on various UEA degree programmes (the vast majority of these UEA registered students going abroad on exchange are British.)

Hosting these migrant students not only affects the education opportunities available to UK students in terms of being able to interact with these students during their studies; it also directly impacts on study abroad reciprocal opportunities for UK students.

UEA's Student Support Services organises a number of schemes that are of benefit not only to migrant students but also to the students who volunteer to interact with them. 173 volunteers whose first language is English (including 18 returning migrant students) were matched with 382 migrant students as part of our Language Support Buddies programme. 221 migrant students took part in our UEA Friends scheme which is a buddy scheme to help students settle in and migrant students volunteer their time for programmes such as our Global Voices programme to showcase their country and culture to local school children.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

As with many UK universities, UEA's portfolio of PGT full-time one year masters courses is the most popular with migrant students. Although UK students account for 62% of all postgraduate taught students, migrant students account for 55% of full-time postgraduate taught students (and UK students 45%)

The split between migrant students and UK students is greatest in our Humanities and Social Sciences faculties. 90% of the students studying postgraduate taught courses in our Business School are migrant students. Therefore this subject area is an example of migrant student demand dictating supply.

No longer being able to admit migrant students to the University would clearly impact on specific departments and programmes more than others (although the knock-on effect would be felt by all departments.) Consideration would have to be given to the viability of programmes that would be left with only a few students were migrant students no longer able to enrol. An assumption can be made that provision for UK students would be affected.

What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

Of new migrant students in 2017-18, 58%, or 1,426 people took up a room in University accommodation. 56%, (or 2,640) of new home fees students took up a room in University accommodation in 2017-18; the proportions between the two categories of student are very similar although the volume of students is very different.

³³¹ HESA Student record 2002/03 - 2015/16

Proportions of migrant and non-migrant students staying in private accommodation were also very similar at 24% and 25% respectively.

The proportions in the two points above suggests behavioural choices regarding accommodation are not influenced by students' migrant or non-migrant status.

UEA has an on-campus medical centre providing GP primary care. All students of the University are required by University regulation to register with a GP in the Norwich area. The University medical centre only accepts new patients who have an affiliation with the University (eg staff or student) or another area of the Norwich Research Park. As long as a student is entitled to NHS care the practice will register them whether they are a migrant student or not.

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

For the 2015-16 new starters at UEA, the economic impact of the visitors of migrant students is estimated to be £5.3m³³²

What role do migrant students play in extending UK soft power and influence abroad?

UEA has some excellent examples of migrant students and graduates extending our soft power and influence overseas. UEA does not have the level of brand awareness of some of the UK's larger universities in the largest cities and so these types of student and graduate are important for raising our profile overseas.

The most powerful, most recent example of one of our migrant students extending the UK and UEA's soft power is with Chinese UEA alumna and actress Jiang Shuying. She was selected last summer as a Spirit of Youth Image Ambassador for a China-wide campaign organised by the British Embassy Beijing, British Council and Visit Britain. The 6 month campaign aims to inspire the next generation of leaders in China and the UK and to promote deeper collaboration and exchange.

To generate UK based content for the campaign to use in China, the British Embassy brought Jiang Shuying and Sina News to the UK and included a 'return to UEA' visit for Jiang Shuying to highlight her time spent studying in the UK to Chinese youth.

One of Jiang Shuying's social media posts, (she has a Weibo following of 11.3m fans) re-staging a photo she took of herself in the same place on UEA's campus as one she took in 2011, attracted 17.7m views, 11,500 shares and 114,000 likes on her Weibo account. This kind of free publicity aimed directly at our target audience in China is invaluable for any UK institution but especially one of our size.

During PM Theresa May's visit to China the week commencing 30 January 2018, Jiang Shuying, continuing her Spirit of Youth Ambassador role, accompanied the PM to Wuhan University and this also generated exceptional publicity for us in China. Our own Weibo account post of the visit attracted 17,000 views and an article about Jiang Shuyi accompanying Theresa May from the 'Insight' website has attracted 100,000 views.

³³² "The costs and benefits of international students by parliamentary constituency. Report for the Higher Education Policy Institute and Kaplan International Pathways", pp 31

Similarly, in Nigeria, Ogun Maupe is a UEA alumna and well-known TV reporter and presenter for Channels TV, working on one of the country's breakfast TV shows among other activities. She has 203,000 twitter followers and has returned to UEA to partake in our Global Opportunities week and interviewed our staff on her TV shows about studying in the UK when we've visited Nigeria. Again, this is publicity that can not be paid for.

Current University of Malawi Vice-Chancellor, Professor John Saka, is an alumnus of UEA and has been key in securing a 5 year Memorandum of Understanding between our two universities which has supported research work and teaching collaboration with our School of International Development.

Many alumni are invaluable to our soft power influence around the world by the nature of their everyday working lives. Alumni from our renowned International Development programmes work around the world, impacting on the lives of regional communities and influencing governments and industry to consider sustainable solutions to global issues.

Others work with many education agencies around the world who promote UEA to students and stakeholders wishing to find out more about UK higher education. Often agencies employ UK graduates for obvious reasons; their clients would like to hear from those who have experienced what they are selling. Having satisfied UEA alumni in an education agency can be an advantage in helping to promote UEA among a large portfolio of other global universities since alumni are more likely to work hard and go the extra mile for their alma mater.

Related to 9.8, having alumni working in places like the Cultural Attaches' offices of London embassies, or for organisations that sponsor students to attend university overseas is equally invaluable. Communications with such organisations are often more efficient and productive where a positive alumnus is also working there.

We know of 37 UEA non-British alumni who are either in government positions, 'notable' or with potential to become 'notable.' These include people such as the current King of Tonga (Tupou VI), Man Booker prize-winners (Tash Aw) and Singaporean playwrights (Faith Ng).

If migrant students take paid employment while they are studying, what types of work do they do?

Migrant students take up paid employment across the University whilst studying. Roles that are suited to flexible and part-time working patterns are the most popular as expected. These include but are not exclusive to accommodation warden services and working as student ambassadors or guides in our Admissions, Recruitment and Marketing division. Indeed, we currently have 55 migrant students working as student ambassadors, helping to show the University to visitors and promote our programmes to their fellow compatriots.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Data to answer this question is quite limited. We are in contact with 16 UK based nonEU alumni who are either on Tier 2 or Tier 1 work visas. There may be other alumni of a similar status who have not their given permission to feature on our alumni database. All but two of these are based in London. They work for organisations such as Thomson Reuters, Deloitte, and the Bank of China.

We have endorsed 19 Tier 1 Graduate Entrepreneur visas since 2013. UEA has 15

endorsements to allocate each year under the scheme. These are not insignificant numbers given that only 169 of these visas were issued in 2016. UEA has a Student Enterprise team whose responsibilities include providing advice and guidance on the Tier 1 Graduate Entrepreneur route.

Nosteagia is a good example of UEA migrant students who have set up their own Bubble Tea business under the Tier 1 Graduate Entrepreneur scheme; the startup has grown significantly and is now looking at franchising/licensing overseas. They also have a case study on our website. Thamon London and Gusto Nero are others; please do not hesitate to contact us for more or see the business directory pages on the UEA site.

Other MAC Supplementary Questions

Examples of capital investment programmes at your university which may not happen/ may not have happened without international student income (please think of examples of programmes that have a positive impact on all students such as new laboratories, new sports hall etc)

Over the past 10 years UEA has invested in significant campus construction and infrastructure projects to build new residences, a purpose built business school building, a general teaching building, an enterprise centre and a medical research facility at a total cost of £102.2m, to name the largest projects. A few of these received some external funding and/or loans. New residences and the business school in particular are heavily utilised by migrant students and it would be difficult to envisage how such large-scale investments would be undertaken without migrant students and the income they bring.

The INTO UEA Centre, as mentioned in section 1, was built at a cost of £38m in 2008, almost exclusively for use by migrant students.³³³

Conclusion

MAC has requested detail of what institutions think would happen in the event of there no longer being a demand from migrant students for a UK education. This document highlights the severe impact there would be on our University if migrant students disappeared from our campus. Not only would there be huge financial and economic implications for our university, city, region and country but also there would be an impact on the lives of non-migrant students and the wider university campus community in general.

³³³ Eastern Daily Press, 'Study Centre for international students based at Norwich university given glowing report', 8 January 2018

University of Edinburgh

University of Edinburgh evidence to the Migration Advisory Committee on international students

The University of Edinburgh welcomes the opportunity to provide evidence to the Migration Advisory Committee on international students. International students make a significant contribution to our success as one of the world's leading universities.

The University of Edinburgh proudly welcomes over 12,000 students from 156 different nations each year to our campus, and we are one of the premier destinations for international talent in the UK higher education sector. Our international students bring immense educational, social and cultural benefits and greatly enrich our campus, city and country.

International students and staff are essential to the maintenance and development of the UK's position as a world leading centre of research and teaching excellence. It is no coincidence that universities, such as the University of Edinburgh, who attract a high proportion of world-leading international researchers, students and academics, are the driving force behind the UK higher education sector's world-leading performance.

Our success, and consequentially that of the UK higher education sector, on the global stage is dependent on our best researchers and students being able to collaborate, exchange knowledge and share facilities across international boundaries as well as on our ability to attract the best talent irrespective of borders.

New analysis from London Economics, commissioned by the Higher Education Policy Institute (HEPI) and Kaplan, estimates the costs of international students across all UK universities to the exchequer and compared this to their gross benefit. It includes costs such as Funding Council teaching grants, student support, and other public costs associated with hosting students. Overall, the research shows that the benefit of hosting non-EU students is 14.8 times greater than the total cost. For EU students, it is 4.6 times greater³³⁴.

This report shows unequivocally that the economic benefits of international students far outweigh their costs - with an estimated total net economic contribution to the UK of international students starting courses in 2015/16 was £20.3 billion.

At the University of Edinburgh, almost forty per cent of our student community is from outside of the UK and this international talent has a very significant and positive impact on the national, regional and local economy. A recent analysis by Biggar Economics and the University of Edinburgh on the economic impact of international students attending the University found that;

- **Gross value added economic impact of international students for the City of Edinburgh 2015-2016 was almost £70 million and over £90 million for the UK**

³³⁴ London Economics, 2018, [The costs and benefits of international students by parliamentary constituency](#), Report for the Higher Education Policy Institute and Kaplan International Pathways

- **International students estimated economic spend supported 1,738 jobs within the City of Edinburgh and over 2,000 jobs in the United Kingdom**

We welcome the opportunity for continued engagement with the Migration Advisory Committee on international students.

Question 1: What impact does the payment of migrant student fees to the educational provider have?

The University of Edinburgh is one of the United Kingdom's leading host destinations for international students. During academic year 2016-2017 we welcomed 12,104 non-UK students on campus from 156 different nations. 8,272 of these students were from outside of the EU and 3,832 students were from nations within the EU.

The financial contribution of international students is significant. As these students will not have previously paid taxes in the United Kingdom it is right that their tuition fees should be higher than those charged to domestic students. The income received from tuition fees makes an important contribution towards overall teaching costs, core facilities and research.

Question 2: What are the fiscal impacts of migrant students, including student loan arrangements?

Neither EU nor International students qualify for student loans at undergraduate level when studying at a Scottish HEI. EU undergraduate students do however qualify for SAAS to pay their tuition fees (£1,820 per annum) on the same basis as Scottish domiciled students.

EU students, from 2017-18, at Scottish HEIs can access £4,500 in student loans towards Masters level tuition fees. Migrant students will, however, also contribute through local expenditure and taxation on allowed employment to fiscal income.

A total of £1 million economic impact is generated by every 6 non-EU students or 11 EU-domiciled undergraduate students. Overall, every 7 non-UK undergraduates studying at a Russell Group University, the University of Edinburgh is a member of the Russell Group, generate £1 million of impact to the UK economy.³³⁵ This is the aggregate economic contribution generated per student, which arises both *directly* from the tuition fee and non-tuition fee income generated by these students throughout their studies, and also, the *indirect and induced* economic effects (through supply chain and employee spending) associated with this income.

New analysis from London Economics, commissioned by the Higher Education Policy Institute (HEPI) and Kaplan, estimates the costs of international students across all UK universities to the exchequer and compared this to their gross benefit. It includes costs such as Funding Council teaching grants, student support, and other public costs associated with hosting students. Overall, the research shows that **the benefit of hosting non-EU students is 14.8 times greater than the total cost. For EU students, it is 4.6 times greater**³³⁶.

³³⁵ London Economics, October 2017, [The economic impact of Russell Group universities](#)

³³⁶ London Economics, 2018, [The costs and benefits of international students by parliamentary constituency](#), Report for the Higher Education Policy Institute and Kaplan International Pathways

This report shows unequivocally that the economic benefits of international students far outweigh their costs - with an estimated total net economic contribution of international students starting courses at UK universities in 2015/16 of £20.3 billion. Crucially, this benefit is spread across the whole of the UK, impacting on all regions and constituencies.

Question 3: Do migrant students help support employment in educational institutions?

International staff and students from across the world contribute significantly, along with their UK counterparts, to the University of Edinburgh's position as one of the world's leading universities. The University of Edinburgh employs 13,962 full and part time staff and has a student community of 39,576.

International students and staff support employment in our university and across our campus, city and country, helping establish Edinburgh as a world leading university and hub for excellence across teaching and research. International researchers and students are essential to the maintenance and development of the UK's position as a world leading centre of research and teaching excellence. It is no coincidence that universities, including the University of Edinburgh, attracting a high proportion of world-leading international researchers, students and academics, are the driving force behind the UK's world-leading research performance.

Our success is dependent on our best researchers and students being able to collaborate, exchange knowledge and share facilities across international boundaries as well as on our ability to attract the best talent irrespective of borders.

Question 4: How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Compared to other UK cities, per capita Edinburgh has the highest proportion of non-UK students (29.5%) and the highest proportion of EU students (11.4%) of any UK city³³⁷.

At the University of Edinburgh, almost forty per cent of our student community is from outside of the UK and this international talent has a very significant and positive impact on the national, regional and local economy.

A recent analysis by Biggar Economics, a leading independent economic consultancy, and the University of Edinburgh relating to the economic impact of non-UK international students attending the University in 2015-2016 clearly demonstrates the very positive economic impact of international students on the City of Edinburgh, Scotland and the United Kingdom as table one illustrates below.

- **Gross value added economic impact of international students for the City of Edinburgh 2015-2016 was almost £70 million and over £90 million for the UK**
- **International students estimated economic spend supported 1,738 jobs within the City of Edinburgh and over 2,000 jobs in the United Kingdom**

Table One

³³⁷ *Percentage of Higher education students by domicile in UK cities 2016 HESA*

Economic impact of international students at the University of Edinburgh

2015-2016³³⁸

	GVA impact in £mill	Jobs supported
City of Edinburgh	69.95	1,738
Lothians	74.70	1,840
Scotland	76.42	1,878
UK	90.44	2,144

Over four million people visit Edinburgh every year, generating more than £1.2 billion for the local economy. The friends and relatives who visit staff and students of the University of Edinburgh bring additional tourism to Edinburgh that can be attributed to the University. It is estimated that in 2013-14, through visits to our staff and students at the University of Edinburgh, international visitors contributed £11.7 million GVA to the Scottish economy³³⁹.

Question 5: How do migrant students affect the educational opportunities available to UK students?

The University of Edinburgh recruits home and international students on merit. We only recruit international students who are genuine, would benefit from a university education and are capable of completing the course.

There is no element of subsidy for non-EU international students and no link between the numbers of undergraduate places available for 'home' (Scottish and EU) students and 'overseas' students. The fixed number of 'home student' places funded by Scottish Government both protects and caps the number of places available for such students. The constraints on the number of international students, out with the controlled subjects of medicine, nursing and teaching, who can be accepted are in the numbers meeting our high entry requirements, capacity in specialist teaching spaces and labs, and our commitment to delivering a high-quality student experience.

Talented international students make a very positive and significant contribution impact on the education of UK students and to their living and learning experience. International students bring the world to our campus, enriching our community, academically, socially and culturally. The presence of a significant number of international students on our campus contributes to the internationalisation of our curriculum as well as the promotion of foreign languages. Important social and cultural benefits result from close integration of nationalities including increased confidence and wider horizons in our wider student community as well as the creation of lasting friendships, mutual understanding and dialogue.

Research in the UK on the positive impacts of multiculturalism in higher education, commissioned by the Higher Education Academy, suggests the benefits students gain from a multicultural university are as much to do with the "informal socialisation" offered by the campus environment, the plethora of student societies and social activities hosted by universities as from the formal learning experience in classroom and internationalisation of the curriculum.

³³⁸ Biggar Economics and the University of Edinburgh, *Economic Impact of international students*, January 2018

³³⁹ Biggar Economics, *Economic impact of the University of Edinburgh, 2013-2014*

International students ensure that UK students gain in terms of their educational opportunity and enrich their experience on and off campus. A recent HEPI report notes that “*three-quarters of UK students agreed that studying alongside people from other countries is useful preparation for working in a global environment.*”³⁴⁰ A 2014 British Council study found that domestic students tend to possess overwhelmingly positive opinions of international students.³⁴¹ A recent NUS survey of nearly 5,000 students studying at UK universities showed 70% thought any reduction in international student numbers would impact their cultural experience at university.³⁴²

Learning in a diverse and multicultural university environment provides our home students with a richer educational experience. It enables the exchange of different perspectives, values, experiences and beliefs which can contribute to the development of a global outlook. It is essential that the experience home students have at university is an internationally diverse and global one if they are to graduate fully prepared for the closely-knit global world that we live in today. Graduates who can demonstrate an international outlook, cultural sensitivity and language skills are high in demand.

Having a large and engaged population of international students, as the University of Edinburgh is proud to say that we do, is integral to the creation of that experience. Inevitably students from the UK are likely to gain the most from their international peers. Yet the positive social and cultural impacts also reach well beyond the university, into our local communities, schools and neighbourhoods.

HEPI research of domestic university applicants found 87% think that studying alongside students from abroad will give them a better world view, 85% say that studying with international classmates will be useful preparation for working in a global environment; and 76% say international students will help them develop a global network.³⁴³

Question 6: To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

The University of Edinburgh recruits home and international students on merit. We only recruit international students who are genuine, would benefit from a university education and are capable of completing the course.

There is no element of subsidy for non-EU international students and no link between the numbers of undergraduate places available for 'home' (Scottish and EU) students and 'overseas' students. The fixed number of 'home student' places funded by Scottish Government both protects and caps the number of places available for such students. The constraints on the number of international students, out with the controlled subjects of medicine, nursing and teaching, who can be accepted are in the numbers meeting our high entry requirements, capacity in specialist teaching spaces and labs, and our commitment to delivering a high-quality student experience.

³⁴⁰ Higher Education Policy Institute Report, 'What do home students think of studying with international students?', HEPI Report 76, July 2015 http://www.hepi.ac.uk/wp-content/uploads/2015/06/HEApaper7_web.pdf

³⁴¹ British Council, September 2014, [Integration of international students: A UK perspective](#)

³⁴² National Union of Students, April 2017, [Student perspectives on international students](#)

³⁴³ HEPI and Kaplan, March 2015, [What do prospective students think about international students?](#) Youth Sight

Demand from migrant students does not dictate provision for UK students. However, the additional demand from international students can, particularly at Masters level, make a programme financially viable by increasing the range and choice of programmes available.

Question 7: What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

International students pay taxes such as VAT, council tax, national insurance and income tax if they work during their studies and already pay a £150 surcharge as part of their UK study visa for each year of their studies to offset any cost of using the NHS.

It is important to note that international students on study visas for the UK have no recourse to public funds. That is, international students are not entitled to the vast majority of UK welfare benefits as part of their residence in the UK and it is very unlikely international students qualify for other welfare benefits as they would not meet eligibility criteria for instance contributory employment and support allowance, maternity and industrial injury benefits as they are all dependent on the individual having worked in the UK previously.

A study by the National Institute for Economic and Social Research in 2011 estimated that based on their demographic characteristics, international students make lighter use of education, healthcare and social services than the average UK resident³⁴⁴.

The National Institute for Economic and Social Research report noted that *“Expenditure on healthcare varies markedly by age, being significantly higher in older age groups, rising sharply after the age of 75. By contrast, expenditure on children and young adults, who are strongly represented in recent migrant populations, and in the non-EEA economic migrant population, is relatively low. This means that for each migrant group, the proportion of healthcare expenditure that they account for is lower than their proportion in the population as a whole.”*

International students live in either university accommodation or private rented accommodation during their studies in Edinburgh close to the main university campus. Even though international students use both university owned accommodation and privately rented accommodation, the extent to which they displace UK citizens is negligible since they pay rents of similar value to the current market rates within the housing sector.

Question 8: What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

Friends and relatives will often visit international students studying in Edinburgh, such as parents/guardians travelling to drop off or collect their children, attending graduation, open days or induction programmes, or visit whilst on holiday. As the expenditure they undertake in the UK is additional to that spent by UK residents, it creates extra economic activity in the country.

Over four million people visit Edinburgh every year, generating more than £1.2 billion for the local economy. The friends and relatives who visit staff and students of the University of Edinburgh bring additional tourism to Edinburgh that can be attributed to the University. It is

³⁴⁴ National Institute of Economic and Social Research 2011

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/257236/impact-of-migration.pdf

estimated that in 2013-14, through visits to our staff and students at the University of Edinburgh, international visitors contributed £11.7 million GVA to the Scottish economy³⁴⁵.

While it is not known how many visitors from home each international student receives, Oxford Economics uses data on students' nationality, the nationality of the wider population, and the origin of visitors to friends and relatives in the UK to estimate the number of visitors each student receives, and how much they spend.

Based on this data, in 2014–15, visitors to international students in the UK spent an estimated £520 million according to a recent report by Oxford Economics. It is noted that this expenditure is likely to benefit the transport, hotels, hospitality, cultural, recreational and sports attraction sectors.³⁴⁶

There is then a ripple effect across supply chains to the rest of the economy, with the associated wage-consumption impacts. Oxford Economics estimate that overseas visitors' spending generated an estimated £1 billion in gross output in 2014–15 with £300 million is attributable to visitors from other EU Member States, while the remaining £700 million was generated by the spending of visitors from the rest of the world linked to international students in the UK.

International students' visitors' spending is therefore estimated to contribute £480 million in gross value added to UK GDP in 2014–15. It supports a further 11,000 jobs and £100 million in tax receipts in the UK according to the report by Oxford Economics.

Question 9: What role do migrant students play in extending UK soft power and influence abroad?

International students are without doubt one of the most powerful soft power assets that the United Kingdom has. One in seven world leaders studied in the United Kingdom and the University of Edinburgh's researchers, students and staff have been shaping the world since our foundation in 1583.

The University of Edinburgh has over 12,000 international students from 156 different nations studying in Edinburgh. The social, cultural and educational benefits any country stands to gain from recruiting and hosting a diverse population of international students in its universities is significant.

Our international students bring immeasurable cultural, financial, educational and socio-economic benefits to our campus, city, country and long-term networks of influence. Having an internationalised student community is furthermore increasingly seen as a marker in influential world-leading education rankings used across the globe, including the Times Higher and QS rankings.

As international surveys and research continue to make clear, educational partnerships and talent circulation create long-term soft-power benefits and networks of influence for the UK. Those who rate the UK highly for culture, education and tourism are 30 per cent more likely to

³⁴⁵ Biggar Economics, Economic impact of the University of Edinburgh, 2013-2014

³⁴⁶ The economic impact of universities in 2014-2015, report for Universities UK, October 2017, Oxford Economics, <http://www.oxfordeconomics.com/my-oxford/projects/397630>

trade with/invest in the country and those who have studied in the UK are 18 per cent more likely to trade with and invest in the country.

Aside from taking the world into our labs and lecture theatres our students from across the world take back powerful memories and experiences that shape their lives and careers and create a network that supports long-term business, science and industry.

The Department for Business, Innovation and Skills report in 2013, *'The wider benefits of international higher education in the UK'*³⁴⁷, highlights the significant benefits that international students have in extending UK soft-power and sustaining influence and networks across the world for the UK.

The report notes that international alumni had formed very a positive understanding of the UK's culture and values. For some, this underpinned activity on return home to facilitate educational, cultural, developmental and business links and collaborations with the UK. They had become informal ambassadors for the UK, based on an emotional bond developed during their UK HE study. The impact will only increase as they become more influential in society, bringing potential support to UK economic, socio-cultural and political agendas.

One key perception held by international alumni of the UK is trust; in the UK as a nation, society, and its enterprises and individuals. Alumni promote trust in the United Kingdom and therefore this leads to perceptions of the United Kingdom as a desirable partner in potential trade, diplomatic or developmental relationships.

The report further notes that international alumni had returned home to work in capacity building or other societal development, taking with them embedded British values and ideas. These may be seeds for long-term development of different linkages and synergies with the UK. A recent report by ComRes on the global rankings of soft power³⁴⁸ stated that the ability of a nation to attract international students is a powerful tool of public diplomacy. It noted that the UK's higher education sector is a long-term asset, locally and nationally, but very importantly on the global stage.

The UK's domestic institutions of education and research therefore have a vital role to play in building Britain's soft power. One widely recognised route through which higher education and research can become soft power assets for a country is through supporting the international mobility of students, staff, and researchers and ensuring that there is national support for the welcome and attraction of global talent.

Question 10: If migrant students take paid employment while they are studying, what types of work do they do?

International students on Tier 4 visas from outside of the EEA studying at University are able to take paid employment during their studies in the UK for a maximum of 20 hours per week during term-time and full-time during official vacation periods in line with UK immigration legislation.

³⁴⁷ Department for Business, Innovation and Skills, The Wider Benefits of International Higher Education in the UK https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240407/bis-13-1172-the-wider-benefits-of-international-higher-education-in-the-uk.pdf

³⁴⁸ Com Res, The Soft Power 30 – a global ranking of soft power http://comresglobal.com/wp-content/uploads/2015/07/Report_Final-published.pdf

The types of employment that international students are taking whilst studying or during their vacation periods varies from internships in financial institutions to the retail and hospitality sector in Edinburgh. Our international students can benefit from paid internships on campus as part of the University's internship scheme, in small to medium sized enterprises to third sector organisations. The University of Edinburgh's Careers Services notes that across the last 48 months, 84 of these opportunities have been secured by international students from a total of 208 roles available. The University's Careers Services research into employment by 185 international student respondents during term and vacation periods the leading three areas were; accountancy, banking and finance; hospitality and event management and retail and sales.

The University of Edinburgh currently has 518 employees who hold a Tier 4 student or Tier 4 doctorate extensions visa. 80 per cent of those employed are tutors or demonstrators within the University representing the largest area of employment with 20 per cent involved in a range of employment from administration, teaching assistants, hospitality and events, facilities and services to technical and scientific services. This is part of a commitment by the University to offer employment experiences to as many of our students, from all backgrounds, as possible.

Question 11: What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

In the UK the main route for post-study work is Tier 2, a relatively restrictive route which requires new international graduates to meet a range of requirements including minimum salary thresholds in order to obtain a visa. They also have a very limited time in which to receive a job offer after their studies finish at just four months for most graduating students.

The employer of an international graduate from outside of the EEA must be on the register of sponsors, issue a Certificate of Sponsorship and the minimum salary threshold for a graduate transferring in the UK between Tier 4 and Tier 2 must meet the minimum salary rate which varies depending on the occupation and is often set above the minimum requirement of £20,800.

For the University of Edinburgh in 2015/16 our DLHE non-EU student response rate was 41% with 228 international students (non-EU) students remaining in to work in the UK. 93% were in graduate level roles and the top 3 areas of employment were – Education (27%), Human health and social work activities (21%) and Professional, scientific and technical activities (17%). 52% were working in Scotland, 46% in England and 2% in Northern Ireland from the respondent group.

Question 12: Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

The following selected case from the University of Edinburgh illustrates the very positive contribution that international students can make when entering the labour market and reinforces the need for the UK's offer to be competitive on the global stage.

Two Big Ears, was a start-up company formed by two Edinburgh College of Art graduates, Abesh Thakur and Varun Nair, both international students from India, and was recently acquired by social media giant Facebook. The business supports immersive and interactive audio applications in the fast-expanding virtual reality marketplace focusing on mobile and emerging technologies. The students applied with the University's support for the Tier 1

Graduate Entrepreneur Visa to ensure that they could remain in Scotland to form their company.

Importantly, there is public support in the United Kingdom for international students, like Abesh and Varun, to be able to stay and work after their studies: **75% of the British public believe they should be allowed to work in the UK for a fixed period after they have graduated, rather than returning immediately to their home country.**³⁴⁹ Furthermore, an NUS survey of nearly 5,000 students studying at UK universities found that 75% agreed or strongly agreed that international students should be allowed to work in the UK after graduating, compared to only 8% who disagreed.³⁵⁰

At present, the UK's Tier 2 route is one of the strictest set of conditions and so one of the least attractive visas available to international graduates. The US, Canada, Australia and New Zealand – the major English-language speaking competitors – all offer far more attractive visa routes for international graduates.

As one of the world's leading universities we operate and compete on the global stage. The inclusion of competitive and flexible post study work options for our international graduates is in our national interest. At present, due to the removal of the post-study work route for international graduates by the government, the options for our non-EEA graduates to enter employment in the UK are restricted.

Post-study work is a very important aspect of our global offer to international students, not only as a University but as a nation, as we seek to maintain and advance our position on the world stage. The attraction, development and retention of this global talent not only advances the quality of our research, learning and education but advances our nation, its economy and competitiveness.

The closure of the Tier 1 post-study work route has impacted on the competitiveness of the international offer of higher education institutions and has been one of the most damaging changes in UK immigration policy for the higher education sector. The removal of the route has impacted negatively on initial interest in the UK and the perception of the UK as a study destination.

International students carefully consider options and packages that exist in different nations with regards to study and employment routes and the UK's current offer regarding post study work opportunities is simply not as competitive as other nations on the global stage.

³⁴⁹ ComRes, April 2017, Universities UK Public Perceptions of International Students Survey

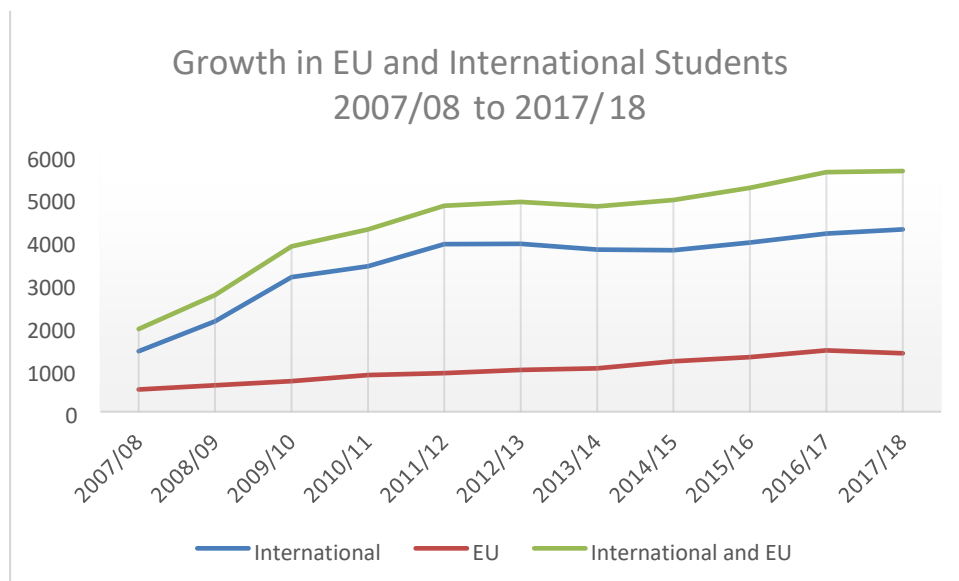
³⁵⁰ National Union of Students, April 2017, Student perspectives on international students

University of Exeter

University of Exeter Evidence to the Migration Advisory Committee on International Students

About the University of Exeter

1. The University of Exeter combines world-class research with high levels of student achievement and satisfaction at its campuses in Exeter and Cornwall. It is a member of the Russell Group of leading research-intensive universities, and is a UK top 15 university in the prestigious Times and Sunday Times Good University Guide. Internationally, it is ranked in the top 150 institutions globally in the Times Higher Education World University Rankings, and in the latest Leiden World League Tables, based on the world's most highly-cited research, it is ranked 35th in the World. The University of Exeter has 22,540 students studying across four campuses, 4183 (FTE) staff, and an annual turnover of £397.1m in 2016/17 financial year.
2. As the UK and Exeter continue to be attractive study locations for international students, we have seen sustained growth in EU (excluding UK) and international student numbers over the past decade, although a small dip in EU students in 2017/18. In the current academic year we have 5,633 international and EU students from more than 130 different countries are studying with us (19% of the overall student population).



3. Our international students study across a wide range of subjects, with concentration in disciplines within our Business School, including Management, Accounting and Finance and Economics. Our top ten disciplines for first year international students at all levels of study were in 2015/16³⁵¹:

Discipline	International students as proportion of total students
Business and administration	68%
Languages	42%
Law	36%
Engineering and Technology	25%
Social Studies	20%
Creative arts & design	17%
Education	16%
Mathematical Sciences	10%
Biological Sciences	8%
Medicine	8%

³⁵¹ Source: HEIDI Plus (2015/16 data)

Our top 10 disciplines by proportion of first-year EU students at the University of Exeter at all levels of study (2015-16):

Discipline	EU students as proportion of total students
Combined (Flexible Combined Honours)	20%
Computer Science	9%
Social Studies	9%
Law	8%
Physical Sciences	8%
Mass Communication & Documentation	5%
Historical & Philosophical Studies	5%
Medicine	5%
Subjects allied to Medicine	4%
Biological Sciences	4%

- In addition, in 2016/17 we had an average student body of over 650 international students studying academic pathway programmes designed for international students through our partnership with INTO University Partnerships. Over the last six years, more than 2,500 INTO graduates have progressed to study at the University. The Centre also provides standalone English language courses.

Overview

- We welcome the opportunity to respond to the Migration Advisory Committee call for evidence on international students and to offer any assistance we can in helping to develop public understanding of their many positive impacts on the UK and the higher education sector more specifically.
- The University of Exeter is an international community that welcomes staff and students, and works with partners, from across the world. Our international students play an absolutely vital part in the institution and the region, educationally and economically, and in creating a culturally diverse student body that is integral to the international experience for UK students. They also contribute to our ability to deliver a broad international high-quality curriculum and support international quality research activity across all our academic areas. It is therefore a strategic priority for the University of Exeter to be able to continue to attract the brightest and best students from across the world.
- In order to remain internationally competitive, the University of Exeter would welcome any efforts to ensure a positive narrative around work and study in this country and to create a welcoming environment for EU and international students.

In particular this would involve more opportunities for our international students to stay and work in the UK after their studies.

8. The reputation for high-quality of UK Higher Education provision is the envy of the world. We believe that in order for this reputation to be preserved, it is essential for the UK to have a regulatory and visa system that is welcoming and facilitative to attracting international students, allowing us to maximise the longer term positive impacts that international students have on our universities and wider society. This is clearly evident here in Exeter, which this response outlines below. We support all measures that the Government can take to achieve this.
9. The University of Exeter fully supports the separate responses to this call for evidence by the Russell Group and Universities UK. We would welcome consideration of a number of policy initiatives they are proposing including the sector proposal to develop an international higher education strategy defining the UK as an attractive destination for international students. This and other policy proposals would significantly enhance the University of Exeter's ability to attract high quality international students and retain their skills in the UK and the South West region specifically following the culmination of their studies.
 - In particular, we are delighted to be participating in the second Tier 4 pilot and we fully support extending the provisions tested through the scheme to permit all Masters students graduating from UK universities to stay for up to 12 months after their course ends. We would fully support a similar pilot scheme for undergraduates based on compliance of higher education institutions and enabling students to stay for at least six months after their course.
 - The University is committed to ensuring that the South West peninsula and wider region contributes to the national productivity agenda and has a developed regional innovation and skills strategy. International students can have a significant impact here. We would welcome the simplification of the Tier 1 Graduate Entrepreneur route to enable individuals to apply directly for a 24-month visa, improving their ability to secure business investment and also greater access to Tier 2 visas to support SMEs to sponsor international students and benefit from international graduate talent.
 - We support the proposal of offering STEM Masters graduates an additional 12 months to bring the UK in line with international competitors and to assist in the development of the UK's STEM workforce.
 - We would welcome exploration of new approaches to ensure a proportionate, streamlined system for Tier 4 student visas.
10. The evidence provided in this submission covers the following issues in a thematic way and aims to address the questions set out in the Call for Evidence document which are relevant to higher education institutions.
 1. The Economic Contribution of International Students at the University of Exeter
 2. Importance of International Students for Education and Research at the University of Exeter

3. Enriching Local Communities in Exeter and Cornwall
 4. Contribution of Exeter's International Students to UK Soft Power and International Reputation.
11. We would very happy to contribute further as the work of the Committee progresses.

Section 1: The Economic Contribution of International Students at the University of Exeter

Economic Impact

12. International students at the University of Exeter make a considerable contribution to the economic health and sustainability of Exeter and the South West region. The University plays a crucial role in regional productivity, and international students are central to this, in a region of the UK that performs towards the bottom on many key productivity and innovation metrics.
13. A 2017 study of the economic impact of the University of Exeter by Viewforth Consulting Ltd³⁵² has found:
- In the City of Exeter, international students and their visitors generated £113.5m in output, supported 1,111 FTE jobs and contributed £66.2m (1.6% of the total) to Exeter's GVA through tuition fees, charges for residence and catering and their off campus expenditure. While most of this economic impact is derived from students from outside the EU, EU students support £21.3m in output, 207 FTE jobs and contribute £12.3 to local GVA.
 - In the Heart of the South West Local Enterprise Partnership area, international students and their visitors generated £152.7m in output, supported 1,479 FTE jobs and contributed £84.9m to Heart of the South West GVA through tuition fees, charges for residence and catering and off campus expenditure. Students from elsewhere in the EU supported 281 FTE jobs and generated £29.3m in output. Students from outside the EU supported 1,177 FTE jobs and £120.9m in output.
 - In Cornwall and the Isles of Scilly Local Enterprise Partnership Area, international students and their visitors generated £14.3m in output, supported 166 FTE jobs and contributed £8.3m to Cornwall & the Isles of Scilly GVA through tuition fees, charges for residence and catering and off campus expenditure. Students from elsewhere in the EU supported 31 FTE jobs and

³⁵² <http://www.exeter.ac.uk/economicimpact>

generated £2.8m in output. Similarly, students from outside the EU supported 133 jobs and £11.3m in output.

- When downstream effects are taken into account, international students and their visitors generated £267,4m in output, supported 2,542 FTE jobs and contributed £140.8m to UK GVA. Students from elsewhere in the EU account for a fifth of output and jobs with each student supporting £39,707 of output and 0.37 FTE jobs³. Students from outside the EU have greater impact, generating £50,831 in output and supporting 0.49 FTE jobs each.

Financial Impact on the University of Exeter

14. The financial contribution made by international student fees to the turnover of the University is material and is critically important to the financial health of the University and our ability to invest in our infrastructure and student experience. In 2016/17, international student fee income was £63m and EU student income was £13m, representing nearly a fifth of the University's total turnover of £397m. This income is used to underpin the sustainability of our programmes and also our research. Without this income we would jeopardise the quality of our education provision and crucially it would significantly affect our ability to invest in our estate, our facilities and our future – particularly in an environment where there is very limited central funding for capital investment available to higher education institutions.
15. Planned international student numbers in our business plans underpin our financial planning. Many of our planned capital investments, which will help us to build an estate which will deliver world-class research and an internationally excellent education for all our students (domestic and international), would be at risk without the financial contribution derived from international students. Capital investment is not only essential if we want to continue offering internationally competitive education and research provision, but our planned capital investment of £429 million is also expected to generate a further £695m in output throughout the UK over the 10 year duration of the programme. During this time, 7,149 'person years' in employment would be supported and GVA of £351.5m generated.³⁵³ Our ability to deliver this would be at stake if we were not able to rely on the income generated from recruitment of international students. In addition, as the Transparent Approach to Costing (TRAC) data show, non-publicly funded teaching incomes makes a surplus which compensates for a shortfall in full economic recovery on research activity, so fee income has a direct impact on our ability to deliver internationally competitive research.

Labour Market Impacts

³⁵³ <http://www.exeter.ac.uk/economicimpact>

16. Our international graduates who remain in the UK to work following graduation help the UK develop and strengthen a skilled workforce. We would welcome any measure that can be taken to increase the opportunities for international students who are educated and trained in the UK to remain in the UK to work following the culmination of their studies. Although we do not systematically gather this information, from data derived from the Destination of Leavers from Higher Education (DLHE) Survey we had 264 international students who secured employment in the UK six months after graduation, (2011/12-2015/16) out of those that responded to the survey in a wide variety of sectors from Business, Finance and Research and Health Professionals, as well as Teaching and Education Professions. We appreciate that this is a small sample.
17. The University currently has 594 international/EU PGR students registered as engaged in part-time working at the University, in roles ranging from teaching support to catering and hospitality – with many directly supporting teaching and research activity. Of those, 164 are international students and 430 are EU students.
18. There are a number of job roles at the University of Exeter that would not exist if it were not for the presence of international students, including in international student recruitment and support/integration, visa compliance, and international alumni liaison. INTO University of Exeter employs around 120 teaching and administration staff as of February 2017 – staff whose employment is directly dependent on international students coming to the UK and to Exeter to study. In addition, the business INTO offers to local suppliers of services and consumables is also significant, although figures are not available at the present time.
19. Eleven of our international students have set up their own business in the UK following graduation in sectors ranging from financial services, Fintech to food retail.

Section 2: Importance of International Students for Education and Research at the University of Exeter

20. The presence of international students helps foster an international, outward-looking culture on our campuses, helping all our students to develop the skills to prepare them well for a globalised graduate labour market. As mentioned already, like all Russell Group institutions, our international students enable us to deliver a broad curriculum and some courses which may not be financially viable which would impact on choice available to domestic students. As you can see from the figures in paragraph 3 above, some of our disciplines have high numbers of international students and this is integral to the international experience for domestic students.

Research Reputation

21. International postgraduate students play a particularly crucial role in strengthening our research reputation globally and our research activity at the University, through their contribution to the richness of the research environment and through teaching and supporting undergraduates. These students often bring new ideas and expertise to our research environment and help promote and strengthen global research collaborations. It is well documented that international collaborative research has greater impact than domestically produced research and we regard international research students as integral here. They also undertake crucially important roles in undergraduate teaching, exam invigilation and demonstrating in laboratories.

Global Curriculum and Study Abroad Opportunities

22. A global experience at Exeter is critical to supporting our aim for all Exeter graduates to leave with a commitment to actively engage in society, an awareness of sustainability issues, and an understanding of the cultures and view of others in the world, as well as a desire to further the common good. It is a key strand of our new Global Strategy to offer 'Global Experiences' to our students. We believe as an institution that in order to achieve our strategic goals a global culture must permeate the student and staff experience at Exeter. A global experience allows Exeter graduates to excel in an increasingly global workplace whether in the UK or overseas. Study, internship and work abroad opportunities for our students are fundamental to offering a global education experience alongside a curriculum which considers a wide variety of global perspectives. International students are central to this.

23. All our students gain from our vibrant international community and all are encouraged to become active and committed global citizens. Nationally it is well documented that domestic students value greatly the impact that international students have on their student experience.³⁵⁴ For our own students here at Exeter, offered a global curriculum is a stated priority in the strategies of both our Students' Guild (our student union for students studying at our Exeter campuses) and for FXU (our joint students' union with Falmouth University for our students studying in Cornwall).

24. It is a priority for Exeter to exploit the advantages of multiculturalism on campus both to ensure that our international students have an outstanding experience and so that domestic students garner the benefits of living and working in a cultural diverse institution. Our 'Global Chums' programme for example, the University's

³⁵⁴ National Union of Students, April 2017 *Student perspectives on international students*

biggest mentor scheme with over 300 students participating every year across all our campuses, matches all new international undergraduate students to an existing Home, EU or international student. Mentors offer help to new international students, meet new people and make friends from other students from around the world. Mentors are able to develop leadership skills, cultural awareness, communication, problem solving and organisational skills and get recognition for their volunteering in their Higher Education Achievement Report (HEAR) and through the Exeter Award. This opportunity would clearly not be available to our students without the presence of international students.

25. Increasing levels of research also report enhanced levels of employability and subsequently improved graduate prospects both in the short- and long-term. The seminal Erasmus Impact Study (European Commission, 2014) surveyed the long-term career prospects of over 50,000 graduates who had experienced study- or work-abroad whilst at University and found that 1 in 3 'mobile' students were offered a permanent job by their host employer and that former mobile students were 50% less likely to experience long-term unemployment compared with those who were not mobile. In a survey of 10,000 employers, 60% responded agreed with the statement that they "actively seek or attribute value to an international study experience when recruiting?" (QS Global Employer Survey Report, 2011). And more recently, *Gone international: mobility works* (UUK, 2017) reported that UK alumni who had a mobile experience at University were less likely to be unemployed and more likely to earn a 1st class or upper 2nd class degree. Responding to this research, at Exeter we are supporting a range of activities that seek to enhance the global student experience, including study- and workabroad opportunities and short-term global experiences. This portfolio also includes provision aimed at Widening Participation students, with programmes having already supported 100 WP students attending Global Leaders programmes in Chicago, Kuala Lumpur, Hong Kong and Nairobi. A number of additional programmes, short- and long-haul, will be piloted this academic year to extend such opportunities to all students.

26. Study Abroad is becoming increasingly popular with University of Exeter students, who recognise the educational, cultural and employability benefits of spending time in another country. The number of Exeter students studying abroad rose by 38% between 2014/15 and 2015/16. In terms of outbound experiences, we are supporting the highest number of Erasmus funded outbound mobility experiences in the UK. Erasmus funded mobility currently accounts for over half of the outbound experiences secured by Exeter students.

Section 3: Enriching Local Communities in Exeter and Cornwall

Student Volunteering

27. The University of Exeter is extremely proud of our student volunteering culture and record. In 2017, University of Exeter students, in Exeter and in Cornwall, undertook around 34,000 volunteering hours, ranging from organising activities for the elderly in care homes, to putting together food packages for the homeless. LinkedIn has ranked Exeter graduates as the second most proactive in the world, based on activity recorded in the 'Volunteering and Causes' section.
28. In the current academic year, we have 46 international student societies run by and for our students. Our international students are very full and active members of Students' Guild activities and volunteering societies, representing 16% of all members (1707 students) and are extremely active in volunteering in the community. For example, the University of Exeter Students' Guild run a volunteering programme called Global Touch, where international student volunteers provide fundamental support to local school pupils in Exeter, for whom English is a second language. The volunteers provide language and pastoral support in classes, and help students build confidence in their studies. On International Mother Language Day pupils from the partner schools visit the campus to spend the day doing fun activities with our volunteers, such as dance workshops and campus tours. The programme has excellent testimony from local schools and the students themselves are able to develop their CV and work towards the University's volunteering award – the Exeter Award. The society is part of Exeter Student Volunteers (ESV), which is the Students' Guild's largest student group, dedicated to facilitating volunteering within the local community.

Cultural events

29. Our international students are the driving force behind a cultural event calendar that brings significant cultural and social benefits to the local community. For example the University of Exeter Chinese New Year celebrations are the biggest in the city and are regularly attended by over 2500 people from the university and local community. The celebrations are presented by the Chinese Student Scholars Association (CSSA) and supported by University of Exeter, Students' Guild and the Streetwise Fund, a university fund which supports projects that enhance the relationship between students and permanent city residents. The event includes Dragon and Lion traditional dancing, include a performance in Exeter City Centre, a Chinese Market, food, martial arts demonstrations, and performances. Chinese students have visited schools in mid-Devon to share their culture with pupils ahead of the New Year celebrations in turn supporting the schools' initiatives to deliver citizenship aspects of the National Curriculum in an ethnically homogenous local population.
30. Also, the Exeter Asian Society, Exeter Hindu Society, together with the University and the Students' Guild holds a Diwali celebration each year, which includes Indian

dancing and food and attracts a growing number of visitors from the local community.

31. However, we know that international students also face a number of issues when studying on UK campuses. For example, it has been raised by students at Exeter that access to student accommodation in the local community is burdensome for international students due to the additional burdens and requirements which are often placed on them by letting agents and landlords such as requiring guarantors or being required to pay months of rent up front. This has the unfortunate result of making international students feel unwelcome and we would welcome any safeguards that could be put in place and greater awareness at a national level of the huge benefits that international students bring to the UK.

Section 4: Contribution of Exeter’s International Students to UK Soft Power and International Reputation

32. International students who return home following graduation are powerful informal advocates for the University of Exeter and for the UK as a whole. The quality of UK higher education is well known internationally and our international students play a key role in raising awareness of the outstanding educational experience UK (and Exeter) students can expect, which is advantageous in recruitment.

33. We have been lucky enough to welcome international students on prestigious international scholarships, including Chevening, Commonwealth and Fulbright Scholars, educating the global leaders of the future. We also currently have 227 international PGR students sponsored by their respective governments from Gulf to Latin America, SE Asia and China.

Alumni as global ambassadors

34. The University of Exeter has alumni groups spanning the globe. We have more than 20,000 international alumni, many of whom meet to renew friendships, take part in career networking events and strengthen ties with the University. Many alumni are keen to give back to the University through giving their time, skills and expertise. There are a number of volunteering opportunities international alumni can get involved in. The largest international alumni populations are in China and the USA:

Alumni Numbers 2017-18

Alumni Population – top 10 countries 2017-18	
UK	121344
People’s Republic of China	5234
USA	2263
France	1665

Hong Kong	1613
Germany	1185
Thailand	1054
Australia	1043
Canada	900
India	816
Greece	806

35. The University has 99 international alumni Country Contact volunteers located all over the world who act as ambassadors by answering questions from local alumni, current and potential new students, or as a contact point for visiting staff. These volunteers often help develop local alumni network groups and support in-country events, including student recruitment activities.
36. In addition, we regularly host international events, including alumni networking receptions and 'Global Conversation' events which engage alumni and non-alumni supporters including current and potential students in current ground-breaking research at Exeter, often working in partnership with global academic partners. Alumni are often keen to support University events including helping to promote to their alumni friends, volunteering to help on the guest welcome table, or sponsorship of a venue.
37. Many international alumni volunteer by completing a career profile or contribute to the careers blog, which help to inspire both current and potential students with opportunities after graduation. International alumni volunteers can also mentor a current student or answer informal careers questions by email via our 'eXpert Scheme'. The eXpert scheme provides students and recent graduates the opportunity to contact University alumni to gain advice on how to enter their chosen sector, work for a certain company, become self-employed or benefit from possible networking opportunities and contacts. Since the academic year 2012/12, 3,126 alumni have volunteered their time and expertise to support the University. Of these, over 700 are international alumni and 56 international alumni have mentored Exeter students as part of the Career Mentor Scheme (providing careers advice and guidance for at least 6 months). In addition, 133 international alumni have provided students and recent alumni informal careers advice and answered questions by email

Overseas careers fairs

38. In 2017, the GW4 group of universities delivered graduate recruitment fairs for their Chinese returnee graduates for the third year running. Organised by the GW4 consortium of University Careers Services of Bath, Bristol, Cardiff and Exeter, multi-national employers based in China attended the fairs in the tier 1 cities of Shanghai and Shenzhen.

39. The fairs involved high-profile global employers including Abercrombie & Fitch, Decathlon, IBM and Nielsen, as well as new attendees Bosch, Citi, Expedia and PWC, amongst many other graduate recruiters. They are an effective means of opening up further opportunities for graduates of the GW4 Universities, as well as contributing to the Universities' growing global profile among prospective students and international employers. The fairs are delivered as part of the GW4 Careers Service partnership of the Universities of Bath, Bristol, Cardiff and Exeter. Planning is now in-train to grow the capacity and geographical coverage of the events further for 2018.

University of Glasgow

University of Glasgow's (UoG) response to the 'call for evidence' from the MAC Survey questions:

1. Can you provide examples of programmes/initiatives in your institution to support international students to: integrate with UK students; integrate into the UK/local community e.g. find volunteering roles; find jobs after graduation (in the UK or back home)

International Student Support (ISS) organises orientation programmes in September and January, but only for international students (overseas and EU). The programme includes social opportunities as well as information on the local area and encouragement to participate in clubs, societies, sport etc. We also run a series of cultural information event e.g. Introduction to Gaelic, Traditional Scottish Music, Scottish History.

UoG offers Service Learning provision in the form of a 'Service in the Community course' which is available to incoming visiting students (international and EU students). Students work in a voluntary welfare agency throughout the city for 6 hours per week, supplemented by classroom activity for credit purposes.

In 2007, Glasgow was the first University Careers Service to develop a role for a Careers Adviser dedicated to supporting international students. The role centred on the development of bespoke resources and programmes designed to meet the needs of international students who wished to stay in the UK as well as return home.

Since then we have continued to develop our support to international students. The Adam Smith Business School (ASBS) which hosts many of our non-EU students has two Careers Managers employed exclusively for their students. Both are managed by the careers service and ensure that our international students are offered end to end support in their efforts to gain successful entry to the global labour market.

There is strong uptake of careers guidance appointments from international students - 56% of all appointments are made by international students, EU at 24% and non-EU at 32 %.

Every year we host a Global Skills event for all international students designed to help prepare them to compete in a global labour market - whether that is in their home country, here in the UK or elsewhere. This event features

several international employers who address students in person or through a live link from their home countries. Previous companies who have participated are Hayes, Hilti, KPMG China, FDM, Unilever, RBS and EY. Throughout the academic year, companies such as KPMG China and Lock-in China come on campus to address returning Chinese students on opportunities back home. Our vacancy database, which all international students can access, hold thousands of international graduate and internship opportunities.

UoG careers programmes for international students are all geared to explaining the intricacies of the UK labour market and how to write UK CVs and applications. International students are encouraged and supported to find part-time jobs and volunteering roles to help them assimilate into the labour market and where appropriate improve their spoken English.

2. Has Tier 4 compliance burden increased over the past 5 years at your institution? If so, can you provide examples to illustrate the reasons and extent of this increase?

From a Compliance perspective, Stricter rules around Academic progression and course changes, have made changes of programme for Tier 4 students more restrictive, and also prohibited some students from extending their visa inside the UK. We have had to educate the Schools within UoG on these changes and monitor course changes to make sure they are compliant with these stricter regulations. Currently the rules differ for different cohorts of students depending on when they applied for their current leave, which adds extra complexity to this task.

The extension to the ATAS (Academic Technology Approval Scheme) requirement to include all non-EEA nationals studying in sensitive subject areas (previously it was only a requirement for those on a Tier 4 visa) has also led to an increased workload in checking, updating and filing ATAS certificates for students with this requirement.

From the viewpoint of the UoG's International Student Advisers, they need to be aware of both student and sponsor guidance in order to carry out checks and advise on student Tier 4 applications. Often the guidance is unclear requiring further investigation and follow up with the UKVI customer service and policy teams. The academic progression rule is a prime example; it was introduced, there were unintended consequences and then after considerable lobbying from the sector, amendments were made. The stress and anxiety experienced by students trying to make successful visa applications is considerable and sometimes the resulting financial and personal consequences of a visa refusal are disproportionately severe.

In addition to providing immigration advice to support student visa applications, International Student Advisers must now also ensure advisees

are reminded of their Tier 4 obligations with respect to visa check-ins, attendance monitoring etc. The number of enquiries regarding leave of absence has also increased.

3. How many and what type (level and subject) of courses would not be viable without international students?

The Business School at Glasgow and in particular PGT courses, rely heavily on International students with nearly 90% being non UK, with the average across the University at Masters level being over 50% non UK.

An example of some of the more heavily reliant courses at Masters level across the University are; International Accounting & Financial Management; International Finance; Educational Studies; Media Management; Civil Engineering; Electronic & Electrical Engineering; TESOL; Clinical Pharmacology; Global Economy and Creative Industries & Cultural Policy.

At Undergraduate level, the course most heavily reliant on International students is the Bachelors in Veterinary Medicine & Surgery, mainly because it is one of the few European programmes that are Internationally professionally accredited.

There are several courses that are bespoke for International Study Abroad (Visiting) students such as; EAP (English language) credit bearing courses, level 1 and level 2; Introduction to Scottish Culture, level 1; Functional Anatomy, level 2/3 and so these are 100% reliant on our International Visiting students.

4. Do you have examples of the impact of international students on local communities? For example, through research, volunteering or links with local businesses?

No examples of research initiatives or links, but the local area around the University has seen a marked increase in shops/restaurants particularly targeted at the larger national groups.

Volunteering in charity shops is popular as it is seen as a good way to improve language skills. Clearly local businesses benefit.

Children in local schools – again no statistics, but there will be hundreds spread across Glasgow's schools who are all part of the families of International students.

5. Are there any of capital investment projects underway at your institution (for example expansion or improvement in teaching facilities) that are contingent on continued international student recruitment? Information on the expected benefit of this capital investment to all students and local communities would be helpful.

The University of Glasgow is undertaking a one billion pound campus re-development project over the next 10 years and space planning has taken into account not just the current 5,000 plus international students and over 3,000 EU students, but further growth in these cohorts of students by at least a further 1,000 International students, and depending on the outcome of Brexit, sustaining EU student numbers at present levels. This development will not only transform the current University campus but it has full support from Glasgow City Council as it will transform and regenerate the West End of the city and is part of further investment from the Council in the overall infrastructure of the West of the City.

6. Do you have any information on the proportion of international students that work during their studies and the type of work they do? We appreciate it may only be possible to supply information on those working for your university.

In 2016-17, UoG's Career's Service placed 379 interns through the University's Internship Hub. 139 interns were international students (EU and non-EU), representing 37% of those placed.

The University's International Student Advisory Service (ISS) provides information on their webpages and responds to enquiries about work during and after study.

The proportion of International students employed by Glasgow University throughout their studies is 2.6%, this equates to 328 out of 12,380 students. These students hold posts in Administration, Teaching, Research and Support Assistants, Internships, Tutoring and Veterinary Nursing. We do not record student employment within the wider community, however a significant proportion of the student population work to support themselves through University, and we would not envisage these numbers to differ substantially between UK and International students.

7. Do you know what proportion of EU students at your institutions take out student loans? Are there certain nationalities that are more likely to be self-funded?

EU undergraduate students do not need to take out loans for fee purposes to study anywhere in Scotland due to the Scottish Government's free tuition policy. However all non-UK EU undergraduate students do have to self-finance their living costs.

Academic year 17/18 is the first year of the Scottish Government's new Postgraduate Tuition Fee Loan scheme, providing Scots Masters students up to £10,000 of tuition fee and living cost support and EU students up to £5,500 of tuition fee support. There is no loan-based living cost support for EU PGT students so they also have to self-fund their living costs.

Whilst the total number of EU PGT students commencing Masters study in Scotland in 17/18 is not yet known, we do know (via an FOI request of SAAS) that as of 18/10/17, 775 of the 4785 students eligible for a PG loan were from the EU; 16.2% of the total. No institutional or nationality breakdown was requested. It is likely that the remaining number of EU PGT students in Scotland will be self-funding.

Based on a three year average pre and post fee introduction, RG institutions as a whole showed a growth in students from Romania, Netherlands, Italy, Spain, Bulgaria, France and Greece with declines from Ireland, Germany, Cyprus, Poland and Sweden. It would be safe to say that the EU countries with higher GDP's are more likely to be able to provide a higher percentage of self-funded students.

8. Can you provide any information on dependants of international students?
Including:

- a. How often international student applicants ask about their rights to bring dependants?

The International Student Advisory Service (ISS) don't have a statistic, but they do provide information on the International Student Support webpages, the International Student Handbook and respond to individual enquiries.

- b. The proportion of your international students that bring dependants

Information on dependants is collected from every student.

To following are the headcounts of International (non-EU) Students by their dependents from the HESA 2016-17 data:

Young People/children	172
Other relatives/friends	96
No dependents	4,568
Both young people/children & other relatives/friends	49
Not known	54

- c. Whether these dependants are likely to be in work and, if so, what kind of work? We appreciate you may only have access to this information if the dependant works at your institution.

UoG has no statistics on this, but anecdotally, the number of dependants in employment is not high.

9. Do you have any data on international students undertaking short-term study/visits at your institution?

UoG receives around 800 International students per year on either semester or yearlong study visits and over 450 EU (Erasmus) students per year select Glasgow for a semester or a full year.

10. Can you provide information of post-study work? Including:

- a. The impact of removing the post-study work visa on demand from international students to study at your institution.

The overall impact of the closure of the Post Study Work visa in Scotland has been researched and findings were published in 2016 by the Scottish Government's Post Study Work Steering Group in the report "Evidence of Financial Cost of Post Study Work Closure": <http://www.gov.scot/Publications/2016/03/4626/2> This report stated that Universities Scotland conservatively estimate that Scotland has lost out on at least £254 million of revenue since 2012 as a direct result of the closure of the Tier 1 (Post Study Work) visa for international graduates.

In our experience, many of the non-EU students who still come to study at the University aim to gain (mostly short-term) work experience in the UK. A small scale survey last year showed that 66% of Adam Smith Business School international postgraduate students wished to find graduate employment in the UK at arrival but this fell

to 45% by the February of their year of study. UK visa restrictions act as a significant barrier and this is a source of disappointment to the experience of many non-EU students here.

- b. Your thoughts on how long a graduate (UG and PG) might need to find employment in the UK (and in particular in your area/region).

There is a good deal of anecdotal evidence that the timescale of 4 months at the end of the Tier 4 visa is insufficient for students to find employment. This is particularly true for PGT students who cannot commence full-time employment until they complete their masters degree in September. By then they have missed the opportunity to start an internship or graduate job as they often start before September.

- c. The value of the Tier 4 Doctoral Extension scheme.

- We know that this is much valued by PhD students but that the process is difficult in terms of the timing of the application.
- UoG currently has 24 students on the Doctorate Extension Scheme.
- UoG's International Student Advisory Service assists with DES visa applications, but have no contact thereafter and therefore have no statistical information on the success of DES visa holders in finding jobs.

- d. How many international PhD students stay and work at your institution after their studies and can you provide examples of their roles? (HR Directors might have information to help with this question).

Extracted from the UoG's alumni database, 65 alums have been identified where they match the following categories;

- Country of Origin does not equal 'United Kingdom'
- Awarded a PhD from Univ of Glasgow
- Primary Business Organisation Name contains 'University of Glasgow'

This is a total and does not indicate annually how many students progress straight from their studies to work at the University.

- e. Examples of international alumni that used the T1 Graduate Entrepreneur route – including the businesses set up and the university's experience of using this route.

UoG has 16 students currently endorsed on the Tier I Graduate Entrepreneur Scheme (for the Tier 1 GE, we have a limit of 20 endorsements per year and students can stay for up to two years under this route).

MBA graduate, Camilo Gomez Pinto, who we are currently sponsoring under T1 after his MBA to run a whisky tourism business.

<http://www.whiskybuys.com/blog/an-interview-with-whisky-ambassador-camilo-g%C3%B3mez-pinto/>

The University has a robust process in place for engaging with students interested in Tier 1 GE and this has resulted in large numbers of applications from across the institution year on year. We supported a total of 25 students starting businesses during 2015 and 2016 and interest has grown to such an extent that we expect to use all 20 of our endorsements in 2017. So far 10 graduate businesses have been successful in converting from Tier 1 GE visa to the Tier 1 Entrepreneur visa to enable them to stay in the UK to grow their businesses.

- f. The number of international student alumni that stayed in the UK to work and the types of jobs they take up (we already have DLHE data for EU students).

Using data provided by Planning, between 2012/13 and 2015/16, 466 non-EU alumni from the University were working in the UK 6 months after graduation. Of these, 238 (51%) were working in the NHS. 76 (16%) were working in education including 45 at the University of Glasgow. This data is based on the responses from a sample of the overall non-EU graduate population. In total, 3053 survey responses were obtained between 2012/13 and 2015/16. An average of 4694 non-EU students per year (across all year groups) have studied at the University over this 4-year time period.

- g. Examples of international student alumni who left the country but continue to have business, research and other links here.

The two alumni named 'Alumni of the Year for 2017' who developed 'MindMate' – an App for Dementia, are a good example of two international students, from Germany, who studied at Glasgow and are now based in LA where they run the app, but continue to have strong links to Glasgow, with two of their team based in office space they rent from the University.

Other examples of links are;

Chinese MBA Graduate from 2007 who is now managing director of Wilkie Textile (Jiaxing). He helped the parent company set up this fully foreign owned subsidiary in Jiaxing, the achievement of which has attracted Nicola sturgeon to visit his office in June 2015.

Chinese BAcc Graduate who is now managing partner of Deloitte Shanghai, who offered research projects to the current Head of Accounting and Finance at UoG in 2016.

Chinese PhD Law Graduate from 2003, who is Managing partner of Fieldfisher, and continues to offer internships to UoG's School of law and donates money to DAO for Law scholarships.

University of Greenwich

Migration Advisory Committee- Commission on migrant students

Evidence from the University of Greenwich

Summary and key facts

1. The University of Greenwich is proud of its internationalism and global reach. In 2016 the University of Greenwich was ranked by Times Higher Education magazine as **one of the 150 'most international' universities** on the planet. That same year the University was ranked by Hotcourses Group as the **second most internationally diverse university** in the UK.
2. For the purposes of this submission 'international students' refers to students from outside the UK and EU. 'EU students' refers to students from outside the UK within the EU.
3. Key facts
 - The University of Greenwich taught **2134 international students** and **1558 EU students** in 2016-17. These students are based across our three campuses in south-east London and Kent.
 - International and EU students combined made **up 19% of the University of Greenwich's total students** in 2016-17.
 - In addition to students taught at the University of Greenwich in the UK, the University has over **17,000 registered students taught overseas** by partner organisations.
 - Total overseas fees income from international students alone was worth **£19.9 million** to the University in 2015-16.
 - According to data from HESA, the University had the **4th highest number of non-EU students in University Alliance** in 2015-16.
 - Using findings from a 2018 report published by HEPI, London Economics, and Kaplan, we estimate a net economic impact of **£308.7 million on the UK economy** from EU and international students studying at the University of Greenwich.

About the University of Greenwich

4. The University of Greenwich has a 125 year history of delivering excellent education and research in south-east London and Kent. The University is based across three campuses: at Maritime Greenwich, at Avery Hill in Eltham, and at Chatham maritime in Medway. Greenwich is a member of the University Alliance group. The Vice-Chancellor is Professor David Maguire.

Responses to questions

Financial and fiscal impact of international students

5. The University of Greenwich received **£18.3 million in tuition fees income from international students** in 2016-17. This is 19% of the University's tuition fees income and 13% of the University's total income. The University received **£18.4 million in tuition fees income from EU students** in 2016-17.

6. EU students are charged fees on an equivalent basis to UK students at £9,250. The standard fee for international students taking undergraduate programmes at the University of Greenwich is £12,100 per year. Our standard fee for international students taking masters programmes is £13,500. The University offers a range of scholarships and fee waivers to both home, EU, and international students.

7. A significant number of programmes delivered by the University of Greenwich, particularly at a postgraduate level in our business school, would not be viable without the income secured through international and EU students. **The University's overall business model would be unsustainable without international and EU student revenues.**

8. We calculate that the income from international students' fees alone (not including EU students) **directly supports over 350 academic and professional service jobs** at the University of Greenwich.

9. **The University aims to grow its international student numbers** and revenues substantially over the next three years. UK student numbers are being squeezed in absolute terms due to a declining number of eighteen-year olds. **Increasing recruitment of international students is vital** to ensuring the University remains financially secure and can continue to deliver a broad range of programmes to both UK and overseas students.

Impact of international students on the local region and economy

10. A 2018 report published by HEPI, London Economics, and Kaplan found a net economic impact of £68,000 per EU student and £95,000 per international student studying in the UK. We therefore estimate a net economic impact of **£308.7 million on the UK economy** from EU and international students studying at the University of Greenwich.

11. According to the aforementioned report, the net economic impact of EU and international students on the main constituencies in which the University of Greenwich resides is as follows:

- £79.9 million to Greenwich and Woolwich (Greenwich campus).
- £42.5 million to Eltham (Avery Hill campus).
- £26.0 million to Rochester and Strood, £32.3 million to Gillingham and Rainham, and £19.0 million to Chatham and Aylesford (Medway campus, as part of 'Universities at Medway').

12. The vast majority of Greenwich's international students **reside in University owned accommodation** and so do not create any additional pressure on local housing markets.

13. We estimate that the majority of our international and EU students who seek part-time work whilst studying at Greenwich do so with the University itself, in areas such as library assistants, University cafes, and on our student ambassadors scheme.

Cultural impact of international students

14. International students at Greenwich make a significant contribution to the UK's economic and cultural life, and many continue to do so upon graduation. International alumni from the University of Greenwich have **set up global businesses**, such as Chinese alumna Holly Wang of fashion brand

Miss Patina. Others have reached the **top of major international companies**, such as Nigerian alumnus Soloman Wifa of law firm Willkie Farr & Gallagher.

15. The University of Greenwich has over **67,000 international alumni based in more than 160 countries**. This includes graduates of courses taught both at the University itself and at our international partners.

Labour market impact of international students

16. The University is particularly targeting growth in international student recruitment in **education and health courses** in coming years. It has doubled international recruitment to these courses in 2017 and plans to do so again in 2018. The **threat of skills shortages in the teaching and nursing professions** has been widely publicised in recent months. We recommend that the government supports universities to grow international student recruitment to courses in areas of skills shortages and enables these students to transition to Tier 2 visas upon completion of their studies in order to support the UK's schools and hospitals.

University of Hertfordshire

Migration Advisory Committee
Call for Evidence on International Students
Response from the University of Hertfordshire

1. The University of Hertfordshire is the UK's leading business-facing university and an exemplar in the sector. It is innovative and enterprising and challenges individuals and organisations to excel. In common with many UK universities, the University has a global reach, welcoming around 3,000 international students from over 100 countries to study with us, as well as building international links through research and teaching. 5,000 UH students are also taught overseas.
2. For the most recent evidence regarding the economic impact of international students, we would direct you to *The costs and benefits of international students by parliamentary constituency*, recently published by HEPI and Kaplan International Pathways. This report found that the net economic impact per international student was £68,000, with the benefit of hosting international students 14.8 times greater than the cost. Referring to their figures for benefit per parliamentary constituency, the net economic impact for Hertfordshire is around £277 million (adding together the benefit found for each of the eleven Hertfordshire constituencies). This is a substantial benefit to the local and national economy.
3. The impact of international students on courses offered by the University of Hertfordshire is a positive one. Like other UK universities, there are a number of courses offered at the University of Hertfordshire that are only economically viable because of the international students who are registered on them. These include courses that are seen to be of strategic importance to the UK as we seek to build a skilled economy for the future, such as MSc in Automotive Engineering or Aerospace Engineering. The University would not wish to stop offering these programmes to Home students, but would struggle to justify them if international students were not registered. To give one example, in 2016 there were 26 Home students registered to study our MSc in Computer Science and 145 International students. With international students integral to our ability to run a number of courses, it is easy to see how they also support employment within educational institutions.
4. When looking at the impact of migrant students on local infrastructure, we would highlight that many UK universities provide significant accommodation and healthcare to support both the Home and International students that they attract to reduce pressures on the local communities who support and host them. The University of Hertfordshire has significantly invested in accommodation on campus, with 1,000 additional rooms available on the campus in the past year. There is also an on-sight GP, pharmacists and student wellbeing centre. The local bus service, UNO, is provided by the University of Hertfordshire, with a regular timetable that serves the local area and the University campuses, an indication of the integration of the University to the wider community.
5. We believe that migrant students play an important role in extending UK soft power and influence abroad. While the soft power impact of UK HE is most striking in the number of world leaders who have studied in the UK, every UK university will also have examples of individual students who have had noteworthy impact. For example, Fardia Bedwei from Ghana completed a BSc in Computer Science in 2005. In 2011 she became co-founder and chief technical officer of Logiciel, an ethical

technology company aiming to enable financially disadvantaged people to better manage their money. It is now used by over 200 micro finance institutions across Africa, and Farida has been named by CEO Magazine as the winning candidate for Ghana in Africa's Most Influential Women in Business and Government. Farida's achievements are made more remarkable by her diagnosis with cerebral palsy at the age of one. She is active in promoting rights for those with disabilities and has published a novel as part of this work.

University of Kent

MIGRATION ADVISORY COMMITTEE: CALL FOR EVIDENCE ON INTERNATIONAL STUDENTS

A Response from the University of Kent

1. Evidence/ data on the roles non-UK students work during their studies and examples of the positive impact of international students on the local community (arts and culture, impact on local businesses, community out-reach/ volunteering, charitable work)

One of the key ways which Kent students engage with employability experiences and opportunities, whilst studying with us is by recording their employability-related activities through our employability points system.

In the 2016/17 academic year 7847 students logged employability points. Students from outside the UK represented 2308 of these students, which is 29.4% in total.

Although an exact reporting function does not currently exist, Kent's Student Certificate for Volunteering (KSCV) as run by Kent Union, currently has 824 students logging more than 30,000 hours of volunteering. It is estimated by Kent Union that more than 25% of students logging volunteering hours are international students.

The Enactus student society is predominantly comprised of international students. Enactus currently has one project in Peru, one in India, and two in Canterbury. The most recent project based in Canterbury is called EcoFeast, and is working with local secondary schools, elderly groups and food waste:

<http://centreforjournalismprojects.co.uk/KentEcho/2017/11/20/student-led-schemewill-tackle-food-waste-in-canterbury/>

4 of the businesses that started trading through Kent's Hub for Innovation and Enterprise in 2016/17 were established by non-UK students.

142 EU and International students undertook work placements in the 2016/17 academic year. 100 placements took place in the UK allowing our international students to contribute their skills in a broad range of industries to support the UK economy. The remaining 42 placements took place in the EU and further afield, raising the University's and the sector's profile in those countries.

A number of specific case studies on student work during their studies are included below:

Vladislav Kozub (UG) (Russian Federation) Year of entry: 2015

Vladislav Kozub, a stage 3 Kent Business School student, studying at the Medway Campus has amassed 2,000 Employability Points through undertaking various cocurricular activities. As a result of this achievement, Vlad was rewarded with a 12week internship in the procurement team at Medway Council. Initially Vlad was tasked with a project, which he completed in a few weeks to the astonishment of his the departmental head. Following the completion of his internship, due to the significant impact Vlad had on the procurement team, Medway Council offered him a 1-year placement, to be undertaken as a part of his 4-year business degree, to ensure they retain his talent within the organisation.

Shi Mei Gew (UG) Malaysia Year of entry 2015

Coming to Kent as an international student, with English as an additional language, Shi Mei has become a proactive and supportive member of the student community. In her roles as a student ambassador and mentor, Shi Mei's welcoming attitude and positive contribution, have helped her provide new students with fantastic help and support.

Billy Yu Lok Ng (UG) Hong Kong Year of entry: 2012

Billy is an international student that has demonstrated outstanding dedication as a fundraiser, helping to raise over £10,000 for the Kent Law Campaign. He has also engaged with global issues, providing pro bono services at the Kent Refugee Centre in Dover. Billy has won a number of accolades, including second place for International and Multicultural initiatives in the 2014 Kent Student Awards. He has taken on a number of other international focused roles including World Language Course Representative for CEWL and organiser of the International Showcase as Treasurer of the Kent Union Societies Executives.

Sergey Ovchinnik (UG) (Russian Federation) Year of entry: 2013

Sergey Ovchinnik, School of Computing, has acquired over 2,000 points through undertaking various co-curricular activities whilst studying at the University of Kent. As a result of his achievements, Sergey was rewarded with a 3-week placement with local business Bright Shadow, who deliver zest workshops for individuals suffering with dementia. Sergey was given significant responsibility where he undertook market research, product development, marketing and he even represented the company at a national conference.

The Managing Director, Rhiannon Lane, tasked Sergey with customer profiling, creating and distributing questionnaires and reporting. Here he had a substantial impact on growing this small business:

“Through Sergey we had a fresh pair of eyes looking at our products and it was productive having an input from someone else who is not fully integrated into the organisation. The work Sergey has done will really help us move on with our product development.” ~ Rhiannon Lane

Gullalail Yousafzai (PG) (Pakistan) Year of entry 2014

Gullalail has broken down cultural barriers and raised cultural awareness through her weekly radio show. Originally broadcast on Awazfm, the multilingual show, which tackles challenging cultural issues, reaches an international audience and will also be coming to Kent. Gullalail has worked hard to help international students integrate with the local community and offer them advice on their rights.

Danel Nugmanova (UG) (Kazakhstan) Year of entry: 2015

Danel Nugmanova has been on the Kent Community Action Executive for last two years and has participated in several volunteering projects. This term alone she has helped lead World Kindness Day. Danel is also really passionate about the environment. So much so that she student-leads the litter picks on campus including one on the 4th October which had 3 volunteers in total. Additionally she came to our trip to Wildwood Animal Trust on the 15th November. She volunteered for 6 hours in the community by helping 5 other volunteers clear out the old lizard and hedgehog enclosure which was really hard work. She then helped us paint their huts ready for Wildwood at Christmas! Danel has made a fantastic and meaningful impact on the community over the last two years with her dedication for volunteering especially within the environmental sector.

Cesare Dunker (UG) (Danish) Year of entry 2015

Cesare was one of two first year students from the University of Kent who won the People’s Choice Award at the Virginia Tech Knowledgeworks Global Student Entrepreneurship Challenge in 2016. On Thursday 18 August 2016 the students representing the UK competed in this prestigious competition alongside students from 14 other universities from around the world including Ecuador, France and Australia. These students all have one thing in common: a great business idea. The

students passionately believe in helping refugees across the world and as a result they developed the idea of an app that tracks a refugee's journey from A to B.

2. Data on the roles that non-UK graduates are employed in when they transfer to post-study work

Our records in recent years show that relatively few international students are able to stay in the UK to work post completion of their studies. This facility has been impacted by the withdrawal of the post-study work visa which was removed in April 2016. Feedback from our international students, in particular students from India, where the connection between degree study and work experience is closely linked, suggests that this has been a significant disincentive to study in the UK.

- 4 students found employment – Employers:

Lloyds Banking Group

Research analyst at Strathclyde University

The remaining two changed immigration category to Tier 2 visa but employers not disclosed

– 5 students found employment – Employers:

UCL; UoK

Imperial College, London

Northampton University

St Helens School, Northwood

– 5 students found employment– Employers:

2 students at the University of Kent

Coventry University

Analytical Scientist – University of Bristol □ 1 left the UK but did not return home as he found employment in Amsterdam.

3. Examples of notable alumni including those who have occupied senior positions in politics, government, business:

Fu Ying (Chinese) Year of Entry: 1985

Subject studied MA International Relations

Key achievements:

Madame Fu Ying is the current serving vice foreign minister of the People's Republic of China.

She was the Chinese ambassador to the United Kingdom from March 2007 to 2009. From 2004 to 2007 she was the Chinese Ambassador to Australia.

Madame Fu received an honorary Doctor of Civil Law from the University of Kent in 2008.

Lisa Madigan (US) Year of Entry: 1986

Subject studied: Short course, Social Sciences

Key achievements:

The first woman elected to serve as Attorney General of Illinois ○ Currently the most senior female Attorney General in the US ○ Took office in 2003 and has through her work as AG recouped more than \$10m in state funds owed to the state

Consumer rights expert ○ Advocate for homeowners rights

Secured an £8.7bn settlement from Countrywide on account of its part in the 2008 economic meltdown, at the time the largest settlement for predatory lending in US history

Among the many awards and honours received for her principled service to the people of Illinois, Madigan has received the Better Business Bureau's Torchbearer Award, the Neighborhood Housing Services' Community Advocate Award, the Anti-Defamation League's Bernard Nath Award, the John F. Kennedy New Frontier Award, and she has

been recognized as an Aspen Institute Rodel Fellow

Made Hon Grad at Kent in July 2017

Eddy Fong (Hong Kong) Year of Entry: 1966

□ Subject studied: BSc Accounting □ Key achievements:

Qualified as a member of the Institute of Chartered Accountants in

England and Wales in 1973 ○ Returned to Hong Kong to pursue a career in public accounting and was a senior audit partner with Price Waterhouse Coopers until his retirement in 2003

Chairman of the Council of the Open University in Hong Kong ○ Non-Executive Director of the Hong Kong Mortgage Corporation

Limited ○ Member of Greater Pearl River Delta Business Council ○ Previously - Director of Mandatory Provident Fund Schemes Authority, director of Exchange Fund Investment Limited, member of the Hong Kong Housing Authority and Chairman of the Finance Committee and as Council member of the Hong Kong Academy of Performing Arts

Non-Executive Chairman of the Securities and Futures Commission
2006-2012 ○ Awarded Honorary Fellowship by the Hong Kong Academy for
Performing Arts in 2010 ○ Appointed Justice of the Peace in 1996
○ Awarded the Gold Bauhinia Star in 2008 by the Government of Hong
Kong ○ Awarded an Honorary Doctor of Civil Law by the University of Kent in July
1997

Felix Woo (Hong Kong) Year of Entry: 1983

Subject studied: BSc Management Science with Computing

Key achievements:

○ Project Director – Itochu Adv Consortium, Hong Kong

Ivo Daalder (US) Year of Entry: 1978

□ Subject studied: BA Politics and Government □ Key achievements:

Hon Grad July 2016 ○ Currently President of The Chicago Council on Global Affairs

○ He served as the US ambassador to NATO from 2009-2013 ○ Prior to his
appointment as Ambassador to NATO by President Obama, Daalder was a senior
fellow in foreign policy studies at the Brookings Institution, specialising in American
foreign policy, European security and transatlantic relations, and national security
affairs. ○ Before joining Brookings in 1998, he was an Associate Professor at the
University of Maryland's School of Public Policy and Director of Research at its
Center for International and Security Studies. ○ He also served as Director for
European Affairs on President Bill Clinton's National Security Council staff from
1995-97.

Ambassador Daalder is the author and editor of 10 books, including *The Empty
Throne: How America Abdicated its Global Leadership Role* (with James M. Lindsay)
to be published in fall 2018. Other books include *In the Shadow of the Oval Office:
Profiles of the National*

Security Advisers and the Presidents they served — From JFK to George W. Bush
(with I. M. Destler) and the award-winning *America Unbound: The Bush Revolution
in Foreign Policy* (with James M. Lindsay). ○ Daalder is a frequent contributor to the
opinion pages of the world's leading newspapers, and a regular commentator on
international affairs on television and radio.

Ashwanth Gnanavelu (India) Year of Entry: 1978

Subject studied: Masters Business Administration

Key achievements:

Acquired an internship at Procter and Gamble

Co-founded a company called DesiCrew Solutions (impact sourcing company) in Chennai, India to support IT based employment opportunities in smaller, rural towns and villages

Company is about 500 people strong with 70% of staff being women ○ Ashwanth flew to the UK this summer to do a video for the British Council, which is [here](#)

Kenyan Zameer Verjee (UG) (Kenya) Year of entry: 2009

Subject studied: Economics/Business joint honours

Key achievements:

○ Zameer came to Kent in 2009 study Economics/Business joint honours BSc, and has subsequently set up his own design business in Nairobi which has now won a number of awards. The most recent of these awards was listed in Forbes Africa top 30 under 30.

<https://www.forbesafrica.com/30-under-30/> -

<https://www.forbesafrica.com/people30/zameer-verjee/> **Professor Akhmaloka**

(Indonesia) Year of Entry: 1988

Subject studied: PhD Biochemistry

Key achievements:

○ Became Rector of Institut Teknologi Bandung (ITB), Indonesia in 2009

Tun Abdul Razak Ahmad Johari (Malaysia) Year of Entry: 1972

Subject studied: Law, Kent Law School

Key achievements:

Dato' Johari practised law with Shearn Delamore & Co. from 1979 and was a partner of the firm from 1981 until 1994 when he left the firm and entered the commercial arena.

Dato' Johari served as the Executive Chairman of Ancom Berhad, a public listed company in Malaysia, prior to re-joining Shearn Delamore & Co in August 2007.

He is currently the Chairman of Ancom Berhad and Daiman

Development Berhad and sits on the board of several public companies, amongst others, Deutsche Bank (Malaysia) Berhad, Hong Leong Industries Berhad and British American Tobacco (Malaysia) Berhad.

In the academic field, Dato' Johari is presently an Adjunct Professor at the University of Technology Mara ("UTM") Law Faculty. ○ Awarded at Chambers Asia Pacific 2012 and The Legal 500 Asia Pacific 2014

4. Examples of notable alumni who have developed business/ trade links with the UK after graduation

John Hern (US) Year of Entry: 1980

Subject studied: Short Term Studies

Key achievements:

Clark Hill's Chief Executive Officer

John's practice involves advising corporations of all sizes, public and private, on a wide range of issues such as incorporation, financing, leasing, contracting, mergers, acquisitions, and leveraged buyouts.

He has been involved in multi-million dollar corporate mergers and acquisitions with manufacturing, service and financial organizations. His participation has included virtually every aspect of these transactions from the negotiation and structuring to the closing.

Stuart Smith (US) Year of Entry: 1982

Subject studied: BSc Chemistry with Environmental Science

Key achievements:

Chief Executive Officer Ogilvy Public Relations, Ogilvy & Mather since 2011 in New York

Originally hired to run our UK and EAME operations, based in the London office ○ "Today, brands need big ideas that will work across paid, owned and earned media. Our job in public relations is to optimize the big ideas that great campaigns are built on for earned media."

Chris MacDonald (US) Year of Entry: 1986

Subject studied: BA English and American Literature

Key achievements:

○ Moved to New York to work for McCann in July 2013 from McCann London, where he served as chairman and CEO. ○ He originally joined McCann London as a Client Services Director in 2005 and was promoted to a role as Managing Director the

following year, eventually working his way up to CEO. ○ Before joining McCann, he spent five years as a Managing Partner with RKCR/Y&R. That followed four years as associate Director with Lowe Howard-Spink and three as Head of Account Management at Publicis.

Robin Hu (Singapore) Year of Entry: 1977

□ Subject studied: BSc Mathematics □ Key achievements:

The South China Morning Post's chief executive officer, 2012-2016, transforming it into a digital media brand

Moved to Temasek International, part of Singapore's state-owned investment company Temasek, in December 2016 as Joint Head of its sustainability and stewardship group

Received honorary degree November 2015

He has served as Chairman of Singapore Chinese Orchestra and Chairman of Singapore Centre for Chinese Language and was a board member of the Singapore Civil Service College and Singapore Health Promotion Board and a member of the Board of Governors to the Singapore International School in Hong Kong. ○ He is passionate about education and served as a board governor to Hwa Chong Institution and Raffles Junior College in Singapore.

5. Evidence demonstrating the positive impact of non-UK students on the domestic student experience (employability, cultural awareness etc)

In a recent survey of our graduating international and home students, completed by 5,787 students, 82% of students agreed that they had been exposed to a globally minded environment while studying at the University of Kent. 85% of respondents noted that their time at Kent had been spent socialising within an internationally minded community. 86% of respondents commented that they had made friends from different cultures and international backgrounds. 79% of students who responded agreed that studying at Kent has prepared them for working in an environment of social and cultural diversity.

Results from the externally managed, International Student Barometer (ISB), which Kent participated in, in 2016, 89.36% of international students commented on their satisfaction with the host culture at Kent. This was pleasingly more than 4% higher than the results shown from the average of comments from student respondents who

completed the same ISB survey from institutions around world. 63.39% of respondents mentioned satisfaction with opportunities for earning money, which was nearly 10% higher than the global ISB average. 82% of respondents commented on their satisfaction with the ability to make host friends.

6. Economic impact data

Some of the latest national research – conducted for Universities UK by Oxford Economics – looked at the economic impact of international students in 2014–15. It shows spending by international students supported 206,600 jobs in university towns and cities across the UK.

In the South East, the region's universities attracted 49,995 students from outside the UK in 2014-15. International students' off-campus expenditure of £641m in the South East generated £780m of output and 5,247 full-time equivalent jobs.

International students also attract a significant number of overseas visitors during their time studying in the UK. The expenditure of these friends and relatives, at hotels, restaurants, and attractions also makes a significant contribution to the economy.

At the University, the latest figures available, for 2012/13, show that more than 4,530 international students spent a total of £60.3m off-campus, generating £68.6m of output and 597 full-time equivalent jobs in the South East.

As this new report shows, the spending of international students and their visitors now provides a major export boost for the UK economy. This is not something limited to London or to one or two big cities, but to towns and cities across the whole nation.

More recently statistics from 2015/16 for the University of Kent show that over 14% of total university income was contributed by international students.

While the report for UUK focuses on economic impact, it is important to remember that international students are also crucial to the diversity of our campuses and the experience of UK students, both academically and culturally. When students return home or move on to the world of work, it is these strong professional and personal links that provide long-term, "soft power" benefits for the UK.

7. Examples of capital investment programmes at your university which may not happen/ may not have happened without international student income (please think of examples of programmes that have a positive impact on all students such as new laboratories, new sports hall etc.)

Also, from the HESA return, here is the information on income showing how much overseas students contribute. Figures for the last two years are provided below:

	2016/17	2015/16
Total tuition fee income	161.3m	155.5m
Total from international students	37.3m	36.4m
Total University income for the year	267.1m	253.8m

The breakdown for international students is slightly different here than in the published financial statements as the note there picks up FT international only, with all PT students reported on a single line. This information from HESA has the total FT & PT income from international students.

The information below is a summary of major capital projects (>£2.5m) over the last few years. This provides the timing, total cost and amount funded from external funding and from our own reserves. The 'University Reserves' element has been partly funded from overseas fee income.

Recently Completed				
	Total cost	Completion date	External sources	University Reserves
Project	£m		£m	£m
New Nursery building	1.7	2013/14	-	1.7
Cornwallis East - new academic building (SSPSSR/grad school)	8.2	2015/16		8.2
Templeman Library Extension	20.1	2015/16	5.7	14.4
Wigoder Law Building	5.3	2016/17	1.8	3.5
Sibson - new academic building (KBS/SMSAS)	35.7	2016/17	5.0	30.7
Medway student hub	2.7	2016/17		2.7
Templeman Library - Refurb existing space	12.1	2017/18	1.6	10.5
Staff Connect - new HR/Payroll system	3.8	2016/17		3.8

Approved & currently underway

	Total cost	Completion date	External sources	University Reserves
Project	£m		£m	£m
Parkwood study hub	3.0			3.0
New academic building (Economics + teaching space)	18.8			18.8
Major refurb Cornwallis Central	6.2			6.2
Kent Vision - new student data system	9.7			9.7

8. Courses that would not be viable without international students

For the 2017/18 academic year those academic schools and study levels with high reliance on International Students at Kent are as follows:

School of Arts (PGT)
School of European Culture and Languages (PGR)
Centre for Medieval and Early Modern Studies (PGR)
School of Architecture (PGT & PGR)
Centre for English and World Languages (UG)
School of Computing (PGR)
Engineering and Digital Arts (PGT & PGR)
School of Mathematics, Statistics and Actuarial Science (PGT & PGR)
School of Biosciences (PGT)
Kent Business School BS (PGT & PGR)
School of Economics (PGT & PGR)
Kent Law School (UG & PGT)
Politics and International Relations (PGR)
School of Psychology (PGT)
School of Anthropology and Conservation (PGT)
Centre for Journalism (PGT)

9. Policy impact to date (perceptions of the UK offer and UK's attractiveness, impact on recruitment from specific countries, impact on recruitment at specific course level)

Policy introductions by the UK Government have made it increasingly difficult to appear competitive against challenges such as the removal of the post-study work visa. Investment in scholarship schemes to the UK have been slashed as a direct result of the uncertainty of Brexit combined with perception of the UK, in terms of career and engagement opportunities.

Kent's International Recruitment team report that, in recent years, UK-dedicated educational exhibitions overseas have been less well attended by international students in a range of different overseas markets. The practices of traditionally-UK focused agents are also reported to have diversified to include a broader range of countries.

UK Education branding initiatives are welcomed by Kent, but anecdotal evidence suggests that the collocation of the Education is Great Campaign with UK political rhetoric. Linked to reducing migration figures, has reduced the potential impact of this initiative.

Given the evermore competitive market for international student recruitment, Kent's staff continue to explore new markets and identify new ways of engaging even more effectively with existing markets. The University positions internationalisation as a key set of approaches and activities which are embedded within the three pillars of our institutional plan, Education, Research and Engagement.

Given the Brexit process, and the implications of this for reputation and business continuity, our staff in schools and departments have collectively had to devote a great deal of attention to planning for scenarios which might ensue. Already the UK sector has noted a reduction in the number of EU students applying to study in UK Universities. The situation is supported by data drawn from our International Student Barometer results which included a question about the impact of Brexit. Current international students were asked the following question:

'After the UK's vote to leave the EU, would you be more likely or less likely to choose the UK as a study destination, if you made the decision again?'

<i>It would make no difference</i>	894
<i>Less likely to study in the UK</i>	501
<i>More likely to study in the UK</i>	157
Grand Total	1552

10. Any relevant evidence or data on non-UK students and their impact on local housing, NHS and transport

The University of Kent has recently submitted a joint bid with Canterbury Christ Church University for new Medical School. The University has internationally renowned specialist Centres/Units which attract international students and scholars. These have relevance to medical school developments including the Centre for Health

Services Studies (CHSS), which includes the Kent Academic Primary Care Unit; Personal Social Services Research Unit (PSSRU); and The Tizard Centre, the leading UK academic group working learning, disability and community care. Kent is also involved with the postgraduate medical community through the Kent Academic Primary Care Unit (KAPCU) remit, which supports the education and development of primary care practitioners and develops primary care research.

University of Manchester

The University of Manchester response to the Migration Advisory Committee
Students' Commission

Overview

As one of the UK's leading research intensive universities, the ability of the University of Manchester to continue to attract the brightest and best staff and students from around the world is essential to maintaining and enhancing our position as a Top 50 university in the world and in doing so, to contribute to the UK Higher Education Sector's global reputation for quality and excellence.

Previous changes to migration policy and practice, notably the removal of the post study work visa in 2012, have had a negative impact on mobility flows of international students and researchers, reducing the UK's influence in markets overseas which are crucial to the UK's economic prosperity and development. As the largest recruiter of international students among UK universities, the University of Manchester is well placed to outline the positive impact that international students provide. International students not only enrich academic life on campus, providing a vital international perspective to domestic students who will go on to compete in a global workforce, they also make an important contribution to the local and regional economy. Fee income from international students supports investment in buildings and resources which are essential to maintaining competitiveness in a globalised Higher Education market.

International students have a positive impact on the wider economy of Manchester and the North West via the money they spend on accommodation and services, supporting a number of local and national businesses. The recently released HEPI report *The Costs and Benefits of international students by parliamentary constituency* reports that in the academic year 15/16, there were 19,310 international students undertaking their studies in the North West. The estimated net benefit (when the costs to the public purse of hosting are taken into account) to Greater Manchester in this academic year was £852m, whilst the net benefit to the wider North West Region was £1.9bn. The impact on the Manchester Central constituency, in which University of Manchester sits, was £179m - the fifth highest in the UK.

In addition, on return to their home country following study in the UK, international students become ambassadors for the UK, playing a key role in enabling new business and inward investment opportunities. University of Manchester has active Alumni Associations in a number of key markets for UK prosperity and maintains active contact with more than 100,000 Alumni across more than 200 countries.

Manchester Alumni have been active in brokering inward investment to the UK, for example, a recent graduate from Hong Kong has founded a property company which has seen inward investment of £115m into the UK.

The evidence submitted below outlines the impact of previous changes to mobility flows along with the potential for further harm if migration policy were to be further tightened.

Impact of UKVI policy changes on mobility flows and University compliance burden

The lack of clarity when changes are applied to UKVI guidance has been a significant burden, requiring frequent contact with the premium team (and waiting for a response from policy) to ensure that we are compliant. Feedback from other institutions indicates a lack of consistency in responses from the premium account managers, with reports that the HEAT may also take a different interpretation adding to the lack of certainty about what is required.

Changes to UKVI guidance impacting current students, such as the policy changes in 2016 affecting students moving from MEng to BEng and PhD to MPhil, or simply adding an industrial placement year to an existing course, has been burdensome to the institution and is unnecessarily disruptive to current students.

We feel obligated to pay the UKVI premium service charge, which is useful for immigration status checks and routine enquiries, though there are significant delays in receiving a response to more nuanced questions that require policy input and data provision is poor (inconsistent in delivery with large amounts of unmatched data).

The most significant impact of changes to UKVI Policy has been seen in India.

During the period 11/12 to 15/16, following the removal of the post study work visa in 2012, enrolments by Indian students at the University of Manchester declined by 50%, mirroring a 44% decline in the UK Higher Education Sector overall. The decline was particularly pronounced at Postgraduate Taught level where University of Manchester enrolments fell by 65% over the same period.

Economic contribution of International Students and Researchers

International Students are vital to maintaining viability of STEM postgraduate taught courses. More than 1/3 of the courses offered at Manchester currently have an International cohort of more than 50%. The majority of these courses are at PGT level in STEM subjects and the ability to continue to offer these programmes to UK students is contingent on the ability to continue to attract highly qualified overseas students.

International students perform a vital role in supporting the export agenda of local businesses with support from the University of Manchester's Careers Service via its International Talent Programme. Since its launch in 2017, the programme has engaged more than 50 organisations to offer 120 roles which require specialist language and cultural skills which International Students can fulfil.

Whilst the International Talent Programme offers a positive example of the contribution international students can provide, anecdotal evidence from SMEs engaged in the programme indicates that a greater opportunity to support exports is being missed due to current UKVI sponsorship regulations. A number of SMEs have reported that the compliance regulations for Tier 2 Sponsor status can be daunting for a small enterprise which lacks an extensive HR Function. In addition, the minimum requirements for salary at £20,800 (or £30,000 for some roles) can be problematic for what are often junior developmental roles, particularly where UK graduates are paid a lower salary in their first year of employment.

International Students also have a positive impact on local communities via University of Manchester volunteering programmes, for example:

UoM students register interest in volunteering through an online system, Volunteer Hub, where they can search for opportunities. Most of these opportunities are in the local area. Of the students who stated their nationality when they registered, 56% identified as non-British which is much higher than the proportion of EU/international students in the student population as a whole.

The University's flagship Manchester Leadership Programme combines a credit-rated academic unit and verified volunteering. 700 students took the MLP in 2016/17 and their engagement with volunteering was broken down as follows:

- 348 UK students of whom 45% volunteered.
- 86 EU students of whom 48% volunteered.
- 266 International students of whom 59% volunteered

Impact of Brexit on EU Student Recruitment

The University of Manchester estimates that in excess of 95% of current EU students draw on Student Loans Company Funding. If access to Loans Company Funding were to be removed, at the same time as fees for EU students are de-coupled from home fee levels as part of the UK's withdrawal from the EU, we anticipate that the impact on EU recruitment would be catastrophic. Applicants from the EU enquiring

about study in 19/20 are already concerned that there is no clarity on fee levels or sources of funding and it is likely that applications will decline significantly unless clear guidance can be issued from the UK government as a matter of urgency.

University of Oxford

Migration Advisory Committee (MAC) call for evidence:
Impact of International Students in the UK January 2018
Response from the University of Oxford
Executive Summary

a. Response from the Collegiate University

In responding to this consultation we have included feedback and case studies from a number of colleagues across the Collegiate University. This structure comprises of 38 colleges, 6 permanent Private Halls and nearly 100 academic departments or faculties. Our Student Union (Oxford SU) have also included their contribution to this report in question 13.

Oxford has a large and vibrant international student body, represented by students from nearly 150 countries, which is of vital importance to all these constituent parts of the University. We highly value the diversity of opinions, skills and experience they bring that in turn adds richness to a thriving social and academic life. Their interaction with domestic students leads to increased sensitivity towards other cultural perspectives and a higher acceptance of differences which is an important part of our role in stimulating debate, research and freedom of expression. It also adds an international dimension to the experience for home students which is seen as an essential career attribute.

The higher fees that international students pay are one part of their contribution to the University but not the sole one as explained throughout this response. It is clear that without the demand and income from international students it would be impossible to offer the broad and varied range of high-quality courses that are currently available to all students. Our domestic students also have an expectation that their peers will be from a range of international backgrounds which adds a unique offering to their learning and social experience.

b. Current student population at Oxford by nationality

Nationality	Undergraduate students	Postgraduate taught students	Postgraduate research students	Visiting students	Total
Non-EU	1,309 (11%)	2,152 (43%)	2,114 (36%)	443 (84%)	6,018 (26%)
EU	986 (8%)	1,066 (21%)	1,606 (27%)	73 (14%)	3,731 (16%)
UK	9,432 (81%)	1,821 (36%)	2,179 (37%)	10 (2%)	13,442 (58%)
Total no.	11,727 (100%)	5,039 (100%)	5,899 (100%)	526 (100%)	23,191(100%)

As % of total student pop.	51%	22%	25%	2%	100%
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The table shows that our non-UK student population (Non-EU and EU) makes up 42% of the current student population but this varies by course level i.e. at undergraduate level it is 19% and at postgraduate level 64% for taught students and 63% for research students. The proportion of non-UK students at Oxford is higher than some other UK HEIs but this is partly attributable to our long-standing strong global research reputation and wide international reach through our brand recognition. The skills and experience that these international students bring, that are often not available in the domestic market, are crucial to our robust research profile and success

There are currently 5,375 Tier 4 visa holders amongst this non-EU student population (6,018); the remainder either hold dual-nationality, have indefinite leave to remain or another visa status that allows them to study in the UK.

Our students come from nearly 150 countries and our alumni body is currently over 275,000 strong and spread across nearly every country in the world. 77,000 graduates from Oxford currently live and work in 204 countries around the world making their Oxford experience an important and significant contribution to the soft power influence of a UK based education. c. *Changes in student population and composition*

If the last ten years are considered, the proportion of non-EU students within the total student population has increased from 23% to 26% and the proportion of EU students from 10% to 16%. However, UK students still constitute 58% of all students at Oxford and 81% at undergraduate level. Most of this increase in students from the EU and non-EU countries has been at postgraduate level, as undergraduate numbers have only seen a smaller percentage increase of around 3% for EU and 2% for non-EU students respectively over these ten years. c. *Summary of main points and key themes*

In responding to the consultation our replies are based on the list of topic/question areas as set out in the Migration Advisory Committee (MAC) report. To summarise from our responses throughout this consultation the following areas are of concern to the Collegiate University: *Contributions from international students to a global University*

Our priority as a leading global University is to continue to recruit the brightest and most talented students, without nationality being a consideration, so that we can make an internationally competitive offer against our leading global competitors and not lose any valuable talent.

Retaining the brightest students that we have trained in highly valued post-doctoral positions or further employment within the University not only makes practical and economic sense, it is also of crucial importance to our prominent research position within the UK and globally. This is essential to maintain our world-leading research position and achievements in scientific and medical innovation.

The entrepreneurial talent, innovation and soft power that our graduates hold and generate should not be undervalued. This can be evidenced in numerous outcomes such as Oxford generating the most research spinouts of any HEI in the UK and international students playing an important part in these spinouts. We also have one of the highest number of endorsements for doctorate extension visas and graduate entrepreneur visas for international students of any university in the UK.

Oxford thrives on our international connections with nearly every country in the world and a physical presence in many countries around the world, including three offices in China, USA and Japan and Tropical Medicine laboratories that employ some 1,500 staff in Asia and Africa. International students are a key part to developing and maintaining these global connections for the long-term future and projecting soft power influence.

The rankings of Oxford by a range of organisations show our weight both globally and locally. The research excellence framework showed that Oxford had the largest volume of world leading research in the UK. We rank first by overall input in a number of subject rankings and first in the UK for research council income. The world-class research generated by Oxford and the role we play in the education of the future workforce is key to improving the long-term economic growth and productivity of the UK and an essential part of the modern industrial strategy. Highly skilled workers and innovation are critical to our economic competitiveness and addressing inequality in society. It is important to consider that graduate skills (UK and non-UK students) contributed to roughly 20% of GDP growth in the UK from 1982 to 2005.

The diversity that international students bring also contribute to improving social cohesion and facilitating social mobility and encouraging greater civic engagement, as well as contributing to arts and culture, and the advancement and promotion of knowledge and these factors cannot be easily quantified.

Oxford has derived considerable benefits from the Tier 4 visa pilot scheme for the last two years and the scheme was warmly welcomed by our staff and new students. For Masters students, it has offered a valuable chance to have some additional time to start work, or look for post-study work opportunities, which was previously quite difficult with a shorter period and the timing of major employers' annual recruitment rounds.

Tier 4 visa compliance requirements have increased in scale and complexity since 2009, with 41 versions of the Tier 4 policy guidance published since the Points Based System was introduced. We would welcome any further differentiation arrangements that could ease this compliance burden which may include changes to the attendance monitoring requirements or to the number of student status change reports that need to be made to the Home Office.

Perceptions of international students

Negative perceptions of the UK as a welcoming destination caused by successive immigration changes or restrictions on post-study work opportunities could erode the goodwill of our graduates who could be future partners in industry, academia or government. It will also erode the valuable soft power they hold and project for many decades after they have graduated. We remained concerned that since the closure of the Post Study Work scheme in 2012 the opportunities for our graduates are much less generous than our international competitors.

A recent NUS survey in 2017 showed that the majority of students (more than 60%) believe their experience in higher education would be less diverse, if the number of international students was reduced by 50%. They also thought that it could lead to a lower quality of their education and fewer resources being available.

Our international students contribute greatly to cultural diversity by acting as university, local and national ambassadors for UK Education in their roles in promoting cultural diversity. They enrich the domestic student experience by sharing their values and aspirations which is an essential part of working and living in a global culture.

The global mix of staff and students contributes to the vibrancy of Oxford and adds a quality to the local environment that contributes to the attractiveness of the city as a knowledge centre and attractive place to live and work. This in turn can help raise the economic wealth of the local area.

What impact does the payment of migrant student fees to the educational provider have?

Non-UK student fee income made up £97 million or 50% of the total fee income from students in the 2016/17 academic year. This was comprised of £17 million from EU students (9%); £80 million from non-EU students (41%); and £97 million from UK students (50%). This is higher than the average of UK Universities which an Oxford Economics report calculated at 14% of total income from international students (i.e. non-EU/EEA) across all UK universities.

Whilst we do not seek to recruit overseas students to profit from the higher tuition fees they do contribute significantly to the costs of teaching. In some departments that have a very strong international focus, such as our Blavatnik School of

Government, the reliance on non-UK student fee income is much higher, at over 95%. However, it is important to note that the Blavatnik School and a number of other departments also invest significant resources in sourcing scholarship funding towards helping students cover these fees.

The fee income from EU and non-EU students allows us to offer a wide range of courses and options to both domestic and non-UK students, and without this significant fee income from international students this broad provision would not be financially viable. It also contributes to the overall financial health of the University, enabling it to set aside resources for infrastructural purposes, including the maintenance of classrooms and laboratories and the refreshment of the estate through new capital projects.

What are the fiscal impacts of migrant students, including student loan arrangements?

In the 2016/17 academic year, students from the USA took out 373 US federal, Private or VA loans worth over \$15 million. We understand that Oxford probably has one of the highest value of US Federal loans income of any UK university. For EU students there were a total of 502 students in the 2016/17 academic year who were assessed as eligible for the tuition fee loan by the Student Loans company. 431 of these students received a partial or full tuition fee loan.

Each year, the University offers over 1,100 scholarships for graduate study to UK and non-UK students. Around one third of these scholarships are administered by the University's Student Fees and Funding office, and these alone represent a commitment of £28 million; some of this funding is targeted towards world development efforts. The Weidenfeld-Hoffmann Scholarships and Leadership Programme is an example of such a targeted scheme as its objectives are to *'cultivate the leaders of tomorrow by providing outstanding university graduates and young professionals from emerging and transitional economies with the opportunity to pursue fully-funded graduate studies at the University of Oxford, combined with a specially created programme of leadership development, long-term mentoring and networking'*.

International students also generate a substantial financial income for the local area from their spending on accommodation and expenses whilst in the UK, as explained in questions 3 and 4 below; this supports a large number of jobs within Oxford city.

Do migrant students help support employment in educational institutions?

A significant number of our courses attract a lot of non-UK students and without these students the courses would not be financially viable to run, thus affecting

employment for academic and administrative roles within the University which depend on these courses running and being fully occupied.

During their studies our postgraduate students may work in a wide range of temporary roles within the University, and it is important that these roles are also filled by non-UK students so they can be truly representative of a diverse student population. Postgraduate students may work part-time in a range of administrative roles but also in teaching and research roles that are important to our research profile and that offer them valuable skills and experience.

The annual Student Barometer satisfaction survey that considers feedback from students at UK universities and worldwide shows that work experience and opportunities to teach are a crucial and highly valued component of the postgraduate student experience.

After students complete their studies, from a practical and economic rationale we hope to be able to sponsor the brightest and most skilled students we have trained to continue working or researching for us to realise the maximum cost benefit. We should also not overlook the importance of recruiting undergraduate and postgraduate students from all over the world, which adds to the international outlook of a University as reflected within the Times Higher Education rankings. This in turn attracts highly mobile and talented staff and researchers from a global pool of labour, and develops the research profile of departments.

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

A recent report for the University by BiGGAR Economics found that students (UK and non-UK students) through their part-time work, spending and volunteering contribute an estimated £62.5 million a year to the Oxfordshire economy. As 42% of our students are from outside the UK this is a considerable amount of revenue generated, and overall this supports around 1,600 jobs.

Analysis by the Higher Education Policy Institute in 2017, showed that the Oxford East constituency (which includes the majority of the Oxford colleges and Oxford Brookes University) had the fourth biggest economic impact from international students for all constituencies in the UK.

Our Accommodation Office, that provides lettings for those not in college accommodation, noted that international students are often more willing to pay for the more expensive types of accommodation which generates more revenue and a demand for a wide range of accommodation types from construction companies.

International students have been one of the success stories of UK export earnings in recent decades. A report by Oxford Economics on the impact of all international students in the UK showed that their spending, and that of their visitors, generated a knock-on impact of £25.8 billion in gross output in the UK. The quantitative economic contributions of international students should not be considered alone as they also have an impact on both individuals and communities locally and within the region. They create a diverse social and cultural life and many international students take a very active role, often more prominent than domestic students, in community engagement promoting greater social cohesion and a desirable place where people wish to live.

5. How do migrant students affect the educational opportunities available to UK students?

International students enrich the domestic student experience by bringing new perspectives, opinions and experience which further encourage UK students to internationalise their academic career and gain work experience overseas. This is a central part of the teaching and learning model of many departments and an essential career attribute in a modern globalised and inter-connected world. International students also bring significant financial benefits to the University through the fees they pay. For most courses, these fees are substantially higher than for UK/EU students, reflecting more closely the cost of an Oxford education, and allowing the University to invest in teaching and associated support services and infrastructure for all students.

Students often comment during programme reviews that having peers from around the world stimulates discussions in seminars and brings new perspectives and examples to the debates. This can be particularly relevant for programmes in area studies, for example African Studies, Asian Studies and also our range of Business and International Relations courses but applies more widely to nearly all our academic courses at varying levels. The Blavatnik School of Government for example, deliberately seeks to attract students from all over the world to further its vision of a world better led, served and governed.

This mix of students also acts as a driver for curriculum diversity to ensure that the syllabi cover the whole world and are not just Euro/US-centric. There is a growing focus on ensuring the curriculum also encompasses the Global South. Departments are regularly encouraged, in part through student feedback, to ensure readings lists are fully representative, covering global perspectives and including authors from every continent.

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

Student recruitment is solely based on academic merit at Oxford. Country of origin is not considered as part of the admissions process and thus the level of demand from international students does not impact on home student recruitment per se, only through the overall academic strength of the applicant pool.

Many of our courses highly value the globally diverse nature of our student populations and the added value that having representatives from a wide range of countries brings e.g. for the Master in Public Policy which recruits from one of the widest ranges of countries. For many of these courses, a less diverse student body would change the academic nature of the course entirely and make it much less attractive to UK and non-UK students. Without international students many of these courses would not be financially viable to run thus diminishing the available course options to UK students.

What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

a. Housing provision

Oxford Colleges and the Accommodation Office value the diversity that international students bring to our accommodation communities. The social interactions are an essential part of a university experience to create a globalised citizen for domestic and international students. It creates an appreciation of other cultures and tolerance as students live in close proximity and need to interact and live in communal areas. Oxford is perhaps unusual, in comparison to other UK universities, as the vast majority of students stay in college or University managed accommodation (approximately 72%) so a much larger proportion of their expenditure is maintained within the University. House prices in the city are high but this is more likely attributable to the high-tech companies that are attracted to the city by the pool of skilled labour and its proximity to London.

The Collegiate University has expanded its accommodation stock significantly in recent years with a number of large scale infrastructure projects for new accommodation blocks which decreases the demand for private accommodation. Oxford City Council is also working with the University of Oxford and Brookes University to reduce letting to students in the private market thus reducing any potential impact on house prices

We try to offer accommodation to all first year students, especially international students who might have difficulties trying to find private accommodation when they are located overseas. A large number of our students will also stay in college or university accommodation for further years, or sometimes for the duration of their course.

Most students will be provided accommodation by their college but if they apply very late or have unique requirements they can also find accommodation through our central Accommodation Office. This office deals with a large number of non-UK students; with 689 non-UK citizens and 144 UK citizens currently in their managed properties. The Accommodation Office has noted that international students are often willing to pay higher prices for accommodation which generates more revenue and demand for a range of accommodation types. *b. Local transport*

Transport and housing provision are carefully managed and balanced by a close working relationship with the city and county government. Our Planning and Resources allocation section liaises regularly with the city concerning student numbers, residence based on term dates and future number planning. Oxford is a non-campus university but the teaching premises and accommodation are quite concentrated in the city centre so the impact on local transport is fairly minimal, especially as bicycles are the most popular and ubiquitous method of transport. *c. Health provision*

Healthcare provision at Oxford for non-UK students comprises support at the college level, specialised support from central services that cater for students from all the colleges and access to NHS treatment.

Most colleges will have a college nurse that can offer advice and treatment for minor ailments and thus reduce the pressure on local NHS services.

A lot of attention is focused on pre-arrival information to ensure students have any necessary vaccinations, declare existing medical conditions, and disability conditions if they wish. On course students also receive specialised support on health care matters, counselling, and disability support. The small and close community focused nature of the collegiate system at Oxford means that any health or mental-health care issues can often be more easily identified and appropriate support given at an earlier intervention stage.

There is a fitness to study policy that ensures students returning from periods of suspension are medically able and ready to resume their studies. Our objective is to ensure our students are healthy and focused on their academic studies which means they may not be frequent users of NHS services. Disability support for non-UK students is quite costly for the Collegiate University as there is no UK Government support and currently costs us around £200,000 a year.

8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

As the seventh most visited city in the UK by international visitors (data from visitbritain.org), it is likely that our diverse international student body and our wide

global reach and reputation attracts a significant number of visitors to the city, the region and the UK. A recent Oxford Economics report calculated that visitors to international students across the entire UK spent an estimated £520 million with a knock-on impact of £1 billion in gross output. Oxford would probably feature strongly in any detailed analysis of this figure because of the popularity of tourism in the city, and its strong brand recognition overseas.

International students will often invite their family members to Oxford during studies, and for their graduation ceremony. Many international students also take the opportunity to stay on after completing their studies to travel around the UK within the remaining period of their visa validity, which is also strongly encouraged as a complete and essential part of their UK study experience.

In June and September each year, the Collegiate University holds an Open day (for three days in total) for prospective students which attracts thousands of visitors to the city every year. A substantial number of international visitors will combine the Open days with a longer tourism visit to the UK.

Our historic venues steeped in culture offer a unique conference venue that attract visitors for global conferences and global summer programmes throughout the entire year and spread all across the colleges and university. The expansion of our student accommodation provision in recent years means we are well equipped to host large scale conferences.

A recent report by BiGGAR Economics found that the University was responsible for 43% of the tourism activity in the city and this adds £99 million a year to the Oxfordshire economy and supports 3,450 jobs in the city. As our non-UK student population represents 42% of the total student population, it is clear that their contribution and that of families and friends visiting is a sizeable proportion of this income.

It should also be noted that the average spend by overseas visitors is usually much greater than UK visitors. A report by Destination Research for Oxfordshire showed the average domestic spend per trip was £182.47 but for overseas visitors this was £482.24. Economic value alone is not the only positive factor of an increase in tourism as visitors also create a vibrant city and promote social equality. The promotion and study of academic and religious heritage within the University has also attracted a great number of international visitors to Oxford.

The museums in Oxford have a world-class reputation and loan over 7,000 items to over 200 venues across the world each year which in turn can help draw a large number of UK and international visitors to the city. There is a great deal of cross-collaboration with academics in different subject areas around the world and the Oxford Leiden Festival is one example of how multiple separate organisations within the University work to attract over 12,000 people to Oxford for one of the largest classical song festivals in the world.

The University promotes community projects and events by setting aside a pot of £50,000 a year to support projects that celebrate the heritage of Oxford and promote community engagement. Local cultural organisations can also request space free of charge in various university or college premises highlighting the important role of Oxford in allowing cultural activities to grow. Oxford has a Community Engagement Officer who works with a wide range of groups and organisations and the Vice Chancellor of Oxford has explained that our community outreach is important as *'a university has a responsibility to be both a force for good in the world, and a good neighbour locally'*.

9. What role do migrant students play in extending UK soft power and influence abroad?

Soft power and the influence of Oxford students and graduates is undoubtedly immense and difficult to quantify exactly. As well as over 30 international leaders there have been 27 British Prime Ministers, 50 Nobel Prize winners, and 120 Olympic medal winners educated at Oxford.

One of the University's objectives for our alumni is that they should have a prominent role in extending the University's brand and reputation abroad. They serve as beacons to potential applicants and no doubt help to burnish the University's image as an international community of scholars and researchers. When they graduate and return to their country (or move around the world) they further reinforce that image through their chosen professions and interests.

There are currently over 275,000 registered Oxford alumni spread over nearly every country in the world. These alumni have formed 221 volunteer-led groups in more than 90 countries worldwide and their events include important networking opportunities for professionals in academic, business, government or voluntary organisations that undoubtedly help cement soft power for the UK.

Oxford has an important role in helping shape individuals in their academic and social development to contribute to the UK's soft power for now and for future generations to come. During their studies we actively offer students opportunities to build their networks within the UK i.e. with British academics; for example the Blavatnik School of Government offers distinguished mentors, from a range of sectors, work placements in UK Government departments as part of their summer project.

It is known that higher education contributes significantly to personal growth and social development through activities such as part-time work and volunteering and consequently these individuals engage in voluntary and charitable ventures throughout their career and maintain a lifelong soft power affinity to the UK. Educational bonds and the sense of trust in a nation's values created from their experience in the UK are critical once our graduates return to work, academia or

begin government roles in their home country, or another country. It can help cement the ability to trade on good terms between nations both in the current economic climate and as we renegotiate our relationship with the EU. Many of our key international markets such as China and India have a young population who want to study in the UK. If we can facilitate an easy route to study in the UK it helps cement these ties and long-term links to the UK for a positive experience and trading relationship.

Some of the companies founded by recent Oxford graduates include LinkedIn, Funding Circle and Eventbrite; the global reach of these companies and their potential for mass communication reach shows the immense importance of soft power for the UK.

Our international alumni are spread widely around the world in positions of influence and power. Some recent graduates that highlight this wide geographical spread are an Assistant Registrar at the

Supreme Court Singapore; a Deputy Judge of Oslo District Court; a Section Chief at the People's Bank of China, a Clerk at the Supreme Court of Canada; and a Strategic Policy Adviser at the Australian Securities and Investments Commission.

An extensive and varied list could be compiled of all the valuable contributions international students from Oxford have made in their careers over the years. Some other recent examples of the prominence and influential roles of recent graduates in business and government include; the Japanese Ambassador in Afghanistan, the CEO of the Global

Organisation of Parliamentarians against Corruption, and the Director of the Asian Development Bank in the Philippines amongst many other varied roles.

The University also operates in three overseas offices based in Hong Kong, Tokyo and New York and activities in these locations see the University engage with local communities and promote the research and public activities undertaken by Oxford. This further strengthens the soft power influence of a UK education. Our extensive links in China provide an interesting example of soft power and connections across a range of areas and this includes a permanent presence through the office in Hong Kong, the activities of Oxford University Press (China), the work of the Oxford University Beijing Science and Technology Company, and Isis Enterprise Asia. The University of Oxford China Centre also works to connect Oxford academics doing research on China across a range of disciplines.

Spin out companies are another major success at Oxford and we are the most active university in the UK with 122 spin-outs emerging since 2000. We are also the source of some of the fastest growing start-up companies and a recent Sage study found that we had produced more founders of \$1bn businesses than any other university in Europe.

International students and connections are a key part of this success. Thanks to the leading research reputation of the University, Oxford Sciences Innovation (OSI), the university's spin out fund, has raised nearly £600 million in innovation capital from investors all over the world. The National Endowment for Science, Technology and the Arts (NESTA) also recognises that cities such as Oxford are cutting-edge innovation leaders far beyond other UK cities.

On an individual and course level it is also easy to identify patterns of the importance of soft power links both in the immediate future and for long-term relationships. Our MBA students as an example, are highly ambitious and driven and a large number set up their own companies which will be significant global players in years to come. It is also our most international course with around 95% of students from outside the UK and 44 different nationalities. The majority of these non-UK students leave the UK after completion so their companies and expertise will be established outside the UK adding to our far reaching international profile and soft power potential.

Our Master of Public Policy and DPhil in Public Policy at the Blavatnik School of Government are also hugely internationally diverse courses. Many of the students are already senior members of government and public service and the future decisions they make will have enormous impacts in the sectors they control that will give great soft power to UK. Their decisions are likely to have wide ranging impacts such as creating thousands of jobs or alternatively putting them at risk- the knowledge they gain at Oxford carries huge weight.

10. If migrant students take paid employment while they are studying, what types of work do they do?

The University has guidelines for paid work during studies that recommends undergraduate students should not work at all during term-time; postgraduate taught students should not undertake more than eight hours of paid work per week; and postgraduate research students should expect to spend 40 hours a week studying and balance any work commitments with this and any visa restrictions. Students are advised to discuss any part-time work plans with their college tutor or graduate supervisor so that they can maintain a sensible work-study balance. As a consequence, Oxford students tend to have a greater concentration on their studies and the part-time work that they undertake will often be related to their studies.

A report for Oxford by BiGGAR Economics estimated that part-time employment in Oxford for all students (UK and non-UK) generates around £5.2 million and almost

200 jobs. If we consider the 2017 casual payroll data for the University of Oxford, it shows that Tier 4 student employment activities within the University are predominately in two areas. Firstly, those who undertake teaching commitments e.g. through casual teaching, demonstrating or providing teaching assistance, additionally students will sometimes engage in examining, assessing and marking. The second section is broader in activities but predominately indicates students undertaking research and administrative support, under job titles such as Research Assistant, Laboratory Assistant or Research Intern. Students will also be involved in supporting University student events and conferences and casual work such as bar duties, library or welfare support and other general administrative roles.

Students may also hold a very wide range of roles in the private sector that might be related to their studies or be a method of gaining important work experience.

The Student Consultancy at the Oxford Careers Office has an impressive track record in developing micro internships (short-term, voluntary, full-time work placements, which are available at the end of each term) and major internships (longer-term internships) that give UK and non-UK students valuable experience and contribute to high skills in Oxford. A large number of the international internships that have been created would not have been possible without the soft power connections of previous international students.

Volunteering is also an important aspect of a student experience and encourages community engagement and social cohesion. A number of our international students tell us this is a commitment expected to be fulfilled by their overseas funding body/government in their annual scholarship reports and as a consequence they tend to be over represented in volunteer activities compared to domestic students. The Oxford Hub is a dedicated centre in the city for volunteer activities with 3,000 students attending inspiration and incubation events, and they support 600 students to volunteer in the local community.

11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

The University of Oxford employs large numbers of Tier 4 visa holders who then move onto Tier 2 visas as researchers. The research projects they support can in time become an extremely important part of the high class research carried out at Oxford. As the Tier 4 visa holders recruited are normally those with successful PhDs (DPhil at Oxford),

the students themselves have been studying for more than two years and are already included in the net migration figures. Oxford University does not employ any Tier 4 visa holders via the Shortage Occupation Routes.

It is evident that in some highly skilled roles the talents or experience required are not always available in the domestic market and it is essential that we are able to recruit and retain the skills of the international students that we have trained. The majority of our students transferring from Tier 4 to Tier 2 enter highly skilled and specialised positions.

The pool of highly skilled labour that we create by retaining these skilled international students can attract further economic growth and raise average income within the local and national economy. This is essential for the labour market as numerous studies have shown that it is these high-level skills that bring innovation and technological changes that in turn improve productivity and are a key to securing continued economic growth. The youth unemployment rate in Oxford is fairly low and the addition of student labour does not appear to be a detrimental factor on this.

The current immigration rules that allow international students to switch into Tier 2 without a restricted COS or without employers needing to meet all the requirements of the resident labour market test, are highly valued by our students and employers. A number of our students have used this valuable opportunity to find work after their studies and also the concession that allows them to switch earlier i.e. after one year of PhD equivalent level study. These provisions should be maintained for the future as they are an excellent way for us to be able to retain the talent we have carefully trained.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Tier 2 Sponsorship provided by the University for international students will predominately fall under the occupation classification '2119 – Researchers not elsewhere classified'. Employment will typically be as a Postdoctoral Researcher/Research Associate/Postdoctoral Research Assistant/ Research Fellow at Grade 7 with a starting salary of £31,604.

For example in 2017, of the 70 international students sponsored under Tier 2, 68 of them undertook research and only two visa holders held a lecturer position within the University. These figures show that Tier 4 students switching to Tier 2 visas are extremely important to Oxford University's continued research efforts.

We have one of the highest number of students from all UK universities who apply for a doctorate extension visa application or a graduate entrepreneur visa. In the last academic year 2016/17, we sponsored 72 students for a doctorate extension visa (305 since the scheme started in 2013) and 28 students for a graduate entrepreneur visa (113 since the scheme started in 2012). A number of these students have then switched into the Tier 2 route and three students have switched into the main Tier 1 Entrepreneur route. It is particularly impressive to see the wide range of innovative ideas across many business sectors for our graduate entrepreneur visa holders that have the potential to break into some niche markets with exciting technological advances.

International students from Oxford who stay on for post-study work through the Tier 2 route or other visa routes, which for Oxford may include the Tier 1 Entrepreneur and the exceptional talent visa, typically enter a wide variety of careers. This will include specialised and skilled roles in business, government, medical or education research, and positions in the voluntary and charitable sectors.

It is important to note that the graduate premium for salaries and the differences at Oxford are higher than other UK universities which helps create a highly skilled and rewarded pool of labour within the region and the UK. The average starting salaries from Oxbridge Universities are 42% higher at £25,582 compared to post-1992 universities at £18,009. Oxbridge graduates are also more likely to gain employment, with 80% in professional employment compared to only 52% for post-1992 universities. Of all students (UK and non-UK) who remain here after studying they would expect to earn at least an additional £432 million collectively during their careers, contributing significantly to economic growth.

13. What would happen in the event of there no longer being a demand from migrant students for a UK education?

As a global university, we would be immeasurably poorer in terms of academic exchange, talent, research profile and our global perspective and reach. Our Blavatnik School of Government, funded by one of the largest donations in our history of £75 million, told us it would be '*unable to fulfil its mission as a global school and there would be no point in continuing to operate in the UK*' if demand was drastically reduced.

The main impacts for Oxford would be a significant loss of fee income leading to less courses being offered and fewer resources for domestic students; a major detrimental impact on academic courses which rely on having a global and diverse outlook and participation; and a very adverse impact on social cohesion and diversity from losing the experience and different outlook that international students bring to us all. These impacts would all have a massive knock-on impact on our strong and vibrant world-leading research profile which would suffer immensely.

Domestic students would lose a lack of exposure to the values and opinions that are shared with international students to the detriment of one of their core career aspirations to have an international focus in a globalised world. Opportunities to study abroad for home students would be diminished or unfeasible as most programmes rely on a reciprocal exchange of in-bound students coming to the UK.

International PhD (DPhil at Oxford) students also contribute significantly to university research in publishing papers and working during studies and after completion in post-doc positions. Without these international student numbers being sustained it could have a serious detrimental impact on our research activity and strong global reputation.

If fee levels for EU students rose significantly after Brexit, or if we saw less non-EU students studying here, we might find it difficult to fill places, and we may need to close a large number of courses to all students (non-UK and UK) as they would not be financially viable.

International students, their families and visitors make a significant contribution to the local and national economy through their spending, and are responsible for a large part of the associated employment within the city. A fall in numbers would have a major impact on economic growth and prosperity in the city and region.

Institutional diversity, the extent to which universities succeed in recruiting internationally, is recognised around the world as a measure of excellence and is reflected in league tables. Oxford and other UK universities would fall significantly in these global rankings if demand from international students fell.

International students are also a key part in community engagement as they are strongly represented in this area and for the diversity they bring. It is a key principle of the University's current strategic plan to be involved in promoting community engagement and this would suffer if international student numbers were to be reduced.

The Student Union at Oxford (Oxford SU) have also submitted a summary response to this wider consultation which we support and it states that:

As the National Union of Students (NUS) have shown in their report on international students from 2017, current students in the UK believe a reduction of international students would have several adverse consequences on their educational experience. The NUS found that a majority of students (more than 60%) believe their experience with higher education would be less diverse, if the number of international students was reduced by 50%. Similarly, many students believed a reduction in international students could lead to lower quality of their education and fewer resources available.

At Oxford SU, we believe that diversity of the student body increases the quality of the educational experience for all students. Oxford is well-known for its international

profile – particularly so at the graduate level – and any reduction in the number of international students would endanger this profile. From our networks of students that make significant contributions to the student experience (e.g. in the Junior Common Rooms, Middle Common Rooms or student groups), we know that international students are active members of our student community and contribute to improvements for all students.

14. Evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

International students make a significant contribution to institutional learning, whether it is in the form of peer-to-peer learning, the provision of insights into faculty and in the development of case studies. Our MBA and Masters of Public Policy, as an example, are the two courses that are the most internationally diverse and attract a large number of students from all over the world. The nature of the talented students that these courses attract means that a number of the graduates will proceed to positions of significant influence within Government in the UK and overseas, in the business sector, in an academic environment, or in voluntary or charitable organisations. In these influential positions, they can and will possess crucial soft power influence for the UK.

Highly-skilled students in our STEM related subjects will often proceed to conducting world-class research either in the UK, or in other countries. This research by international students contributes to major innovations and technological advances that are essential to our future economic growth, environmental protection and conservation, medical cures and advances in healthcare and technology that benefit the entire population.

University of Plymouth.

1. Executive Summary

- 1.1. In 2015/16, the University of Plymouth generated a total of £897.5m of output in the UK. The University generated a total of 8769 FTE jobs in the UK, which were dependent on the University's activities, and a total contribution to UK GDP of £474.5m.
- 1.2. Overall spend of international students at the University of Plymouth in 2015/16 was £40.4m for Non-EU students and £13.3m for EU students. International student off-campus expenditure generated £41m of output, 348 FTE jobs in the UK and contributed £19m to UK GDP.
- 1.3. In 2015/16, each Non-EU student at the University of Plymouth generated £51,416 of UK output in 2015/16, £27,140 of UK GVA, and 0.5FTE jobs. So, every 100 Non-EU Students at the University of Plymouth generates 50 FTE jobs in the UK.
- 1.4. In 2015/16, each student from another EU country at the University of Plymouth generated £34,568 of UK output in 2015/16, £17,633 of UK GVA and 0.32 FTE jobs. So, every 100 EU Students at the University of Plymouth generates 32 FTE jobs in the UK.
- 1.5. In 2015/16 there was a total estimate of 3997 international visitors associated with the University of Plymouth over the course of a year, with a total off-campus expenditure, spending around £1.6m. (This equates in itself to 4.6% of all international visitor expenditure to Plymouth in 2016.) It also generated £2.6m of UK output, created 22 FTE jobs and contributed £1.2m to GDP.
- 1.6 The University is clear on the benefits of a diverse community of students including international and EU students. This enriches the classroom; gets home and overseas students working together and helps prepare students to become global citizens. These objectives are explicitly referred to in the University's Internationalisation Strategy.

2. Introduction

- 2.1. The University of Plymouth is located in the historic coastal city of Plymouth in the South West Region of England. Its origins go back to its 1862 foundation as a School of Navigation and it has transformed over the years into a College of Technology and then a Polytechnic, finally earning full University status in 1992.
- 2.2. The modern University of Plymouth conducts teaching and research in a very broad range of subjects, across 4 Faculties (Arts & Humanities, Business, Health and Human Sciences, Science & Engineering) and the Peninsula Medical School.
- 2.3. With over 23,150 students, the University provides opportunities for local students as well as acting as a magnet to attract highly qualified applicants from

the rest of the UK and further afield. In 2015/16, 10% of the overall student population were international students - with 7% from non-EU countries and 3% from EU (non-UK) countries.

- 2.4. Key evidence provided in this document is taken from an independent study of the economic and social impact of the University of Plymouth undertaken in summer and autumn 2017 by Viewforth Consulting Ltd. Figures provided are a 'snapshot' of the economic impact generated by the University in the academic and financial year 2015/16 (the latest year for which data were available.)
- 2.5. The study provided modelled analysis of the expenditure of the University of Plymouth as well as the personal (non-fee) expenditure of University of Plymouth Students. It also included analysis of the additional impact of the visiting families and friends of international students.
- 2.6. Results showed the University of Plymouth to be a significant player in the local economy, generating impact in Plymouth, in the rest of Devon and the Heart of the South West Area, in Cornwall and also further afield in the rest of the South West and the UK as a whole.

3. Evidence

- 3.1. In 2015/16, the University of Plymouth generated £579.7m (directly and through secondary or 'knock-on' effects) across the UK with an additional £317.8m of output generated by the personal expenditure of students and international visitors associated with the University, making a total of £897.5m of output in the UK. The majority of output (£533.9m - directly and through secondary or 'knock-on' effects) was generated across the South West Region with an additional £310.7m of output generated by the personal expenditure of students and international visitors associated with the University, making a total of £844.6m of output in the South West.
- 3.2. The University generated 6021 full-time equivalent (FTE) jobs across the UK, with the majority being in the South West (5635 FTEs). Together with 2748 FTE jobs in the UK created by the personal expenditure of students and international visitors associated with the University this made a total of 8769 FTE jobs in the UK dependent on the University's activities.
- 3.3. The University generated £326m of GVA (directly and through secondary or 'knock-on' effects) in the UK (with £303.2m generated in the South West), with an additional £148.4m of GVA generated in UK businesses by the personal expenditure of students and their visiting family and friends, making a total contribution to UK GDP of £474.5m.
- 3.4. International students are a very important source of international revenue for the UK as a whole. As well as paying fees to the University, international students incur living costs – they spend money on accommodation, food, clothing and entertainment. In many ways they can be regarded as 'long stay tourists' – they

may not spend as much on a daily basis as short break visitors, but they stay for considerably longer.

- 3.5. Viewforth Consulting have estimated overall spend of international students at the University of Plymouth in 2015/16 to be £53.7m: £40.4m for Non-EU students (£21.5m money paid to the University in tuition fees and other payments such as residence, and £18.9m in off campus personal expenditure) and £13.3m for EU students (£4.8m money paid to the University in tuition fees and other payments such as residence, and £8.5m in off campus personal expenditure).
- 3.6. Viewforth Consulting also provided Per Capita Impact Results as follows:
Each Non-EU student at the University of Plymouth generated...
 - £51,416 of UK output in 2015/16 (£45,830 of which was in the South West Region)
 - £27,140 of UK GVA (£24,515 of which was South West GVA)
 - 0.5FTE jobs (0.46 of which was in the South West). So, every 100 Non-EU Students at the University of Plymouth generates 50 FTE jobs in the UK.Each student from another EU country at the University of Plymouth generated...
 - £34,568 of UK output in 2015/16 (£30,318 of which was in the South West)
 - £17,633 of UK GVA (£15,679 of which was South West GVA)
 - 0.32 FTE jobs (0.19 of which was in the South West). So, every 100 EU Students at the University of Plymouth generates 32 FTE jobs in the UK.
- 3.7. The personal spending of the 2270 International students attracted by the University of Plymouth (students from both non-EU and EU countries) was estimated to be £31.5m (£27.4m spent off-campus). To put this into context, the personal spending of University of Plymouth international students was nearly as much as the total £35m spending of ALL international visitors (both leisure and business visitors) to Plymouth in 2016. Student expenditure also generates economic activity and creates jobs and clearly international students are providing a real injection of money into the Plymouth economy.
- 3.8. International student off-campus expenditure generated £41m of output, 348 FTE jobs in the UK and contributed £19m to UK GDP.
- 3.9. In addition, the University and its students also account for a proportion of the short term international visitors to Plymouth every year. Like international students, the expenditure of international visitors contributes to overall impact at UK level as their spending is additional to the country and represents export earnings.
- 3.10. International visitors associated with the university include a combination of international business visitors (visiting researchers, study visit groups from other countries and conference delegates) and visiting friends and family of international students. Information is not routinely collected on the overall numbers of business visitors to the University; however the university residence

office is able to provide sample information on 285 short stay international visitors (accounting for some 11,118 bed nights) staying in University accommodation over the summer of 2016. This included some conference delegates and a number of pre-sessional and short-course participants. Drawing on knowledge from other research active UK universities Viewforth Consulting have made a conservative estimate of a further 534 short-stay international academic business visitors over the course of a year, assuming that at least 20% of academic staff will have international research and teaching links.

- 3.11. Viewforth Consulting have also made an estimate of visiting friends and family through analysis of the composition of the University's student international population and their countries of origin together with drawing on International Passenger Survey data for international visitors to Plymouth in 2016. Information on international guests at the 2015 graduation ceremonies (1653 guests) was also available from an earlier report on the graduation ceremonies.
- 3.12. Overall this resulted in a total estimate of 3997 international visitors associated with the university over the course of a year, with a total off-campus expenditure, spending around £1.6m. This equates in itself to 4.6% of all international visitor expenditure to Plymouth in 2016. It also generated £2.6m of UK output, created 22 FTE jobs and contributed £1.2m to GDP.

University of Portsmouth

University of Portsmouth's submission to the Migration Advisory Committee's call for evidence for its inquiry into the economic and social impacts of international students

Summary

The evidence submitted here shows that international students are a social and economic benefit to UK students at the University of Portsmouth, to the wider city and region, and to the country.

International students enhance the academic and student experience of University of Portsmouth UK students. International students also increase the range of courses available to our UK students.

International students provide the University of Portsmouth with a valuable source of income that is increasingly important if we are to continue to offer an excellent student experience and continue to enhance our students' career opportunities.

International students offer a net economic and social benefit to the city of Portsmouth. This is illustrated by the supporting letter included in our submission from the leader of Portsmouth City Council.

International students are a valuable source of export earnings and soft power for the UK.

Given the benefits that international students offer to UK students, the University, and the City we are concerned that the UKVI pilot scheme about international students' visas will lead to a differentiated student visa system. A student visa system that privileges some universities for no clear and transparent reason will have negative effects on UK students, cities and the national economy.

If the Government plans to use visa refusal rates to rank universities and so allow some greater ability to recruit international students, then all universities' visa refusal rate data should be published. This would enable universities to learn from others' good practice.

About the University of Portsmouth

The University of Portsmouth has over 23,700 full- and part-time students 18% of which (over 4,100) are international and EU student (1,100 are EU students).

The University has students from over 100 countries other than the UK. The majority of these students come from China (\approx 1100), Nigeria (\approx 400), Malaysia, Germany and Cyprus (all \approx 250).

Of the University's UK students, 97% are from state schools; 36% are from low income households (households with an income below £25,000pa); 36% enter the University with qualifications other than A levels; 27% are from low participation in higher education neighbourhoods; 27% are black, and minority ethnic; 17% of our students are mature (over 21); and 15% of our students have disabilities.

Within six months of graduation 96.5% of our graduates are in employment or further study. In 2017 The Economist ranked the University of Portsmouth first of all UK universities for 'adding value' to its graduates' salaries five years after graduation (The Economist, 10 Aug 2017).

The University was awarded Gold in the Government's 2017 Teaching Excellence Framework (TEF); it is ranked 37th in the 2018 Guardian League Table and 53rd in the 2018 Times/Sunday Times League Table. The University is also in the 'Top 100' of worldwide universities under 50 years of age.

The University is the fourth largest employer in Portsmouth and has a significant economic impact. In 2015/16 the University's income was £225 million; its activity supported around 12,800 jobs in the UK of which 7,900 jobs were in Portsmouth. For each person directly employed by the University, it supported 5 jobs somewhere in the UK. In 2015/16 the University also added around £1.1 billion value (or 'Gross Value Added') to the UK Economy. This included £476 million in Portsmouth.

Introduction

14. Our evidence is structured around the different kinds of impacts of international students, in particular,

- The impacts on UK students at the University of Portsmouth;
- The impacts on the city of Portsmouth and the region;
- The impacts on the country.

15. Our evidence also includes some comments on Government policy and its seeming direction of travel in relation to international students.

The impact on University of Portsmouth's UK students of University of Portsmouth's international students

In today's global economy it is important that UK graduates possess a global perspective and 'international cultural awareness'. Employers are relatively dissatisfied that UK graduates possess sufficient international cultural awareness ('Helping the UK to thrive' [CBI/Pearson education and skills survey, 2017], p.93).

Time spent studying abroad can help UK students develop this awareness but the opportunities for this are limited. In addition, the demographic profile of Portsmouth students means that they are less likely to spend time studying abroad ('Widening participation in UK outward student mobility' [Universities UK International, 2017], pp.3-5). In light of this, living and studying alongside international and EU students from over 100 countries is vital for the skills-development of our UK students, in particular the development of their international cultural awareness.

University of Portsmouth's international students also impact our UK students through improving the breadth of course provision the University can offer, particularly at the post-graduate level. Of the University's Masters courses with more than ten students, 23 have 40% or more international student presence. Fifteen have 60% or more. These include MSc Finance (80%), MSc Petroleum and Gas Engineering (60%) and MSc Mechanical Engineering (77%). Ten of the 23 affected courses are STEM courses.

Without international students the University could not offer the breadth of provision to UK students it currently offers, including STEM courses which are vital to the regional and national economy.

International students provide significant income to the University. In 2016/17 the income from full-time international students was £32 million or 17% of the University's teaching income. Including full-time EU students, this figure is £50 million (26%). As 18% of the University's students are international or EU students, the University's teaching income per student is higher for these students than for UK students.

One of the University's strengths is the comprehensive, wrap-around support we provide students. We believe this was key to our TEF Gold award and the value we add to our students – as reflected in the top ranking received in 2017 from The Economist.

The University has 24 posts specifically providing additional academic support in our Faculties. In the autumn of 2015 our Business School alone delivered 730 1:1 sessions. Our Academic Skills Unit (ASK) provides wide-ranging support in tailored academic literacies through 1:1 support, small group tutorials and coaching. ASK delivered over 2,000 hours of 1:1 teaching in 2015/16. Mature students particularly value this service. The University's Additional Support and Disability Advice Centre (ASDAC) offers advice and support to students with disabilities and the staff working with them. Students are assessed and offered 1:1 or group training with study skills, assistive technology and mentoring.

Given our student demographic – for instance, 36% of students from low income households and 27% are from low participation in higher education neighbourhoods – this kind of support is vital. Our students are less likely to be able to rely on the kinds networks, as well as other social capital, on which relatively more advantaged students can rely.

UK students' fees are expected to be fixed at £9,250pa for at least the length of this parliament. This means real decreases in fee income from UK students for the University. In these circumstances, the income the University receives from international students is increasingly critical if we are to continue to invest to support our students.

The University of Portsmouth needs to make significant investment in its estate to remain competitive and offer our students high-quality facilities. In a period of real decreases in fee income from UK students the University's income from international students is vital to fund our long-term estates investment.

The impact of international students to our city and region

An economic impact study conducted for the University by BiGGAR Economics showed that in 2015/16 international and EU students at the University of Portsmouth supported 590 jobs in the city and 680 jobs in the Solent region. The Gross Value Added (GVA) of international students was £34 million in Portsmouth and £41 million in the Solent region.

A recent report, The costs and benefits of international students by parliamentary constituency (London Economics, January 2018), also showed that the net economic impact of international students in Portsmouth is £158 million per annum (as measured by those starting their studies in 2015/16). This constitutes a net economic benefit of about £750pa for every resident of Portsmouth.

In 2017 Gunwharf Quays, a large mixed use retail and leisure destination on the waterfront in Portsmouth, conducted its own research on international students and found that, on average, each spends about £5,500pa in Gunwharf Quays' shops and restaurants. This totals over £16 million.

University of Portsmouth international students receive the same kind of in-study work opportunities as do UK students (subject to the maximum working hours requirement). The University advertises jobs in retail, hospitality and catering, as well as call centre, care work and administrative work equally to all students. Companies then short-list and interview whichever candidates they prefer.

The University is currently creating an International Student Talent Pool programme with the support of local business networks including the Department of International Trade and the Hampshire Chamber of Commerce. This will offer work experience to both undergraduate and postgraduate international students in areas where they can offer particular support for local businesses; it is expected that this will be based on their language skills or their particular cultural knowledge.

The University's international students have considerable social impact in the city. This academic year the University expects international students to perform over 4,100 hours of voluntary work. The most popular roles for which international students apply are the Meal Evening Support roles with FoodCycle, and Unit Leaders with GirlGuiding. Other roles include Reading Scheme Volunteers at various local schools.

The net economic and social benefit of international students is widely-accepted in the city of Portsmouth as is illustrated by the letter accompanying our submission from Donna Jones, Leader of Portsmouth City Council.

Value to country

International students are a significant export earner for the UK. As Universities UK (UUK) reported in March 2017, expenditure by international students (and their visitors) contributed £13.8 billion GVA to UK GDP (in 2014/15).

Importantly, universities are evenly spread across the UK so the economic value to the country of international students is not disproportionately confined to the south east. This is not true of many successful export industries.

As the same UUK report showed, 42% of England's export earnings from international students is attributable to universities in the midlands and the north. Equally, p.43 of the London Economics reported referred to in paragraph 26 shows that 50% of the top twenty parliamentary constituencies in terms of net economic benefit of international students are in the Wales, Scotland, the midlands and the north of England.

International students also help extend the UK's soft power. In a period of uncertainty as the UK seeks new global relationships this soft power is vital. As the Higher Education Policy Institute reported in October 2015, 55 world leaders (defined as Presidents, Prime Ministers and monarchs) from 51 countries attended higher-level education in the UK.

In 2017 the former Chairman and CEO of The Walt Disney Company, Michael Eisner, bought Portsmouth Football Club (through his investment company Tornante). He plans to develop a close relationship with the University, in large part because of the numbers of students – and so potential fans – the University has. Tornante is particularly interested in developing relationships with the University's international students. They may return to their home country with a loyalty to Portsmouth Football Club and so build the Club's international brand.

Similar logic applies to the UK. The experience of international students can help improve the UK's reputation internationally.

Government policy

UKVI scheme pilot about international students

The Home Office has recently expanded a pilot scheme (from 4 to 27 universities) to streamline the visa process for international Masters students.

About 20% of UK universities are now in the pilot. The University of Portsmouth is not in the pilot, nor indeed are any post-1992 universities. However, the pilot now includes 18 Russell Group universities – or 75% of all Russell Group universities.

A pilot that includes only 4 universities has few implications for the operation of the market for international students. A pilot that includes more than one fifth of the sector puts those excluded at a significant commercial disadvantage. This has financial implications for the universities in question and their wider local economies.

The Home Office had not previously communicated that the pilot would be extended or shared any results of the initial pilot of 4 universities. Indeed, as most of the students recruited through the initial pilot would only have commenced their studies in September 2017 it is unlikely that there are any meaningful findings yet.

Universities were selected for the pilot “as their visa refusal rates are consistently the lowest in their area or region.”(UK Visa and Immigration Press Release, 18 Dec 2017). However, as visa refusal rates vary in different parts of the country we believe that some universities in the pilot will have higher visa refusal rates than the University of Portsmouth. We cannot know this for certain, though, as the Home Office will not release visa refusal rate data for universities.

In responding to a Lords amendment to the Higher Education and Research Act which would have required the government to publish visa refusal data, the government spokesman (Viscount Younger of Leckie, 11 Jan 2017) argued against publication on the grounds that universities judge the data to be commercially sensitive.

Publishing visa refusal data has significantly fewer commercial implications than being excluded from the Home Office pilot scheme on the basis of unpublished data. For instance, as the University of Portsmouth did not know that the pilot would be extended, the basis on which it would be extended, or how our visa refusal rate compares with other institutions, there is nothing we could have done to improve our performance in the hope of being included in the pilot.

The Home Office seems to want to implement a differentiated visa system that privileges some universities over others. In the University of Portsmouth’s judgement, all UK universities that adhere to the immigration rules should be treated equally in the recruitment of international students.

However, if there is to be a differentiated system for universities, the rules should be based on an objective and publicly available assessment of universities’ performance. For instance, the selection criteria for the current pilot ignores universities’ teaching quality – as measured by the Teaching Excellence Framework (TEF) – and their research performance – as measured by the Research Excellence Framework (REF).

The University’s understanding about the direction of travel of Government policy might be incorrect. The University would value more transparency about the pilot and, in particular, transparency about its purpose. What is the pilot’s criteria of

success? Has the initial pilot of four universities been judged a success? If so, on what basis? Will the pilot be extended again? If so, how will universities be selected? How long will be pilot scheme last?

International students as migrants

Current Government policy adopts the UN definition of a migrant and counts international students as migrants. The University has no view on whether this should change and notes that if the number of international students coming to the UK remain constant international student numbers would not have affect the Government's net migration target.

The University notes that definitional issues do not determine UK public policy. As David Willetts implies, the UN's definition of international students as migrants has no public policy implications for the UK (David Willetts, A University Education (2017), p.306).

Given the export value of international students, the economic and social benefits they bring to our cities, and the key role they play in helping universities offer an excellent education to UK students, there should be a public debate about whether international students should be included in the Government's net migration target.

If the UK wants to attract more international students – and this submission has outlined multiple reasons why it should – then including international students in a public policy target that requires that the numbers of people coming to the UK to decrease is counterproductive.

University of Salford

Migration Advisory Committee call for evidence on the impacts of international students in the UK

The University of Salford welcomes the opportunity to submit evidence to the Migration Advisory Committee on the economic and social impact of migrant students in the UK. Our response to the questions posed by the Committee evidence the vital contribution international and EU students make to UK higher education, society and the economy. We hope that our submission serves to inform future policy that recognises and enhances the many positive benefits migrant students bring to the UK.

1. What impact does the payment of migrant student fees to the educational provider have?

Migrant students are an important part of the University and have become a significant source of income. Income from international migrant students (excluding EU students) for the academic year 2017/18 is predicted to be 6.6% of income (£13.4m). There has been a downward trend in income from migrant student fees in recent years: non-UK student fee income has reduced by over 30% over the last three years, as shown in Tables 1 and 2.

If the decline in income from international migrant students continues, the reality is that the university would shrink, and ultimately job losses would occur unless alternative income streams were generated. Given that the current demographic decline of the 18–20-year-old UK population is projected to last until 2021 and isn't expected to return to 2014 levels (2.4 million) until 2026, the prospect of replacing further significant decreases in international fee income is slim, even with our ongoing programme of portfolio and delivery innovations.

Table 1: Migrant student fee income excluding EU/EEA students

Year	Income	% of total income
15/16	20.3m	10
16/17	16.1m	8.2
17/18	13.4m	6.6

Table 2: Migrant student fee income including EU/EEA students

Year	Income	% of total income
15/16	27.4m	14.2
16/17	22.9m	11.7
17/18	19.6m	9.8

Like tuition fees from UK students, migrant student fee income is not allocated to specific capital projects or programmes of work. We are dependent on all tuition fee income for all major projects. Recent examples of capital projects include:

1

- Petroleum Lab - £0.9m
- Midwifery Clinical Simulation Lab - £0.7m
- Bodmer Laboratory - £2.8m
- New Adelphi Arts Building- £55m
- Engineering showcase refurbishment/equipment - £3.7m
- Multi-Faith Centre - £0.9m
- Translational Medicine - £1.8m
- Library major refurbishment - £6.2m

Total investment = £72m

2. What are the fiscal impacts of migrant students, including student loan arrangements?

Over three-quarters of our full-time EU students access funding via the Student Loans Company to finance their studies at Salford. The table below shows the number of students (FTE) and total funding for the 2016/17 and 2017/18 academic years.

Table 3: Full-time EU student utilisation of student loan arrangements

Academic year	Number of students (full-time)	Student loan value
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2016/17 ³⁵⁵	454	£3,895,378
2017/18 ³⁵⁶	430	£3,801,935

The fiscal impact of migrant students in terms their net economic impact and the proportion who work are covered in our responses to questions 4, 7 and 10.

3. Do migrant students help support employment in educational institutions?

Income from international students is a significant proportion of total income and as such supports the institution as a whole, especially staff employment which represents our largest source of expenditure (2016/17 pay to income ratio = 54%). Should the University stop receiving income from migrant students, the impact would be significant and in terms of loss of staff would equate to 200 full-time lecturer posts. Over 80 FTE academic and professional service jobs are dedicated to the development, support and delivery of our international students' journey at Salford as detailed in table 4. Many more staff across the whole university carry out duties that support our international students either directly or indirectly. The data given here should be treated as illustrative rather than taken as a narrow definition of the activities undertaken.

Table 4: Job roles that directly support the international student journey

Role/Department	Number of staff (FTE)
Pro Vice-Chancellor	1
Associate Deans	7
International Student Recruitment	11
Home Office Compliance team –	9
International Admissions, including CAS processing	7
Finance-related, both student and sponsor facing	5

³⁵⁵ September 2016-September 2017

³⁵⁶ September 2017 – January 2018

International student support	2
Sponsor reporting	1
English Language support (teaching and support staff and management)	21
Course Leaders	20
Total	84

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

Analysis carried out by Universities UK (UUK) shows the significant contribution migrant students make to the UK economy and that of the regions and locality where they study and live. Using 2014/15 student data, the research published in March 2017 showed that:

‘In 2014–15 the 437,000 international students (EU and non-EU) made up 19% of all students registered at UK universities. Those students spend money on a wide range of goods, services, and activities. As this expenditure is additional to that undertaken by UK residents, it creates extra economic activity in the economy.

In 2014–15:

- On- and off-campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy.
- This activity contributed £13.8 billion gross value added (GVA) to UK GDP.
- On- and off-campus spending by international students and their visitors supports jobs all over Britain, supporting 206,600 full-time equivalent (FTE) jobs nationally.
- International students are good for the British economy as a whole, being responsible for £10.8 billion of UK export earnings.
- Spending by international students outside of university fees and accommodation (i.e. ‘offcampus’ spending) amounted to £5.4 billion.
- International students also boost other British industries, for example adding £750 million to the UK transport industry and £690 million to the retail industry.
- The economic activity and employment sustained by international students’ off-campus spending generated £1 billion in tax revenues. This is the equivalent to the salaries of 31,700 nurses or 25,000 police officers.’

At a regional level, migrant student spending has clear benefits to local economies. For example, the North West's universities attracted 35,850 students from outside the UK in 2014-15, resulting in the following impact:

- International revenue in the North West amounted to £636 million which, together with the estimated off-campus expenditure of international students and their visitors, represented a total of £1,136 million of export earnings. Overall, international student spending on and off campus was responsible for £970 million of this total.
- International students' off-campus expenditure (£458 million) in the North West generated £538 million of gross output, a £281 million contribution to GDP, and 3,995 full-time equivalent jobs in the region alone.

A more recent study of the costs and benefits of international students in the UK published in January 2018 by the Higher Education Policy Institute (HEPI) and Kaplan International Pathways uses the latest student data for 2015/16 entrants. This research confirms the financial and economic benefits international students have on the national, regional and local economy of UUK's previous study. Furthermore, for the first time a detailed analysis of the costs of hosting migrant students in the UK is provided which shows that the benefits to the UK of welcoming 231,000 new international students each year far outweigh the costs. For example:

- the **gross benefits** – including tuition fees, other spending and economic knock-on effects – of international students amount to £22.6 billion
- these **gross benefits** are, on average, £87,000 for each EU student and £102,000 for each nonEU student
- the public **costs** of hosting international students – including education, health and social security – total £2.3 billion
- these public **costs** are, on average, £19,000 for each EU student and £7,000 for each non-EU student
- the **net impact (benefits minus costs)** of hosting international students totals £20.3 billion
- this **net impact** is, on average, £68,000 for each EU student and £95,000 for each non-EU student
- the **net impact** generated by international students in the North West is £1.91 billion. At a local level, international students contributed a net impact of £54.9m to the Salford and Eccles parliamentary constituency

(Source: [The costs and benefits of international students by parliamentary constituency](#))

5. How do migrant students affect the educational opportunities available to UK students?

International students undoubtedly enhance the educational experience of our UK students, for example by sharing different perspectives, knowledge, culture and understanding. This is particularly valuable for our strong widening participation cohort of students, many of whom are born and live locally and may never leave the region for work or further study. Studying alongside migrant students therefore hugely contributes to the creation of an enriched, globalised learning experience not just for our local students but for *all* our students. For example, postgraduate students, who have a basis in disciplinary experience prior to commencing their studies with us, provide valuable insight into the different disciplinary practices (e.g. from their home country) and broadens the horizons of both their fellow students and academic tutors.

Our students' pedagogical experience is founded on ten curriculum design principles that ensure a scaffolded learning journey towards accomplishment of Salford's graduate attributes. All courses must be inclusive which means that they provide educational experiences which allow all students to achieve to the best of their ability, regardless of their background or prior educational attainment. In practice this means exposing students to views and approaches to learning that differ from those that they are familiar with or allowing students to learn from, with and about each other. This might take the form of engaging in collaborative learning group work or personalising what they learn, how they learn and how they demonstrate their learning through assessment. An excellent example of the central role international students play in developing the next generation of global citizens is our Fashion Design programme's collaboration with Zhejiang Fashion Institute of Technology (ZFIT) in China. This initiative was shortlisted for the Times Higher Education Awards 2017 for International Collaboration of the Year. Full details of this unique teaching project can be found at **Appendix A**.

Our graduate attributes detail the 21st century qualities and skills that our graduates have the opportunity to develop through their course of study and engagement in student life. We believe that acquisition and demonstration of these attributes is a vital component to a successful future in employment or further study, regardless of the unique path each student follows. It is clear that engaging with others of different backgrounds and experiences, including but not limited to migrant students, is essential to the effective development of these attributes. For example, in increasingly globalised labour markets our graduates need to possess exceptional communication skills to do business with different countries and with individuals across the world, regardless of where they live and work. Similarly, the ability to work with others, evaluate alternative courses of action and challenge assumptions can be nurtured safely to build students' confidence to thrive in complex environments post-university.

International students play a central role in university life through leadership positions in the students' union. Those appointed to these paid sabbatical officer positions are elected by their fellow students to represent the student body. In the past three years seven of fifteen sabbatical officers have been non-EU international students and 2 have been EU nationals. Through these leadership roles the students positively influence the educational opportunities available to all students by active engagement with the university's management on strategic initiatives to improve the learning experience, e.g. through promoting inclusive approaches to teaching and assessment (see below).

The students' union also promotes an enriched experience across the campus by supporting a wide range of clubs and societies that reflect our diverse campus community. There are ten student societies that have an international orientation and which welcome members of all nationalities, faiths and cultural backgrounds based upon the principles of developing friendship and understanding. Beyond these university-based groups our students are actively engaged in the International Society, an independent, not-for-profit organisation unique to Greater Manchester. Open to international and British students and the local community, the Society's events and activities and community projects are available to everyone. Currently over 320 Salford students are members of the International Society representing 72 nationalities. Nearly one third of these students are from the UK, evidencing the value placed on the opportunities to meet, learn from, and engage with others from all over world.

We pride ourselves on our commitment to social inclusion and diversity. Our sector-leading, purpose-made faith centre is open to everyone and offers unique spaces for group worship, private prayer, personal reflection, social activities, pastoral support and relaxation on campus. The university's mission as an educational institution means that it is keen to provide a supportive context in which all students and staff of any belief system, religious, philosophical and cultural background, can explore new ideas and experiences; and engage critically with each other in a safe and respectful learning environment.

6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

We are increasingly moving towards flexible, distance learning provision and transnational education opportunities, e.g. multiple entry points, all year round teaching and degree apprenticeships, in such a way that our portfolio is attractive to a wide range of students. Our provision is not currently driven by international students, however our

strategy includes driving transnational education (TNE) development that is designed for the international market.

International students do allow some courses to be viable, especially at taught postgraduate level in strategically important areas such as engineering, construction and biomedical science. We are also dependent on migrant student registrations in other specialist disciplines including media, allied health and business. **Appendix B** lists those programmes which have significant registrations by nonUK students. A reduction in the ability to deliver these courses would affect our staff base and research, directly affecting our contribution to industrial strategy priorities.

7. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

It is difficult for us to quantify the impact of migrant students in these areas based on our own data. The recent HEPI-Kaplan International Pathways study referred to in our answer to question 4 provides the following costs for public service provision per student or adult dependent in the North West of England based on 2015/16 entrants:

Table 5: Cost of public service provision per student per year

Domicile	EU	Non-EU
Full-time students		
Health	£729	£579
Housing	£91	£91
Part-time students		
Health	£729	£579
Housing	£91	£91

(Source: *The costs and benefits of international students by parliamentary constituency*)

The University of Salford benefits from excellent transport links with regional bus, tram and train networks making campus easily accessible for those who live outside walking distance or don't have access to a car. Our analysis shows that on average Tier 4 students living within the Greater Manchester postcode regions live within 36 minutes walking distance from campus. We have compiled indicative expenditure on

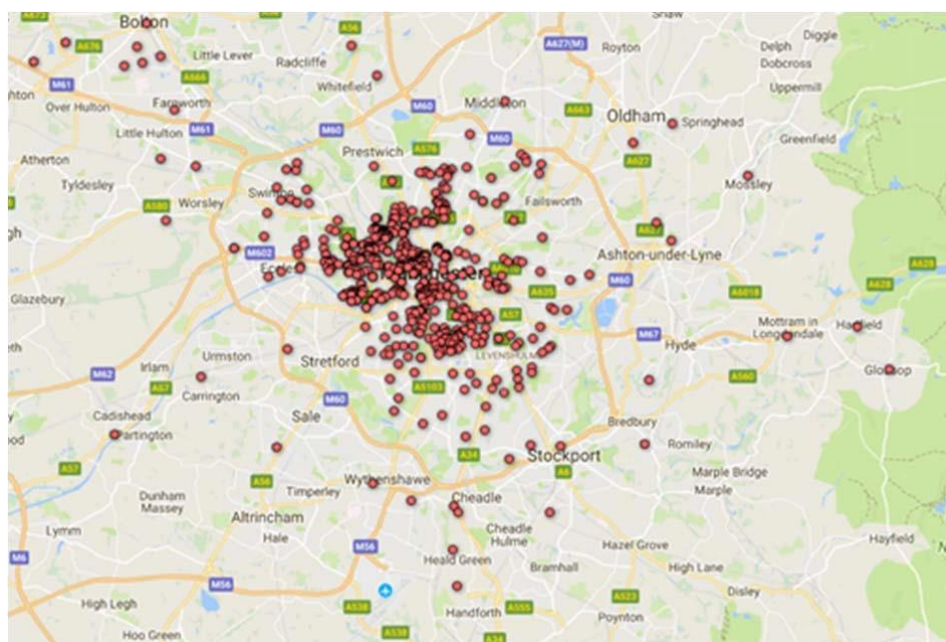
public transport, shown in table 6, based on the 350 Tier 4 students who live outside this average walking distance.

Table 6: Indicative public transport expenditure by Tier 4 students (excluding leisure travel)

Mode	Weekly cost per person	Annual cost per person	Total ³⁵⁷
Bus	£11.00	£145.00 ³⁵⁸	£50,750.00
Train	£29.60	£990.00	£346,500.00
Average	£20.30	567.50	£198,625.00

The actual term-time postcodes of these students are plotted in the map shown below. Based on this information it is likely that more students travel to campus by bus rather than train.

Figure 1: Term-time postcodes of Tier 4 students who live outside walking distance of campus



³⁵⁷ Based on annual expenditure of 350 students assuming they commute to campus by public transport

³⁵⁸ Cost is based on a two-semester pass not full calendar year

8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

The impact of migrant students on local transport is more evident when they are joined by their families and there are essential frequent local journeys to be made e.g. to local schools, doctors, shops and leisure. These students are less likely to possess a car, and may have 'tourist' type patterns of travel in their leisure time such as travelling by rail. Whilst we do not have details of our students' expenditure on tourism, information provided by Marketing Manchester on international passenger travel to the northwest suggests that a significant proportion of visits to the Greater Manchester region are for study reasons. Marketing Manchester's and the Manchester Airport Group's commitment to the region as a study destination has resulted in a project – 'Study in Manchester' - to provide a web resource for international students and their families (currently in construction).

However, there is notable fluctuation in the figures; whereas the proportion of visits for study purposes increased to 33% in 2015 (from 21% the previous year), this dropped to 21% in 2016, the most recent year for which data is available. Although it is not possible to discern the reasons for the 12% reduction between 2015 and 2016, uncertainty about the status of EU students following the UK's decision to leave the EU, combined with the prosecution of an increasingly stringent immigration policy for non-EU students, may have negatively affected the attractiveness of the UK as a study destination in the minds of non-UK nationals.

9. What role do migrant students play in extending UK soft power and influence abroad?

International members of our alumni community have gone on to have successful careers in a number of high profile roles and sectors. Notable examples include:

Dr Sukumar Devotta (Master's in Chemical Engineering, 1984) - Chemical and Environmental Engineering Consultant and Nobel Prize winner

Sukumar was born in India and is former director of the National Environment Engineering Research Institute (NEERI), Nagpur. As a member of the Intergovernmental Panel on Climate Change (IPCC) he was recognised when the IPCC was awarded the Nobel Peace Prize in 2007 alongside Al Gore Jr "for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change". As an appreciation for the technical and scientific leadership in Environment Protection, he was awarded the prestigious United States Environment Protection Agency (USEPA) "Stratospheric Ozone Protection Award" for 1997.

Anna Heinamaa (MA Film Screenwriting, 2013) – Freelance Screenwriter, Novelist and Visual Artist Anna Heinamaa is a Finnish screenwriter, award-winning novelist and visual artist. Her work to date includes novels, short stories and radio plays. Whilst studying at the University of Salford, Anna wrote the screenplay for the film *The Fencer*, which was nominated for a Golden Globe and was selected as the Finnish entry for the Best Foreign Language Film at the 88th Academy Awards and Finland's submission for a Best Foreign Language Oscar.

Annie Kapapula-Landu (MSc Environmental Resources, 1998) – Technical Advisor, Green Earth Zambia

In 2013, Annie was appointed by HM Queen Elizabeth II to the Most Venerable of the order of St John, in recognition of her outstanding service to the first aid training provider in Zambia. Annie has worked tirelessly to provide facilities and equipment to young people in her home country of Zambia, and spearheaded partnerships to deliver grass-roots training in combatting HIV infection. She's received multiple awards for her work with young people and her commitment to providing safe screening and testing areas.

Karimah Es Sabar (BSc Science, 1979) - CEO and Partner of Quark Venture Inc.

Karimah is the Canadian CEO and Partner of Quark Venture Inc. Established in 2015, Quark Venture, a venture capital company, is focused on equity financing of innovative biotechnology and health sciences companies with breakthrough technology platforms and projects. Quark Venture Inc. and GF Securities Company Limited, a leading investment bank in China, have jointly established a new US\$500 million global health sciences venture fund to be based in Vancouver, Canada.

Prior to this, Karimah was President and Chief Executive Officer for the Centre for Drug Research and Development (CDRD), Canada's first national, not-for-profit drug development and commercialization centre. Karimah has over 30 years' experience in global business and drug development, most notably as Director International Division and later Director Marketing and Business Development at Connaught Laboratories Limited in Toronto. As one of the primary spokespeople for the life sciences industry in British Columbia, Karimah regularly represents the industry and the community in key public policy discussions. She has had a dynamic career in the life sciences industry globally since 1982, having worked on five continents with business associations in over 60 countries.

Prof Chrisna DuPlessis (PhD, 2009) - Head of Department, Architecture, University of Pretoria

Currently Head of the Architecture Department at the University of Pretoria in her home nation of South Africa, Chrisna has played a leading international role in the development of principles, guiding frameworks and research strategy for the practice of sustainable construction and human settlement development with particular focus on developing countries. She has been invited to speak as keynote or invited plenary speaker at 47 national and international conferences, including the 150th Convention of the American Institute of Architects, the World Building Congress and the World Sustainable Building Congress, and is serving as the CIB (International Council for Research and Innovation in Building and Construction) Theme Coordinator for Sustainable Construction. In 2010 she was awarded an Honorary Doctorate from Chalmers University of Technology in Sweden.

Chi Man Cartier Lam (MSc Business Studies, 1989) - Executive Director and Chief Executive, Bank of East Asia (China) Ltd

Mr Lam is Executive Director and Chief Executive of the Bank of East Asia (China) Ltd (BEA), helping the company to become one of the first four foreign banks to be locally incorporated in China. BEA China's network of approximately 120 outlets includes its Headquarters in Shanghai, as well as branches and sub-branches in 44 cities nationwide. In 2009 Mr Lam founded the Soong Ching Ling Foundation BEA Charity Fund which has raised over RMB61 million to support educational projects for disadvantaged children and teenagers.

Some of our non-EU graduates go on to establish successful businesses in the UK via the Tier 1

Graduate Entrepreneur visa scheme. Case studies of two of our postgraduate students in Telecommunications Networks and Construction are attached at **Appendix C**. This route is also popular with graduates from allied health subjects such as physiotherapy and occupational therapy who obtain licence to practice by obtaining their degree, then seek business opportunities in the UK.

10. If migrant students take paid employment while they are studying, what types of work do they do?

Many of our migrant students are keen to gain work experience while they study and we are very proactive in providing support and advice in this area. In April 2017 we established an on-campus branch of the Unitemps recruitment agency to coordinate the recruitment and employment of casual workers, including students, across the University. Unitemps offers a wide range of part-time or full-time temporary work

opportunities to our students, helping them gain valuable work experience, skills and knowledge that will help them progress in their career and enhance their employability.

By using Unitemps we ensure that all necessary right-to-work and visa checks are undertaken before allocating work to casual workers. The Unitemps system also prevents registered international students from working more than the permitted hours stated on their visa, regardless of how many roles across the university they apply for and engage in. In this way we undertake effective monitoring, as per UK Visas and Immigration requirements, whilst enabling students to maximize the opportunities available to them. Since April 2017 over a quarter of the 3,234 individuals who have registered are of non-UK nationalities as shown in table 7.

Table 7: Registrations and paid work via on-site Unitemps branch³⁵⁹

Status/activity	EU/EEA	Non-EU nationals with Tier 4 visas	Dependants/leave to remain/other rights to work in UK
Registered	332	585	30
Assigned paid work	57	131	21

The vacancies filled by Unitemps are hugely varied and include student ambassador/helper type roles, research assistants/associates, laboratory technicians and roles likely to be directly related to some students' study area, e.g. musician and graphic designer, in addition to more general jobs in hospitality and administration. A full list of the roles filled is supplied at **Appendix D**.

11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

The proportion of Tier 4 students who transfer to Tier 2 visas after graduation is small. The latest

Destinations of Leavers from Higher Education (DLHE) survey data is for students who graduated in 2015/16. Of the 1,027 students who were eligible to complete the survey, 328 participated. The completion rate of 32% exceeded our HESA target of 20%. Of the 328 who participated in the survey, only 49 Tier 4 students reported that they are now working in the UK, although it is possible that this number may be higher

³⁵⁹ Individuals seeking work who are not University of Salford students are also able to register with Unitemps

(i.e. non-respondents may be working in the UK). Approximately 35% of the international students who obtained a Tier 2 visa are employed in shortage occupations; these are primarily in engineering, teaching, nursing and therapy professions. However, because the level of occupational classification information collected in the DLHE is not as granular as the shortage occupation codes published by the Home Office, we are unable to provide definitive data on the number of Tier 4 students who go on to work in UK shortage occupations.

12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Migrant students present a highly skilled employable workforce upon graduation. Tables 8, 9 and 10 show our migrant students' graduate outcomes for the last three years, 2013/14 to 2015/16 based on DLHE data. Data is shown for Tier 4 and EU/EAA students combined (Table 8), EU/EEA domiciled students only (Table 9) and non-EU/EEA international students only (Table 10).

Table 8: Internationally domiciled (excluding UK) Graduate Outcomes 2013/14 – 2015/16

Graduation Year	Number seeking work/Study	Number in Work and/or Study	Number Highly Skilled	% Working or studying	% Highly Skilled
2013/14	554	455	404	82.1	72.9
2014/15	691	575	511	83.2	74.0
2015/16	518	419	349	80.9	67.4
3yr Average	588	483	421	82.2	71.7

Table 9: EEA/EU domiciled (excluding UK) Graduate Outcomes 2013/14 – 2015/16

Graduation Year	Number Seeking work/Study	Number in Work and/or Study	Number Highly Skilled	% Working or studying	% Highly Skilled
2013/14	212	178	150	84.0	70.8
2014/15	229	199	159	86.9	69.4
2015/16	196	171	137	87.2	69.9
3yr Average	212	183	149	86.0	70.0

Table 10: Internationally domiciled (excluding EEA/EU) Graduate Outcomes 2013/14 – 2015/16

Graduation Year	Number Seeking work/Study	Number in Work and/or Study	Number Highly Skilled	% Working or studying	% Highly Skilled
2013/14	342	277	254	81.0	74.3
2014/15	462	376	352	81.4	76.2
2015/16	322	248	212	77.0	65.8
3yr Average	375	300	273	80.0	72.6

The data show that the percentage of internationally domiciled (including EU/EEA) graduates in work or further study drops slightly among the 2015/16 graduate cohort (80.9%) compared with 83.2% for the previous year. When EEA/EU domiciled students are separated from other international students, it can be seen that this decrease is due to a reduction in the proportion of graduates domiciled outside the EEA/EU.

Over the three year period internationally domiciled (outside the EU/EEA) students are slightly more likely to be in highly skilled occupations than those living in the EU/EEA (72.6% compared to 70.0%). However, whereas the percentage of EU/EEA domiciled students has remained consistent over time, graduates living outside the EU/EEA have experienced a decline in highly skilled employment. Similarly, this same group is also less likely to be in employment or further study than their EU/EEA counterparts. In terms of the main occupational areas migrants students work in post-study, the top five role types for all 2015/16 international graduates (including EU/EEA) that were working in the UK are:

- Engineering professionals (7.2%)
- Teaching and Education Professionals (7.2%)
- Therapy professionals (6.4%)
- Sales assistants and retail cashiers (6.4%)
- Health professionals (5.6%)

When taken alone, the top three occupations of EEA/EU graduates are:

- Therapy professionals (7.9%)
- Sales assistants and retail cashiers (7.9%)
- Administrative occupations: finance (6.6%)

The number of international students awarded Tier 1 (Graduate Entrepreneur) visas is very small. Since 2014/15 the number of graduates who successfully followed this route are:

Table 11: Tier 1 Graduate Entrepreneur visas

Year	Number of Tier 1 (Graduate Entrepreneur) awards
2014/15	4
2015/16	11
2016/17	2
2017/18 to date	4

13. In addition, the MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

From a financial perspective we would need to make up the shortfall in migrant student fees by other activity, although as previously noted this would be challenging. The financial position would be serious and would likely result in a contraction of the university and its staff, research and programme portfolio, and possibly closure. In addition to the devastating impact this would have on students and staff, it would also be a major blow to the local community and successful regeneration work that has taken place in Salford and Manchester in recent years.

In the event of there no longer being a demand from migrant students for a UK education, the bleak vision for Salford would be replicated across the whole of the sector. The UK's ability to attract top academics, particularly researchers, would be significantly comprised and the UK would undoubtedly lose its status of having one of the best and most highly prized higher education sectors in the world. The impact would therefore be seen in all manner of global university rankings and would rapidly lead to massive devaluing of a UK higher education.

Internationalisation also impacts on industry and the sector's ability to present world leading research, and to attract the funds associated with this. Evidence shows that international collaborations increase the quality of research, and in turn the Research

Excellence Framework (REF) return and subsequent funding that is received from the government for research.

According to analysis of student data by Universities UK (UUK) the overall number of international students coming to the UK has remained static since 2010/11 when the number of students across the globe who are seeking to study abroad is growing³⁶⁰. Even a slight decrease in the number of all international students would jeopardise the chances of success of the government's Industrial Strategy. Although conceived as the key vehicle by which the UK economy will withstand the turbulence and indeed thrive following Brexit, the strategy cannot succeed without the significant input of highly skilled workers from across the globe. Our own evidence shows that migrant student registrations dominate courses we offer in strategically important areas such as robotics and automation, data science and construction. Without this continued demand we will be unable to run these programmes, thereby denying this critical learning experience to UK students.

14. The MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

Migrant students are vital to our ability to offer courses in strategically important STEM subjects, particularly at postgraduate level. Salford has developed a strong reputation as a university that educates a high number of graduates in STEM subjects who are highly sought by employers. Without EU and international student registrations we would be unable to offer specialist provision in areas that the UK desperately needs to build a successful 21st century economy and society: robotics and automation, autonomous vehicles, data science, biomedical science, energy and engineering. The government's industrial strategy identifies all of these areas as existing or potential strengths that the UK can fully exploit to become world leading. Salford, and the rest of the university sector, has the capability to educate and train future generations of highly skilled workers in these key industries, but this workforce must derive from a multinational community of graduates and university staff.

The symbiotic relationship between international students and academic staff employed in UK universities must not be underestimated. International students are largely attracted to the UK by the quality and reputation of an institution's academics and the opportunities that this affords. For example, the expertise of our Petroleum

³⁶⁰ UUK blog post, 11 January 2018 <https://goo.gl/GXfBbu>

and Gas Engineering team of UK and international academics results in high numbers of non-UK student registrations. In turn, the size and strength of our Petroleum and Gas Engineering offer enables the programme team to create niche learning opportunities with prominent industry organisations. Recently a leading firm in the US oil industry delivered bespoke software simulation training to our undergraduate and postgraduate students. Normally only available to industry customers, this was the first time such training was delivered in the UK to students, giving participants real world experience and a competitive edge in the jobs market.

A: University of Salford-ZFIT Fashion Design collaboration

The University of Salford's Fashion Design programme collaborated with Zhejiang Fashion Institute of Technology (ZFIT) in China on a unique teaching project which provided students with practical experience preparing them for working in the industry.

Students from Salford spent one day working with their counterparts in ZFIT during a visit to China in December 2015.

Tutors from both institutions placed students into 12 groups, each comprising one or two students from Salford who acted as creative directors with 10 Chinese design students.

The groups were given nine hours to design and create five outfits with a consistent look and feel, based around themes they had been given.

The Salford students had to collaborate with their Chinese counterparts to decide upon an appropriate series of designs and project manage their creations, while directing a group of Chinese communication students who were documenting the process through film and photography.

Finally, they had to source models from the Chinese institution and arrange a fashion show immediately following the creative process, attended by Chinese industry and media representatives.

This is a cutting edge project which has not previously been done on this scale, involving 20 students from Salford and 200 from China. It offered participants unrivalled experience in working to tight deadlines with people from different cultural backgrounds, an essential skillset within the global fashion industry.

It fulfilled a key role in Salford's Industry Collaboration Zone (ICZ) strategy, which seeks to enrich the lives of students by strengthening international partnerships and co-creating exceptional transnational projects.

The project was repeated during a second trip in March 2016 and again in November 2017, and will now continue annually.

It has boosted the employability prospects of graduates, with many of those involved now working in the industry – important in a sector in which jobs are notoriously competitive.

One of the Salford students who took part said: “Going to China really helped me into employment as so much time is spent working with overseas suppliers so to have this on my CV was invaluable.”

Another added: “I have found that having gained this experience has not only been very interesting to employers but has helped me understand sourcing and working better with suppliers.”

National Student Survey results reflect high levels of satisfaction within Fashion following the project.

The overall level of satisfaction, as measured by the National Student Survey, was 96% for the 2015-2016 academic year.

For the ‘teaching on my course’ category, the level was 96%, up from 94% the previous year,

‘assessment and feedback’ was 95%, up from 90%, ‘learning and management’ was 88%, up from

86%, ‘learning and resources’ was 97% up from 92%, and ‘personal development’ was 95%, up from 90%.

The project has enabled the University to build on its existing relationship with ZFIT – important given China’s significant role in the fashion industry. Salford now has a graduate internship scheme with the Chinese institute and further collaboration is planned.

It increased the University’s profile in the region, with regional television, newspapers and magazines covering the event.

B: Postgraduate Taught programmes that rely on migrant student recruitment

- Media Production: TV Documentary Production
- Petroleum & Gas Engineering
- Structural Engineering
- Robotics and Automation
- Data Science
- Transport Engineering & Planning
- Safety, Health & Environment
- Biomedical Science
- Biotechnology
- Environmental & Public Health
- Public Health
- Advanced Physiotherapy
- Media Psychology
- Trauma & Orthopaedics
- International | Banking & Finance
- Procurement Logistics & Supply Chain Management
- Masters in Business Administration □ Construction Management
- Project Management Construction
- BIM & Digital Built Environments

C: Tier 1 Graduate Entrepreneurship case studies

GRADUATE ENTREPRENEURSHIP (TIER 1) CASE STUDIES

SAJITH

From the age of 17, Sajith dreamt of being an entrepreneur and leading his own company. With a passion for computer networks he decided to come to the UK to study a Masters in Telecommunications Networks.

After completing his Master's degree in 2015, Sajith set out to start Diversus Outsourcing Technologies – a computer network outsourcing company.

Sajith applied for the Tier 1 Graduate Entrepreneur Visa to help with his business idea. The University supported Sajith to get a Tier 1 visa, provided him with business support and mentoring.

Sajith is currently working for an Australian telecommunications company gaining more experience in the same field.



DR OLADIMEJI OJERINOLA

Oladimeji graduated in 2013 with a PhD in Construction. He was the first international student to gain the Tier 1 visa.

Connect International Resources Ltd is an education agency and consultancy service designed to meet the demand for UK education by overseas students, particularly from Africa. The business works for universities, corporate bodies and individuals; recruiting overseas students; providing pastoral support and facilitating partnerships between institutions.

Oladimeji has achieved the British Council education consultation certification.



FOR FURTHER INFORMATION AND DETAILS ON HOW TO APPLY VISIT:
WWW.CAREERS.SALFORD.AC.UK/PAGE/INTERNATIONALEMPLY



D: Job titles of part-time and temporary vacancies filled via University of Salford Unitemps agency

Assistant	Market Researcher (Field Based)
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Bakehouse Assistant	Marketing Copywriter - Internship
Biomechanical Software Developer/Tester	Mascots
Clearing Ambassador	Media & TV Students
CO-EDITOR OF MA AWARDS CEREMONY SHOWREEL	Music and Performance Assistant
Conference Assistant (Tapra)	Musician
Conference Manager	Product Development Support
Crew	Proof Reader and Admin
Cricket Ground Sales	ProtectED Communications Officer
Dance Student Ambassador	Reader
Demonstrators	Receptionist
DJ - Conference Dinner	Recruitment Assistant
Document Proofing (References)	Research assistant
Donor Engagement and development	Research Associate
EFL Tutor	Research Infrastructure Technician
Exam Amanuensis - SBS Resits	School Greeter for Graduation Ceremonies
Exam Invigilator Summer Resits	Senior Research Fellow
Exam Venue Assistant	Student Ambassador - Special Projects
Fan Fit App Developer	Student Ambassadors
Global Ecology and Conservation	Student Escort
Graduate Researcher Intern	Student Fundraiser - Salford Advantage Fund
Graduation Band	Student Helper - UG Open Day - 24 June
Graphic Designer	Student Host

Information Assistant (Collections)	Student Host - Assessment Centre
Insight supervisor	Student Host
Interdisciplinary Project	Student Host - Trainer Assistant
Invigilator - SBS Resits	Student Occupational Health Administrator
Journalist	Technical Team Leader
Lab Technician	Time Table Support Officer
Laboratory Assistant	TV Studio Staff
LCCC Cricket Ground Sales	Unitemps Admin Support
Lecturer - Teaching Preparation Support	Visual Artist
	Web Image Designer

University of Sheffield and University of Sheffield Students' Union

University of Sheffield and University of Sheffield Students' Union submission to Migration Advisory Committee call for evidence – impact of international students in the UK

Introduction and executive summary

This is a joint submission from the University of Sheffield and Sheffield Students' Union. It is supported by Sheffield City Council and Sheffield City Region (SCR) Combined Authority and Sheffield Local Enterprise Partnership.

Sheffield City Council have said:

“International students are an asset to the economic, social and educational life of the City, bringing a broad range of vital skills, diverse cultural perspectives, international connections and valued voluntary support to local communities across Sheffield.”

Sheffield City Region LEP have said:

“It is clear that international students play a significant role in improving the productivity, vibrancy, skills level and attractiveness of the city region’s economy. We know that on the strength of the international nature of the two Universities operating within the Sheffield City Region that significant foreign direct investment has been secured as a result of the international connections brought through alumni and academic relations. It would be a significant economic loss to the Sheffield City Region if these opportunities were to be constrained.”

The University of Sheffield and Sheffield Students' Union warmly welcome the Government's statement in its commission to the Migration Advisory Committee that it “strongly wishes to continue to attract international students to study in the UK” and that it recognises such students “enhance our educational institutions both financially and culturally; they enrich the experience of domestic students; and they become important ambassadors for the United Kingdom in later life”. The University of Sheffield and Sheffield Students' Union whole-heartedly agree with these statements. We also would go further and extend these statements to explicitly include the positive impact and benefit for our towns, cities, regions, and nation in societal, cultural and economic terms. The international outlook of the higher

education community and the make-up of its student (and staff) body has had deep, meaningful impacts on the UK and the UK's very nature – building on the long tradition of diversity within the UK population stemming from the UK's historical global role. Although the UK is physically constituted as an island nation (or series of islands) it can be argued that its nature has never been insular and isolationist. Our firm belief that international students are good for our University, good for Sheffield and good for the UK underpins our response to this call for evidence. Our belief is substantiated by evidence which we will share in the replies to the specific questions. We have primarily drawn on our own data, and used evidence from a report the University commissioned from Oxford Economics on the economic costs and benefits of international students to Sheffield (the full report, *The Economic Costs and Benefits of International Students*, is available here: https://www.sheffield.ac.uk/polopoly_fs/1.259052!/file/sheffield-international-students-report.pdf, published January 2013). We have used some of the recent analysis by the Higher Education Policy Institute (HEPI) in its report '*The costs and benefits of international students by parliamentary constituency*' published 11 January 2018. We understand that HEPI has submitted this report direct to the Committee. In the main, we have not repeated national evidence and data which we expect the Committee will have received from bodies such as the Russell Group, Universities UK, National Union of Students (NUS) and UK Council for International Student Affairs (UKCISA). However, we support these submissions.

The University has played a national role in promoting the benefit to the higher education sector and the UK of international students being a part of our community through the #WeAreInternational campaign. The #WeAreInternational campaign celebrates the academic, economic and cultural benefits that international students bring to the UK. Established in 2013, the campaign was founded by the University of Sheffield and the University of Sheffield Students' Union as a response to the 2013 Immigration Reform Bill.

Following the result of the EU referendum in June 2016, the campaign was relaunched as there were concerns that international students (both EU and non-EU) might be dissuaded from studying in the UK due to some of the 'unwelcoming' messages portrayed in the media and on social media after the UK voted to leave. The campaign, with an aim of sending a clear message that the UK is still a welcoming place for international students to visit, work and study, has managed to unite over 200 organisations across the UK from a wide range of sectors. A survey of international students carried out by Hobsons noted that 84% of prospective international students say campaigns such as #WeAreInternational and #LondonIsOpen positively influence their perception of the UK

(<https://www.businesswire.com/news/home/20170427005699/en/Hobsons-Research-Reveals-Views-International-Students-Brexit>).

Key facts in relation to Sheffield and international students are:

Total number of international students at the University in 2017 was 7,388; the number of EU students was 1,411; the total student population was 28,849. Mainland China, with 3,592 students, represents the largest national group. Our fee income from International students at year end 31 July 2017 was £109m. The wider context in the University is tuition fee income from home and EU students was £147.1m; and total fee income including contracts was £281.7m. As this shows international students provide a significant fee input into the University. As international students normally pay full course costs, their input is significant in helping the University to offer diverse educational provision, undertake world-leading research, which in turn supports excellence in teaching, and in sustaining and building the best learning environment for our students.

University commissioned work by Oxford Economics (cited above) estimated that in 2012/13 international students made a net contribution to Sheffield's GDP of £120.3 million (and this will recur annually) – this accounted for around 10% of inward investment in Sheffield.

HEPI's recent report (*The costs and benefits of international students by parliamentary constituency* - using different methodology) found that: "reflecting the number of international students resident in Sheffield Central (2,455), the analysis indicates that the contribution to the UK economy of the 2015/16 cohort of international students resident in Sheffield Central stands at approximately £226m, which is equivalent to £1,960 per member of the resident population".

University's internal data also shows that international students volunteer with more than 140 Sheffield charities on projects such as supporting school children in Science, Technology, Engineering and Mathematics (STEM) subjects, working in youth centres to prevent anti-social behaviour, and environmental conservation. They contribute to the local economy in a way that is more than purely fiscal, by supporting local efforts in education, youth justice and sustainability.

We understand why the Committee's call is for 'evidence' but it is essential that the Committee, in responding to this request from Government, also reflects the wider impact of international students. It can be argued that factual evidence has not been the driver in terms of whether international students should be included within migration targets, or how they are treated in Government policy. The evidence is unequivocally positive. If the factual evidence will now be taken into proper account by Government in its policy-making we should expect a sea-change in the current

policy, with international students taken out of migration targets and a positive welcoming message being issued consistently from every part of Government, with corresponding changes in practice. However, the question remains about whether evidence or something else is the key on this matter. Our positive view on international students also stems from their cultural impact and the cultural capital gained by the UK by being an open, welcoming nation – we are immeasurably enriched by the diversity we gain from international students in our local communities. This builds on the history of the UK as a nation that has consistently benefitted from immigration. This is an issue where ‘evidence’ will be more contentious and may fall more to the outlook individuals have about the kind of nation we have now and its cultural diversity – and the question of whether one sees this cultural diversity as inherently British. The Government’s approach on this side of the debate plays a vital role in what form our nation will take in the future. Insularity has never been a British trait, and higher education’s embrace of internationalisation is an example of British openness we should take pride in.

What impact does the payment of migrant student fees to the educational provider have?

For context, the total number of non-EU international students at the University in 2017 was 7,388; the number of EU students was 1,411; the total student population was 28,849 [Source: TUoS data]. We have students from 150 countries represented at the University; the five largest national groups are below:

Country	Number of Students
Mainland China	3,592
Malaysia	540
Hong Kong	426
Cyprus (EU)	302
India	252

Due to changes in the funding of universities, which came into effect Autumn 2012, the University of Sheffield, along with other universities, now relies more heavily on student fee income to sustain our teaching and learning provision to students.

EU and international students together make-up 31% of our student body. This figure includes undergraduate and postgraduate, and full-time and part-time students). The University does not separately categorise students from European Economic Area (EEA) countries not in the EU as they can often hold 'home' fee status. The numbers from the EEA are very small (under 30), as such the data we give in this submission for EU and international is not affected in any significant way by numbers of students or income from students from the EEA.

Our fee income at year end 31 July 2017 was:

£109.0m from international students

£147.1m from home and EU students

£25.6m from education contracts

£281.7m total tuition fee and education contract income

[Source: University of Sheffield (TUoS) data – Financial Statement 2016-17]

The figures above show that international students provide a significant fee input into the University. As international students normally pay full course costs, their input is significant in helping the University to offer diverse educational provision, undertake world-leading research, which in turn supports excellence in teaching, and in sustaining and building the best learning environment for our students.

What are the fiscal impacts of migrant students, including student loan arrangements?

The fiscal impacts are positive. Our evidence indicates that the University and the wider region is a net beneficiary from international students. The regional impact is set out in the reply to question 4. As shown in the reply to Q1 the fee income from international students is significant and goes towards supporting a world-class, research-led, teaching and learning environment. We do not hypothecate funding via student status, as such we would find it near impossible to show 'x' international student fee income led to 'y' developments. The University has had a programme of improvement in terms of resources and facilities which all income (unless restricted) will have supported.

Do migrant students help support employment in educational institutions?

Yes. The University's staff costs at year end 31 July 2017 were £327.5m. The fees we receive from all students, including EU and international students, support academic employment, ensuring we can hire and retain the best staff. Fee income also supports non-academic employment which helps us to offer the best learning environment and experience for our students.

Facilities such as the University's English Language Teaching Centre (ELTC) and University of Sheffield International College employ around 200 staff – these facilities primarily exist due to the interest of international students in their programmes. The ELTC teaches and supports around 3,000 students a year on a range of programmes.

Staff who work within International Student Support are also primarily focused on international students and provide a service whose need is generated by the University's international student community.

How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

The University commissioned Oxford Economics report, cited above, estimated that in 2012/13 international students made a net contribution to Sheffield's GDP of £120.3 million (and this will recur annually) – this accounted for around 10% of inward investment in Sheffield. The key findings are set out below:

The report strongly endorsed the contention that international students would make a positive economic contribution to the local economy.

International students offer an injection of spending into the local economy: fee income, subsistence spend (goods/services including food, rent, travel, entertainment, books, course materials) and spend of friends and families visiting.

The short-term benefits are analogous to that of international tourists.

Although not quantified in the study, the report drew out qualitative existing literature which suggests longer-term, spillover benefits, such as: increased trade; tourism; the potential for improved international relations should international students educated in Sheffield take up positions of influence abroad (i.e. 'soft' power); and increased innovation.

International students will make a net total contribution to Sheffield's GDP in 2012/13 of £120.3 million.

Our modelling indicates that international students will make a net contribution to Sheffield's GDP of £120.3 million. At the wider regional level, this figure rises to £136.8 million.

...with the direct net benefit amounting to some £97.9 million...

Of this total net figure, £97.9 million will be generated directly, reflecting the fact that the injection of local funds by international students (primarily via fee income and their subsistence spending) is considerably greater than their consumption of local public resources.

...with an additional £24.8 million raised via indirect and induced effects

Further net benefits are generated via the indirect (supply-chain) and induced (spending of employees) impacts. Together these effects contribute £22.4 million to Sheffield's GDP net of costs, a figure that rises to £34.3 million at the regional level. Table 1.1 provides a full breakdown of the results for the various costs and benefits.

As you will be aware, HEPI's recent report (using different methodology) found that: "reflecting the number of international students resident in Sheffield Central (2,455), the analysis indicates that the contribution to the UK economy of the 2015/16 cohort of international students resident in Sheffield Central stands at approximately £226m, which is equivalent to £1,960 per member of the resident population".

Sheffield is currently the centre of the biggest Chinese investment in the UK outside London. "New Era Developments", led by entrepreneur Mr Jerry Cheung and supported by a mainland China backed investment consortium, is making a huge cultural and economic contribution to the city region through a major new urban development, starting with the £66m New Era Square. The scheme includes the launch of a China-UK Business Incubator.

The University's Confucius Institute played a pivotal role in facilitating for inward investment and the New Era Square development. Dr Lucy Zhao, Director of the University of Sheffield Confucius Institute said:

"We have worked with the Sheffield Chamber of Commerce not only to teach business Chinese language and business culture to local company leaders, but also to help translate and facilitate for inward investment and the New Era Square development."

"We know though that if we are truly to be the landing place for China in the North of England, we need to make the most professional and culturally adept point of welcome. We are determined that we make the bridge between China and Sheffield as easy as possible for both sides to navigate, using students from the university's internationally-leading Department of East Asian Studies and our talented Chinese students to support this. It is really a tremendous opportunity for everyone."

In November 2017 the 13th annual Horasis China Meeting was hosted in Sheffield by the China Federation of Industrial Economics. More than 300 participants from business and government joined an intense two-day programme for senior decision makers from China and the world to identify business opportunities and innovative approaches to economic development. The two Sheffield Universities, the University of Sheffield and Sheffield Hallam University, were Academic Partners and provided reporting and logistic support.

We believe that the large number of talented Chinese students choosing the University of Sheffield as their destination of study and the commitment of our

Confucius Institute to continue building bridges with Chinese partners and investors has supported Sheffield as a city to secure inward investment opportunities from China.

The evidence above clearly shows the economic benefit.

The University's internal data also shows that international students volunteer with more than 140 Sheffield charities on projects such as supporting school children in STEM subjects, working in youth centres to prevent anti-social behaviour, and environmental conservation. They therefore contribute to the local economy in a way that is more than purely fiscal, by supporting local efforts in education, youth justice and sustainability. At the University of Sheffield, 25% of students who volunteer are international students. This is similar to the proportion of international students in the University's total student population (26%). In addition, over the last three years 68% of volunteering committee members have been non-EEA-domiciled students. International students have a clear dedication to contributing to their local community, and take a leading role in working to improve our city. The University holds a number of city-wide festivals to stimulate public discussion and share/enhance our research and teaching. The total number of student volunteers who have worked on our public engagement festivals in the past 18 months was 327, and we estimate that around half of our volunteers were international students. Below is a link to one of the volunteer's articles about the experience of volunteering at the Festival of the Mind 2016 - <https://www.sheffield.ac.uk/global/china/news-features/rong-zou-volunteering-1.652665> (in the photo accompanying the article, all of the volunteers are international students apart from Ian who was born in the USA but moved to the UK in his teens). Every year, around 8 MA students, who are on the MA in TCFL (Teaching Chinese as Foreign Languages) course, volunteer at 4 -5 primary and secondary schools to offer Mandarin Chinese language tuition for free.



University of Sheffield - Festival of the Mind

How do migrant students affect the educational opportunities available to UK students?

Internal analysis in the University (from 1st December 2017 census data) helps us to understand the mix of international and non-international students across our main five faculties and departments within them. There is a wide range, with some departments having no or very few international students to others having larger numbers. We have provision in Departments that would be threatened without international students, for example a number of departments have courses where over half of the intake are international students e.g. Automatic Control and Systems Engineering, Electronic and Electrical Engineering, and Engineering Materials. In Social Sciences there is a similar picture with some departments at over 50% or close to that figure, for example Economics, Landscape, Management School and Urban Studies and Planning. This analysis looked at all students; for postgraduate taught the picture is further accentuated with a larger number of departments having more than 50% international students. However, it should be noted that there is fluctuation in these proportions over the years.

We have included a response from the joint Heads of the Department of Journalism Studies, Professor Jackie Harrison and Professor Marie Kinsey about the University's MA Global Journalism course:

"MA Global Journalism is an excellent example of a course that probably would not still be running were it not for the demand from overseas students. We have found in

the nine years since its launch that successive cohorts of overseas students have valued an international perspective on the study of journalism, but one that is situated in a UK context. It means they can genuinely experience the cultural aspects of UK journalism and more easily enrich their study of other journalistic cultures, adding value to the international dimension.

These students have also added immeasurably to the Department's internal culture, strengthening its global outlook. They have much to offer when working with home students, adding a welcome and different dimension to everyone's study. These students stay in touch with us once they return home, giving us valuable international networks and contacts in institutions all over the world."

The University is better able to offer diverse provision due to the take-up of courses by international students. We believe that our offer to domestic students would suffer without international students, whose demand make it economically viable to run certain courses.

International students also improve the quality of the educational opportunities available. Within the classroom, international students contribute their cultural perspectives and diverse approaches to important issues. This broadens the outlooks of all our students and allows them to develop a realistic and comprehensive understanding of their discipline. The recruitment of international students motivates the University to internationalise the curriculum, which increases opportunities for UK students to engage with international issues. UK modern languages students also benefit from having native speakers available on campus for informal language and cultural exchange before and following their overseas placements.

Quality of education is also determined by what happens outside of the classroom. For example, the Give-It-A-Go programme at Sheffield Students' Union provides opportunities for students to engage in cultural activities. International societies run some of these sessions and across all sessions 65% of international students engage alongside home students. These interactions develop students' curiosity which can be carried back to the classroom, thereby improving the quality of debate and academic experience.

We also believe it is important to reflect international students' role in research. International students in the University undertaking postgraduate research will often be part of research groups who are producing knowledge, not simply consuming it.

That knowledge benefits the UK.

The University would also have been unable to build some of its world-class teaching facilities without the input we receive from international students (and the growth in the number of international students) e.g. The Diamond engineering facility at the University. The Diamond is the University of Sheffield's largest ever investment in teaching and learning - £81m, and opened its doors to students and staff in September 2015. The Diamond offers a space for modern interdisciplinary education through specialist teaching facilities including a range of lecture theatres, seminar rooms, open-plan learning spaces, library and IT services. It also has space for informal study including a cafe. The computing area offers 1,000 study spaces available 24/7 for all students and staff across the University. There are also digital and print facilities, media editing booths, a recording studio and computer teaching laboratories. The Diamond's 19 laboratories offer students more practical learning opportunities with a chemical engineering pilot plant, a clean room, an aerospace simulation lab and a virtual reality suite.



University of Sheffield - The Diamond

To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

See above.

What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

The University commissioned Oxford Economics report estimated that in total

international students at Sheffield-based universities would consume, on average, £6,905 of public services per capita in 2012-13. This figure is lower than the estimated, on average, public expenditure per capita in the region, £8,512.

Housing provision: There is not a shortage of suitable housing in Sheffield. International students benefit the local economy by filling properties which would otherwise go unused. The growing presence of international students in the city has attracted property investment and prompted an increase in city centre development. Several building projects specifically targeted at the international student market have been completed or are in progress across the city, this demonstrates that hosting international students has directly led to investment. The University and Students' Union is committed to work with Sheffield City Council to manage the provision of housing across the city. We have recently joined the SNUG accreditation scheme and we are working in partnership to continue to improve the quality of housing.

Transport: The majority of students live within a short distance of the University and as a result choose to walk instead of using public transport. As a result, we believe hosting international students in Sheffield has a negligible impact on transport services.

Health provision: international students pay an annual NHS charge, this amounts to a total financial contribution of approximately £1.1m per year paid by University of Sheffield international students. The University runs its own health service and encourages students to use this service, which the majority of them do. There is therefore a negligible impact on GP services for other Sheffield residents.

EU students and international students also go on to contribute to our health service through placements. There have been caps on international recruitment to pre-registration courses and other health professional training. At present, there are 74 (57 from outside the EU, 17 from the EU) medical students from outside the UK on placements across the region from all years, plus another 35 specifically placed in GP practices for early experience of this environment. There are 7 (5 from outside the EU, 2 from the EU) dental students from outside the UK treating NHS patients from the dental undergraduate course at any one time plus another 15 performing treatments on NHS patients during post-graduate training. There are currently 10 non-UK speech and language therapy students in training, 2 orthoptic students and 2 on the new Nursing Associate programme. International students also contribute via their foundation programme training programme, as junior doctors, mainly working in A&E units at the front line. The University has the highest retention rate in the

Yorkshire & Humber region in terms of students staying in the region to practice - 20 international students graduated last Summer and are now under training as junior doctors.



University of Sheffield - junior doctor placements Chesterfield Royal Hospital

What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

UUK's report, *The Economic Impact of International Students* (March 2017), found that international revenue in Yorkshire and the Humber amounted to £506m, which together with the estimated off-campus expenditure of international students and their visitors, represented a total of £973m export earnings.

The University commissioned Oxford Economics report cited tourism as a spillover benefit, as a result of students' familiarity with the local region and friendships developed whilst at university, international students are more likely to return to the region subsequently on holiday. Such visits boost the local economy by providing an injection similar to that quantified as part of the short-term economic benefits within the report.

The University often sees this impact in terms of visitor visa support requests, where during a student's course they are likely to use the opportunity of being located in the UK by inviting family and friends to visit and 'see the sights' locally, regionally and nationally. Graduation also offers a similar boost with family visiting to celebrate the successful achievement of the student's qualification.

The University provides letters for students to assist their family with applying for visitor visas but we have only recently started to collect this data and we believe it under-estimates the numbers as students do not have to inform the University of the

reason for seeking a 'standard term address letter', which can be used for visas and other purposes. From March 13 2017 to 22 Jan 2018 the University recorded production of 346 "term address" letters specifically for family and friends visas. During this time we also recorded 112 letters confirming a student's graduation attendance, these letters are sometimes given to family members when applying for their visas [Source: TUoS Student Services Information Desk].

What role do migrant students play in extending UK soft power and influence abroad?

From feedback to the University and Students' Union, we believe that international students enjoy their time spent at Sheffield. Their positive feedback helps to raise the prestige of the University and in turn boost the reputation of the UK as a world leader in higher education. Sheffield alumni go on to fill influential roles in their home country, including governmental positions. Alumnus Sammy Chiu, now Professor of Social Policy, noted that he has referred 10 PhD students to the University, all of whom have now completed and taken up government positions in Hong Kong. Dr Henry Joko-Smart is a Sheffield graduate who went on to serve as a Supreme Court justice in his home country of Sierra Leone and serve the United Nations. These are only a small sample of many graduates. International students promote the reputation of UK higher education abroad and play a key role in influencing students to study here. Our international students are ambassadors for the UK to their home countries. They offer informed and real-life experience to prospective students about how the UK provides world class education and how much they have gained from studying in UK universities (skills, networks etc).

The University of Sheffield alumni network is made up of 160,000 people in 188 countries. We have attached case studies of notable alumni at Annex 1.

If migrant students take paid employment while they are studying, what types of work do they do?

International students are employed by the Students' Union and represent 13% of Union employees. They take on a variety of casual roles including bar and catering assistants, security services, union activities hosts, and welcome desk assistants. These roles are fundamental to the operation of the Union and enable all students, both home and international, to make the most of their university experience. Some of these roles, such as the union activities hosts, also promote the integration of the

student community, which enhances the university experience and learning opportunities for all students.

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Following the removal of the Tier 1 post study work scheme in 2012, the main route for post study work available to international students has been via Tier 2 for highly skilled full time graduate roles. PhD students do have a one-year Doctorate Extension visa scheme post study work route. As a consequence, the numbers of students staying in the UK to work after their study has dramatically reduced since 2012. The numbers of students who switch into Tier 2 is a very small percentage of the overall international student population and would not greatly impact on net migration figures. Government figures from 2015-16 suggest that only 6,004 Tier 2 visas were granted to former students in that year out of 33,184 applications. HESA figures for 2015-16 state that there were around 310,000 international students, a figure which also includes EU (and EEA) nationals. [Source: HESA]

Currently the 'post study' provisions within Tier 2 for those switching from Tier 4 to Tier 2, mean that they are exempt from the resident labour market test and cap. They can be employed at the new entrant salary rate for the specific role rather than the higher minimum experienced worker rate of £30 000. We believe that current 'post study' provisions of the current Tier 2 visa category have been helpful in enabling international graduates to find work and would wish for these to be retained. We believe that employers have also seen a reduction in the bureaucracy connected with hiring international students, however, it is still difficult for international students to secure Tier 2 sponsorship before their student visas expire. Many employers appear reluctant or unable to sponsor international students, because Tier 2 sponsor requirements and rules are so complex.

The Students' Union provides direct support to non-EU Tier 4 students wanting to remain in the UK to work post study via the Student Advice Centre. This includes advising on options to remain in the UK under Tier 1, Tier 2, Tier 5 and the Tier 4 Doctorate Extension Scheme. In 2016-17 over 500 students attended our information talks on their options to remain in the UK to work and over 300 students have been advised individually on their post study work options. Advisers have assisted 20 students to apply for Tier 2 status between September 2016 and September 2017. [Source: University of Sheffield Students Union Student Advice Centre case recording system]

The students who secured Tier 2 sponsorship were working in highly specialised academic research posts or in science and engineering. Only one of the students was an undergraduate and all of the other successful Tier 2 applicants were postgraduate graduates and mainly PhD students. Highly skilled international graduates provide an important source of skills for employers and could help meet the skills gap and fill positions in shortage occupations.

Working in the UK after studies remains a high priority for our non-EU students. We carried out a survey in late 2014 of our non-EU students to look at the impact of the closure of the Tier 1 Post Study Work route in April 2012. Over 75% of those surveyed reported they would like to remain in the UK for 2 to 3 years for work experience before returning home. The removal of the Tier 1 Post Study Work Scheme in April 2012 had a massive impact on the attractiveness of the UK as a destination to study particularly in key markets such as India, which is still the case. As one of our students stated in response to the loss of Tier 1 Post study work:

“Work experience from the developed countries is priceless in my home country...Not being able to work here in the UK has deprived me of a very valuable opportunity which students all over the world in other countries get.”
Nigerian student

To lose the Tier 2 ‘post study’ provisions would send a very damaging and negative message to both existing and prospective students. If there were more post study work opportunities available this would, we believe, have a positive impact on student recruitment to UK universities, provide crucial work experience for our students and ultimately benefit the UK economy. We also believe it is essential to retain the Tier 4 existing post study work route.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

See above reply to Q11.

International students find it very challenging to secure graduate employment in the UK after their studies. Figures for this are difficult to come by as only 28% of international students completed the Destinations of Leavers of Higher Education (DLHE) during the last survey. The Oxford Economics report estimated, based on careers service data from the University at the time, that around 8.9% of international

students were employed in the Yorkshire & the Humber region in any given year, with a further 10.7% employed in the rest of the UK.

We have included some case study videos from some students who secured work here through a Tier 2 or Tier 5 Visa. The case studies show a link to shortage skill areas e.g. Engineering/Technology or Commercial roles:

<https://www.youtube.com/playlist?list=PLVFFiEZ1kHjWoyqTXVR5DhcLGllpVdV3>

As many of our international students are here to study a one year Masters programme, they have limited time to find and apply for jobs – sometimes deadlines are within 2-3 months of their arrival in the UK and so they can miss out on opportunities. In addition to this, graduate scheme start dates do not always fit around their graduation times and they have limited time in the UK after completing their programme – we welcome the pilot scheme to extend this, as a positive development.

Evidence about stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

As set out in the Executive Summary we believe the international nature of the student community in higher education is beneficial to all students, to higher education, to the economy and society. The UK would be a poorer place, and not just economically, without international students. We would stress the non-economic impact here also – an outward facing nation needs to have diversity in its population, we cannot look out to the world if we have walls up at home. The economic impacts are clear for the local region and the loss would be significant.

Evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

See reply to Q5.

Annex 1 - Profiles of Prominent International Alumni from the University of Sheffield

Douglas Young



Born in Hong Kong, Douglas first came to the UK in 1979 at the age of 14 to attend the Uppingham boarding school. Douglas came to Sheffield in 1983 to pursue his passion and talent for design, and studied for a degree in Architecture.

After graduating in 1986, he moved to London to work for commercial designers Chapman Taylor, designing regional shopping centres. In the wake of the economic downturn of the early 1990s, Douglas decided to return home to Hong Kong, continuing to work in architecture for a short time before opting to pursue his own business ideas.

Leaving large scale practice, Douglas started his own design firm, focussing on smaller projects, typically interiors, more in line with his London work. It was whilst doing this that he and his partner Benjamin Lau hit upon the idea of designing their own products for their interiors.

In 1996 Douglas co-founded 'Goods of Desire' (G.O.D.), a lifestyle design and retail brand. Setting up in a disused warehouse, G.O.D. fuses Eastern and Western design, creating fashion, home accessories and premium gifts. G.O.D. has achieved

phenomenal success over the years and now operates eight stores throughout Hong Kong, Singapore and China, and is distributed through retailers in many parts of the world. It is one of the most celebrated and well-known brands to come out of Hong Kong.

Susanna Chiu



Susanna graduated from the University of Sheffield with a BA in Economics in 1982, and also holds an executive MBA degree from the Chinese University of Hong Kong. While at Sheffield, Susanna was an active volunteer in the community and helped set up the UK's first independent Chinese Women self-support group, the Lai Yin Association, helping Chinese women to integrate into the community. She was also founder, producer and presenter of the first Chinese radio programme, Mui-Fa, meaning "cherry blossom", on BBC Radio Sheffield.

Having moved back to Hong Kong after a brief stint with Grant Thornton in the UK, Susanna has worked in the accountancy profession in a number of high profile positions. She is currently the Director & Group Chief Representative Eastern China of Li & Fung Development (China) Limited.

Susanna was the first woman to be elected President of the HK Institute of Certified Public Accountants (HKICPA) in the 40 year history of the Institute. She was awarded one of the ten nationwide "Chinese Women of Achievement" award in the UK in 1991, and has been appointed by HK Government to sit on many voluntary committees including the Equal Opportunity Commission and the HK Institute of Education. Due to Susanna's contribution to the Hong Kong community, she was awarded the Medal of Honor by HKSAR in 2013 for her outstanding achievements especially in the accounting profession. In 2014, Susanna was awarded the 'Outstanding Women Professionals Award' by the Hong Kong Women Professionals and Entrepreneurs Association

In 2014, Vice-Chancellor Professor Sir Keith Burnett honoured Susanna with the Professor Robert Boucher Distinguished Alumni Award. Susanna is also the Chair of the University of Sheffield Alumni Group in Hong Kong and actively leads the group in organising alumni activities and reunions.

Dr Lowell Lewis



Dr Lewis graduated from the University of Sheffield in 1976 with degrees in Medicine and Surgery.

While at University, he was a Captain of Athletics with his best performance being a 3rd place in the 1975 British Universities Decathlon Championships. He also played cricket and rugby for University teams and gained the Certificate in Military Training and a commission in the United Kingdom Territorial Army Volunteer Reserve.

Dr. Lewis returned to Montserrat after the completion of his studies, where he served as Director of Health Services and Surgeon Specialist for the Government of Montserrat. He was the Chief Medical Officer and Surgeon Specialist, Ministry of Health, Montserrat between 1984 and 1991. After having resigned from his government position, Dr. Lewis has worked in the UK and Canada as a consultant surgeon.

In 1990, he was awarded the Montserrat Certificate and Medal of Honour for services rendered during the disaster of Hurricane Hugo. In 1991 he resigned from the post of Director of Health Services to contest as an independent candidate in the general elections but was unsuccessful in his campaign.

In 2006, he co-founded and became political leader of the Montserrat Democratic Party. After winning the elections, he became the 7th Chief Minister of Montserrat and served in this position between 2006 and 2009. He remained a member of the Legislative Assembly of Montserrat till 2014.

Dr Jamshed Irani



Dr. Jamshed Irani graduated from the University of Sheffield with a Masters in Metallurgy in 1960 and PhD in Metallurgy in 1963.

Following his graduation, Dr. Irani joined British Iron and Steel Research Association as a senior

scientific officer in Sheffield in 1963, where he later worked as the head of Physical Metallurgy Division. He then returned to India and joined The Tata Iron and Steel Company (now Tata Steel) in 1968 as an assistant to the Director in-charge of Research and Development. He continued to develop a prolific career at Tata where he rose to become the Managing Director and & Board Director of various Tata Group firms. He is credited with turning around Tata Steel from an ageing giant to a hugely successful conglomerate. Dr. Irani retired from his various positions on Tata's board in 2011, at the age of 75.

Since retiring from TATA, he has continued to serve as a non-executive board member for BNP Paribas and Deutsche Bank, among others.

In 1997, he was awarded an Honorary Knighthood (KBE) for his contributions to Indo-British Trade and Co-operation. Dr Irani has also been recognised with a number of other awards, including the inaugural National Metallurgist Award in 1997 from the Government of India.

Dr. Irani was awarded an honorary degree (DMet) by the University of Sheffield in 2003.

The Rt Hon Dato Arifin Bin Zakaria



The Rt Hon Dato Arifin Bin Zakaria came to Sheffield in 1972 to read law. Upon graduation, he joined the Judicial and Legal Service of Malaysia in September 1974. In 1979 he pursued the Master of Laws course at the University College, London.. In June 1980 he was called to the Bar, and in the same year he was awarded the LLM degree by the University of London.

Prior to his elevation to the High Court Bench of Malaysia, His Lordship had served in various capacities in the Government of Malaysia both in the Judicial Office, as well as in the Legal Department. He was appointed a High Court Judge of Malaya in 1994 and through subsequent promotions, was elevated to his current position of Chief Justice of Malaysia in 2011.

Amal al Qubaisi



Her Excellency Dr Amal Al-Qubaisi is the incumbent President and Speaker of the Federal National Council of the United Arab Emirates. She is the first woman to lead an elected national assembly in the Middle East.

Dr Al-Qubaisi's career in politics is a recent deviation from her professional qualifications as an architect. She received a Ph.D in Architectural Engineering, with Honours, from the University in 2001. Following her degree, she became an assistant professor of architecture at UAE University in 2000. She also worked with UNESCO to document and preserve more than 350 historical sites in the UAE.

In 2007, she was elected to be a member of the UAE's Federal National Council, making her the first woman elected. Dr Al- Qubaisi is now a leading advocate for women's issues in the UAE. She is a representative of the FNC in the Steering and Executive Committee for Developing the National Strategy for Motherhood and Childhood and is Chair of the Advisory Committee of Woman Workforce in the UAE.

Recognising her continued dedication to the UAE and her exceptional work in government, Al-Qubaisi was awarded the UAE Federal Figure Award in 2014. The University conferred an Honorary Doctor of Literature on her in 2016.

The Honourable Sir Sze-yuen Chung, GBM, GBE, PhD, FREng, JP



Sir Sze-yuen (S Y) Chung is one of the University's most remarkable international alumni. Born in 1917, Sir S.Y. Chung came to Sheffield on a British Council Scholarship and studied Mechanical Engineering (PhD). He graduated from the University of Sheffield with a PhD in Mechanical Engineering in 1951. Sir S.Y. Chung was also awarded an Honorary Degree (LLD) in 1985 by the University of Sheffield.

Sir S Y Chung went on to establish many successful businesses in Hong Kong during his career. He has contributed significantly in Hong Kong's political, industrial, social and tertiary education fields for over four decades. He was Senior Member of Hong Kong Legislative Council (1974-78), Executive Council (1980-88), and again Convenor of the Hong Kong Special Administrative Region (HKSAR) Executive Council (1997-99). He was Chairman of Federation of Hong Kong Industries (1966-70), Hong Kong Productivity Council (1974-78), Hong Kong Hospital Authority (1990-95); and President of Engineering Society of Hong Kong (1960-61) and Hong Kong Academy of Engineering Sciences (1994-97). He was deeply involved in the Sino-British Negotiation on Hong Kong's future (1982-85) and the establishment of the Hong Kong Special Administrative Region (1993-97).

Sir S.Y. Chung is the Chairman and an Independent Non-executive Director of Transport International Holdings Limited (previously known as The Kowloon Motor Bus Holdings Ltd.), a Director of Sun Hung Kai Properties Ltd. as well as other companies in Hong Kong.

Sir S.Y. Chung has had a long and abiding interest in Higher Education. He is the current Pro-Chancellor and Chairman of the Court at the Hong Kong University of Science and Technology and has helped to establish three universities in Hong Kong. Sir SY has been a loyal supporter of the University, and his generous support has allowed for the establishment of the Sir Sze-Yuen Chung Postgraduate Resource

Centre in the School of East Asian Studies in April 2003, a scholarship fund to support Hong Kong students at the University, and most recently a contribution to the Faculty of Engineering that has resulted in the establishment of the Sir SY Chung Atrium in the Pam Liversidge building in 2014.

Lu Gang



Dr Lu Gang received an MScEng Data Communication from the University of Sheffield in 2002 followed by a PhD in Computer Science in 2008.

Mr Lu is the founder and CEO of TechNode, a leading bilingual international technology news platform in China, covering the latest technology developments and start-up stories in China. It reaches millions of readers every month and has become a trusted resource for the technology industry.

Mr Lu's experience of studying in the UK provided him with a strong business sense and made him realise the need for a global platform to share innovation. He aims to develop his business on a global scale. He was awarded the British Council's 2017 Entrepreneurial Alumni Award in China.

University of Southampton

Migration Advisory Committee: Call for evidence on international students

Response from the University of Southampton

January 2018

The University of Southampton is a research intensive university which is proud to provide undergraduate and postgraduate education to international students entering the UK on Tier 4 visas. It has several decades experience of educating international students, and of the wider benefits which derive to the university, the city, and the UK as a result. We welcome the opportunity to submit evidence to the MAC inquiry.

Q1: What impact does the payment of migrant student fees to the educational provider have?

The University of Southampton's Transparent Approach to Costing (TRAC) return to HEFCE for 2015/16, the most recent year available, shows that on a full economic cost basis, the University made a surplus from non-publicly funded teaching of £30.6m. [Note - this category primarily relates to international undergraduate and postgraduate taught students]. The same return showed a full economic cost deficit on research activity of £58.6m. This demonstrates that in addition to covering the cost of teaching, international student fees provide a considerable element of financial support for the University's research economy.

The full economic costs that were charged to non-publicly funded teaching in our 2015/16 TRAC return include £2.3m of depreciation and £3.6m of infrastructure/Return for Financing and Investment costs. This is effectively the contribution from international students to our capital investment programme. University funded projects supported by international student fees include the construction of the new Chamberlain hall of residence, comprising 356 en-suite bedrooms, which opened in 2016, and the South Gower centre for learning and teaching which will open in 2019, providing a lecture theatre, a computer suite and a range of seminar rooms and independent study spaces. These programmes will provide state of the art facilities for the benefit of home/EU as well as international students.

Q2: What are the fiscal impacts of migrant students, including student loan arrangements?

Approximately 4.2% of overseas (non-UK and non-EEA) students did paid casual work at the University during the 2016/17 academic year. This compares to 9% for both the UK and EEA cohorts. Generally the summer months (June, July and August) were where the bulk of this work occurred. The University makes funding available to support a number of international students to enrol. In the academic year 2016/17 a total of £8.6 million was spent on international student fee waivers, fellowships, scholarships and prizes.

Q3: Do migrant students help support employment in educational institutions?

The University directly employs 31 FTE staff in its International Office to support the institution's internationalisation strategy. From this grouping 4 FTEs are dedicated to student support and advisory roles in relation to student mobility and funding opportunities. In addition to this 8.3 FTE staff are employed in its visa and immigration advisory team and the University's admissions team comprises around 75 FTE with just under half of all applications to the University coming from individuals from outside the EU.

During 2016/17, 73 international students have secured Internal Internships through the Careers and Employability Service working within the University. These roles have included contracts across a variety of faculties and professional service areas ranging from Video Production through to ICT System Engineering.

Q4: How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

In the current year (2017/18), there are 5,125 international (non-EU) students from over 150 countries at the University of Southampton (22% of the student population) and 1,920 students from EU27 countries. Generally this is a group with a relatively high disposable income that supports and enhances the local expenditure impact. The number of international students has grown by 25% between 2012 and 2016.

In a soon to be published report commissioned by the University of Southampton, BiGGAR Economics estimate the value of students to the economy. BiGGAR Economics believe there is no difference in spending (not including fees) between international and home students. This implies an expenditure/impact on the local economy of £13,111 per student (this figure is based on the 2011-12 BIS survey

adjusted for inflation and is the same for all non-London students). However, a large part of this figure is rent and as this includes an adjustment for students living with their parents, and it is a reasonable assumption that this is not the case with any international students, this figure is likely to be an underestimate for international students.

Using this figure, the 5,125 students from outside the EU contribute over £67M to the local economy, and the 1,920 EU27 students a further £25M.

Q5: How do migrant students affect the educational opportunities available to UK students?

International students help UK students develop internationally relevant skills and this has a direct impact on their employability in the global market place for graduates. They bring a unique and different perspective to seminars, group work, etc, both through a difference in experience and in approach. Looking at educational opportunities in a broader sense this extends beyond the classroom as having a cultural and social life enriched by contact with international students, which plays an equally important role in developing cultural understanding.

The University has a number of international students working as student ambassadors. These students support the delivery of on campus visits and school workshops. Having a mix of UK and international students involved in the delivery of our activities helps to highlight the diversity of the student body to the young people we work with and introduces them to people and places they might otherwise not encounter as part of their daily lives.

The Careers and Employability Service, through its Business Innovation Programme, provide the opportunity for our students to develop cultural awareness and international perspectives through working on a group project. For the Business Innovation Programme, 81 places were filled by International students (34.5%).

The University is currently part of the Learning and Employability Gain Assessment Community (a HEFCE funded project). One element of that project is focused on measuring the impact of international experiences of students that have either worked or studied abroad or had exposure to on-campus international experience. Details of the project are available here:

<https://warwick.ac.uk/services/aro/dar/quality/legacy/strands/internationalexperience/>

Q6: To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

There is significant demand internationally for programmes in subjects such as business, finance, accountancy, marketing, law, mathematics and economics at postgraduate taught level in particular. Such programmes would be highly unlikely to be viable without international students. There is also strong demand internationally for subjects such as Engineering, Computer Science, and Design with many such courses also being made viable as a result of international student enrolments.

Q7: What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

International Students and Housing

We guarantee international students a place in halls for the length of their course (undergraduate and postgraduate), which is over and above that offered to UK and EU students, who are only guaranteed a place in halls for their first undergraduate year. This is similar to other similar institutions, but not necessarily sector wide.

At the University of Southampton the percentage of new undergraduates in our halls of residence is similar for UK, EU and international students. However, international continuing undergraduates and new postgraduate students are far more likely to be in our halls of residence than UK/EU students. While this in part reflects our accommodation guarantee, even in years we have capacity to accommodate more of the UK/EU students, the demand for hall places is higher from our international students.

	Continuing UGs (i.e. not first years)		New PGs	
	UK/EU	International	UK/EU	International
% in halls	4-5%	32-41%	2-7% *	45%

Based in intake between 2015/16 and 2016/17

*The number of UK/EU postgraduates in halls varies depending on overall availability of places in halls in any one year, however at the highest level it has only reached 7%.

Those international students not in halls are usually renting in the private sector, either in Houses of Multiple Occupancy (HMOs) or, increasingly, in the private purpose built halls now available in the city.

Details of accommodation building projects

We have increased the number of hall places available by over 1800 since 2014, and this is supported by the number of international and European students we have at the University. Our international and European students accounted for over 2600 of our hall places, including those placed with our nominated partners, running private students halls in Southampton and Winchester. The newer developments owned or leased by the University include Mayflower Halls (1104 places), owned by Legal & General, City Gateway Hall (364 places), owned by North Cheshire Local Authority Pension Fund, and Chamberlain Halls (356 places), owned by the University of Southampton.

Transportation

International students are frequent users of public transport, including the University of Southampton run UniLink bus service. These services link to other public transport providers such as rail and the New Forest buses, which allow International Students to explore the local area and feed into the tourism industry. Anecdotally, those working in the UniLink ticketing office notice healthy numbers of international students visiting to buy bus passes prior to the arrival of UK students.

Due to the data collection methods used, information on students' residence status is not collected and therefore it is not possible to offer quantitative data in relation to international students' use of these transportation provisions.

Q8: What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

The University does not have access to any quantitative data relevant to this question. But anecdotally, we are aware of migrant students' friends and family visiting the locality particularly during university closure periods at Christmas and Easter and around the times that graduation ceremonies are held (July and December).

Q9: What role do migrant students play in extending UK soft power and influence abroad?

In common with many UK universities, the University of Southampton has examples of prominent international alumni, who go to influential positions in their home countries following their studies here in the UK. Examples from the University of Southampton include:

- Rajesh K Shourie - Head of ANZ (Australia and New Zealand Banking Group)
- Min Zhu - a news correspondent who travels with President Xi Jinping and Premier Li Keqiang
- Jun “Henry” Zhang - a Partner of Genial Flow Asset Management (one of top ten hedge funds in China)
- Rob Gunnell – a Provincial Court Judge in British Columbia

The University participates in the Tier 1 (Graduate Entrepreneur) route. This tier enables the University to support a small number of its recent graduates to develop their business ideas in the UK with a view, potentially, of being able to apply for an Entrepreneurs visa should their company have become sufficiently successful within the two year T1(GE) sponsorship period.

Q10: If migrant students take paid employment while they are studying, what types of work do they do?

As mentioned earlier, 4.2% of overseas students did some form of paid casual work at the University compared with 9% of both EEA and UK students.

Overseas students account for 20.9% of hours worked by students, EEA students account for 12.7% and UK students 66.4%.

The breakdowns for type of work by each cohort is shown below:

Nationality Category	OVERSEAS	
Row Labels	Hours	%
Temp Bank Hours	13083.56	47.1
Student Helper	4420.26	15.9
Student Demonstrating Hours	4202.33	15.1
Temp Bank Holiday Hours	1503.77	5.4
Day Nursery Hours	1429.5	5.1

Open Day	1078.98	3.9
Research Assistant		
Hours	922	3.3
Exam Inv/Sup	570.25	2.1
Technical Hours	188	0.7
Program Hours	128	0.5
Admin Hours	96	0.3
Lecture Hours	92	0.3
Catering Casual Hours	64.25	0.2
Clerical Hours	16.15	0.1
Grand Total	27795.05	100

Nationality Category	EEA
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Row Labels	Hours	%
Student Demonstrating		
Hours	4417.75	25.9
Temp Bank Hours	4372.78	25.7
Student Helper	4311.82	25.3
Open Day	1090.34	6.4
Research Assistant		
Hours	966.75	5.7
Exam Inv/Sup	519.75	3.0
Temp Bank Holiday		
Hours	483.76	2.8
Sports Hours	331.25	1.9
Day Nursery Hours	153	0.9
Admin Hours	138	0.8
Lecture Hours	91.16	0.5
Technical Hours	79.8	0.5
Standby Telephonist		
Hours	48.61	0.3
Clerical Hours	39	0.2
Grand Total	17043.77	100

Nationality Category	UK
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Row Labels	Hours	%
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Student Helper	31809.72	37.5
Temp Bank Hours	14794.46	17.4
Sports Hours	11707.35	13.8
Open Day	11069.06	13.0
Student Demonstrating Hours	6422.08	7.6
Research Assistant Hours	3128.3	3.7
Temp Bank Holiday Hours	1608.18	1.9
Catering Casual Hours	968.5	1.1
Day Nursery Hours	722.75	0.9
Exam Inv/Sup	680.75	0.8
Lecture Hours	594.25	0.7
Admin Hours	523.91	0.6
Clerical Hours	204.75	0.2
Theatre Hours	189.5	0.2
Standby Telephonist Hours	185.29	0.2
Program Hours	145.7	0.2
Technical Hours	50.75	0.1
Library Hours	33.25	0.0
Bar Work Hours	7.25	0.0
Grand Total	84845.8	100

Overseas students are more likely to be employed via Uniworkforce and have their hours recorded as tempbank hours so their work will probably be of a longer duration than the short term assignments such as open days. The University of Southampton monitors the working hours of Tier 4 students in line with their visa requirements.

Q11: What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

We have insufficient data to comment.

Q12: Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

We have a number of former Southampton international students who have set up businesses in the UK. Examples include:

Amarjit Singh: CEO at India Business Group (Trade links between UK and India)

<https://www.linkedin.com/in/amarjit-singh-13860aa/>

Renold Tang is an Entrepreneur and has spent 30 years growing his own accountancy practice globally (and in UK) and other business interests.

We attach below data from the 2015/16 DLHE survey which highlights the employment destinations of our international students.

DLHE 2015/16 - International Leavers University of			Overall Destination			
Level	Population	Response Rate	Either in work, in study, or doing both	Destination in UK	Destination in home country	Destination in another country
UG	676	42%	94%	58%	38%	4%
PGT	1946	33%	85%	18%	79%	4%
PGR	193	51%	94%	34%	56%	10%
Total	2815	36%	88%	31%	64%	5%

DLHE 2015/16 - International Leavers University of			Further Study			
Level	Population	Response Rate	Further Study Rate	Proportion of study in UK	Proportion of study in home country	Proportion of study in another country
UG	676	42%	56%	85%	10%	6%
PGT	1946	33%	13%	86%	10%	4%
PGR	193	51%	2%	-	100%	-
Total	2815	36%	24%	85%	10%	5%

DLHE 2015/16 - International Leavers University of Southampton			Employment			
Level	Population	Response Rate	Employment Rate	Proportion of employment in UK	Proportion of employment in home country	Proportion of employment in another country
UG	676	42%	45%	30%	66%	4%
PGT	1946	33%	73%	7%	90%	3%
PGR	193	51%	94%	34%	56%	10%
Total	2815	36%	67%	15%		



	Number of leavers data based on
UG	38
PGT	30
PGR	30
Total	98

Employment Sectors of International Leavers working in	Leavers employed	Leavers [%]
Postdoctoral Research	18	18.4%
Medical Doctor	16	16.3%
Engineering Professionals	16	16.3%
Analysts	11	11.2%
Marketing professionals or Consulting	10	10.2%
IT professionals	8	8.2%
Accounting	6	6.1%
Paralegal	3	3.1%
Teaching	2	2.0%
Armed Forces	2	2.0%
Charity	1	1.0%
Nature Cons. professionals	1	1.0%
Customer Service	1	1.0%

Library Assistant	1	1.0%
Low skilled labour	1	1.0%
Total	98	

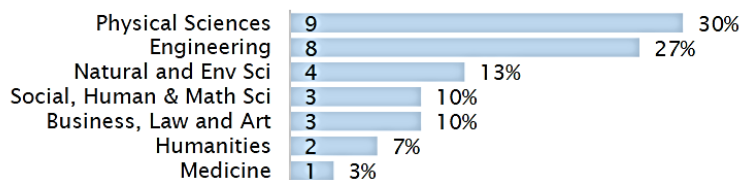
There are 9 leavers (9.2%) in this table who are also in further study (could be primary activity)

Graduate Level Destinations

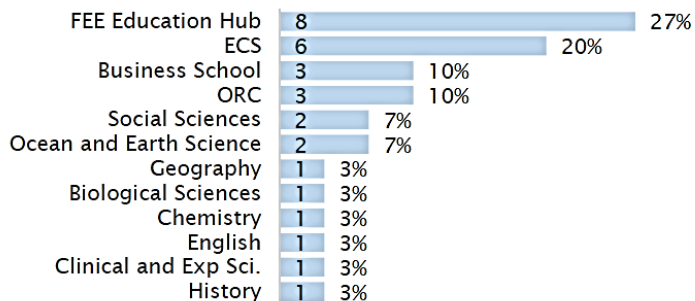
Level	[%] Professional
UG	94.7%
PGR	93.3%
PGT	86.7%

Faculty / Academic Unit of Origin of International Leavers Working in the UK

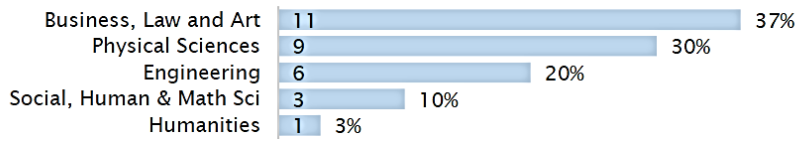
International PGR leavers working in UK / Faculty



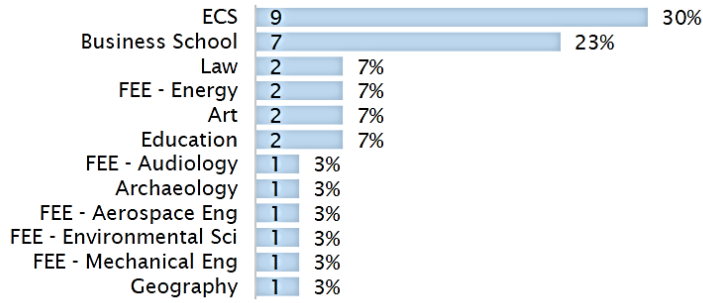
International PGR leavers working in UK / Academic Unit



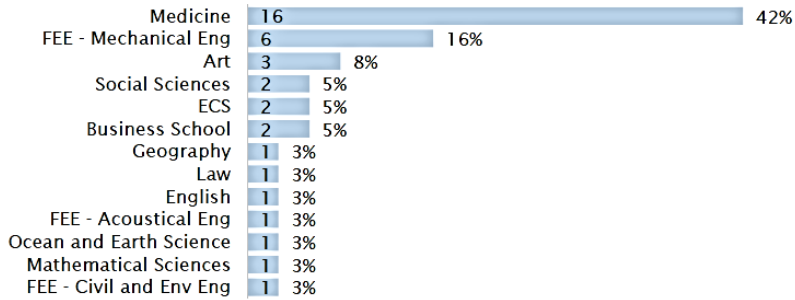
International PGT leavers working in UK / Faculty



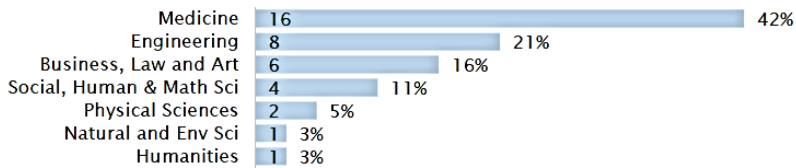
International PGT leavers working in UK / Academic Unit



International UG leavers working in UK / Faculty



International UG leavers working in UK / Academic Unit



Analysed by

O.Jokiaho – Destinations of Leavers from Higher Education (DLHE) 2015/16 - Careers and Employability Service - University of Southampton - 16th Nov 2017

Q13: The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

International (non-EU) applications account for just under a half (48% for 2017 entry) of all applications to study at the University. International students are typically, though far from exclusively, interested in postgraduate opportunities with significant numbers enrolled on one-year taught Master's programmes. Of particular risk are programmes offered by the Southampton Business School, in Engineering and Computer Science, and at our Winchester School of Art (especially in design/fashion/brand marketing and management). There are a number of programmes run exclusively for international students and these include pre-sessional English programmes (c.1,700 enrolments in 2017), the International Foundation Year and the Pre-Masters programme.

As noted in our response to Question 6, we would envisage that in the advent of reduced demand internationally for such programmes, many would become unviable and would cease to be offered. Any such loss would also reduce the level of choice and opportunities for UK students. A reduction in international student numbers would negatively impact the University's finances and, in turn, the numbers of staff the University is able to employ. Without significant international students, the University will fall in international league tables which typically include an element of "international outlook" amongst the metrics used to rank institutions. In turn, this would impact our ability to attract the best academic staff regardless of where they were originally from.

A loss of international students would also have a negative impact on the student (and staff) experience on campus. The academic experience would be affected in terms of a narrowing of perspective and experience. UK students would lose out in terms of the opportunity to enhance employability through developing future global contacts and better cultural understanding in its many contexts. Quality would be put at risk as any university needs to be able to recruit globally to secure the best talent. We would lose national student societies and the contribution that they make to campus culture (food, festivals, art, music and culture).

In our answer to Question 4, we estimated that £70.5M per year entered the local economy as a result of international students at the University of Southampton. This economic value would be at risk, with local businesses in Southampton most affected.

As noted in our answer to Q9, migrant students who return to their home countries become important ambassadors for the University. As they progress through their careers, a percentage of them retain links to the University and help to open up new academic, commercial, third sector and policy partnerships and collaborations. These long term relationships have delivered real benefits over the years, and that would clearly diminish over time if we no longer had a new supply of international alumni.

Q14: The MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

As noted in our response to Question 13, around half of all student applications to the University are from non-EU individuals. In terms of enrolment data, international students account for around 8% of the University's undergraduate intake, 25% of the postgraduate research intake, and 68% of the intake at postgraduate taught level. It is the last of these, therefore, which would most critically be impacted by a loss of demand internationally. Demand at subject level is far from uniform, with subjects offered by the Southampton Business School and Winchester School of Art, alongside Engineering and Computer Science attracting the largest levels of interest internationally. Interest in the Humanities is typically lower, however, demand does exist for programmes in English Language and English Language teaching.

University of St Andrews

Migration Advisory Committee: Call for evidence on international students

This document provides the response from the University of St Andrews to the [Migration Advisory Committee: Call for evidence on international students](#).

At the centre of the St Andrews approach to pedagogy lies world class teaching, delivered by a diverse research led community of experts. We continue to recruit the most academically able students from a diverse array of backgrounds, and support them in fulfilling their potential as independent, analytical, productive and thoughtful contributors to society with a global outlook. As a result, our students benefit from our resolutely outward-looking, international and inclusive perspective achieved through an international mix of staff and students and approaches which value equality, diversity and tolerance. Forty-five percent (45%) of our student body is from the EU or overseas. Our internationally diverse student body is replicated across to our staff body, where 45% of our academic staff are from the EU or overseas. We are rated 22nd in the world for International Outlook in the Times Higher rankings for 2016, and have staff and students from 145 countries, undergraduate study destinations in more than 70 overseas institutions and an ambitious approach to Study Abroad, which is integrated into degree outcomes.

The diversity of our international student body is one of our major strengths. It enhances the quality, cultural enrichment of our learning, teaching and research activities, and encourages diversity of thought across all the main activities of the institution. It directly impacts on the quality of what we offer as a university to our students, to the body of research and to society, and enhances the delivery of the subject and the learning experience of all students.

Qstn 1: What impact does the payment of migrant student fees to the educational provider have?

In Scotland, tuition fee policy is set by the Scottish Government and associated regulation lies with the Scottish Funding Council. Tuition fees are determined for Scottish and EU Domiciled students by the SFC at a level below the recognised cost of teaching in many subject areas. These fees are subject to change and availability of funds in the overall budget settlement.

For rUK students, whilst the fee level is not formally capped by the Scottish Government, it is aligned with the fee cap in England.

Thus, fees from overseas students are an important source of some additional income supporting research-led teaching and the student experience.

The tables below demonstrate the diversity of the student population at the University of St Andrews over the last few years.

Table 1a: % Student FTE by Fee Group domicile

Domicile	2012/3	2013/4	2014/5	2015/6	2016/7	2017/8
Scotland	25.53%	25.67%	27.72%	27.26%	26.80%	26.73%
EU	14.58%	13.21%	13.41%	12.76%	11.88%	12.18%
RUK	26.36%	27.73%	27.24%	27.84%	28.34%	27.88%
Overseas	33.52%	33.40%	31.64%	32.14%	32.98%	33.20%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 1b: Student FTE by Level and Domicile

Degree Level	Domicile	2012/ 3	2013/ 4	2014/ 5	2015/ 6	2016/ 7	2017/ 8
Postgraduate - Research	Scotland	158	176	166	196	160	157
	EU	181	214	194	184	183	190
	RUK	176	202	198	231	210	218
	Overseas	228	242	267	268	299	322
Postgraduate - Research Total		743	834	825	878	851	886
Postgraduate - Taught	Scotland	65	69	73	63	76	92
	EU	219	238	258	281	246	282
	RUK	97	105	109	115	161	191
	Overseas	388	385	288	319	406	403
Postgraduate - Taught Total		768	797	727	779	888	968
Undergraduate	Scotland	1713	1772	2035	2036	2120	2195
	EU	706	586	649	609	615	642
	RUK	1726	1873	1929	1998	2119	2139
	Overseas	1926	1998	2041	2119	2194	2310
Undergraduate Total		6071	6230	6654	6763	7047	7286
Grand Total		7582	7860	8206	8420	8786	9140

The University also offers non-degree level summer and year-round programmes that attract UK, EU and international students. This breakdown is noted in Table 1c below. Each year, around 10% of these students, on the International Summer Programme and Summer at St Andrews, return to study at degree level study at the University.

Table 1c: Student headcount for Short Courses by domicile

Course	Domicile	2012/3	2013/4	2014/5	2015/6	2016/7
--------	----------	--------	--------	--------	--------	--------

International Summer Programme (ISP)	Scotland		0	1	0	2
	EU		15	11	24	22
	RUK		2	2	2	2
	Overseas		52	77	96	112
Summer English & Tailored Programmes	Scotland	0	0	0	0	0
	EU	125	50	90	95	80
	RUK	0	0	0	0	0
	Overseas	13	36	50	70	128
Summer at St Andrews (SAS)	Scotland					0
	EU					39
	RUK					0
	Overseas	-	-	-	-	32

Qstn 2: What are the fiscal impacts of migrant students, including student loan arrangements?

The diverse student body at St Andrews supports the employment of a significant number of academic and non-academic staff at the University. Given that our Scottish and EU student numbers are capped and the RUK market limited, plans for growth can only be realistic by growing international student numbers.

A recent study³⁶¹ undertaken by London Economics on behalf of the Higher Education Policy Institute and Kaplan shows the benefits of international students are ten times greater than the costs – and are worth £310 per UK resident. For Scotland the net worth per resident is £365 per resident, and a net economic impact to Scotland overall of £32.9m.

The University of St Andrews has one of the best Staff to Student ratios in the UK (at 11.6 students per academic staff member) – key to securing an excellent student experience. We employ almost 1140 academic colleagues who support the academic progression of our culturally diverse student body. Without these strong international student numbers, we could not sustain the levels of employment across our academic and non-academic staff population.

In relation to student loans, international students have no access to student loans in Scotland and so they have no direct impact in that area.

Qstn 3: Do migrant students help support employment in educational institutions?

³⁶¹ <http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

In addition to the contribution of staff employment, in 2017/18, c.11% of our students were also employed by the University of St Andrews on salaried or bank contracts. Of these around, 43% are students of EU or Overseas domicile. The roles range from academic support roles (medical demonstrators, tutors, library assistants, assistance at matriculation) to roles in estates or accommodation services. The NUS conducted a nationwide survey in 2010 and found that students work on average 14.2 hours a week³⁶².

Each year the University employs around 460 registered students on the Student Ambassador Scheme. This role involves engaging with prospective students, their guests and other visitors from all over the world through assisting at visiting days, providing tours and also through involvement in a variety of widening participation and outreach programmes that the University supports. As shown in the table below, in 2017-18, over one third (36%) of our student ambassadors are international students (11% from the EU and 25% non-EU) with many taking on senior roles (this year a US student is Head of Tours). Thus ensuring that prospective students get an authentic representation and feel for the University community prior to committing to study here.

Table 2: Student Ambassadors 2017/18

2017/18	UK	EU	International (non-EU)	Total
Admissions Student Ambassadors	251	45	104	400
Admissions Senior Student Ambassadors	48	6	10	64
TOTAL	299 (64%)	51 (11%)	114 (25%)	464

Additionally, international (EU and non-EU) students are employed during the summer as student helpers on the International Summer Programme and various English Language teaching programmes.

As well as undertaking paid part-time work, the students of the University of St Andrews are also active as unpaid volunteers with different organisations. Student volunteering contributes to the economy by enabling local third sector organisations to increase their operations and to undertake activities they might not otherwise be able to. Through taking part in these organisations and ensuring their smooth-running, students can learn vital skills that can be applied to their studies and to the world of work, particularly soft skills such as people management and time management, but also more visible skills such as how to budget for and organise events.

Part of the value of this volunteering can be captured quantitatively by estimating the number of student hours that were contributed towards volunteering. Survey information indicates

³⁶² National Union of Students (2010), Still in the Red

that 53% of students undertake volunteering, and the National Union of Students estimates that students volunteer 44 hours annually. Whilst we do not have figures specifically in relation to the number of overseas students who are engaged with voluntary activities, we believe the pattern of engagement to be similar across both UK and International students within the constraints of their Leave to Remain entitlements.

Qstn 4: How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

All students at the University of St Andrews, regardless of country of domicile, will have an impact on the economy through their spending in the same way that staff have an impact through the spend of their wages. The money that students spend generates economic activity in the businesses that they purchase goods and services from. The basis for calculating the student spending impact is a study undertaken by the Department of Business, Innovation and Skills³⁶³ that considered the level of expenditure of students studying in the UK. This study considered the level of spending on different commodities including accommodation, entertainment and food costs. Based on this, it is estimated that the average student (living outside of London in England) spends £12,668 per year. It is assumed that international student spending would be of a similar magnitude to those from the UK. It has been estimated that in Scotland, EU students alone, make over £410m contribution to the economy with supporting over 3100 jobs.

Qstn 5: How do migrant students affect the educational opportunities available to UK students?

The University has a diverse student body across a breadth of subject areas as can be seen in Table 3 below.

Given that the number of funded places for Scottish students is capped and HEIs are fined for both over and under recruiting, migrant students do not have a direct effect on the number of Scottish students an Scottish HEI will aim to recruit.

Subjects highlighted in green are those where international (non-UK population) is greater than 40% of overall population in the subject. This diversity of populations within the classroom bring benefits to all students in terms of a cultural richness and diversity of thought and experience. Longer term, there are also obvious future career advantages to building a network of global contacts.

³⁶³ Department for Business, Innovation and Skills (2012), Student Income & Expenditure Survey 2011/12.

Economic Impact of the University of St Andrews 2015

Table 3: % Student Population (2017-18) by Degree Subject and Fee Group

School	Fee Group Domicile				International (EU+OS)
	Scotland	EU	RUK	Overseas	
School of Art History	19%	12%	26%	43%	55%
School of Biology	34%	14%	25%	26%	40%
School of Chemistry	33%	14%	35%	18%	31%
School of Classics	24%	11%	41%	25%	35%
School of Computer Science	26%	17%	23%	33%	51%
School of Divinity	19%	7%	26%	48%	55%
School of Earth & Environmental Sciences	37%	11%	36%	16%	27%
School of Economics & Finance	18%	12%	18%	52%	64%
School of English	20%	5%	41%	34%	39%
School of Geography & Sustainable Development	36%	14%	28%	23%	37%
School of History	20%	5%	44%	31%	36%
School of International Relations	22%	9%	17%	52%	61%
School of Management	15%	23%	9%	53%	76%
School of Mathematics & Statistics	34%	13%	35%	17%	31%
School of Medicine	35%	7%	31%	27%	34%
School of Modern Languages	27%	13%	38%	21%	34%
School of Philosophical, Anthropological & Film Studies	18%	16%	27%	39%	55%
School of Physics & Astronomy	47%	7%	32%	14%	21%
School of Psychology & Neuroscience	25%	18%	20%	36%	54%
Grand Total	27%	12%	28%	33%	45%

High School Widening Participation Projects

This cultural diversity is particularly important for our non-traditional and prospective student body. The University is committed to widening access to degree study to non-traditional groups, and leads several projects focused on encouraging pupils from high schools in deprived areas to become more familiar with a University study environment. Engagement with current international students (EU and non-EU) is part of this process and is facilitated through engagement both in and out of the classroom to support pupil learning. Feedback from pupils has been extremely positive, with many reporting that this is the first time they have had the opportunity to interact with overseas students and that the experience has increased their understanding of different cultures and the likelihood of attendance at University in the future.

Table 4: Widening Participation Projects 2016-17

Project/programme 2016-17	Target Audience	Attendee numbers	EU student helpers	International (non-EU) student helpers
First Chances	Local high schools S3 – S6	403	4 (across all projects)	12 (across all projects)
First Chances Foundation	Local primary/ high school P7 – S2	212		
Reach	Local high schools S4 – S6	399		
International Summer Programme (ISP)	High School age 16-18		2	4

Undergraduate Exchange Programmes

The University runs reciprocal undergraduate student exchange agreements with institutions across the world. These facilitate a tuition-free period of study for students who are selected to participate with the number of incoming and outgoing students typically balancing annually. There are currently 32 Erasmus (EU) agreements and 24 agreements with non-EU partner institutions in 12 non-EU countries.

Last academic year, we welcomed 273 new students to the International Study Abroad Programme (whole year and single semester), and 133 new undergraduate Exchange students (including Erasmus+ students) have also commenced their studies.

The uncertainty over the future of UK universities' continued involvement in the invaluable Erasmus+ programme following Brexit, is a key concern for the university. In total, 135 Outbound students and 8 members of staff participated in the Erasmus+ programme last year. Students undertook Study placements in 14 European countries, reflecting the wide reach of our Erasmus+ programmes. Our final award for 2015-2016 was €367,363 and the British Council commended St Andrews for our high programme satisfaction rates. At St Andrews, we have just under 60 Erasmus student and staff mobility partnerships across the institution. Their potential loss or contraction due to cessation of mobility grant funding would be a grave concern for our open outlook and ability to offer students and staff the opportunity to collaborate and widen their horizons of intellectual, professional and personal development.

Exchange programmes are particularly valuable in providing UK students with an opportunity to be immersed in a global learning experience with minimal expense. The University has

been proactive in encouraging students from access backgrounds to study abroad with several successful initiatives having been undertaken in the past 5 years³⁶⁴.

One such initiative is the First Abroad project which allows two local students from access backgrounds to spend a few days at the College of William and Mary in Virginia, USA, experiencing academic and co-curricular activities and learning about the benefits of study abroad. Students attend tailored academic classes and activities and live in the William & Mary student dormitories. On return to St Andrews, the students undertake a paid Study Abroad Internship specifically focused on activities to widen participation to Study Abroad, for credit, to students from access backgrounds. Students who have undertaken this project in the past have found this extremely valuable as the case studies below indicate.

Kieran, 1st year Physics student:

'I felt at home at William & Mary due to the community feel, something which was also demonstrated by my roommates. They helped me to get around the campus and to understand more about the country they live and study in. I became more confident in being independent, a skill which I developed on this programme and look forward to utilising again in later years as my University life progresses. This First Abroad experience gave me a taste of what studying abroad would be like. To experience a different culture, to explore new opportunities and to be, for the first time, completely independent, was a surreal experience and I look forward to experiencing it again when I study abroad in my Junior Honours year.'

Michael, 1st year Chemistry student:

'The trip has given me both the confidence and enthusiasm to pursue a year abroad as part of my degree. It has given me an insight into how stimulating studying abroad can be and has made me realise that it isn't as scary a prospect as one might have thought. There is plenty of support available, and you retain contact with your 'home' university throughout the year, making your return straightforward. Many companies in the chemical industry are international and studying abroad will increase the range of contacts I make and will demonstrate to prospective employers that I am interested in scientific developments worldwide.'

Qstn 6: To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

The University of St Andrew benefits from a breadth of cultural and national diversity across its student body. The curriculum at St Andrews has been developed to appeal to students regardless of nationality. It is reviewed regularly to ensure that it is of high, globally competitive quality reflecting latest developments in research. International demand reinforces this review process. Table 3 above identifies those subjects that currently strongly appeal to international students.

³⁶⁴ <https://www.st-andrews.ac.uk/studyabroad/outgoingstudents/financeandscholarships/>

Should UK universities only have UK students, it would be unlikely that the UK could sustain the current level, quality and quantity of activities (potentially also the number of HEIs).

Qstn 7: What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

It is our view that international students do not impact on these services differently from other students.

Students applying for a Tier 4 student visa and coming to the UK for 6 months or longer, are required to pay an immigration health surcharge as part of their visa application fee.

Therefore, these students also make a financial contribution to these services.

Qstn 8: What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

The University of St Andrews contributes to the economy by attracting visitors and visitor expenditure as a result of:

- friends and family visiting students and staff;
- visitors to conferences and events held at the University of St Andrews; and
- open day visits from applicants.

The University, with the strength of its brand and its medieval buildings, is a key attraction of the town. With a student body comprising 45% international (EU and non-EU) students, and a staff body of which 45% is international, it can be concluded that a notable proportion of visitors to the town will be related in some way to the University. Data from the University Open Days and daily 'Talk and Tour' visits provide some additional context. Table 5 below details the number of guests accompanying prospective students over the past two years. Non-EU international students make up the majority of those attending (55%) with EU guest numbers averaging around 14-15%. Although we don't capture the length of stay in the area, informal conversations with attendees indicate that most EU and international visitors typically stay a minimum of 1-2 nights thus contributing significantly to the local economy.

Table 5: Guests accompanying prospective students on visit days to the University

	UK	EU	International (non-EU)	Total
2016/7	702 (28%)	429 (17%)	1355 (55%)	2486
2017/8 (to 30/11)	926 (33%)	335 (12%)	1569 (55%)	2830

These visitors spend money in the economy and this spending increases turnover in local businesses, which in turn support local employment in the tourism sector. Visit Scotland has estimated that the average expenditure per trip of overseas visitors to friends and family is £522 per trip. Biggar Economics (in 2015) estimated that that visiting friends and family

contributed £0.3 million GVA and 20 jobs to the economy of St Andrews and £1.0 million GVA and 52 jobs to the economy of Scotland.

Qstn 9: What role do migrant students play in extending UK soft power and influence abroad?

Our strong international presence supports the wider Scottish and UK economies by fostering trust with people in other countries. By providing a high-quality education and making connections, the University of St Andrews supports the reputation of Scotland as a place to visit and do business. The British Council³⁶⁵ has studied this effect of international trust through exposure, and found that attending educational institutions was one of the most important cultural activities for forming a positive circle of trust.

Current immigration regulations mean that the majority of our non-EU international student body leaves the UK after they have completed their studies. The strength of connection with their *alma mater*, as well as with Scotland and the UK as a whole, is considerable and they can be excellent ambassadors for all. Examples of some of our most international alumni are noted below:

Founders of companies

Meghann H Gunderman, MA 2005, Geography - Founder and Executive Director of the Foundation for Tomorrow, supporting orphaned and vulnerable children in Tanzania and improving the quality of education in Tanzanian schools. See website:

<https://thefoundationfortomorrow.org/>
(American)

Veda Tirumalareddy MLitt 2010, International Business – 2016 British Council Study UK Alumni Awards finalist in the field of entrepreneurship in India. See blog post for her story and business in the wildlife and responsible travel industry. (Indian)

<https://ustandrews.wordpress.com/2016/09/22/award-winning-travel-award-winning-alumni/>

Veda also features in a British Council video – “Veda Tirumalareddy's Master's at the University of St Andrews gave her the confidence to start Planet Wildlife, a global travel company”

<https://www.youtube.com/watch?v=7CzJQyDUqvE>

Rohan Malhotra, MA 2010, Management, and his brother **Arjun**, MA 2012, Economics, after leaving St Andrews and returning to their native India, founded an investment company that aids technological start-ups. This year they were named on [Forbes' list](#) for finance and venture capital.

See our blog: <https://ustandrews.wordpress.com/2017/08/24/the-malhotra-brothers-forbes-30-under-30/> (Indian)

³⁶⁵ British Council “Trust Pays: How international cultural relationships build trust in the UK and underpin the success of the UK economy” (2012)

Annika Scharbert MSc 2011, Sustainable Development, set up The intiMate Initiative® - providing sexual health education to projects and initiatives run by community groups and civil society organisations in South East Asia - with fellow St Andrews graduate Amy Cowan MSc 2012 (Sustainable Development) See website:

http://theintimateinitiative.com/#who_we_are

Education

Professor Brad MacKay, MLitt 2000, Management, Economics and International Relations; PhD 2004 (Economics) – Chair of Strategy in the School of Management and now Vice-Principal (International Strategy and External Relations). Bio here: <https://www.st-andrews.ac.uk/about/governance/principals-office/international/> (Canadian)

Arjun Puri, MLitt 2007, International Business, Director of Admissions and Outreach, OP Jindal Global University, India (Indian)

CEOs, Managing Directors, Executive Directors, Heads, Managers etc

Chris Davis, MA 1987, Philosophy & Practical Theology, Chairman and Chief Executive Officer, Davis Selected Advisors LP (American)

Ina Johannesen, BSc 1996, Medical Science, Managing Director of the C Ludens Ringnes Foundation (non-profit organisation) and of the Ekebergparken (a sculpture park) in Oslo <https://ekebergparken.com/en/foundation> (Norwegian)

Bogdan Olea, MA 2009, International Relations, Vice President (Relationship Manager), Citi Bank, London (Romanian from Belgium)

J Edward Conway, MLitt 2008, Middle East & Central Asian Security Studies, PhD 2013, International Relations, Head of Financial Crime Advisory – Southern Europe for Barclays - responsible for AML, Sanctions and Anti-Corruption Compliance advisory for Barclays business units in Spain, Portugal & Italy: Corporate Banking & Investment Banking (American) Author of *Counterterrorism and Threat Finance Analysis During Wartime* (2015)

Barna Posta MA 2013, International Relations - Head of Business Development – Europe, California STAT laboratories, Switzerland - Responsible for managing expansion into European Pharmacogenomics testing market. <https://www.castatlabs.com/> (Hungarian from Switzerland)

Dadodjan Azimov, MLitt 2006, Middle East and Central Asian Security Studies, Manager for PwC's Corporate Intelligence practice in London (Tajik)

Profile in Chronicle 2015:

Dadodjan Azimov (MLitt 2006) credits the MECASS programme with teaching him to reflect critically on his home country of Tajikistan and the other countries in the region, especially in understanding the connection between business-state relations and elite politics. Following graduation he worked for an NGO in Central Asia and then later as a research fellow for the Parliamentary Assembly of the Organisation for Security and Cooperation in Europe. Dado currently works as a manager for PwC's Corporate Intelligence practice in London. He leads projects across the post-Soviet states, where he helps investors identify opportunities and manage risks through due diligence, investigations and political risk assessments in the region. Dado also works with clients on the design and implementation of anti-corruption programmes.

Other

Audrey Jannin, MLitt 2011, Middle East and Central Asian Security Studies, grant writer for the NGO GERES in Tajikistan. (French)

Profile in Chronicle 2015:

Audrey Jannin (MLitt 2011) is from France and currently works as a grant writer for the NGO GERES in Tajikistan, where she focuses on environmental and renewable energy projects in the region. In Central Asia, energy vulnerability is very high and it also results in pressure on natural resources. With GERES Audrey develops and disseminates energy efficient technologies adapted to local contexts and local populations, such as passive solar architecture, house insulation, improved stoves, bioclimatic cellars and other green innovations. Audrey looks back on her year in Scotland as responsible for confirming that she wanted to dedicate herself to the region. She has been living in Dushanbe ever since, initially getting her start working for another MECASS graduate, Edward Lemon (MLitt 2010), on socio-economic issues in Tajikistan, Kazakhstan and Kyrgyzstan.

Dr Samantha Strindberg, PhD 2001 (Statistics) – featured in a Chronicle article about the Centre for Research into Ecological and Environmental Modelling (CREEM) She is now a conservation scientist and wildlife statistician based in the US (I am not certain of fee status Home/EU but she is German)

Profile in Chronicle 2017

"My PhD focused on wildlife survey design. Once finished, I was able to put my experience to good use at the Wildlife Conservation Society (WCS), a US-based NGO. As a Conservation Scientist and Wildlife Statistician in the Global Conservation Program, I collaborate with WCS colleagues to protect the world's largest wild places across the globe. CREEM's research and tools have helped me to use the most effective wildlife assessment techniques for vulnerable species that are frequently wide-ranging or elusive, or both."

Meg Platt, MA 2012, Art History & International Relations, Executive Assistant for Senator Maggie Hassan, United States Senate (American)

Dr Tony Parker, PhD 1996 Scottish History, Historian at the World Golf Hall of Fame, Florida www.worldgolfhalloffame.org/about-the-museum/our-mission/ (American)

Jennifer Hopkins, MA 2001, International Relations and Management, Roving Logistician for the International Rescue Committee (American) Profile in Chronicle 2012

“After graduating from St Andrews, I received an MSc in Politics of the World Economy from the London School of Economics. I then spent four years searching for the right career, working in random and unrelated fields such as the film industry in California and State Government in Colorado. I eventually found my way into my current field: International Humanitarian Operations and Logistics.

From 2007 to 2011, I worked for a US Government contractor in Washington DC, who provides nation building and peacekeeping support operations. About a year ago I gave up everything (my apartment, my furniture, my car) for a life on the road as the Roving Logistician for the International Rescue Committee, a leading international NGO providing support to refugees and internally displaced persons. Over the last five years I have travelled to 13 countries and been a part of various peacekeeping and humanitarian operations from organising shipments of emergency supplies to Haiti after the earthquake in 2010, to overseeing cargo flights from Kampala to Mogadishu, to setting up an emergency health post in a new refugee camp outside Dadaab, Kenya. I am fortunate to have a career where I can draw on the education I received at St Andrews and play a small role in the implementation of foreign policy and international development initiatives, all the while pursuing my passions for travel, adventure and exploring new cultures.

I had never been to Scotland before stepping off the train at Leuchars, headed for Freshers’ Week in 1997. I travelled to St Andrews from the USA without my parents, to assert my independence and begin to find my own way in the world. That initial journey by myself and the four subsequent years I spent in St Andrews have had one adventure after another, both personally and professionally, and I can link them all back to the education, independence and passion for International Relations that I gained from attending St Andrews.”

Our Alumni are ambassadors for the UK and for Scotland, carrying with them a positive message of their experience in the UK. Our alumni frequently engage in supporting University recruitment events and information sessions overseas. They are a valuable University resource providing advice and helping positively influence prospective students, their parents and other stakeholders e.g. high school counsellors, agents and other educators.

Qstn 10: If migrant students take paid employment while they are studying, what types of work do they do?

In 2017/18, around 11% of our students were also employed by the University of St Andrews on salaried or bank contracts. Of these around, 43% are students of EU or Overseas domicile. The roles range from academic support roles (medical demonstrators, tutors, library assistants, assistants at matriculation or other events) to roles in estates or accommodation services. A nationwide student survey found that students work on average 14.2 hours a week³⁶⁶. Migrant students are currently limited to working 20hpw.

Qstn 11: What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

Having invested into the education of international students (EU and overseas) it is important for the UK to have a return on this investment. For overseas students this has grown particularly difficult following the withdrawal of the Post Study Work Scheme in 2012 which permitted overseas students graduating from a UK institution to remain in the UK post-graduation. The DHLE highlights a notable decline in numbers of undergraduate overseas students in employment in the UK 6 months following graduation from 53% of those employed in 2011/2 to 25% of those employed in 2015/6. Overseas taught postgraduate student figures show a similar decline over the same time period.

The picture differs for EU undergraduates who showed an increase in the numbers in employment in the UK from 34% of those employed in 2011/2 to 57% in 2015/6. This means that the UK and in particular Scotland, which is much less populated, lose the opportunity to benefit from some of the investment made into upskilling these students.

Qstn 12: Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

Opportunities for post-study work are a major driver of student recruitment from across the globe. The current visa arrangements for post-study work visas impact the extent to which non-EU students enter the UK labour market when they graduate.

We refer the Committee to the recently published Home Office Exit Checks data³⁶⁷ which revealed 97.4% of international students who had visas expiring in 2016/17 had departed the country in time and in compliance with their visa.

Qstn 13: The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.

The University of St Andrew benefits from a breadth of cultural and national diversity across its student body. The curriculum at St Andrews has been developed to appeal to students regardless of nationality. Table 3 above demonstrates those subjects that appeal strongly to

³⁶⁶ National Union of Students (2010), Still in the Red

³⁶⁷ <https://www.gov.uk/government/statistics/second-report-on-statistics-being-collected-under-the-exit-checks-programme>

international students. If Universities were only to have UK students, it would be unlikely that the UK could sustain the level, quality and quantity of current activities (and potentially the current number of HEIs).

The advantages of a diverse and international student body are:

Our diverse student body enhances the quality, cultural enrichment of our learning, teaching and research activities, enabling diversity of thought across the main activities of the institution.

This diversity enables a more welcoming environment for our diverse student cohort and is representative of a global institution such as our own.

University league tables often place emphasis on the international outlook of an institution, and favours those who can recruit internationally. A decline in migrant students could have a negative impact on the performance of UK institutions in the global rankings.

Qstn 14: The MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?

The University of St Andrews is one of the most internationally diverse institutions in a very diverse UK higher education sector. The UK as a whole benefits in many ways from the presence of international students – culturally, economically and socially.

University of Strathclyde

Migration Advisory Committee (MAC)

Call for evidence on the impact of international students in the UK.

Response from the University of Strathclyde.

26 January 2018.

For the attention of the MAC Secretariat.

The University of Strathclyde welcomes the opportunity to respond to this call for evidence. As a research-intensive, leading international technological university, continuing to be able to attract students from across the world is critical to: the achievement of our strategic growth ambitions across a number of key areas; the continued delivery of a diverse and high-quality student experience; and sustaining the University's positive impact on local, regional and national economies. We are committed to strengthening our global reputation and our international outlook permeates everything we do. This is reflected in the increasingly international and collaborative nature of our research, scholarship, knowledge exchange and innovation, but also in our drive to deliver a teaching and learning experience which equips our graduates with the necessary attributes to flourish in the global workplace.

The UK's anticipated exit from the EU, increasing global competition, the significant investments growing economies are making in their higher education sectors, the rise of teaching in English across the world, and the high degree of mobility amongst international students all represent significant risks to the ability of UK higher education providers to compete effectively in the recruitment of international students.

Whilst the University has grown its international student population significantly over recent years, the UK's current immigration policy presents significant challenges, particularly at a time when international competitors are able to take advantage of more considered or flexible approaches within their own countries. The consideration of such approaches is critical if the UK and Scotland are to compete effectively and maximise the economic and societal benefits from international students living, studying and working here.

The University of Strathclyde regards its EU and International student population as an integral and essential part of the University community. As a socially progressive place of useful learning, we recognise the need for all our students and staff to study, research and teach in a global context. Our EU and international students make huge contribution to our global outlook, and bring numerous benefits to the classroom, the University as a whole and to the city of Glasgow.

International Students – At the heart of a successful university sector delivering economic growth for the UK

It is important to state that a successful university sector is a significant driver for growth in the UK economy. Through teaching and research, universities produce significant intellectual capital year- after year in the form of our graduates. With more than 500,000 students graduating across the UK each year, the scale of the intellectual injection into the economy is clearly significant.

It is against this backdrop that international students play a key role in helping shape the experience of UK students, the majority of whom contribute directly to the economy after their graduation.

Many arguments around international students focus on the economic benefit they bring – and indeed, this submission covers this important area also. However, the diversity that international students bring to the UK higher education sector is challenging to quantify in purely numerical terms, but the role they play in making UK-based students appreciate the world around them, understand different cultures, adapt to different viewpoints and broaden the experience of their fellow students cannot be denied.

Anything which reduces the attractiveness of the UK HE sector to international applicants has a direct and negative impact on the students upon whom the future success of the UK economy is built.

Student Fee Income and the University

The tuition fee income provided by non-EU students is of significant and growing importance to the financial health of the University in a context where other sources of income – particularly publicly-funded teaching – are static. In academic year 2016/17, the University's overall income from tuition fees totalled £89.7m. Of this, 44% (£39m) came from non-EU student fees and represented 13% of the University's total income (approximately £296m).³⁶⁸ Fees from international students are therefore an essential element of the institution's finances. The University benefited from a further £5.7m in fee income directly from EU students in the same period. In Scotland, no differentiation is currently made between EU and Scots-domiciled students, with both funded by the Scottish Funding Council (SFC) on relevant courses.

Our ability to recruit significant numbers of international students (and staff) is inextricably linked to our position as a successful, research-intensive university. In a context where public funding is constrained, fees from non-EU students contribute

³⁶⁸ University of Strathclyde Report and Financial Statements Year Ended 31 July 2017, p38; p51

significantly to our ability to sustain and invest in the University estate and to recruit high quality research and teaching staff, which are essential to the delivery of an excellent student experience for all our students. Such investments, in turn, enhance the University's strong international reputation and therefore our ability to recruit international students.

Student spending in the local, regional and national economy

A number of attempts have been made to estimate the impact of student spending over and above direct tuition fee income. A report commissioned by the University of Strathclyde in 2013 assumed an average direct student spend of £8,650 per annum based on essential living costs³⁶⁹ and a 2013 study by the University of Sheffield on the economic impact of international students estimated that a full time student spent £11,688 per annum on subsistence and non-tuition fee items. Our non-UK student population based in Glasgow in

2016/17 was approximately 4,250, comprised of around 2,600 non-EU students (including study abroad students)³⁷⁰ and 1,650 EU students. Based on the estimates quoted, an EU and International population of 4,250 could reasonably be expected to contribute direct expenditure in the range £36.8m - £49.7m to the economy over and above tuition fees. The actual figure is likely to be towards the upper end of this range as the lower estimate is based on a basic essential cost-of-living budget, and excludes most leisure and luxury spending. Most of this will be spent locally on accommodation, living costs, study-related expenses and entertainment.³⁷¹

Additionally, it was estimated in 2012/13 that friends and relatives of Strathclyde's international students collectively made 2,700 visits per annum, spending on average £574 per trip, or just over £1.5m in total.³⁷² Our EU and international student population has grown by around 40% since then and based on Retail Price Index inflation, spending per trip would now equate to £628.³⁷³ Thus we can estimate that our students now generate 3,780 trips per year, to a value of £2.37m.

It is clear that international students have a major positive impact in the local, regional and national economies. Indeed, a recent report by the Higher Education Policy Institute (HEPI) on the financial impact of international students suggests a higher impact for non-tuition fee income associated with international students entering the UK in 2015/16, estimating the positive impact at £44,000 per

³⁶⁹ Biggar Economics, 2013, University of Strathclyde Economic Impact Study, p33

³⁷⁰ This includes Tier 4 sponsored students and others who pay international fees, including study abroad students and exchange students some of whom may study on Short Term Student leave, UK nationals who are classed as international fee payers based on residence outside the UK and students studying on other visa types, for example PBS dependant.

³⁷¹ Oxford Economics, 2013, The Economic Costs and Benefits of International Students: A report for the University of Sheffield; p

³⁷² Biggar Economics, 2013, University of Strathclyde Economic Impact Study, p36-37

³⁷³ RPI index at August 2013: 251; at August 2017:274.7

student over the duration of their studies. Their estimate for undergraduate students over a three year degree course is £64,000 or £21,333 per annum.³⁷⁴ The report also calculated that the additional financial impact on the UK economy from the 2015/16 cohort of international students in the Glasgow Central constituency alone was £135m (£1,480 per member of the resident population). This places Glasgow within the top 20 UK parliamentary constituencies benefitting from international students.⁸

A large proportion of student spending is on accommodation. Many of our international students choose to stay in University accommodation, thus providing further revenue to the University and supporting employment in the servicing and management of that accommodation. A large proportion of the remainder of our students will pay rent in the private sector, many choosing to stay in one of over 3,000 bed spaces available in large-scale privately owned student accommodation near the University, provided by companies such as Unite Students and Fresh Student Living who contribute to local employment and economic activity and are highly reliant on continuing strong recruitment of international students by proximate higher education providers. There is also significant demand for private rentals from smaller providers and individuals. Students also make a significant contribution to the local economy through spending on general living costs and entertainment and make a further contribution to the tourist industry through day trips and weekend breaks.

International Student impact on Employment

The University is a major employer in the city of Glasgow, with a staff roll of over 3,000. International student tuition fee income and non-tuition expenditure are essential to both our current levels of staffing and to our plans for future growth. The table below shows an estimated impact of our international student body on employment. In arriving at these estimates we have applied the employment multipliers utilised by London Economics in their report for HEPI to our estimates of student-related expenditure in the relevant areas³⁷⁵:

Area of student spending	Amount	Employment multiplier	Jobs attributable
Tuition fees (International and EU)	£44.7m (16/17 Actual)	21.1	943.2

³⁷⁴ London Economics, 2018, The costs and benefits of international students by parliamentary constituency: A report for the Higher Education Policy Institute and Kaplan International Pathways, p 13-15; p 59 ⁸ ibid, p 43

³⁷⁵ London Economics, 2018, The costs and benefits of international students by parliamentary constituency: A report for the Higher Education Policy Institute and Kaplan International Pathways, p18

Student expenditure	£49.7m (16/17 Estimated)	15.2	755.4
Overseas visitors	£2.37m (16/17 Estimated)	15.4	36.5

Student Employment

Many of our EU students work part-time while studying in the UK. Although most of our non-EU students are permitted to work part-time under a Tier 4 visa, a smaller proportion of these are likely to take up available part-time work opportunities and are likely to work fewer hours.

Each year we collect data from our recent graduates for the Destinations of Leavers in Higher Education (DLHE) survey. In our survey of 2015/16 leavers, of 344 EU students who responded, 51% had remained in the UK. 32.5% had remained in the UK for full time work, a further 3.5% had remained in the UK for part time work or work combined with study, and a further 15% for further study. For non-EU international students, of 552 respondents, 26.5% had remained in the UK: 9% for full time work, 15% for further study and 2% for part time work or a combination of work and study.³⁷⁶

Effect on educational opportunities for UK Students and the viability of courses

The effect of international student recruitment on the viability of courses is most noticeable at taught postgraduate level (PGT). In 2016/17, the University had 4760 PGT students studying on campus (not including those undertaking distance learning or under overseas provision), of whom approximately 31% were international or EU students. This proportion is not evenly spread across our PGT provision. Our intake into the significant majority of PGT courses within our Business School and Engineering Faculty is overwhelmingly reliant on recruitment of students from outside the EU: in some courses, the proportion of international students exceeds 80%. Within our Humanities and Science Faculties, there is a lesser reliance overall, however certain course areas (Quantitative Finance, LLM International Law as examples) have a higher proportional intake of non-EU students and would therefore be in a more challenging position should our overseas student recruitment position decline. Without the presence of international students, the viability of these courses would need to be reviewed. It can therefore be surmised that the range and variety of courses available to all students, especially at taught postgraduate level, is significantly enhanced by the presence of a sizable international student intake – this brings both benefits and risks.

³⁷⁶ Based on DLHE responses 2015/16. Data for 2016/17 leavers is still being collected. All percentages are rounded to the nearest 0.5%

Increased international recruitment allows for the expansion of provision on courses through increased fee income. Put simply this means we are able to maintain or extend the provision of classes and in many cases increase the variety of classes available to all students because of the attractiveness of such offerings to international students.

At undergraduate level, EU students are included, alongside Scottish-domiciled students, within the limit of funded student places specified by the Scottish Funding Council. In 2016/17 our EU undergraduates (including exchange students) represented just under 8% of our Scottish/EU undergraduate population. As with Non-EU students, maintaining the presence of a sizable population of EU students enhances the diversity of the student body and contribute to a rounded and diverse experience for all students.

Wider benefits to the University and the UK

The University is committed to providing a rounded and useful education to all its students. It is essential for our UK-domiciled students to develop the necessary skills and aptitudes for employability in a global economy. An essential element of their wider educational experience comes via contact with fellow students, and staff, from a variety of cultural backgrounds. Although some of our UK-domiciled students will benefit from Study Abroad and exchange opportunities in this regard, for our whole student population, a linguistically and culturally diverse campus is essential to the kind of internationalising education they need to ensure success in a global marketplace.

As a research-intensive University, we also rely on the best expertise internationally to drive our research agenda. Our 2013 analysis estimated that our research and commercialisation activity had a gross value added impact of £126.5m to the UK economy and supported 2,476 jobs.³⁷⁷ We are growing our research and commercialisation activity year-on-year. Essential to that growth is maintaining and expanding a healthy population of research postgraduates. 38% of our research postgraduates are EU or international students, and as we grow our research activity, we will need to maintain or grow our international research postgraduate population. Many of today's research postgraduates will be tomorrow's researchers and teachers at our own University and at universities across the UK and beyond. The University supports an active Alumni network and database of over 166,000 members with active volunteer groups across 20 countries that promote UK education and business and celebrate their Strathclyde experience. Many of our international students go on to forge careers of influence in their home countries or a

³⁷⁷ Biggar Economics, 2013, University of Strathclyde Economic Impact Study, p23

third country. Their positive experience of UK higher education and connections with the UK continue to dispose them favourably to Scotland and the UK. Moreover, there are considerable reputational 'soft power' benefits that are derived from international students once they return home from their studies after graduating. The meaningful relationships that are established with staff, fellow students and the wider community when studying can be relied upon to provide further added value back to UK plc.

EU and International Alumni from Strathclyde have been instrumental in establishing ground-breaking enterprises across a number of industries. Some examples are listed below.

Pulsetta: innovative "free-from" foods, featured on the UK Government's intellectual property guidance pages. <https://www.gov.uk/government/casestudies/intellectual-property-pulsetta>

Swipii: market-leading loyalty programme for small businesses, listed in Forbes '30 under 30', 2017, established by Strathclyde alumni (from France and India), supported by our Student Enterprise Network.

<https://www.scotsman.com/200voices/business-leaders/swipii/>

Connect-in: innovative mobile device connection and security.

<https://www.myxupo.com/?c=04007ae3e449>

Mindmate: dementia support app, winner of a Gold award in the Public Sector category of the 2017 DBA Effective Design Awards.

<http://www.effectivedesign.org.uk/winners/2017/public-sector/mindmate>

It is our firm belief that their Strathclyde experience was instrumental in the development of the skills and aptitudes needed to develop these businesses which are now bringing benefit to the UK economy.

University of Surrey

The University of Surrey's response to the Migration Advisory Committee's call for evidence on international students

1.0. Introduction

1.1. Surrey as a Global Institution

The University's strategic vision is to produce world-changing graduates who will be exceptional and highly sought after. Our learning and teaching strategy focuses on creating a learning culture and community which is richly diverse and develops students from all backgrounds so that our graduates are characterised through their knowledge and skills, resilience and resourcefulness and their global and cultural intelligence. Our graduates will have the ability to engage perceptively with people from culturally diverse networks both locally and across the world.

The Global Engagement Office under the leadership of the Senior Vice-President (Global) takes the strategic lead in ensuring that the University's international outlook is strengthened through a network of mutually beneficially partnerships across the world. Together the University is tackling global research challenges, providing opportunities for enhancing the international experience of students and staff and inspiring future generations of students to improve the world in which we live.

The University Global Partnership Network (UGPN) is one of Surrey's flagship partnerships for international research and mobility, fostering collaboration with the Universities of Sao Paulo (Brazil), North Carolina State (USA) and Wollongong (Australia).

Established in 2011, the UGPN aims to *"develop sustainable world-class research, education and knowledge transfer through an active international network of selected universities collaborating in research, learning and teaching to benefit global society"*.

Based on the commitment of UGPN universities to promote global citizenship and collaboration across borders and cultures, the UGPN has achieved:

A five-fold increase in undergraduate and postgraduate student and staff mobility between the partners

Joint research in a range of areas, including sleep, climate change, global public health, and translation resulting in more than 22 research outputs in high-impact journals – 14 of which were published in 2014

Applications for collaborative research bids with a value of over one and a half million pounds

Our research and student communities are actively involved in projects that have impact and relevance far beyond the UK. In 2018 the UGPN conference will address a range of themes with far reaching global impact, including:



Digital Innovation and Applications
Delivering Global Health and Wellbeing
Producing a Smarter Planet
Entrepreneurship and Economic Development

The Learning and Teaching impacts of our students and graduates (Data from 2015/16) showed that they contributed a total of £62.6 million Gross Value Added (GVA) to the Borough of Guildford, £99.6 million GVA to the County of Surrey and £303.3 million to the UK economy in 2015/16 (BiGGAR Economics Report, June 2017). In 2015/16 there were 2,537 graduands (Undergraduate) of which 18% were international graduates and 1,881 graduands (postgraduate) of which 45% were international.

1.2. The University of Surrey and its impact on the local and national economy.

Produced by BiGGAR Economics, their report considered both the direct and indirect impacts that the University of Surrey has on the town of Guildford, the county of Surrey and the UK. It gives a useful insight into the overall benefit of having a top ten UK University located in the area. In order to put this into context this report was looking at data from the academic year 2015/16. For a more recent report considering the impact at a national level please refer to:

<http://www.hepi.ac.uk/2018/01/11/new-figures-show-international-students-worth-22-7-billion-ukcost-2-3-billion-net-gain-31-million-per-constituency-310-per-uk-resident/>

The study found evidence that the University generates £6.48 economic impact for every £1 it earns, and indirectly supports almost seven other jobs elsewhere in the UK economy for each direct job at the University.

In addition, it concluded that the University generates a broad range of wider, unquantifiable benefits including:
the provision of high quality sports and leisure facilities at Surrey Sports Park;
significant contributions to the local community by student volunteers;
a wide range of educational benefits to local children as a result of University-led events and activities.

The University of Surrey is committed to support undergraduate and postgraduate taught studies for those students coming from overseas with a host of bursaries and scholarships directly from the University of Surrey and external providers

With our current students from over 120 countries, the University of Surrey is proud to be one of the most culturally diverse universities in the UK. During the 2016-17 academic year 34 per cent of students at Surrey came from outside the UK. This demonstrates both the diversity of our student body and the international reputation the University enjoys.

The University of Surrey is partnered with 126 international universities and organisations overseas, and over 50 per cent of our research outputs feature an international co-author. With partnerships and collaborations across the world, our approach to research is truly global.

1.3. Responses to the Questions.

The responses to the questions are based on various reports and data from academic years 2015/2016 and where possible specific to the international market but in many instances this data is for the student body and its impact as data collected is not always separated into the defined student population for example data applicable to students from countries such as France, Germany, etc are classified as EU and are combined with data from Home students. Where possible impact of all migrant students (EU and International) has been provided but in some areas it is the impact of all students that has been considered when responding to the questions.

The responses are as follows:

Question 1: What impact does the payment of migrant student fees to the educational provider have?

The University of Surrey to date has on its register 4,647 non-UK alumni from 178 countries who are listed as living and conducting business in the UK, including 32

Founders, 13 Co-Founders, and 16 CEOs. Some notable alumni include Professor Dr Jim Al-Khalili OBE (Iraq), Broadcaster and Academic researcher and professor; Dr Ameenah Gurib-Fakim (Mauritius) and President of Mauritius; Mr Ramzy Ezzeldin Ramzy (Syria), Deputy Special Envoy of the Secretary-General of the United Nations for Syria; and Rita Marcalo (Portugal), Dancer, Choreographer and Artistic Director of Instant Dissidence, a dance theatre company based in Leeds.

As noted in the answer to question 6, migrant student fees have a significant impact on the University of Surrey – a large number of our PGT programmes would simply not be viable without the significant proportion of international students taking these programmes.

Question 2: What are the fiscal impacts of migrant students, including student loan arrangements?

In 2015/16 the academic fees from non-EU overseas students were worth £4.5 billion to UK universities in 2015/16 or 12.8% of their total income (Commons Library Briefing, 24 July 2017). At the University of Surrey the total contribution made by non-EU students was 37% contribution from fee income.

<http://researchbriefings.files.parliament.uk/documents/CBP-7976/CBP-7976.pdf>

Through their payments to universities (for tuition fees and accommodation), international students supported an additional estimated £13.5 billion in gross output and contributed £13.8 billion gross value added to Gross Domestic Product (GDP) in the UK in 2014–15. Students from outside the EU accounted for 86% of this impact.

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/briefing-economicimpact-international-students.pdf>

Only students categorised as home or EU are eligible for publicly funded student support; there is no funding available for international students. Individual institutions however may provide scholarships for international students. EU students are not generally eligible for maintenance loans but some students may qualify if they meet residency criteria. Funding arrangements for EU students starting courses in 2016/17, 2017/18 and 2018/19 will remain unchanged. Students assessed as eligible for support during these years will receive support for the duration of their course.

Question 3: Do migrant students help support employment in educational institutions?

The roles in our International Student Support (ISS) team are exclusively made up from migrant students acting as ambassadors. More generally, it is estimated that some 23% of all payroll costs across all student services could be estimated to be used to cover support and services to international students. Beyond this additional payroll to cover the Global Engagement Office and its broader reach across the University, e.g. academics in Faculties assigned to roles to support the internationalisation objectives of the University, and the international student recruitment team in the Marketing and Admissions department are also support by our focus on migrant students.

Some external associated services like coach services and costed trips which students go on interact hugely to influence the local economy directly through their per capita expenditure of £9,135 annually (visa set and evidenced income.) international students spend on accommodation, food, and travel and thus support employed and contracted services on campus, in the Guildford area (Arriva bus services and their employees etc.), and (through travel and tourism) nationally. It is worth noting that many non-UK students may have, and spend more, than the minimum specified amount.

The University's impact also extends to the impact that our alumni generate after they graduate. Many alumni stay connected and contribute to the broader social impact of the University. Our records show that 4,647 non-UK Surrey alumni from 178 countries are listed as living and conducting business in the UK, including 32 Founders, 13 Co-Founders, and 16 CEOs. Our alumni have set up businesses within the UK from where they run their internationally recognised companies and thus creating jobs within the UK. Our alumni are global ambassadors for the Surrey brand and UK plc as a whole.

Question 4: How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

The University makes a significant contribution to the local and regional economies. Of our full-time student population (Home/EU and International), an estimated 80% of the student population are based in Guildford. The estimated economic impact of all students regardless of their mode of study (Home/EU and International) studying at the University of Surrey in 2015-16 was:
£89.6m UK economic impact and 1,497 jobs supported through student spending.
£56m UK economic impact and 2,007 jobs supported through student part-time work.

£4.1m UK economic impact and 86 jobs supported through student volunteering.

Question 5: How do migrant students affect the educational opportunities available to UK students?

Our graduates form part of a worldwide community of over 100,000 former students which spans 178 countries. The support which the University of Surrey receives from our international alumni and partners plays a critical role in our development and global outreach and in maintaining our reputation as a leading institution.

Our alumni who support us via donations, volunteering time and expertise, or providing opportunities for Professional Training placements really do make a big difference. There are a number of ways our international alumni help the University and its staff and students such as helping with recruitment of future international students to come to Surrey by helping at recruitment fairs in their own countries. Our alumni also provide opportunities for our current students to meet their potential. Our alumni also provide placement opportunities to our students both in the UK and across the world. An international work placement offers huge value in terms of cultural exchange and experiences.

Examples of notable alumni who have developed business/trade links with the UK after graduation, and provide inspiration and practical assistance to our students include:

Farshid Assemi and Farid Assemi who are from Iran: Having graduated in 1975 and 1972 respectively in engineering, they are currently based in California but engaged in property development in the UK, with past investment in Kings Cross and a current project in Holland Park.

Hua Min Lin (Singapore) an engineer graduate who then studied for an MSc Operations Research and Management Studies, is the Executive Chairman of Phillip Capital, a firm based in Singapore and Malaysia with a regional office in UK.

Tony Tan (Singapore) graduated with a BSc in Chemical Engineering in 1971 and is currently a nonexecutive Chairman of Singapore Medical Group Ltd. Mr Tan owns property in Kensington Green with business interests in Scotland.

Question 6: To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

As of the 1st December 2017 international [all non-UK] students accounted for 42% of all registrations on the University of Surrey's taught programmes (International Foundation Year, UG and PG) and 24% of all Research students.

The proportion of postgraduate students from overseas varies between faculties (6-30%) and programmes, with the cohorts on many individual PGT programmes being well over 50% international; many of these would not be viable without international student enrolments.

In addition to generating a vital source of income to the University, these programmes are a key element of the training pipeline to PhD study for both home and international students. If they ceased to exist, then there would be a smaller pool of appropriately qualified candidates for doctoral and postdoctoral training across the UK university sector. This would most probably have a detrimental impact on research productivity at individual universities and across the UK sector, could well impact on our ability to recruit and retain world-leading academic staff, and would thus adversely affect research-related aspects of the outstanding educational experience for which the UK has such a strong international reputation.

Question 7: What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

The University of Surrey has done a lot of work on assessing the impact of our students (both Home/EU and International) on the local housing market. Our most recent estimate, based on the 2016 December Key Facts snapshot, is that in 2016-17 c11 400 full-time students were studying in Guildford and therefore might need accommodation in Guildford. Campus accommodation was provided for 5,100 of these.

The work undertaken was to consider the impact of all students and thus the University does not differentiate between home and international students as it makes little difference where they are from. Instead it is the overall impact of the transient nature of our students on accommodation.

However in surveying our international students our University found that international students are disproportionately represented in University accommodation as they tend to experience more difficulties finding private sector accommodation in the local area. International students experience difficulty finding and agreeing tenancies with landlords from distant locations and often find it more challenging to meet the requirements for a reference and guarantor that is acceptable to a UK landlord.

The proportion of University accommodation occupied by international students is, however, decreasing. This is the result of the withdrawal of access to accommodation for returning international students which used to be provided for the duration of their studies. Now only first year students are guaranteed accommodation as the overall student population has grown, reducing the capacity available for returning students.

The University therefore expects the proportion of students in accommodation to reflect the proportion in the student population generally in a few years' time.

The table below provides the proportion of international students in campus accommodation over the last three academic years:

2017/18	2,055	40.29%
2016/17	2,786	54.63%
2015/16	2,476	48.55%

The University is presently building more campus accommodation (1,000 additional beds for delivery in 2019) and planning still more for future years. This investment is driven partly, but not wholly, by planned growth in international students and an acknowledgement that they will require campus housing in the first of study. Although campus accommodation is an important facilitator of student recruitment, it is not directly funded by student tuition fees but by the rents paid by our student living in student residents. It is therefore more supported by home/EU students than by international students.

The University provides a number of transport facilities and subsidies for all students and these are heavily used by international students. No data on the fee status of students engaging with transport services is collected so only anecdotal evidence that international students do heavily use local public transport, particularly buses and trains, can be provided.

Question 8: What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

The Economic Impact report uses the International Passenger Survey to provide an estimate of the frequency of visits from overseas residents to friends and family in the UK and the expenditure associated with these visits. This is different of course from visits to migrant students but there will probably be a correlation. However, the figures themselves are not broken down between overseas visitors and UK visitors, nor between visitors to staff and visitors to students. The conferences and events hosted by the University of Surrey have an impact on the economy by attracting spending to the local tourism economy. The University generates this impact through:

friends and relatives visiting staff and students;
visits to open days;
conferences and events held at the University.

The economic impact of tourism supported by the University of Surrey in 2015/16 was estimated to be £2.5 million GVA and 144 jobs in the Borough of Guildford, £3.2 million GVA and 175 jobs in the County of Surrey, and £2.9 million GVA and 145 jobs in the UK.

Question 9: What role do migrant students play in extending UK soft power and influence abroad?

As regards the impact of international students upon graduating and in their careers more generally, there is much to be said about how they have benefited from their higher education experiences in the UK.

As with many British universities, Surrey can attest to an illustrious list of alumni who have gone on to becoming Presidents of countries, e.g. Dr Ameenah Gurib-Fakim, (Mauritius) who read Chemistry and completed her PhD at Surrey; government Ministers and Members of Parliament in countries such as Malaysia, Namibia, Nigeria, Lebanon, Tanzania, Seychelles, Indonesia, and Sudan. Others have become ambassadors for their home countries and others as Special Envoys for the United Nations (for Syria).

In the case of Dame Linda Penelope Dobbs, she was a High Court Judge and the first non-white person to be appointed to the senior judiciary In England and Wales.

Dr Zaid K Alkhamaali (Saudi Arabia) who graduated from the University of Surrey with an MSc Biomedical Engineering, 2008 and a PhD Biomedical Engineering, 2014 provided equipment-in-kind to the Centre for Biomedical Engineering after completing his PhD. He is now the Executive Director of Medical Devices Laboratory at Saudi Food and Drug Authority.

There also many of our alumni who are industry leaders in their field, CEOs of global organisations all over the world, and change makers in society and beyond. This wealth of international alumni inspire both our staff and students to attune to cultural diversity and be globally aware of issues of international relevance and concern.

The University also supports international students who wish to set up their own business enterprise. It has a strong enterprise culture, has a business incubation centre, an angel investors club to invest in new venture starts and it runs a world-leading Science Park where the University spin-outs are located alongside leading global companies, including Surrey Satellite Technologies which is the world's leading provider of small-scale satellites.

Many of these companies are at the very earliest stages of development. Turnover and number of employees are still very small. There is not much data available about the impact of these fledgling businesses, but they do cover a wide range of sectors and many are also focused on international markets, i.e. offerings goods and services to countries abroad. Examples of businesses include wedding trips from China to the UK, import/export between Iran and the UK, study tours organised for Chinese's students to visit England and Northern Ireland. This demonstrates the impact our international students have on the UK and globally.

Question 10: If migrant students take paid employment while they are studying, what types of work do they do?

Almost 2,000 international students take paid employment at the University while they are studying. The type of work ranges from part-time work in retail outlets and coffee shops across the campus, to office cleaning, and a wide range of student ambassador roles, e.g. working at University Open Days and Applicant Days, Graduation Ceremonies to accommodation services, student services, the sports park, library and the Marketing Department.

Question 11: What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

The University of Surrey does not have data currently for students transferring from Tier 4 to Tier 2.

Question 12: Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?

The BIGGAR report (June 2017) estimates the value to the UK economy of the graduate earnings premium represented by Surrey graduates. The 2015-16 estimated total economic impact in the UK of Surrey students' graduate premium was £301.5m

The responses to the Destinations of Leavers from Higher Education (DLHE) survey (2015-16) showed that of those international students who had graduated and remained in the UK, 79% are in full time employment whilst 12% are in part-time employment, with the remaining 9% primarily studying. It is important to understand these figures in the context of the whole DLHE sample, of which 67% of respondents are Home/EU graduates working in the UK labour market, 32% are international graduates who are working (but not in the UK labour market), and only 1% are international students working in the UK labour market.

As regards the type of employment of those working in the UK labour market, there is great diversity by industry sector, with no stand out sector where international students are clustered into. The majority, however, are in employment within STEM related industry sectors, with a number going onto postgraduate study and/or research at UK universities. To a large degree this reflects the University of Surrey's disciplinary bias towards science, engineering and technology. The strong emphasis on career pathways that have a link to professional careers and chartership, e.g. engineering, also means that there may be a bias towards these types of roles. This also bears some resemblance to the skills shortages in the UK economy which are most acutely felt in specialist roles in industries where higher-level skills and capabilities are required.

University of Sussex

Response to the call for evidence from the Migration Advisory Committee
To assess the impact of international students in the UK

1. Executive Summary

Universities are a British success story. The University of Sussex makes a significant contribution to regional and national economies, with its soft power and industrial influence extending worldwide. Exiting the European Union, and the impact of any changes in international immigration, pose major challenges for the sector. However, the Government has a great opportunity to ensure that universities continue to thrive in the new world.

International student fees constitute 46 per cent of tuition fee and educational contract income for the University in 2016/17 and represented 26 per cent of total income to Sussex.

Students from EU and non-EU countries help to support approximately 1,794 jobs at Sussex and have broader employment implications to the national, regional and local economy.

The net economic contribution by international students to the UK economy according to a 2018 report by London Economics is £20.3 billion.

In 2015/16, international students who were studying at Sussex, made £62 million gross value added contribution to UK GDP. This further extends to some 930 jobs and £19.9 million in tax receipts.

The University of Sussex supports the call from the sector to remove international students from the net migration numbers.

The Government has an opportunity to recognise the value of international students and staff who contribute enormously, both financially and socially, to the UK economy. The UK must be seen as an open and welcoming destination and the Government needs to send a clear message to this effect through the policies and position it takes on this critical issue.

2. Introduction and reason for submitting evidence

2.1 Established in 1961, the University of Sussex is a leading research and teaching university ranked in the top 20 of higher education institutions in most major UK league tables. Around 17,500 students study at its campus near Brighton, supported by approximately 2,600 employees working directly for the University. There are many thousands more regional jobs in existence because of the institution's activities. From its foundation, the University has maintained an international perspective to its academic activities and outlook, attracting students and staff from over 140 countries and almost every country in the EU. International students and staff play a vital role in the academic, social and economic life of the University of

Sussex. Alongside this, global partnerships and collaborations in both teaching and research, are key to Sussex's strong reputational standing and activities.

2.2 The University is participating in discussions and supporting representations made by the sector umbrella group Universities UK (UUK). It should be noted the University has a close partnership with the Institute of Development Studies (IDS), a global leader in its field, which has similar concerns and potential impacts on international students.

2.3 The added impact of the UK exiting the EU is currently unknown and will depend largely on the position the Government takes in negotiations for the UK to leave the EU. This submission focuses on the key points raised by the Committee in its terms of reference for the call for evidence.

3. What impact does the payment of migrant student fees to the educational provider have?

3.1 The international student fee³⁷⁸ income in 2016/17 was £66 million, a growth of 13 per cent on the fee income from international students in the previous year. This figure excludes fees from EU Students. EU students pay the same fees as UK students. An additional figure for undergraduate fee income from the seven per cent of students from the EU who currently pay the same fees as students from the UK would be approximately £10.4 million. The total of international fee income for 2016/17 at the University of Sussex including EU students is therefore £76.4 million.

3.2 International student fees constitute 46 per cent of tuition fee and educational contract income for the University in 2016/17 and represented 26 per cent of total income to Sussex.

4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?

4.1 A recent report conducted by London Economics³⁷⁹ for HEPI, estimated the total aggregated economic benefit across the entire 2015/16 cohort of overseas first year students over the duration of their studies to the UK economy to be £22.6 billion. This figure includes both non-UK EU and non-EU students.

4.2 The report estimated aggregated costs to the UK Exchequer calculated in the same way as above including teaching grants and other public support services for migrant students and their dependents to be £2.3 billion. The net economic contribution by international students to the UK economy according to the report is £20.3 billion.

³⁷⁸ University of Sussex annual financial statements 2016/17

³⁷⁹ London Economics report (2018) for the Higher Education Policy Institute (HEPI) and Kaplan International Pathways *The costs and benefits of international students by parliamentary constituency*

4.3 According to an independent report prepared for the University of Sussex in 2018 by Oxford Economics using data from 2015/16, the University, its students and visitors were responsible for a £407 million gross value added contribution to UK GDP in 2015/16. Their additional expenditure supported more than 6,200 jobs across the country, and generated a £100 million in tax receipts.

4.4 In 2015/16³⁸⁰, the University's 3,800 international students³⁸¹ spent an estimated £58.1 million off-campus. This spending stimulated economic activity across a range of industries throughout the UK. In total, Sussex international students' subsistence spending supported a £62 million gross value added contribution to UK GDP, some 930 jobs, and £19.9 million in tax receipts.

4.5 The potential restrictions that may be placed on the University in relation to student applications from the EU and from other international markets, is not only a concern for the institution but a matter which has far reaching implications for the wider UK economy beyond Sussex and the South East of England.

5. How do migrant students affect the educational opportunities available to UK students?

5.1 A 2015 report from the Higher Education Policy Institute (HEPI) showed that over three quarters of student respondents to a survey agreed that studying alongside international students is useful preparation for working in a global environment.³⁸² Separately, a study of employers in 2016 showed a ten per cent increase in satisfaction of students' international cultural awareness to 70 per cent from an earlier survey in 2010³⁸³.

5.2 The Experimental Particle Physics programme at the University of Sussex is a helpful case study for how students and academics benefit from migration. There are currently ten Faculty members, nine Post-doctoral researchers and 19 PhD students working on this programme. Of these, 18 are UK nationals, 14 are non-UK EU nationals and six are from other countries. From the point of view of UK students and academics/researchers working or studying at Sussex, they benefit greatly from being able to experience an international environment without even having to leave the UK. Cross-fertilisation with a much broader pool of excellence enables them to grow at a much faster pace and to develop the right frame of mind necessary for

³⁸⁰ Oxford Economics (2018) *Economic impact study for the University of Sussex*

³⁸¹ The number of International students attending the University in 2015/16 was lower than current available numbers used earlier in this submission. Therefore for 2016/17 the contribution of international students at the University of Sussex in off campus spend is likely to be higher.

³⁸² HEPI (2015) *What do home students think of studying with international students?*

³⁸³ CBI (2016) *The right combination: CBI/Pearson Education and Skills Survey 2016* and CBI (2010) *Ready to grow: business priorities for education and skills: Education and Skills Survey 2010*.

successful careers and to contribute to the UK economy. UK PhD students who enter the professional world outside of academia at the end of their studies are trained to work effectively within an international environment that operates on a global scale. That in turn, makes them highly employable in a very competitive job market, where they are able to inject excellence and highly developed skills. The positive benefits have a two-way flow for those international academics and researchers working within this environment. Should this type of situation change, both staff and students would be severely disadvantaged in both scientific and economic returns.

5.3 Any change in the University's ability to attract and retain high quality staff will have implications for many of the institution's international rankings, which include performance indicators related to staff outputs and reputation. A downgrade in rankings will have negative implications for recruitment of international students as well as further exacerbating issues related to recruiting staff – a virtuous circle with major financial impacts for the University. As an example, the University of Sussex (including IDS) is ranked first in Europe and second in the world (only to Harvard University) for international development. Any staff changes will severely compromise this prestigious ranking.

6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?

6.1 Ten years ago the University of Sussex embarked on a transformation of its existing postgraduate taught specialist business and management offerings located within a leading research unit, into a full business and management department offering mainstream undergraduate and postgraduate courses with Sussex specialist options. This compelling offering led to growth of management students from 100 to over 3000 of which over 1600 are International students from outside the European Union.

6.2 In 2015/16 international fees in this school alone provided over £20 million of income. The uplift in annual income was a critical component of an ambitious £30 million investment into a new academic building in 2012, with the objective of co-locating all our academics working in business, management, economics and science policy. The resulting synergies and increased cross-disciplinary work now provide a unique educational experience for our students and research excellence and innovation such as the renowned Science Policy Research Unit (SPRU) and the UK Trade Policy Observatory (UKTPO).

6.3 The UKTPO offer independent advice to assist the UK Government, industry and public in addressing the critical international trade challenges posed by the UK's exit from the European Union. The academic benefits and financial input from international students, were crucial in making such a large-scale capital investment,

our largest single academic investment in the University's fiftieth anniversary year, and in underpinning the dynamic growth of our academic staff base.

7. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?

7.1 Data is not kept centrally at the University on provision of public services or for housing requirements for international students. However it is worth noting that many international students decide to live on campus. In cities like Brighton & Hove, with a number of higher education institutions, there will be a perception of the impact students have on local housing. The University of Sussex is currently investing heavily to make provision to house an additional 1,510 students on campus. On top of the existing student accommodation, new residential developments will enable up to 40 per cent of the student population to live on campus. It is estimated that 20 per cent of students commute to the campus from their home address with the remaining students seeking accommodation in the City.

7.2 A report prepared in January 2018 by Brighton & Hove City Council for the City's Neighbourhoods, Inclusion, Communities and Equalities Committee calculated that from the higher education institutions based in Brighton & Hove, including the University of Sussex, there are approximately 7,000 international students living in the city.³⁸⁴ The report highlights that international students feel supported by the housing and other services provided by the higher education providers they attend. The demand on services provided by the local authority from international students is low.

8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?

8.1 The University's students attract visitors to Brighton and Hove, East Sussex and the rest of the UK. Friends and relatives from overseas, will travel to the local area and UK to help students move in and out of their accommodation, and for visits during the students' stay.

8.2 The independent report³⁸⁵ produced for the University identified the national economic impact of spending by international visitors to students at Sussex supported a £1.7 million gross value added contribution to UK GDP in 2015/16. This economic activity sustained around 30 jobs nationally, and generated £451,000 in tax receipts.

³⁸⁴ [https://present.brighton-hove.gov.uk/Published/C00000968/M00008040/AI00065075/\\$InternationalMigrantsinBrightonHovefullreport.pdfA.ps.pdf](https://present.brighton-hove.gov.uk/Published/C00000968/M00008040/AI00065075/$InternationalMigrantsinBrightonHovefullreport.pdfA.ps.pdf)

³⁸⁵ Oxford Economics (2018) *Economic impact study for the University of Sussex*

8.3 Findings in the report identified that international alumni continue to boost the local economy after graduation. Some 63 per cent had returned to visit since graduating, their expenditure benefitting the accommodation, food and beverage serving, transport and other industries in the locality.

8.2 International alumni serve as powerful ambassadors for the local area. Some 81 per cent of international alumni report they have recommended visiting Brighton and Hove, East Sussex and West Sussex to friends and family back home, and 90 per cent of those say that at least one person has visited on their recommendation, bringing additional spending into the local economy. These visitors spend money in the area during their stay, stimulating economic activity and employment at local businesses, and throughout their supply chains.

9. What role do migrant students play in extending UK soft power and influence abroad?

9.1 As the UK prepares to leave the EU, Sussex is proud to count amongst its alumni several foreign heads of state and many leaders in commerce from a number of potential trading partners. This 'soft power' should not be underestimated. A 2015 report by ComRes *The Soft Power 30. A Global Ranking of Soft Power* identified education as an important marker of a country's soft power. The study noted that a country's ability to attract foreign students is a powerful tool of public diplomacy.

9.2 Examples of Sussex alumni include four who have served their home country as head of state and others who have served in ministerial and senior civil servant roles in the governments of their home countries. Full details are noted in appendix 1.

10. What does the University of Sussex think would happen in the event of there no longer being a demand from migrant students for a UK education?

10.1 The University of Sussex believes that international students are a vital part of the cultural and social fabric of the University; and have been so since the institution's foundation. Evidence in this document supports the essential financial contribution that international students make to the UK economy.

10.2 The Government must recognise that university students are one of the vital components of Britain's knowledge economy. With the growing importance of this in a digital age, specific consideration must be given to this group. In the same vein, academic researchers at universities are the backbone of developments across a vast range of industries from healthcare, infrastructure, finance, technology and will be essential to the Government's Industrial Strategy. Without the contribution from this skilled workforce, Britain would not be able to maintain its leading role on the world stage in many sectors.

10.3 The London Economics³⁸⁶ report calculates that international students attending the higher education institutions in the Brighton & Hove area, make a £218.8 million net contribution during the whole of their studies to the City's four local constituencies (Brighton Pavilion, Brighton Kemptown, Hove and Lewes).

10.4 Further evidence in this submission highlights the estimated £76.4 million contribution in 2016/17 through fees paid by international students representing approximately 46 per cent of the tuition fee income of the University.

10.4 The loss of demand for a UK education from international students would potentially have a devastating impact on not only the University of Sussex, but also the regional, local and national economy. Additionally the loss in support of the soft power obtained from students studying in the UK living overseas would be vast at a time when the UK are depending on this to aid negotiations to leave the EU and trade deals with nations around the world.

10.5 The University believes the Government has already made appropriate steps to reduce the number of students who exploit the system and seek to enter the UK through the student visa route. The monitoring by Government, and annual basic assessment process, has led to 968 institutions losing Tier IV sponsorship status between May 2010 and September 2016³⁸⁷. Of these, only two institutions were universities. Any additional controls are unnecessary, as they would negatively affect the contribution made by the higher education sector to the UK economy.

10.6 As the UK leaves the EU, the Government should seek to retain freedom of movement within higher education and research institutions for staff and students. Barriers to entry must be removed and the immigration system set up to allow for students, regardless of their nationality, to come the UK.

10.7 We support the sector's call to remove students from the net migration target. The University believes a public consensus on immigration and international students already exists. Opinion polls (ComRes for Universities UK 2016) suggests the public are supportive of international students, with 76 per cent not viewing them as immigrants at all. This is consistent across those who voted to leave the EU and those who did not. The poll also showed that 71 per cent would support a policy to help boost growth by increasing overseas students. In addition, 81 per cent of those who expressed a view, agreed that international students have a positive impact on local economies and town in which they study.

³⁸⁶ London Economics report (2018) for the Higher Education Policy Institute (HEPI) and Kaplan International Pathways *The costs and benefits of international students by parliamentary constituency*

³⁸⁷ <http://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2017-01-11/59615/>

10.8 Following the exit of the UK from the EU, students should be able to seek employment beyond their studies in the UK. In a poll by ComRes³⁸⁸ for Universities UK, 70 per cent of those surveyed said it is better if international students use their skills here, and work in the UK for a period, in order to contribute to the economy. The poll suggests that should the Government allow for EU and international students to remain in the UK after finishing their studies, it would not be unpopular with the majority of the British public.

10.9 As part of the University's planning for exit of the EU, we have become aware of moves by universities in other countries (such as the Netherlands, Australia and Canada) who are seeking to take competitive advantage of the uncertainty of the UK sector and marketing themselves as an attractive, English-speaking destination with reasonable course costs. This activity is likely to increase with the continued uncertainty of the Government's plans and there is already strong evidence this is the long-term strategy for institutions in the mentioned countries.

10.10 Universities must have the freedom to recruit skilled academics, who are leaders in their own particular fields, from wherever they come from around the world. These academics conduct vital research to further human understanding in their own disciplines, as well as bring the latest thinking and expertise, to the students that they teach.

³⁸⁸ <http://www.comresglobal.com/polls/universities-uk-international-students-poll/>

Appendix 1

Shen Beili (MA Rural Development, 1991-2), Minister, Embassy of the People's Republic of China in the UK

<http://www.chinese-embassy.org.uk/eng/sgxx/sqgbm/>

Impact: Influence - Relations between UK and China

Robert H Davies (DPhil Politics/International Relations, 1974-7), Minister of Trade and Industry, South Africa

<http://www.seda.org.za/AboutSEDA/DTI/Pages/Rob-Davies.aspx>

Impact: Economic - Developed Economic Partnership Agreement with the EU and therefore likely to be involved in any post-Brexit trade negotiation between the UK and South Africa

Thabo Mbeki (BA Economics 1962-5, MA African Studies 1965-66), Former President, South Africa

<http://www.mbeki.org/profile-of-former-president-thabo-mbeki/>

Impact: Influence – Relations between UK and South Africa

Festus Mogae (MA Development Studies, 1969-70), Former President, Botswana

https://en.wikipedia.org/wiki/Festus_Mogae

Impact: Influence – Relations between UK and Botswana

Michael Møller (Politics/International Relations, 1973-6), Director-General, Economic Commission for Europe and the United Nations, Switzerland

[http://www.unog.ch/80256EE600583A0B/\(httpHomepages\)/2C9BB9A453638E5180256F04006742C9](http://www.unog.ch/80256EE600583A0B/(httpHomepages)/2C9BB9A453638E5180256F04006742C9)

Impact: Influence/Economic - Worldwide international relations

Enele Sopoaga (MA International Relations, 1993-4), Prime Minister, Tuvalu

https://en.wikipedia.org/wiki/Enele_Sopoaga

Impact: Influence - Relations between UK and Tuvalu

Prateek Sureka (MSc Technology & Innovation Management, 2008-9), First Secretary - UKTI, British High Commission, India

<https://www.linkedin.com/in/prateeksureka-innovates>

Impact: Economic - 'Leading UK Trade & Investment's efforts to support UK exporters to grow dramatically the volume of trade with India through strategic campaigns.'

Zhang Xin (BA Economics, 1988-91), Chief Executive, Soho China Ltd

[https://en.wikipedia.org/wiki/Zhang_Xin_\(businesswoman\)](https://en.wikipedia.org/wiki/Zhang_Xin_(businesswoman))

Impact: Influence - Financial Times' "Top 50 Women in World Business"

Marina Mahathir (Politics/International Relations here, 1976-9) Journalist and human rights campaigner.

https://en.wikipedia.org/wiki/Marina_Mahathir

Impact: In 2010, she was awarded UN Person of The Year for her volunteer work in combatting HIV/AIDS

Guy Scott –(PhD in Artificial Intelligence in 1986) Zambian politician and Acting President of Zambia from October 2014 to January 2015

https://en.wikipedia.org/wiki/Guy_Scott

Impact: Influence- Relations between Zambia and the UK

Swansea University

Number	Question	Swansea University Response
1	What impact does the payment of migrant student fees to the educational provider have?	Around 14% of our income comes from international student fees and this is used to support the University's business and growth. If this was reduced or lost, it would limit the University's ability to grow, remain competitive, and offer as broad a subject choice. Ultimately, it would ultimately impact the regional and wider economy negatively.
2	What are the fiscal impacts of migrant students, including student loan arrangements?	Please refer to The Economic Impact of International Students in Wales carried out by Universities Wales, http://www.uniswales.ac.uk/wp/media/Unis-Wales-international-student-research.pdf
3	Do migrant students help support employment in educational institutions?	Clearly, the significant income generated by international students contributes to funding the salaries of both academic and professional services staff, as well as to the general running of the University. The vast majority of academic and student-facing professional services staff will have some engagement with international students as part of their roles. These include staff from all academic Colleges, Residential Services, Wellbeing, Academic Services, HR, Careers and Finance. In addition, there are a number of courses where the majority of students are international- the jobs of academic staff teaching on these courses are therefore supported by international students.

		<p>In addition, there are also a number of departments which have staff focusing exclusively on international students. These include:</p> <ul style="list-style-type: none"> - International Development Office (part of the Global Advancement Directorate, responsible for recruitment) - International@CampusLife Office (part of Student Services Directorate, responsible for international student welfare) - Immigration Compliance team (part of Legal Services) - English Language Training Services (part of Student Services, responsible for English Language Training) - In addition, International College Wales Swansea- ICWS (Pathway college providing pipeline programmes into the University. Though not part of the University, ICWS is situated on the University campus and staff and students are integrated into the University community. ICWS would not exist without international students. They employ both academic and professional services staff) - In addition, a number of professional services staff based in academic Colleges have roles which focus almost exclusively on international students
4	<p>How much money do migrant students spend in the national, regional and local economy and what is the impact of this?</p>	<p>Please refer to The Economic Impact of International Students in Wales carried out by Universities Wales, http://www.uniswales.ac.uk/wp/media/Unis-Wales-international-student-research.pdf</p>

5	How do migrant students affect the educational opportunities available to UK students?	<p>UK students studying alongside international students benefit in numerous ways. These include:</p> <ul style="list-style-type: none"> - On campus diversity. With students from approximately 120 nationalities studying on our campus, there are great opportunities for local students, many of whom will have grown up in communities which are not particularly diverse, to be exposed to new cultures, languages and ways of thinking. This is actively encouraged through buddy schemes and a range of events aimed at both home and international students. It is enhanced further by international and home students living together in student accommodation. - Academically, working together with international students exposes UK students to other ways of learning and problem solving. This is especially valuable in group work scenarios where students of all backgrounds have to work together to achieve a collective outcome. For students who will be employed in a globalised world upon graduation, this is invaluable. - A holistic approach to international recruitment partnerships brings outbound mobility opportunities to UK students. In addition, we have found that a mobility period overseas means that a home student is more likely to proactively engage with international students upon their return. - The connections students make during their time at University bring friendships and networks for life, enriching the lives of our graduates both personally and professionally.
6	To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?	<p>It is likely that the following programmes would be unviable if they did not have international students. If EU were classed as International in future then a number of LLM Maritime Law programmes could also be included.</p> <p>BSc Software Engineering BSc Business Management (e-business) BSc Economics and Finance</p>

		<p>BSc Medical Genetics</p> <p>MA Teaching English to Speakers of Other Languages</p> <p>MA Journalism, Media and Globalization</p> <p>MA Professional Translation</p> <p>MA Development and Human Rights</p> <p>MSc Advanced Computer Science</p> <p>MSc Investment Management</p> <p>MSc Accounting and Finance</p> <p>MSc Finance</p> <p>MSc Finance and Business Analytics</p> <p>MSc Financial Management</p> <p>MSc International Banking and Finance</p> <p>MSc Management</p> <p>MSc Management (Business Analytics)</p> <p>MSc Management (e-Business)</p> <p>MSc Management (Entrepreneurship)</p> <p>MSc Management (Finance)</p> <p>MSc Management (Human Resource Management)</p> <p>MSc Management (International Management)</p> <p>MSc Management (International Standards)</p> <p>MSc Management (Marketing)</p> <p>MSc Management (Operations and Supply Management)</p> <p>MSc Power Engineering and Sustainable Energy</p> <p>MSc Chemical Engineering</p> <p>MSc Civil Engineering</p> <p>MSc Computational Mechanics</p> <p>MSc Materials Engineering</p> <p>MSc Health Informatics</p>
7	What is the impact of migrant students on the demand for housing provision, on transport (particularly	Please refer to The Economic Impact of International Students in Wales carried out by Universities Wales, http://www.uniswales.ac.uk/wp/media/Unis-Wales-international-student-research.pdf

	local transport) and on health provision?	
8	What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?	<p>Please refer to The Economic Impact of International Students in Wales carried out by Universities Wales, http://www.uniswales.ac.uk/wp/media/Unis-Wales-international-student-research.pdf</p> <p>Swansea is located next to the Gower Peninsular, an area of outstanding natural beauty. We have not formally investigated the impact of our international students on the local tourist industry, however, based on numerous anecdotal reports, we believe that the impact has been positive.</p>
9	What role do migrant students play in extending UK soft power and influence abroad?	<p>Notable international alumni from Swansea University include:</p> <ul style="list-style-type: none"> • The Honourable Pehin Orang Kaya Pekerma Dewa Dato Seri Setia Lim Jock Seng, Brunei Darussalam’s Second Minister of Foreign Affairs and Trade and Swansea University alumnus and Honorary Fellow (1990) • Feng Liu from China, MBA graduate, 2000. Founder and CEO of online business www.healloan.cn, a P2P (peer to peer) online loaning platform • Balaji Ravikumar from India, Postgraduate Certificate in Mechanical Engineering, 2011. Executive at Hyde Engineering + Consulting, a global design and consulting organisation for pharmaceutical, bioprocess and other regulated process industries. • Khairol Anuar Mohamad Tawi from Malaysia, BSc Electrical and Electronics Engineering, 1983. Founder and Executive Chairman of KAT Technologies, a supply chain management and distribution specialist.

		<p>Universities also extend their international reach and, by proxy the UK's influence, by awarding honorary fellowships to those who have achieved outstanding success for the University or region. Swansea University's Honorary fellows include:</p> <ul style="list-style-type: none"> • HRH Prince Turki Bin Mohammed Bin Nasser Abdulaziz Al-Saud, a major figure in the Kingdom of Saudi Arabia's 2030 Economic Strategy • Dr Renu Khator, the eighth chancellor of the University of Houston (UH) System, and thirteenth president of the University of Houston. She is the first Indian American to lead a major research university in the US and the first female chancellor of a Texas higher education system. <p>In addition, numerous academic connections with universities all over the world have been established as a direct result of international alumni wishing to continue to connect with their alma mater, leading to joint research and publications, teaching connections etc.</p> <p>The value of international alumni in terms of soft power is immeasurable and highly valuable.</p>
10	If migrant students take paid employment while they are studying, what types of work do they do?	Employment opportunities are open to all students at the University and care is taken that, in the case of international students, any work undertaken is compliant with UKVI regulations.
11	What are the broader labour market	No information currently available.

	impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?	
12	Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?	No currently collated by the University
13	The MAC would like to receive evidence about what stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.	<p>If the numbers of international students dramatically decreased or there was little or no demand, this would have a significant and substantial impact on the institution. It would be especially significant for institutions in Wales which receive less funding per student compared to other parts of the UK. This means the institution has to work that much harder to achieve income levels to effectively operate, grow and remain competitive.</p> <p>With around 14% of the University's total income provided by international students in 16-17 (not including EU student income), it is immediately clear that this income supports (as part of the overall budget) every aspect of the university business. This income will support our capital improvements, fund the running and improvement of the institution including student facilities/services, course provision and our ability</p>

to provide expensive subjects. It would be fair to say this income allows the University to remain competitive whilst also being able to provide a broad range of subject offerings.

In terms of impact on the wider economy, as featured in a very recent Universities Wales report – [The Economic Impact of International Students in Wales](#), our international students have a considerable part to play in the health of the local and extended economy in Wales.

The report suggests that each international student and their visitors are worth between £19.3k for EU students and £34.9k for Non-EU students to the local/regional economy. For just Swansea University students (excluding UWTSD), this would equate to a value of £96.5 Million in 2015-16. The report further suggests that international student spend within and outside the institution is responsible for generating jobs in the local areas surrounding institutions but that this impact is felt right across Wales. Using the calculation within the report this would amount to 913 jobs generated as a result of the international students studying at Swansea (EU and non-EU). Given the impact of International students to the local and wider economy, any significant decreases in these numbers will have significant repercussions which could translate into job losses in and around the institution.

International students (as a % of all students) is a key measure within many of the International league tables and are used as a measure of how “international” institutions actually are. QS argue that its international students metric is a proxy for

		<p>how internationally attractive the university is to students. A decrease in the proportion of international students will directly impact world league table rankings (both QS and the THE World University Rankings use this measure) for institutions and therefore our ability to remain globally competitive and attract more international students. As above, this in turn will impact the planning, provision (range) and competitiveness of institutions and the local, regional and country economy.</p>
14	<p>The MAC would also like to have evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?</p>	<p>As highlighted in Question 6, a number of programmes would become unviable if international students no longer came to study at UK HEIs.</p> <p>Such programmes tend to be at Postgraduate taught level with a concentration around Finance, Management and Engineering.</p> <p>The loss of such programmes would greatly reduce the Postgraduate community in these major Colleges which would lead to a reduction of academic staff at these levels. As a result, research output may also be reduced which would lead to a decrease in exposure on a global scale in the academic community.</p>

University of the Arts London

UAL Evidence to the Migration Advisory Committee Students' Commission
UAL alumni from all over the world contribute to the UK's creative industries, which comprise 15% of the UK economy. Our alumni also project the UK's influence and leadership in creative industries overseas.

International students enrich the life of UAL, our academic offer and our creative community. In addition to their positive impact on the domestic student experience, our funding model is dependent on the subsidy to domestic students from international fees – the cost of provision of specialist creative courses is not met by domestic fees.

Europe's largest creative higher education institution

UAL comprises six colleges, each with a longstanding creative history and world-class reputation. UAL has 19,200 students. 75% of UAL students are undergraduates, 14% study at postgraduate level, and the remainder are in further education.

UAL is a top quartile UK university by turnover. In terms of student numbers, we are the largest specialist creative university in Europe and the seventh largest of all London HEIs. One in three students at specialist arts and design institutions in the UK studies at UAL.

We generate a wide range of contributions to the economy. According to a 2017 report by Regeneris Consulting into the economic contribution of UAL, we supported a total of approximately 6,800 FTE jobs and £550 million in GVA for London, and 9,900 FTE jobs and £660 million in GVA for the UK in academic year 2014/15. We play an important role as the talent pipeline for the £91.8 billion UK creative industries. Our graduates make an annual productivity contribution equivalent to £10 million in GVA for London and £13 million for the UK.

The 8th largest international student body in the UK

Students from outside the UK ('overseas students') account for almost half the student population at UAL. 13% of UAL students come from the rest of the EU ('EU students'), and 35% from other countries worldwide ('international students'). UAL has the 8th largest international student body in the whole of the UK and third largest among London HEIs. 1 in every 12 international students at London HEIs studies at UAL.

According to Regeneris Consulting, UAL student expenditure supports £340m GVA and 4,960 FTE jobs in the UK economy. Of this, expenditure by overseas students generates £160m GVA and 2,270 jobs nationally, or just under 50% of the total GVA.

Of these, EU students are estimated to contribute 900 jobs and £60m GVA across the UK. These figures are calculated based on the National Student Income and Expenditure Survey 2011/12.

Regeneris estimates that 16,000 international visitors came to London in 2014/15 to see students at UAL, and that international friends and family visitors support an estimated £8m GVA and 165 FTE jobs nationally.

The surplus from international student fees is fundamental to UAL's business model. Cost of provision is higher than the domestic tuition fee in the specialist creative sector, which constitutes 15% of all UK HEIs. Just as in science and medicine, creative subjects require highly-trained technicians, specialist equipment, materials and above all space.

These factors are especially costly in London, and UAL's activity is concentrated in high-cost provision – 93 per cent of UAL's student activity falls within HEFCE price groups B, C and M. Because Home tuition fees are set well below the actual cost of provision, this creates a structural deficit in UAL's domestic tuition. Our institutional TRAC data shows a shortfall of over 10% against teaching costs. Costs continue to rise with the overall funding envelope unlikely to rise substantially, and eroded by inflation. The surplus generated by international student fees more than balances the structural deficit in domestic tuition fees, and is therefore fundamental to UAL's business model.

Since 2015, UAL has developed three major investment projects for new academic buildings in regeneration priority areas of London. These projects represent over £440m and will support over 1,000 FTE construction jobs per annum, again according to the Regeneris report. UAL aims to generate a surplus of £25m each year to finance this capital programme. Without the £100m income from overseas students, UAL would have a much smaller operating model, and would be very unlikely to achieve a surplus of this size. Hence, the capital programme would be significantly reduced.

Many courses remain viable because of international students

Losing our international students would impoverish the taught experience at UAL, not only for their creative perspective, but because their demand underpins the range of our courses.

UAL teaches 198 courses – 100 at undergraduate level, and 87 at postgraduate, with the remainder in further education and graduate diploma. Particularly at postgraduate level, many courses remain viable mainly because of demand from international students. This demand allows us to continue to offer these courses, and is therefore a benefit to Home students.

The critical threshold for viability is considered to be around 50% of international students in the course cohort -- the exact threshold varies according to the overall size of the cohort.

At undergraduate level, 12% of courses are above the critical threshold, and a further 21% near it (33%-50% international students in the cohort).

At postgraduate level, 44% of courses are above the critical threshold, and 30% near it.

Three out of four further education courses are above the critical threshold.

Taking into account all overseas students (ie including EU students), these proportions rise significantly, with the majority of both undergraduate and postgraduate courses near or above the critical threshold. As EU students pay the same as Home students, this has less financial impact than with international students but is an important factor in the practical viability of the course.

Certain courses with above or near-threshold numbers of international students may be regarded as of strategic importance to creative education in the UK. These include several MA courses that are widely regarded as among the best in their field in the world.

The number of Home student prospects across the sector has dropped in recent years, due to demographic factors and, in terms of the specialist sector, the effects of government policy in the art and design secondary curriculum. This trend is expected to continue. Furthermore, UAL already takes a very large proportion of the market in the UK and would find it very difficult to recruit Home students to replace our international student cohort, even if the domestic tuition fee rose to the full cost of provision.

Overseas alumni create value abroad and in the UK

Overseas students almost all return to their home country post-graduation. Official data for employability is not available or consistent across the world, so we cannot state the proportion in highly skilled work or further study. As proxy for this data, we keep track of professional influence within specific sectors of the creative industries overseas. For example, overviews of the [top Chinese fashion designers](#) routinely include many UAL graduates.

Overseas UAL students who stay in the UK post-graduation are consistently more likely than UK graduates to be in highly skilled work or further study (79% of 2015/16 graduates).

University of Warwick

Can you provide examples of programmes/initiatives in your institution to support international students to: integrate with UK students; integrate into the UK/local community e.g. find volunteering roles; find jobs after graduation (in the UK or back home)

The following figures are based on our [Global Education Profiler](#) data – this is a tool that explores the importance that students attribute to social and academic integration, as well as their actual experience of it. Our total sample is well over 4000, but drawing on the sub-sample of nearly 1500 UK students from 3 Russell Group universities, 72% of UK students attach importance or great importance to the opportunity of mixing socially with international students.

Similarly, 69% of UK students regard mixing with international students as of importance or great importance for an enriching academic life.

These figures indicate that without a good proportion of international students at British universities, our home students would be deprived of opportunities that they greatly value.

The open comments in the tool give an indication of the UK students' reasons for attaching such importance to the inclusion and integration of international students in their UK university life, and their sense of disappointment when they do not have such opportunity; for example:

“The social life at [name of university] is incredibly diverse which has enhanced my perspective on my personal and academic life.”

“Whilst I consider discussions with people from other cultures an important part of learning the opportunity to do so on my course was limited as the majority of students/staff are white British though invited guest lecturers have been welcomed from a variety of cultures.”

From the 2018-19 academic year onwards, Warwick will be running an integrated Welcome Week for all students. This will build on the success of our “Welcome to Warwick” programme in recent years which has served all new postgraduate students and all new international undergraduates. The new Welcome week will also

incorporate UK undergraduates. Maximizing the integration opportunities during this week is a key focus of our planning.

Warwick provides tailored support to address the specific needs of international students (e.g. expert immigration advice, advice on opening a UK bank account, management of police registration on our campus, receipt and distribution of Biometric Residence Permit cards) to help them transition to life and study in the UK and to participate fully.

Our Go Global initiative seeks to create appetite and to showcase opportunities for all students to expand their global skills and experience on campus, in the local community and overseas. This is a joint initiative between the University and the Students' Union and it encourages international students to make the most of the opportunities for integration provided by our 250 student societies and 60 sports clubs. International and home students can also apply to become Go Global Ambassadors, where they can set an example, champion and lead projects to promote integration between students on campus. They can also apply for a Go Global grant, which is designed to support individuals or groups who wish to put on events to bring UK and international students together to showcase and celebrate cultural diversity.

We offer a free intercultural training programme to all students, which seeks to help them to develop intercultural awareness and sensitivity and helps them more effectively communicate and build relationships with those from different cultural backgrounds. This increasingly popular programme is delivered via blended learning and particularly focuses on enhancing students' employability and global skills. By the end of 2017/18, we anticipate that over 800 students (home and international) will have completed the programme.

Home and international students are actively encouraged to volunteer together in the local community via a variety of opportunities provided by Warwick Volunteers. Over 1000 students volunteer each year, and in the 2016/17 academic year 53% of these were international students, representing 57 nationalities.

We regularly run day trips to places of interest around the UK, which are particularly popular with international students, giving them an opportunity to learn more about the history and culture of the UK.

Five years ago, Warwick created the new full-time role of International Employer Liaison Officer, whose responsibility is to work solely on supporting Warwick international students to find graduate-level roles outside the UK.

This role is primarily focused on connecting China and Asia Pacific graduate recruiters with our China and Asia Pacific Warwick students. The feedback from overseas recruiters is that they very much value UK-educated international graduates and the intercultural experiences they offer their organisation and they are keen to attract them back to work in their home country.

Warwick's dedicated support to help connect overseas employers with Warwick international students includes: free job vacancy advertising to students; free country specific student emailings and country-specific careers social media groups; employer presentations, both delivered physically at Warwick and also virtually; plus a broad range of country-specific careers events held both at Warwick and delivered in for example, Hong Kong and China. Currently Warwick is working, together with Birmingham and Nottingham Universities, to deliver a large 50-employer careers fair in Shanghai in March 2018, which will be attended by over 700 returning UK-educated Chinese graduates.

Another example of our support for international students to find work outside of the UK is our annual China and Asia Pacific networking event, held in late September each year, aimed at employers looking to recruit Warwick-educated international students for graduate roles in China and the Asia Pacific region. This year, the event was attended by 15 employers, many of whom had flown in for the event, and attended by over 300 Warwick international students.

Over the past four weeks, we have had 15 international graduate employers travel from overseas to present to Warwick international students about their employment opportunities – these sessions were attended by over 1,000 Warwick international students. In addition to helping connect our international students with overseas employers, we also offer a broad range of dedicated careers support and resources including:

One-to-one appointments for students to talk about and explore their options and learn what international employers are looking for with a team of qualified careers professionals

One to one assistance, workshops and online resources to help international students with CVs, applications and interviews

Dedicated international careers online learning and resource platform to support international students throughout their career journey

Online careers portal with international vacancies, internships and work experience opportunities

In addition to services to support both our international students and international graduate employers, Warwick has also undertaken a range of UK-wide international student employability research projects. One of these projects includes our recent UK-wide research into the employment aspirations of UK-educated Chinese students; the graduate outcomes of UK-educated Chinese students; together with the employment needs of Chinese employers. This piece of research was shared across the UK Higher Education sector at dissemination events, both at the Pro Vice Chancellor level and at the Careers Service level; as well as shared nationally and in China in a report entitled 'Standing Out and Fitting In' (copy enclosed). Currently, Warwick is undertaking a follow up research project to compare the graduate outcomes of UK-educated Chinese students over the past three years, compared with the outcomes of UK-educated Hong Kong students. The findings from this piece of research will be available in early 2018.

Student Careers and Skills provision is open to all students, including workshops and small group sessions. These are experiential, and so participants will naturally mingle as part of the activities.

International students are enthusiastic participants in our local volunteering work in Coventry, Warwick, Kenilworth and Leamington Spa, 'this was the first time I had felt part of British culture'. We could welcome more international students but the requirement to bring a Certificate of Good Conduct with them to the UK as a prerequisite to obtaining their DBS means that many students cannot participate in projects with children or vulnerable adults. Some persist, which means travelling to London to visit their Embassies to obtain the necessary paperwork or ask family to help. This makes them feel unwelcome, and means we have to cover their travel expenses. The benefits of their involvement are detailed in question 4.

There are significant barriers to international students finding work in the UK after graduation. Firstly, their visas will expire 4 months after graduation and as many are on intensive postgraduate courses, their chances of networking with prospective employers in time to prepare a well-tailored application are very limited. They are also often limited by their visa status in how much work they can undertake – work experience is a prerequisite to gaining graduate employment – and so again, their probability of gaining a graduate role in the UK is limited: "Graduates with little or no work experience have little or no chance of receiving a job offer on a graduate programme" *Times Top 100 Graduate Employers High Fliers report 2017*. In addition, many employers are not prepared to sponsor international students. We do

not know their reasons, but could surmise that some will find sufficient numbers of home students to meet their targets, whose applications are hassle-free; others may not have the internal mechanisms to deal with sponsorship, so applications from international students may be too difficult to consider.

Has the Tier 4 compliance burden increased over the past 5 years at your institution? If so, can you provide examples to illustrate the reasons and extent of this increase?

In 2010, the University of Warwick employed one Senior International Adviser within the then International Office, to be responsible for overseeing Tier 4 compliance, in addition to managing the student immigration advice service.

Since 2009, universities such as Warwick have had to respond to 36 versions of the Tier 4 sponsor guidance and 41 of the policy guidance, with sometimes as many as 8 versions being issued in one year (eg 2014). This rapid change in regulations and requirements has significantly increased the compliance burden on the University of Warwick.

Each time guidance changes, the University is required to assess the impact of the change on existing practice, administrative and academic process and regulation; to recommend and introduce changes and to monitor and evaluate that new policy and practice is being adhered to.

The compliance burden at Warwick is now managed mainly by a team of 5 administrative staff (all employed since 2013, for the purpose of enabling the University to meet its Tier 4 compliance duties).

Responsibility for the overall Tier 4 licence is met by the University's Registrar.

However, the burden of compliance responsibility is actually shared by all members of the University's academic community and its professional services covering as it does all aspects of University life: admissions, recruitment, assignment of Tier 4 sponsorship, assessment of English language competence, enrolment and capturing of immigration records, attendance monitoring and reporting, monitoring and reporting any changes of circumstance in a student's status or suspected breaches of their visa conditions; endorsing and monitoring students moving into Doctorate Extension and Tier 1 Graduate Entrepreneur schemes; preparing for a UKVI compliance audit by undertaking preparatory internal audit exercises; applying immigration consideration to all new courses prior to approval including the design,

delivery and management of all collaboratively delivered programmes both in the UK and beyond.

3. How many and what type (level and subject) of courses would not be viable without international students?

In terms of course viability, for all of our post graduate taught (PGT) programmes, there is a significant risk of not recruiting enough students to be viable to run.

At PGT level, our courses are heavily reliant on international fee-paying students, with home student recruitment making up just under 25% of our entire student cohort at this level.

At Undergraduate level there would again be significant risk of courses not running due to capacity issues should Warwick fail to recruit internationally.

All courses, with the exception of Economics (including PPE) Law, Business and Engineering, would likely not be viable without international fee paying students.

Of the courses cited as being viable in terms of numbers, there would, however, be a likely impact on quality as we would be forced to compromise significantly on quality in order to achieve the necessary numbers from the domestic student pool alone.

The Centre for Applied Linguistics' *MSc Intercultural Communication for Business and the Professions*, currently recruiting between 32 and 40 students per year, would not be viable for conceptual reasons without international students.

The MA English Language Teaching is also extremely popular with international students and would not be financially viable without international students.

4. Do you have examples of the impact of international students on local communities? For example, through research, volunteering or links with local businesses?

International students contribute substantially to the 13,000 plus hours volunteered annually by University of Warwick students through Warwick Volunteers, benefitting charities, voluntary organisations, community groups and the public sector in the local area around campus.

In 2016/17 they made up 53% of Warwick Volunteers membership, which included volunteers from 69 nationalities. Project Leaders and student Executive Committee roles enable them to design, develop and deliver volunteering projects and to encourage and support their peers.

They volunteer in a wide range of areas: mental health, environment, sports, education, older people, young people, people with disabilities, homeless people, migrants and refugees, human rights and pro-bono legal advice, animal welfare.

They benefit by learning more about their host culture. In Coventry where the City's focus on Peace and Reconciliation promotes intercultural relations, they encounter people from many nationalities and backgrounds.

We benefit from the different expertise and insights they bring, which is particularly helpful in e.g. supporting language tuition in schools, translation of health materials into different languages, conversation classes for refugees, sharing their countries traditions and cultural celebrations with children in clubs and schools, and older people in care homes.

“As an international student, I have gained so many great experiences through a wide range of volunteer work at Warwick. Without them, my student life would not have been as enjoyable.”

“Just being there to help out with French language I feel really did give the kids confidence in their own abilities.”

“Of the various projects I have been involved with [this one] deserves special mention:

Broadstreet Drop-In: A friendly and informal drop in offering support and advice to refugees, asylum seekers and EU immigrants. I started volunteering here in my first year and went on to lead the project in my second year, expanding it to cover fund-raising and immigration casework. The project is one which is especially suited to international students since it provides the opportunity to exploit our unique language and cultural backgrounds.

The volunteering experiences have been an invaluable part of my university life so far, through which I have grown as a person, made new friends, fostered a better understanding of the British society as well as acquired and honed various skills which go a long way in

providing an edge on the CV. Above all however, there is a sense of accomplishment unmatched by any other experience.” (Madhu Agrawal)”

Other international student-led projects bringing clear benefits to the local community:

A Warwick student, [Reem Doumak](#), who came here as a refugee via the Council for At Risk Academics, set up STAR Conversation Club which ‘is designed to teach refugees and asylum seekers English in a fun and informal way. We aim to improve their fluency, teach them life skills and help integrate them into the community’. Warwick is recognising her contribution to student and community life by awarding her an OSCA (Outstanding Student Contribution Award).

Canley Pop Up Café – a local resident (one of our WBS alumni, originally from Malaysia, has worked with Warwick Volunteers and other partners including Canley Community Centre the Police and local schools to set up the Canley Pop Up Café ‘This project aims to initiate community interaction and raise awareness of cultural diversity and difference as being positive by creating spaces that encourage neighbours from the Canley area to meet, talk and share talents, stories, histories and knowledge.’

‘Buddy Club’ – Warwick students visit residents in a Canley care home once a week in term time. Events have included an Caribbean themed Cocktails and Mocktails evening

Kenilworth Phab – Warwick students volunteer at the local Phab club a ‘weekly opportunity for disabled and non-disabled adults to meet socially to enjoy a variety of activities in an environment of equality and integration’. Students have delivered international cultural activities – I think Chinese dance if I remember correctly and other events.

5. Are there any of capital investment projects underway at your institution (for example expansion or improvement in teaching facilities) that are contingent on continued international student recruitment? Information on the expected benefit of this capital investment to all students and local communities would be helpful.

With the diminution of Government funding in Higher Education, universities are largely dependent on our own ability to generate funds for capital projects and the

replacement of existing stock. Given the proportion of international students, the University's capital plan is heavily dependent on international students.

Based on 16/17 University reported total income £596m, international tuition fee income accounts for about half of this: academic fees £271m (45.5% of total income), of which £133m (49%) is from international fees.

If we consider income from accommodation fees from international students, in 16/17 this represented 42% of total income. In 17/18, the University took out an additional 1122 nominations on rooms in private providers to ensure accommodation for all of our postgraduate international students. This will have generated £8.9m income for the external providers based in Coventry.

If we then consider the implication for capital projects, then our ability to fund them depends heavily on income from teaching. There are lots of ways of modelling this, but if international student numbers dropped by third then the resultant loss of fee income would probably erode all of the University's surplus (even allowing for cost savings) and that would cut the capital programme in half. So, in addition to the direct effects of the loss of fee income (based on the multiplier above) we could add in a further £50m (with any associated multiplier). So I think that exaggerates the effects.

Recently completed and planned examples of student-facing capital projects at Warwick include:

Project	Budget
Projects in Procurement Phase or on Site	
NAIC	£100.3m
Sports Facilities Development (Hub and spokes)	£49.0m
Mathematical Sciences Building	£27.7m
Car Park (Kirby Corner - CP16)	£11.3m
Arts Centre 20/20	£29.5m
Cryfield Village Residential Accommodation	£56.6m

WMG Building (MEC)	£10.6m
Future Projects and Projects in Design Phase	
Faculty of Arts Development	£58.4m
Interdisciplinary Biomedical Research Building (Gibbet Hill Ph1)	£54.3m
Degree Apprentice Centre (DAC) Phase 1	£10.0m
Completed Projects	
AMMC (WMG Workshop)	£4.95m
Benefactors	£4.172m
Sherbourne Accommodation (blocks 7-9)	£17.56m
Radcliffe refurbishment	£6.4m
ERA (WMG)	£20.0m
Engineering refurbishment (IET)	£5.0m
Car Parks (Lynchgate & smaller interventions)	£10.1m (original)
Plaza & GHR	£10.1m
MCBB Extension	£4.0m
The Oculus (Teaching & Learning Building)	£18.8m
The Slate (New Conference Facility)	£5.3m
Cryfield Energy Centre	£9.8m
WBS Phase 3B	£26.7m

We could focus on the specific buildings as the very tangible losses, but more generally we would wish to highlight that there would be:

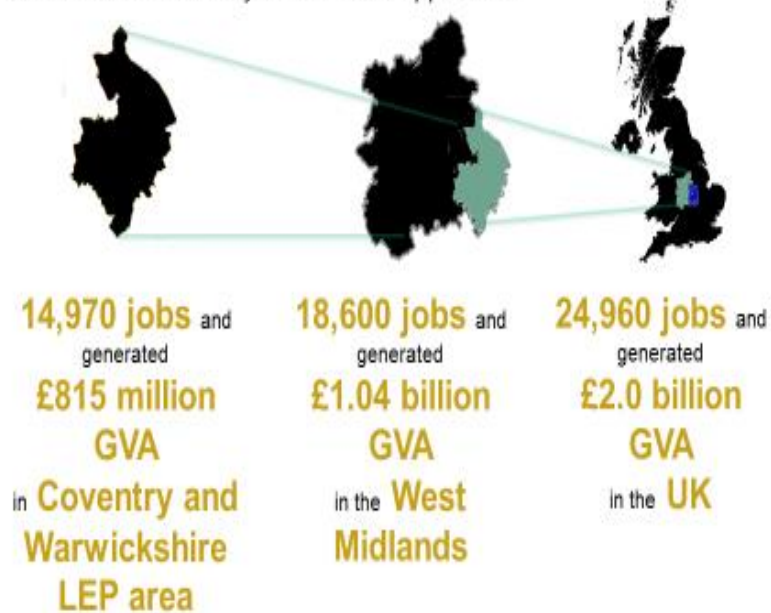
A loss of direct income if international students fall – this would result in a loss of spending and associated economic impacts

A loss in the capacity to invest, cutting the capital programme and impacting again on the economy through the loss of income and jobs associated with reduced capital spend.

In terms of the contribution that the University of Warwick and its international student population makes to the local and regional economy, we include these infographics and our 16/17 Impact Summary table (abridged):

Local Anchor Institution: Economic impact

In 2015/6 the University of Warwick supported...



In 2015/16 the University had core impacts of...

£632 million GVA
and
10,900 jobs

from...

direct operations, supplier chain expenditure and staff spending



Between 2010 and 2020 the University will invest an average of

£59 million
each year in capital projects which will support
600 jobs

The students of the University of Warwick spent

£163 million

within the Coventry and Warwickshire LEP area

Students also contribute to the economy through part time employment and volunteering



hours of volunteering by Warwick Volunteers



of students work part time during term time

The total economic activity associated with the students of the University of Warwick was

£229 million GVA and **5,430 jobs**

University of Warwick - 2015/16 Impact Summary

Measure	2014/15	2015/16
Student population	25,181	25,615
UoW staff (full time equivalents)	5292.3	5403
Turnover	£512.8m	£573.6m
Capital Spend for last five years	£238.5m	£295.4m
Capital Investment - average per year	£59m p/a	£59.1m p/a
Total Research income	£135m	£152m
GVA UK	£1.9billion	£2.0billion

GVA W. Mids region	£1.0billion	£1.04billion
GVA C&W	£784m	£815m
GVA Coventry	£563.7m	£586.3m
GVA WMCA	£725.8m	£754.9m
UoW Student Expenditure - GVA UK	£211.1m	£219.5m
UoW Student Expenditure - GVA W Mids region	£194.4m	£202.2m
UoW Student Expenditure - GVA C&W	£156.8m	£163m
UoW Student Impacts - GVA UK	£220m	£228.8m
UoW Student Impacts - GVA W Mids region	£202.8m	£210.9m
UoW Student Impacts - GVA C&W	£164m	£170.6m
UoW Graduates - Graduate supported GVA	£288m	£299.5m
Non UK Students		9325
Research and/or teaching staff - Non-UK nationality		41.9%
Jobs supported UK	24,000	24,960
Jobs supported W. Mids	17,900	18,600
Jobs supported C&W	14,400	14,970

7. Do you have any information on the proportion of international students that work during their studies and the type of work they do? We appreciate it may only be possible to supply information on those working for your university.

Proportion of international students that work during their studies

We currently have 639 Tier 4 students spread across the variable monthly (VAM), salaried (SALS) and sessional teachers (STP) payrolls who are working at Warwick.

These are split as follows:

VAM = 511

SALS = 27

STP = 101

Student Types

Student Types	VAM	SALS	STP	TOTAL
Undergraduate	102	0	1	103
Postgraduate taught	81	0	11	92
Postgraduate research	315	19	79	413
Other/course type not listed	8	0	10	18
Course completed	3	3	0	6
DES visa	2	5	0	7
TOTALS	511	27	101	639

Further reporting work would need to be undertaken to check the actual numbers of non-Warwick Tier 4 students to Warwick students, but the vast majority are Warwick students.

Range of roles undertaken by Tier 4 students

These are not listed on VAM but are on SALS and STP. Tier 4 students work across over 40 departments.

SALS

10 have been appointed as a Cleaning Assistant in Estates

9 have been appointed to teaching roles (7 in Economics)

5 have been appointed to research roles

3 have been appointed to other non-academic roles

STP

All have been appointed to Associate Tutor roles

VAM

Role types are not captured on VAM but the majority of Tier 4 students are clustered in 15 departments as follows with 9 or fewer Tier 4 students in each of the remaining 25 departments.

Dept	Numbers	% of total
WBS	73	14.2%
Ac Reg Office	48	9.3%
School of Engineering	43	8.4%
Economics	38	7.4%

WMG	31	6.0%
Comp Science	30	5.8%
Life Sciences	27	5.2%
Politics	24	4.7%
Law	23	4.5%
Statistics	17	3.3%
Psychology	12	2.3%
Sociology	12	2.3%
Theatre Perf & Cultural Policy Studies	12	2.3%
Physics	11	2.2%
Centre for Applied Linguistics	10	2.0%

We currently have 359 Tier 4 students with Unitemps payroll numbers. These comprise of:

Warwick Undergraduate	148
Warwick Postgraduate Taught	79
Warwick Postgraduate Research	79
Warwick Other course type	1
Non-Warwick Tier 4	52

These cover a range of types of roles in the following categories:

Events and stewarding	45.1%
Catering	19.2%
Office Work	12.3%
Disability support and childcare	9.3%
Cleaner or porter	3.4%
Research and teaching	3.4%
Translator	3.2%
Other	4.0%

As you can see Events and Catering are popular with Tier 4s. This is in part because they tend to be shift based so it easier to find roles for them where they can fulfil the role while working less than 20 hours per week.

8. Do you know what proportion of EU students at your institutions take out student loans? Are there certain nationalities that are more likely to be self-funded?

838 students with Home/EU fee status took out SLC tuition fee loan in 16/17 and this includes student on MBChB course. Overall there are 2794 students with a Home/EU fee status in 16/17 including PG students. The % of students with a tuition fee loan therefore is 30%.

9. Can you provide any information on dependants of international students? Including:

How often international student applicants ask about their rights to bring dependants?

b. The proportion of your international students that bring dependants

We do not have an enquiry management system and so it is difficult to gauge how many asked about this. However, our 'dependent' immigration advice webpage received 6369 hits for this enrolment period (from 1 July 2017 to 7 November 2017), with 315 hits on a specific 'how to complete the visa application form' document. This is probably a closer estimation of how many applicants are interested in bringing dependants to the UK.

10. Do you have any data on international students undertaking short-term study/visits at your institution?

Executive and Distance Learning MBA programmes:

16/17 cohort numbers (may include a small number of UK students)

Distance Learning MBA (two enrolment points per year)

July 2016 - 164

January 2017 - 184

Countries represented = 43

Male/Female split = 68/32

Executive Warwick

September 2016 - 35

March 2017 -26

Countries represented = 9

Male/Female split = 78/22

Visiting PhD Research students

Warwick has welcomed Visiting Research students to the following departments: Computer Science; Sociology; Mathematics; Chemistry; Life Sciences; Engineering; Physics; Philosophy; Applied Linguistics; Politics & International Studies; Employment Research; Statistics; WMG and Warwick Business School.

Visiting PhD students in the 2016/17 academic year have come from a wide variety of backgrounds and countries: University of Tokyo and Nagaoka University of Technology, Japan; ITMO St Petersburg; University of Hyderabad and Institute of Chemical Technology, Mumbai, India; Politecnico di Milano, Italy; Johns Hopkins University, Maryland, USA; University of the Punjab, Pakistan; University of Basel, Switzerland; University of Sao Paul, Brazil; University of Electronic Science and Technology of China.

Exchange students

In 2016/17 academic year the University provided Tier 4 sponsorship for over 60 Undergraduate Overseas Exchange students attending for 2 or more terms. Student nationalities: Australia, Canada, China, USA, Japan, Singapore, Indonesia, Hong Kong, Malaysia, Chile and South Korea

Over 120 (129) international students came for Autumn 2016/17 term (3 months) as part of Undergraduate Exchange programmes: China, Canada, USA, Hong Kong, Korea, Chile, Colombia, Australia and Russia.

55 Undergraduate and 5 Postgraduate EU students came for Autumn 2016/17 term (3 months) as part of ERASMUS+

11. Can you provide information of post-study work? Including:

The impact of removing the post-study work visa on demand from international students to study at your institution.

Since the removal of PSW rights for international students in the UK, our international diversity on campus has decreased, as recruitment from some areas (notably Africa) have declined rapidly, with other areas previously deemed strong markets for recruitment for the UK (South Asia) choosing Canada and Australia in preference to the UK adding much more global competition into the mix. This means

that our students have less intercultural experiences and exchange of academic ideas with the breadth of other nationalities ordinarily associated with a globally ranked institution. Warwick's top recruiting markets are now in South East Asia. The major impact for Warwick following the removal of PSW was from Nigeria which declined by over 50% from 130 new students in 2013 to 50 in 2016.

Your thoughts on how long a graduate (UG and PG) might need to find employment in the UK (and in particular in your area/region).

This is extremely difficult to quantify because of the many diverse factors involved in gaining employment. With unemployment currently at 3.7%, the UK's labour market is 'tight', nonetheless there is still stiff competition for the jobs that are considered to be most prestigious. This is usually defined as in London, working in finance, law or consultancy with a fast-track graduate scheme, and a high salary with benefits. In this example, the competition for these roles is fierce. Students may have to undertake a period of unpaid work to gain the necessary work experience in that organisation to be considered a viable candidate, many are unable to afford this, especially if it is in London. 10% of our graduates remain in the West Midlands, most frequently in the health or education sectors.

All students looking for employment of whatever kind in whatever sector and region must meet these five requirements (1) have a good degree (usually defined as a 1st or 2:1, or a merit if from a PG course); (2) work experience that is as relevant as possible to the sector they wish to enter; (3) a portfolio of extra-curricular experiences that can be used to demonstrate qualities such as resilience, enthusiasm, team-working; (4) the ability to draw all these into a coherent story and to amend this for different audiences; (5) the ability to succeed in the hurdles to a graduate job, e.g. a good CV, compelling application, interview technique, psychometric tests, assessment centres. If they cannot meet these, then gaining suitable employment can be problematic.

The availability of work in different sectors and regions varies widely. Graduates who meet the five requirements above may nonetheless be looking in London for one of those highly competitive jobs. In this situation, it may take a number of attempts to be successful, and many graduates will have to amend their original ambitions to find work. In other sectors, such as IT, there is a dearth of suitable candidates with the

right skills and experience; in this situation, any graduate who meets the role requirements is more likely to find work.

It can take months and periods of unpaid work to secure the most inaccessible jobs. This is a challenge for all students, whether home or international. International students face additional barriers of being constrained by their visas regarding work so it is more difficult to accumulate the necessary work experience; many employers being unwilling to sponsor them; their unfamiliarity with UK culture and norms; feeling they are less likely to fit in in particular organisational cultures.

The value of the Tier 4 Doctoral Extension scheme.

104 Warwick students have benefitted from the DES scheme since its inception. Feedback from students is that the 12 month period offered is insufficient to secure a graduate level position. Furthermore, in some cases DES students can find themselves being granted less than 12 months' leave depending on the date their research degree is conferred.

How many international PhD students stay and work at your institution after their studies and can you provide examples of their roles?

The number of Tier 4 students switching into a Tier 2 visa and the role types they have been appointed to over the past two academic years are as follows:

Tier 4 students who switched to Tier 2	2017-18 (so far)	2016-17	2015-16
Research roles	3	21	13
Teaching roles	2	4	4
Non-academic roles	1	4	4
TOTAL	6	29	21

In our experience, it is rare for a student, who has graduated with a Bachelor's degree to be eligible to switch into Tier 2 and so we expect that all of the above have either passed a PGT

or PGR degree, or have completed 12 months' study towards their PhD.

Examples of international alumni that used the T1 Graduate Entrepreneur route – including the businesses set up and the university's experience of using this route. The University of Warwick is part of Tier 1 (Graduate Entrepreneur) Scheme, run in conjunction with the Home Office, which aims to identify, nurture and develop graduate entrepreneurs with a genuine, credible and innovative business idea who wish to stay in the United Kingdom to develop their new venture. The scheme is limited to a maximum of 20 graduates per year.

Since we became an endorsing institution in 2012/13 on the Tier 1 (Graduate Entrepreneur) Scheme:

Award Year	Total number of applications received	Total endorsements/renewals offered
2012/13	7	1
2013/14	23	8
2014/15	23	10
2015/16	40	20
2016/17	57	22
2017/18	18 (to date)	13 (to date)

There has been an increased level of interest at Warwick year-on-year and this is reflected in the increase in applications and students seeking advice and guidance with their ideas.

We promote and market this opportunity as widely as possible and go out to departments to talk to students about the scheme. We provide 1:1 advice and support to interested students and 'signpost' to additional support where appropriate. All applicants are offered pitch training in advance of their presentation to a University decision panel.

There is still a level of institutional risk and endorsing an applicant's visa is inextricably linked to the protection of the University's Tier 4 licence and HTS status. The decision panel are unwilling to endorse an application that does not articulate a genuine, credible and innovative business idea and/or they feel that the applicant does not demonstrate the necessary skills and experience to develop the proposal.

Students are attracted to this programme for differing reasons – some want to remain in the UK and are looking to the Tier 1 scheme to this end (the motivation to stay comes before the business idea). Others are the other way around; they are very entrepreneurial and are looking to branch out on their own and they feel that the UK is a good place to start a new venture. That said, there are also students who will require a lot of persuading to stay in the UK to launch their business or do not necessarily have the level of confidence required.

Many of these students may have only been in the UK for a year and are still developing the necessary language and presentation skills to run a business or have a limited opportunity to develop their understanding of the local or national market.

Most students/graduates that are attracted to the Tier 1 scheme are from postgraduate taught (PGT) programmes. These programmes are heavily timetabled with many assessments of different types including a final dissertation or project. This does not necessarily afford the students the time needed to develop their idea or access the support available around the institution.

We have given some consideration to the frequency and timing of the application rounds. This is a difficult balance – there may be overlaps with the academic timetable and busy periods of assessment and coursework (particularly for PGT students) by having deadlines and panel meetings in August and September but by delaying the process until December, there is a much greater chance that interested students will have returned to their home countries (possibly for good). This limits their opportunity to access 1:1 advice, further support and to impress the decision panel by presenting in person.

Case Studies:



Yuanlong He (Programme and Project Management, 2014)

Sheen Decoration (www.glass-rubs.co.uk)

Sheen Decoration (UK) is a trade-based company that aims to bring excellent glassware products to the UK, dedicated to the design, sales and after-sales service of outstanding glassware from China.

“I would definitely encourage students to get their own enterprise moving.”



Andre Wang and Veronica Chang (MSc Innovation and Entrepreneurship / MSc e-Business Management, 2015)

FavourUp (<https://favourup.com/>)

FavourUp is an online contemporary fashion magazine where fashion labels can utilise their PR resources as marketing materials to sell products and visitors can directly shop via the editorial content.

“Building relationships is the most critical thing that entrepreneurs should do from the first day of their journey and never stop.”



Yangzi Mei (MSc Supply Chain and Logistics Management, 2015)

Overseas Student Logistics (OSL) (www.oslogistics.co.uk)

OSL offers logistical services to overseas students in the UK. By cooperating with Landmark Global, DHL and other companies, they are able to offer high quality shipment of student possessions.

“Many students dream of running their own business, but how many of them have really tried? Do not just talk about it. When you have a dream, you should defend it and go for it.”

Further case studies of our Tier 1 (Graduate Entrepreneur) Scheme start-ups are available here:

http://www2.warwick.ac.uk/fac/cross_fac/enterprise/voices/

The number of international student alumni that stayed in the UK to work and the types of jobs they take up (we already have DLHE data for EU students).

Of the 798 overseas 2015/16 graduates who responded to the DLHE survey six months after successful completion, and who reported their employment location; 128 had secured employment in the UK.

Their employment destinations covered 14 of the 21 Standard Industrial Classification (SIC) areas:

Education

Human Health And Social Work Activities

Professional, Scientific And Technical Activities

Other Service Activities

Manufacturing

Financial And Insurance Activities

Construction

Administrative And Support Service Activities

Information And Communication

Public Administration And Defence; Compulsory Social Security

Real Estate Activities

Accommodation And Food Service Activities

Transportation And Storage

Wholesale And Retail Trade; Repair Of Motor Vehicles And Motorcycles

University of the West of England

How do migrant students affect the educational opportunities available to UK students?

The impact can only be positive. We live in a global knowledge economy with technology giving business the opportunity to work internationally from wherever it is based. The thought of UK students remaining throughout their careers in a simply UK context is becoming less likely. Migrant students bring a wealth of cultural awareness, social networks and different perspectives to Anglo centric views in every learning context.

One of the greatest benefits of trans-national education is that it enables students to learn with and from others. Given that many of our graduates will work internationally and/or in organisations with global reach, skills of inter-cultural working are becoming increasingly important and sought by employers. Having a diverse community of learners provides an environment in which UK students can develop knowledge and skills, which will better equip them to compete in a global workforce.

We are also seeing a need to increase the number of international students in shortage areas. A prime example of this is nursing.

Nurse staffing losses now running at 10% each year in England

2016-17, 3000 more nurses left the NHS than joined

With the current trend the number of nurses due to graduate in 3 years' time "still won't match up to the number of those leaving" (Stephanie Aitken, Deputy Director of Nursing at the RCN)

Nationally applicants applying for nursing courses fell to 54,985 in 2017, compared to 61,800-67,400 annually in the previous 6 years (2010-2016)

Whilst recruitment increased in the North East, it was down in London and the South West, "where overcrowded and understaffed hospitals feature regularly on news bulletins". Acceptances on UK nursing programmes were down by 270 in 2017 compared to 2016 against the Government's promise to provide 10,000 new nursing degree places.

In an attempt to fill the gap, Healthcare Trusts are recruiting international nurses “at great expense” (Alistair Fitt, VC of Oxford Brookes, and Chair of Universities UK’s Health Education & Research Policy Network)

What role do migrant students play in extending UK soft power and influence abroad?

With Brexit, the ability of the UK to extend its scope for trade and influence beyond the boundaries of Europe is self-evident. Migrant students in the UK generally come from middle class and highly aspiring families. These families often have business interests and significant influence in their home countries. The warmth and respect for the UK can only be enhanced by the presence of students who will go back home reflecting on their experience in a UK university. It is likely that high regard and knowledge of the UK will not only make it a desirable destination for trade, but will also influence policy makers at both government and non-government level. For instance, in the last two years, UWE have welcomed students from families of significant government officials and politicians from six countries in Asia; Students from families who own some of the largest co-operations in Asia have also attended UWE. UWE is working with significant education, business and government agencies in a number of Asia Pacific students.

UWE produces GradLink (www.gradlinkuk.com), an award-winning careers service used by international students at over 120 universities across the UK. The website specialises in linking international students with employers and opportunities in their home country.

The GradLink website demonstrates a recognition among overseas employers of the benefits of recruiting UK-educated graduate returners. Many overseas employers see UK-educated returners as having had much higher quality teaching, and having nurtured key employability skills well beyond that of locally educated graduates. As a result, UK-educated graduate returners are often seen as a solution to domestic skills-gap issues. For example, the creation of our recent GradLink Gulf site was in response to employers failing to fulfil Emiratisation and Omanisation targets through the recruitment of locally educated graduates.

The GradLink website demonstrates how the UK remains a recognised source of talent for helping countries to improve their workforces and to solve their skills gaps. Over 500 overseas employers have joined GradLink, from countries across Asia, Africa and North America. Employers have also provided testimonials regarding how the website is helping them to fulfil their recruitment needs, a selection of which can be seen on the website.

What do we think would happen in the event of there no longer being a demand from migrant students for a UK education?

The economic impact on universities would be significant and the loss to the UK economy would be even greater. Our ability to extend our influence and trade in a range of new markets would be seriously undermined. UK education is seen as being at the forefront of innovation, based on liberal values and a tradition spanning generations. Destroy this and the UK falls back even further into its minor island mentality on a downward spiral. Our whole existence as a major economic and strategic power is based on our ability to demonstrate our contribution to global knowledge, our history of standing up for aspirational values and human justice. End access to our education system for migrant students and you undermine the very principles on which the UK has founded its modern day role.

The economic impact to UWE of losing international would be:

Tuition fee - £22.8 million (2016/18 international tuition fee income)

14% (4098) of UWE students are international and EU. If we lost these students it would potentially impact either directly or indirectly 242 Professional Service staff and 274 Academic, Research and Technical Staff (based on 16/17 student and staff numbers)

Bristol and Regional Economy

Local Bristol Economy - £26,710,740 (based on maintenance funds of £9135 and 2924 international students)

23% (£48.67) of international visitor spend in Bristol was from visitors who were here for study (International Passenger Survey 2016)

The net impact of international students in the South West of England is £1.21 billion. By constituency, Bristol West is 14th of top 12 parliamentary constituencies in terms of net impact of £142.4m (The costs and benefits of international students by parliamentary constituency, Report for the Higher Education Policy Institute and Kaplan International Pathways)

Income and capital investments

Fee from EU and International Students represents 20% of UWE's annual student fees income.

The net income from International Students over the last 5 years is about £50 million. In terms of capital investment this would equivalent to the new Business and Law building which has recently opened, 20% of £250m original Masterplan (including new accommodation and Science laboratories) or a much reduced services in

Library, Student Support services. All of these developments have a positive impact on all students and staff.

Do different subjects and different institutions generate different impacts?

The UK is at the cutting edge of creativity, innovation, entrepreneurial enterprise and scientific research and discovery. This touches every curriculum area and no one subject holds greater sway than others. The impact is created from the skills and values that underpin UK higher education, with a focus on deep learning, research, social and economic enterprise and the valuing of social capital. Every subject and its contribution to developing the 'whole student' has its contribution to play.

Courses that would not be viable without international students

Example for Faculty of Business and Law

The Faculty of Business and Law would continue to run its undergraduate portfolio of 22 programmes; however, a reduction on international student numbers would have the following impact on staff levels:

Percentage decrease in the number of international students	Job losses as FTEs	
	Academic	Support
5%	0	0
10%	1	0
25%	1.5	0
50%	3	1
75%	4.5	1.5
100%	6	2

Any reduction in the number of international students would have a more profound impact on the Faculty of Business and Law's postgraduate portfolio of 26 programmes as follows:

Percentage decrease in the number of international students	Number of PG programmes closed
5%	1
10%	2
25%	4
50%	6
75%	8
100%	10

The greatest impact would be on International Management, Finance, International HRM, Global Political Economy; Marketing/Marketing Communications; MBA/Business and Management.

The impact on staffing would be as follows:

Percentage decrease in the number of international students	Academic	Support
5%	0	0
10%	1	0.5
25%	3	1
50%	6	2
75%	9	2.5
100%	12	3

Examples of how international students continue to support UWE once they have graduated

The most frequent area of support provided by international alumni is in recruitment of future students as international students can be great ambassadors for our institution when they return home after their studies. Former students have made connections with local schools and businesses, which have provided placements and other opportunities for current students. One particular example is a collaboration with a local government office in Guangzhou in China. We co-sponsor a postgraduate student to do a Masters programme in the UK and in return, we are offered an internship for a UK student in their office. This initiative also contributes to the work of the Bristol-China Partnership, which facilitates wider trade links between Bristol and organisations in Guangdong.

International students and their families continue to support Bristol even once students have graduated. With 2039 additional visits to Bristol for UWE graduation ceremonies and visitors spending an average of £355.38 per visit (Destination Bristol), results in additional income to Bristol of £724,619.82.

Examples of the positive impact of international students on the local community
 The Mayor of Bristol is developing initiatives that will promote Bristol as an international city and highlight what Bristol has to offer for investment, tourism and trade opportunities. In particular, Bristol will be hosting the Global Parliament of Mayors in November 2018 which be supported by partners across the city including Universities and its students.

Currently a cross-city team involving both universities and Destination Bristol, co-ordinated by the Mayor's Office, is looking at the value international students add and how this can be further realised. An example of a scheme designed to maximise the benefit of international students to organisations in Bristol is the university's International Talent scheme. Part-funded by Santander, this scheme links up businesses in Bristol with needs, such as translation or marketing insights into particular regions with international students. Businesses benefit from input by international students and the students get experience of how business is done in the UK.

2017 Total of July, October and November Ceremonies				
Graduate Type	Number of graduates who attended	%	Number of tickets sold to these students	%
European Union Graduates	218	3%	480	3%
Overseas Graduates	826	13%	1533	10%
Channel Islands Graduates	12	<1%	26	<1%
Total of non UK Graduates	1056	17%	2039	13%
UK Graduates	5215	83%	13739	87%
Grand Total	6271	100%	15778	100%

International students take part in a number of volunteering opportunities in Bristol, supporting the local community. For example Chinese students volunteer at the Avon and Bristol Chinese Women's Group to support website development and work with the elderly Chinese community to develop their language skills and support with day to day activities.

A group of 20 Thai students volunteered with Aerospace Bristol Museum to plan and facilitate two workshops for local isolated people from Olive Tree House. Over 6 weeks they were trained in communicating with visitors, including those with Dementia before planning and delivering a tour of the museum and an object handling session at the care home.

In addition, we have a number of international students who support Bristol's heritage charities e.g. SS Great Britain, Arnos Vale, Underfall Yard. We have positive feedback from Volunteer Coordinators that these students do this to gain as much knowledge of Bristol as they can whilst they are here with many students volunteering at multiple heritage sites.

If migrant students take paid employment while they are studying, what types of work do they do?

The UWE International Talent Programme

UWE's International Talent programme is a unique bespoke work experience and placement scheme for international students. The scheme works on the principle of enabling local employers to benefit from the unique skills, knowledge and contacts that an international student can offer. This is often achieved by linking with local employers who are looking to expand/export overseas, where the knowledge, language and skills that international students offer can have a direct positive impact on the success of this expansion. UWE Bristol have worked closely with organisations such as UKTI South West to source employers who are looking to expand internationally.

The main types of paid work undertaken by UWE international students are:

Assistance with researching new markets

Liaising with key suppliers, clients and customers in a specific overseas market

Translation and interpreting services

Developing international contacts

Providing cultural advice

Support with marketing and social media campaigns

As well as the unique local knowledge and skills international students offer, we have often found that, when approaching employers, they are often surprised by what a high-quality pool of labour they have at their disposal. International students from over 50 countries studying predominantly at postgraduate level bringing significant commercial experience gained in their home country.

The concept of the international scheme is encapsulated by the following feedback from employers:

"Liliana [A Colombian student] took the role of launching our company into the Spanish and South American markets. Her native Spanish language was invaluable in building relationships with key buyers in PLC corporations and understanding the market in depth. After the first six months, we are pleased to say that we have extended her contract for a further six months to allow her to continue her valuable work."

Managing Director, Phineas Products Ltd

"Rarely have I seen a more dedicated group of young people attack a project and obtain so much in just three days. If we had engaged a so-called consultant at expensive rates, we would have done no better than we had delivered for us. It was a remarkable achievement."

Managing Director, Mendip Media

[Mendip Media took on three international students – from China, Russia and Saudi Arabia – each undertaking paid projects researching the feasibility of entry into their countries)

Another employer (Aytan Research) took on international students from a large number of countries e.g. Malaysia, Kazakhstan, China, India, Japan, Spain, and Germany. Because of their experience, Aytan Research applied to be an employer sponsor so that they could offer more roles that are permanent to international graduates.

Further testimonials can be viewed [here](#).

Find out more about how the International Talent scheme helps local employers [here](#).

The International Talent programme placed 78 non-EU students into employability opportunities in 2016/7 and will further develop this activity in 2017/8.

The scheme also offers UWE international students the opportunity to undertake training and volunteering while they are studying in the UK.

In 2016/7 only eight Tier 4 students completed a sandwich placement. Students who apply for a 3-year UG degree course, who then consider a sandwich placement are then obliged to return to their home country at the end of the placement year, in order to reapply to extend their Tier 4 visa to be able to return to the UK to complete their final year of academic study. By doing this, there is a small chance that

students may have their visa applications refused. This is an unfortunate risk for students who have invested considerable time and energy to study in the UK, and therefore many students do not consider the reward to be worth the risk.

What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?

From the non-EU graduates who responded to the 2016 DLHE survey, 41 leavers are employed in highly skilled employment roles in the UK. However, we do not have information on which type of visa they hold after graduation.

Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do.

The Destinations of Leavers from Higher Education (DLHE) survey collects information on what all leavers from higher education (HE) programmes are doing six months after qualifying from their course. The following DLHE data is for full time UG and PG students who achieved their award in summer 2016 at UWE and responded to the DLHE survey during the period Nov 2016 – March 2017.

DLHE outcomes for 2016 EU and Non EU leavers by domicile:

Undergraduate FT				
Domicile	*KPI	Highly skilled employment	Further Study	Unemployed
Non EU	92%	87%	68%	6%
EU	81%	86%	22%	9%

Postgraduate FT				
Domicile	*KPI	Highly skilled employment	Further Study	Unemployed
Non EU	83%	90%	22%	10%
EU	Numbers too small			

**The KPI is a “positive” outcome of either highly skilled employment, further study or a combination of these. “Negative” outcomes are unemployment and low skill employment.*

The response target for non-EU students is 30% and UWE has achieved this. Non-EU and EU graduates who have remained in the UK are more likely to respond to the survey, as they are easier to contact.

Most UWE international graduates gain employment outside the UK. Most UWE EU graduates gain employment in the UK and this is consistent year on year. Between 2011 and 2015, the data shows a gradual annual reduction in the proportion of non-

EU graduates employed in the UK following graduation but for 2016 graduates the proportion increased. From the non-EU graduates who responded to the 2016 DLHE survey, 41 leavers are employed in highly skilled employment roles in the UK.

A high proportion of non-EU undergraduates and postgraduates move directly to further study but fewer than 50% of these remain at UWE.

There has been some success in supporting UWE non-EU graduates to gain Tier 1 visas to remain in the UK as entrepreneurs.

Examples of non-UK alumni who have stayed in the UK and set up their own business post-graduation

Studied	Now self-employed as...
BEd	Speech and Drama Tutor
BSc(Hons) Quantity Surveying	Writer
MA Translation	Translator
HNC Maths Statistics and Computing	Childminder
MA Art, Media and Design by Project	Artist
FDA Creative Practices	Photographer
MA Graphic Arts	Graphic Designer

Data on the roles that non-UK graduates are employed in when they transfer to post-study work

See attached file for anonymised information on roles of alumni from the past 5 years

Examples of notable alumni including those who have occupied senior positions in politics, government, business

Teo Nie Ching – Malaysian politician

CY Leung – Former Chief Exec of Hong Kong

Chee Leong Lee - Malaysian politician

University of the West of Scotland

University of the West of Scotland

Migration Advisory Committee (MAC) 1st December 2017

Call for evidence on the impact of international students, UUK / Universities Scotland

UWS highlights the importance of international students to the local economy of the four towns in Scotland where UWS has campuses, and also the social impacts that are wider than education. UWS is a vibrant, modern university with four campuses (Ayr, Dumfries, Lanarkshire and Paisley) in the south-west of Scotland.

UWS covers a geographical area that is among the most economically disadvantaged parts of UK. Including its London Campus, UWS has over 3000 international students from countries which represent 1/3 of the globe. There are also 130 European partners, and UWS is actively involved in study and exchange options through the Commonwealth universities programmes.

International students are important to UWS not only in terms of the economic impact but also because of their social impacts their arrival can have on the towns and regions where we are located. International students who study with us report an enriching and rewarding experience, and local student report having international students in their communities enhances their learning journey. Our growing international alumni engagement reflects our drive as a globalising academic institution to contribute to academic, skills, social and economic impacts across the world.

Key impacts are:

In 2014 UWS commissioned a review from BiGGAR Economics on the economic and social impact of UWS. This showed that UWS makes a significant contribution to Scotland as a whole: in 2013/14 the economic impact of UWS was £269.4 million Gross Value Added in Scotland, of which £169.4 million was in the areas of south-west Scotland where UWS operates. This review indicated that in South Lanarkshire, South Ayrshire and Renfrewshire the key economic challenges were 'high unemployment, improving the skills base and participation in higher and further education. In Dumfries & Galloway the key challenges are closely associated with out-migration of economically active individuals and a decline in the number of private sector jobs.'³⁸⁹ Having a vocationally-orientated HEI in each location

³⁸⁹ BiGGAR Economics (2014) *Economic and Social Impact of UWS* p.15

contributes significantly to these improvement agendas. Assuming average fee income of £7106 we could say UWS economic impact for non-EU students in the UK is indicated by: $FTE\ 727 \times fee\ £7106 \times 5.52$ (multiplier as per BiGGAR report) = £28.52 million

The objectives and key performance indicators in the UWS Corporate Strategy 2017-2020 highlight the importance of global engagement to underpin activities that contribute to the growth of local, regional and national economic sustainability. Global engagement underpins all activities across all campuses.

There are three global engagement KPIS: to increase the international student to 20% of total population; to achieve 80% uptake of international experiences by students from 100% offer; and to achieve 80% uptake of international experiences by staff from 100% offer. In terms of progress towards targets, our international student numbers on campus comprise c.5% of total and 75% staff report an international engagement in the last year, but student experience internationally is proving harder to quantify.

UWS offers student and staff mobility with 32 Erasmus+ countries. Continuing participation in Erasmus+ is critical to achieving our corporate KPIs as globalising the experiences of our students is key to the future growth of our institution. UWS supports economic development through a variety of activities: the drive to increase the number of international students on campus reflects our commitment to contribute to economic growth in our localities in Scotland as a whole. For the communities in these local areas the economic and social impacts of international students are significant.

The economic and social impacts of an internationalised curriculum that transforms our graduates' life chances are crucial to ensuring our students (international and domestic) can play a part in global society. For example UWS has over 20 transnational education partners worldwide who deliver UWS Bachelors and Masters degrees overseas. The number of TNE students has increased rapidly since 2016 from 150 to 700. The flow of international students on TNE programmes to further study at UWS enhances our international partnerships and collaborations and underpins our student experience including cross-cultural communication and inter-student global engagement.

Yorkshire Universities

1.1. The commission to the Migration Advisory Committee specifies a series of themes on which the government would like advice under the broad framework of the economic and social impacts of international students in the UK. As well as considering the overall impact, evidence and advice is being sought on the following:

The impact of tuition fees and other spending by international students on the national, regional and local economy and on the education sector;

The economic and social impacts beyond education, including on the labour market, housing, transport and other services, in particular, the role they play contributing to local economic growth;

Some breakdown of impacts by type and level of course and institution; and

The impact the recruitment of international students has on the provision and quality of education provided to domestic students.

1.2. The Yorkshire Universities (YU) response below will provide evidence on the following framing questions set out by the MAC:

How much money do migrant students spend in the national, regional and local economy? (Sections 4,5);

If migrant students take paid employment while they are studying, what types of work do they do? (Section 6).

In addition, to provide the context for our responses to these questions, we give information on YU (Section 2) and the impact of international students, in terms of numbers at each Yorkshire higher education institution (Section 3).

About Yorkshire Universities

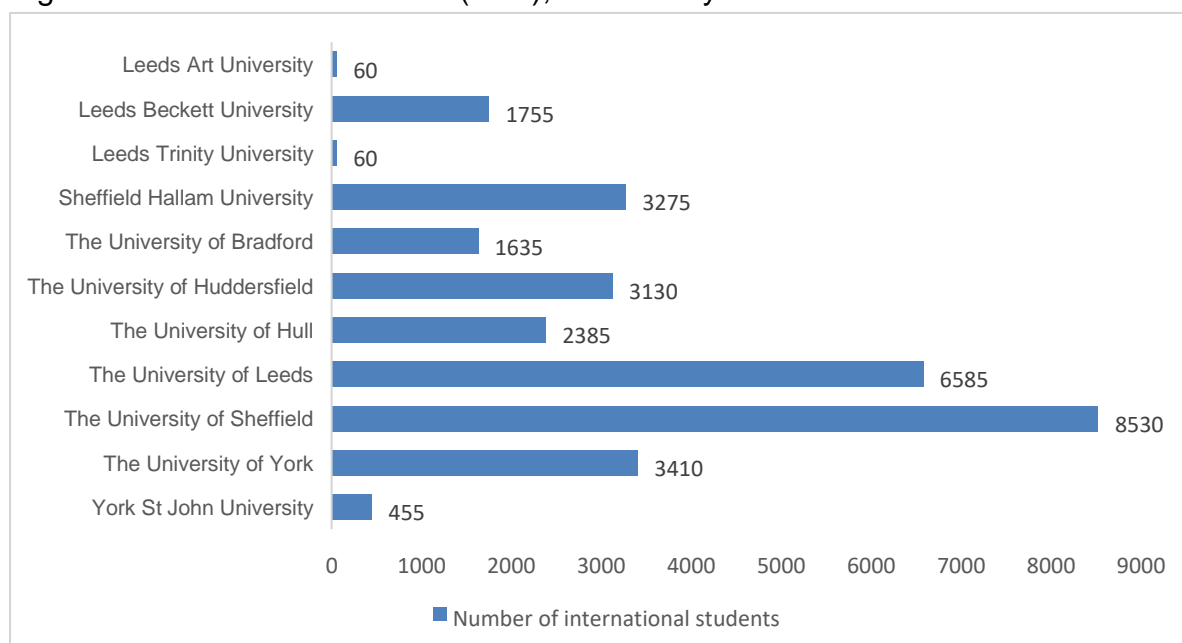
2.1. Yorkshire Universities (YU) is the regional voice for Higher Education in Yorkshire, representing twelve higher education institutions (HEIs). YU is a partnership based on a shared interest in place and the contribution universities make (both individually and collectively) to Yorkshire. Yorkshire's universities' economic activity contributes around £3.2 billion to regional GVA. The institutions employ over 33,000 members of staff and attract over 192,000 students from countries around the world.

The number of international students in Yorkshire

3.1. In 2015/16, universities in the Yorkshire and Humber attracted 88,565 students from the rest of the UK, and 31,270 international students³⁹⁰, of these, 6,360 are from other EU countries. International students account for roughly 16% of the student body in Yorkshire. Across the UK as a whole, international students account for approximately 20% of the student body³⁹¹. Yorkshire and the Humber has the sixth largest number of international students of all regions in the UK, behind London, the South East, Scotland, the West Midlands and the North West.

3.2. International students can be found in all of Yorkshire’s universities; just over a quarter of them are studying at the University of Sheffield (the sixth highest population of international students in the UK), and around a fifth are at the University of Leeds (the 19th highest population of international students in the UK). There are also significant numbers of international students at the University of York, Sheffield Hallam University and the University of Huddersfield. Figure 1 below sets out the total number of international students at Yorkshire’s universities by institution. Figure 2 compares UK and international student numbers by institution and Figure 3 breaks down the student numbers by UK, other EU and non-EU numbers.

Figure 1: international students (FPE), 2015/16 by institution



Source: HESA data accessed through the HEIDI+ database

³⁹⁰ HESA data accessed through the HEIDI+ database, for Full Person Equivalents (FPE) for the academic year 2015/16

³⁹¹ UK Council for International Student Affairs (01/2018). [International student statistics: UK Higher education](#)

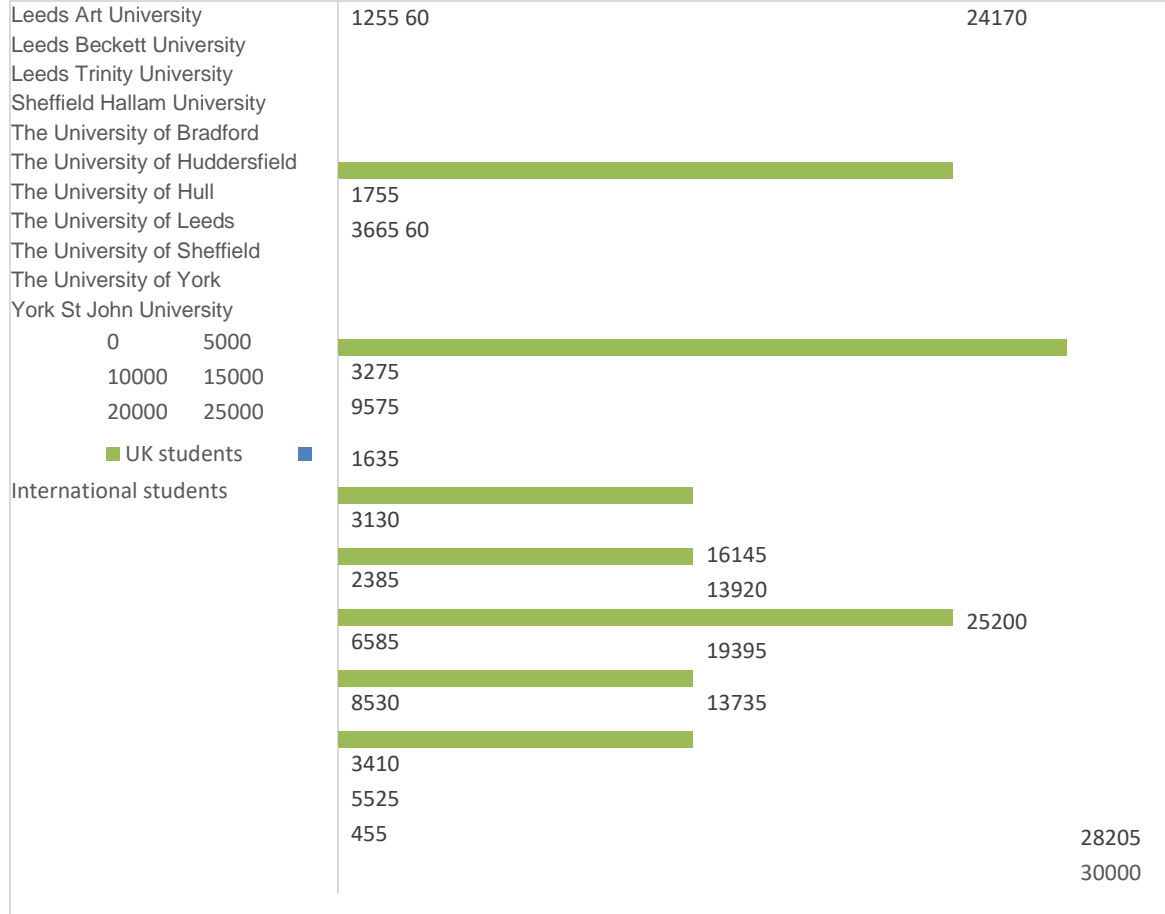
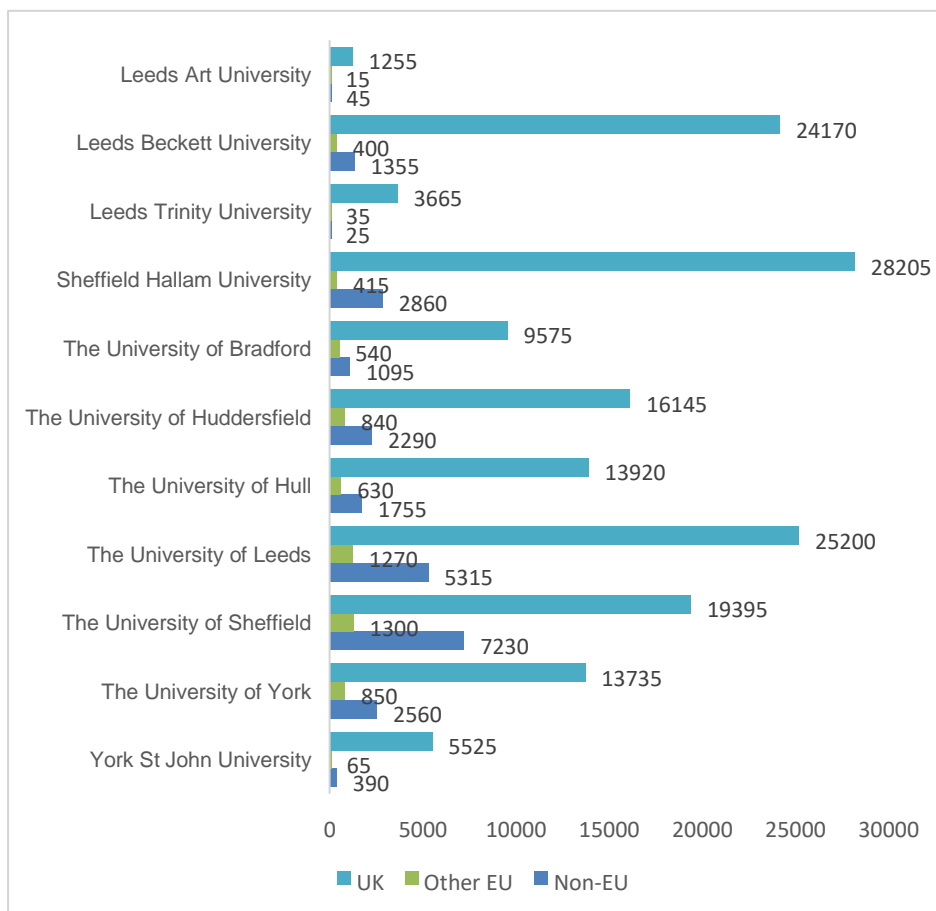


Figure 2: number of UK and international students (both Other EU and NonEU) (FPE), 2015/16 by institution

Source: HESA data accessed through the HEIDI+ database

Figure 3: number of UK, Other EU and non-EU students (FPE), 2015/16 by institution



Source: HESA data accessed through the HEIDI+ database

3.3. Around 50% of international students in Yorkshire are undergraduates and close to 50% are studying for a postgraduate qualification (36% taught, 13% research). Approximately 28% of international students in Yorkshire are studying business and administrative studies – the largest concentration of students by subject. This is followed by engineering and technology, with 18% of the total number of students.

3.4. Approximately 30% of international students in Yorkshire come from China – by far the largest population of international students. Malaysia, India, Nigeria and Hong Kong are among the other countries with populations of over 1,000 students studying in Yorkshire.

The economic impact of international students in Yorkshire

4.1. The Government’s Industrial Strategy is clear about the need for a placebased approach to economic growth supporting a rebalancing of the economy so that prosperity can be shared across the country. It is clear that international

students are an important part of Yorkshire's economy and these contributions should be celebrated, supported and enhanced.³⁹²

4.2. The economic impact of international students on the UK as a whole and Yorkshire in particular is significant (see Figure 4 for comparison with other regions in the UK):

*"The total net economic contribution of international students starting in 2015/16 was estimated to be £1.59bn in Yorkshire and the Humber"*³⁹³.

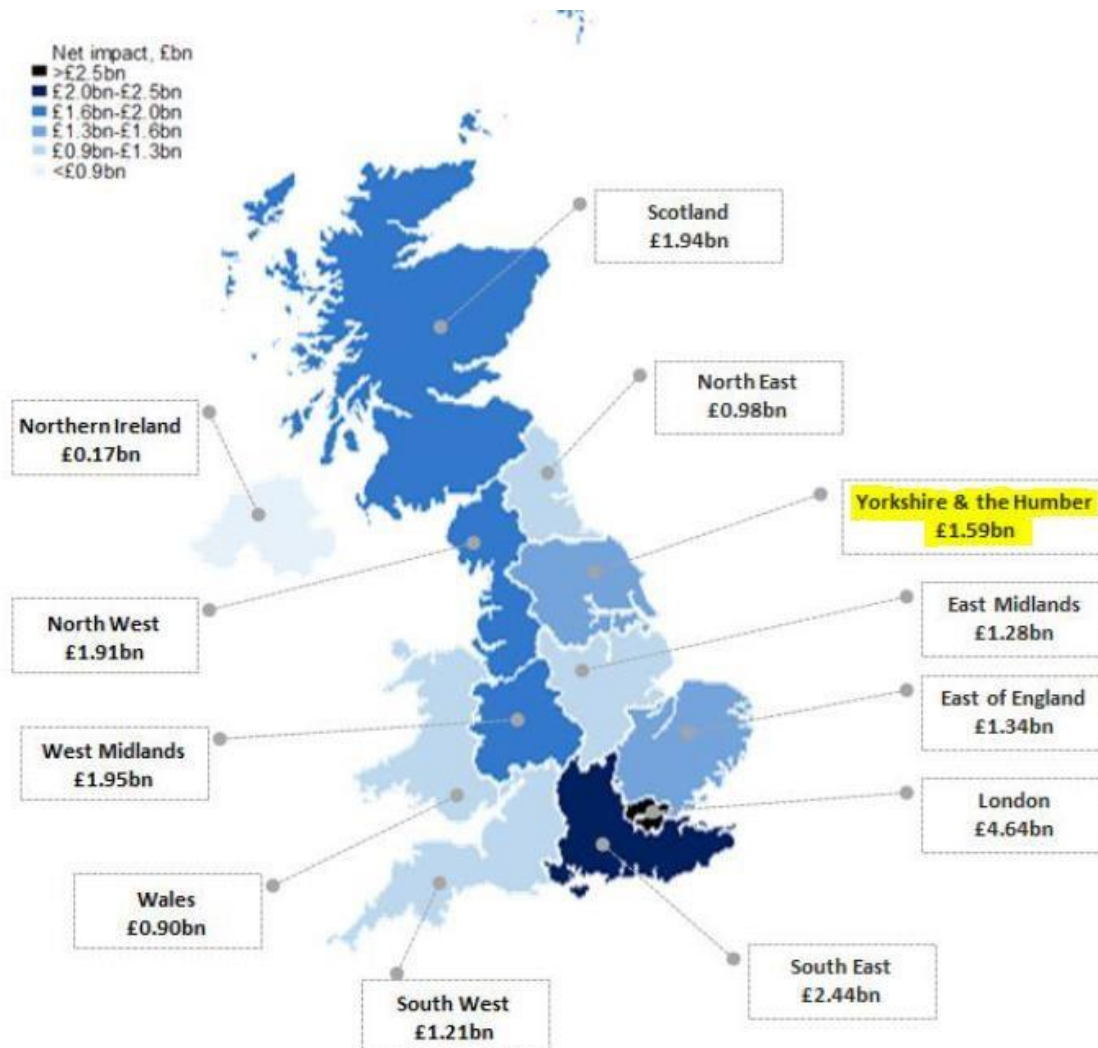
4.3. At constituency level, given the relative large number of international students resident in Sheffield Central (2,455), the analysis indicates that the contribution to the UK economy of the 2015/16 cohort of international students resident in Sheffield Central stands at approximately £226m, which is equivalent to £1,960 per member of the resident population. This puts Sheffield at the top of the list of parliamentary constituencies with the highest net economic impact on the UK economy resulting from international students⁵.

4.4. Leeds Central takes the 11th place with 1,670 international starters in 2015/2016 whose contribution to the economy is £153.9m that is £1,160 net impact per resident.

Figure 4: Net impact associated with the 2015/2016 cohort – by location (region) of higher education institution, £bn

³⁹² BEIS (2017) [Industrial Strategy White Paper](#), Department for Business, Energy and Industrial Strategy: London.

³⁹³ London Economics (2018). [The costs and benefits of international students \(including by parliamentary constituency\)](#), Report for the Higher Education Policy Institute and Kaplan International Pathways ⁵ London Economics (2018).



Note: Values are rounded to the nearest £0.1 billion. All estimates are presented in 2015/16 prices, and discounted to reflect net present values. Source: London Economics' analysis

Expenditure of international students

5.1. In 2014-15, according to the Universities UK economic impact assessment, international revenue in Yorkshire and the Humber amounted to £506 million which, together with the estimated off-campus expenditure of international students and their visitors, represented a total of £973 million of export earnings³⁹⁴.

5.2. The same year, international students' off-campus expenditure (£429 million) in Yorkshire and the Humber generated £483 million of gross output, a £242 million GVA contribution to GDP, and 3,594 fulltime equivalent jobs in the region alone³⁹⁵.

5.3. International students play a vital role in supporting the region's research base, with international students accounting for over 35% of all postgraduate students in Yorkshire. International students also play an important role in the sustainability of courses at institutions that without their contributions would not be

³⁹⁴ Universities UK (03/2017). [The Economic Impact of International Students](#)

³⁹⁵ *ibid*

viable. The implication of course closures impacts upon UK students and businesses through the loss of local skills development.

*“They support courses through the fees they pay, they add to the diversity of courses and help maintain courses that would otherwise not have a viable number on them to run”.*³⁹⁶

5.4. In 2012, the University of Sheffield commissioned Oxford Economics to prepare a report examining the scale of the economic benefit international students bring to the city. According to Claire Prendergast, a senior international officer at the University of Sheffield:

*“The research showed that international students at Sheffield-based universities in 2012/13 would pump £120 million into the local economy, with 8.9% boosting local labour supplies by utilising their skills directly in the Yorkshire and Humber region. This impact is felt outside the city’s boundaries too, with a further 10.7% employed in the rest of the UK, supporting our national workforce with fresh skills and talent.”*³⁹⁷

Postgraduates for international business

6.1. In recognition of the important role of international students, and the potential benefits to businesses in the region, YU piloted a project with the Leeds City Region (LCR) Local Enterprise Partnership (LEP), to match businesses with international students. The project was facilitated by the Department for International Trade (DIT)³⁹⁸.

6.2. The project supported Yorkshire-based businesses seeking to expand international export activities by using appropriately skilled undergraduate and postgraduate students across the region. It was well supported by our members, with participation from the universities of York, York St John, Leeds, Leeds Beckett, Leeds Trinity, Hull, Bradford, Huddersfield, Sheffield and Sheffield Hallam.

6.3. The scheme created opportunities for students with language and cultural skills to work with companies in Yorkshire on international projects or areas of business need. Students on the scheme were paid. DIT used the model established in Yorkshire as the basis for a nationwide pilot scheme.

³⁹⁶ Yorkshire Post (10/03/2017). [Protect international students who bring £429m to Yorkshire’ - Universities’ Brexit plea to Government](#)

³⁹⁷ Oxford Economics (2013). [The Economic Costs and Benefits of International Students](#)

³⁹⁸ At this time the Department was known as UK Trade and Investment (UKTI)