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Libyan students in the UK – update

Universities UK (UUK) and the UK Higher Education International Unit (IU) have been working to secure assurances for Libyan students currently studying in the UK.

According to figures for 2009-10 from the Higher Education Statistics Agency, there were 2,880 Libyans studying in the UK, many of whom were on Libyan government scholarships. In recent months following the political turmoil in their home country, a number of these students have faced growing uncertainty in relation to their immigration status and ongoing financial support.

UUK and the IU have worked with a number of stakeholders within the sector to gather information on the current difficulties affecting Libyan students, and sharing this with relevant Government departments including the Department for Business, Innovation and Skills (BIS), Foreign and Commonwealth Office (FCO) and the UK Border Agency (UKBA).

Following on from this activity the UKBA has agreed to allow any Libyan national, with continuing lawful leave or previous lawful leave that has expired since 22 February 2011, who does not meet the requirements of the Immigration Rules but are unable to return to Libya, the opportunity to temporarily extend their stay in the UK by up to six months. Provision has also been made for those Libyan nationals unable to pay the necessary application fee.

Furthermore, detailed advice has been provided to Libyan students and their institutions of study in relation to the non-payment of fees and sponsorship funds. Details of the Treasury's Asset Freezing Unit (AFU) have been circulated across the sector to enable cases where funds have not been reaching the UK to be identified and for appropriate action to be taken to facilitate funds in reaching Libyan students.

Concern over fees for government-sponsored Libyan students became acute following the British Government's recent decision to recognise and deal with the National Transitional Council (NTC) as the government of Libya, and expel the remaining former Qadhafai regime diplomats from the UK.

The Foreign Secretary, William Hague, issued a statement seeking to reassure Libyan students concerns about what this decision means for them in which he confirmed that the Government was working closely with the NTC and relevant banks to ensure that they would continue to receive the funds to which they are entitled.

The Foreign Secretary invited the NTC to appoint their own diplomatic staff, and a new Charge d'Affairs has now taken up post at the Libyan Embassy in London. The Charge d'Affairs has responsibility for, amongst other things, authorising funds for those Libyan students in the UK on government scholarships.

Following a High Court hearing on 26 August, the British Arab Commercial Bank (BACB) was granted a Court Order authorising it to act on the instructions of the new NTC Libyan Embassy, in respect of the Embassy bank accounts, which were held by the BACB. This means that the BACB has been able to continue processing grant payments to Libyan state-funded students in the UK.

Speaking of the action taken by UUK and the IU, Dr Joanna Newman, Director of the International Unit stated: "This is an excellent example of the education sector working with Government to fulfill a duty of care to Libyan students who have found themselves in an extremely distressing and unsettling situation. We will continue to work with the sector to monitor the situation and to influence the development and dissemination of further advice and assistance as necessary".

The UK is not alone in having to deal with issues following unrest in Libya. As recently as last week the Australian Government announced that it will be providing a loan of AUS\$1.5million to the Libyan Embassy to assist the 650 sponsored Libyan students in the country. In Canada and the United States of America, the Canadian Bureau for International Education (CBIE) has likewise been working with various government departments to secure financial and visa concessions for the 2,500 Libyan students and their dependents in institutions in the region.

Markets & Intelligence

2011 QS World University Rankings

This year's QS World University Rankings®, published last week, contained good news for UK universities. Despite all the upheaval in the UK higher education sector this past year, three UK universities still made it into the top ten, and Cambridge took number one spot for the second year running.

Overall, 37 UK universities appears in the top 300, second only to the US. Nonetheless, despite these positive results, US institutions continue to dominate the tables overall, taking 20 of the top 50 places and accounting for 70 of the top 300.

Originally published in collaboration with the Times Higher Education (THE), this is now the second year that Quacquarelli Symonds (QS) has published its own independent rankings – using a very similar methodology to the previous THE-QS World University Rankings.

Although nominally based on six indicators, the new QS World University Rankings® are still primarily focused on 'reputation'. 40% of the ranking is based on academic reputation (taken from surveys of over 33,000 global academics) and 10% on employer reputation (from surveys of 16,000 graduate employers).

The value of rankings that base themselves on how universities are regarded rather than actual institutional performance is highly debatable: old rankings will undoubtedly influence new ones; better known (but not necessarily better) institutions will be favoured; and institutional marketing success might cloud actual quality.

Yet one can equally argue that measuring performance is similarly unfair – given that actual quality is impossible to measure, proxies will instead be used, and, in most cases, bad proxies.

Despite all their flaws and failure to reflect the diversity of higher education, university rankings – the QS one included – will, in all their shapes and forms, continue to capture headlines, encourage inter-institutional competition and, to a greater or lesser extent, carry on influencing student, academic and employer opinions. In fact, we may see the latter become more of a factor as higher education operates in an increasingly global marketplace, and correspondingly, comparative information becomes ever-more necessary.

Fully aware of this likely trend and probably trying to spur a bit of controversy in the wake of the tuition fee increases in the UK, QS for the first time has published their 2011 rankings alongside comparative international tuition fee data.

These figures lead to some interesting conclusions on supposed value-for-money – with many continental European universities doing very well. The potential impact this may have on UK student choice over the coming years is, however, yet to be seen. So many factors are in play. And it is far from clear at present whether UK students, who traditionally have been relatively reluctant to study abroad, especially for undergraduate degrees, might be willing to take the plunge and study in a foreign country, possibly also in a language other than English.

Yet if this does become a reality, it is likely that the growth of information about universities worldwide, especially their relative costs, will most likely contribute to this trend and may indirectly help to boost UK outward student mobility.

The full list of QS University World Rankings can be found [HERE](#).

Top 20 QS World University Rankings 2011/12

Position	Institution
1	University of Cambridge (UK)
2	Harvard University (US)
3	Massachusetts Institute of Technology (US)
4	Yale University (US)
5	University of Oxford (UK)
6	Imperial College London (UK)
7	UCL - University College London (UK)
8	University of Chicago (US)
9	University of Pennsylvania (US)
10	Columbia University (US)
11	Stanford University (US)
12	California Institute of Technology (US)
13	Princeton University (US)
14	University of Michigan (US)
15	Cornell University (US)
16	John Hopkins University (US)
17	McGill University (Canada)
18	ETH Zurich (Switzerland)
19	Duke University (US)
20	University of Edinburgh (UK)

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Universities to lead the lucky country to being a productive country

Australia's national productivity would sharply increase if the Australian Government were to fully implement the reforms of the 2008 **Bradley Review**, according to a recent report by Universities Australia.

The report **A productive country** estimates that the Bradley reform scenario would add some 5.6% to national productivity by 2040 and 6.4% to Australia's GDP. Further, it states that higher education reform and resourcing would deliver a budget surplus of \$325.5 billion better than the no-reform path in the period 2011-2040.

Living up to its reputation as the 'lucky country', in recent times Australia has been largely shielded by the economic downturn due to the wealth of its natural resources. This week however, **The Australian** reports that labour productivity has fallen to its "second-lowest level in 15 years, sparking warnings that the nation's economy will suffer unless businesses get up to speed before the resources boom goes bust".

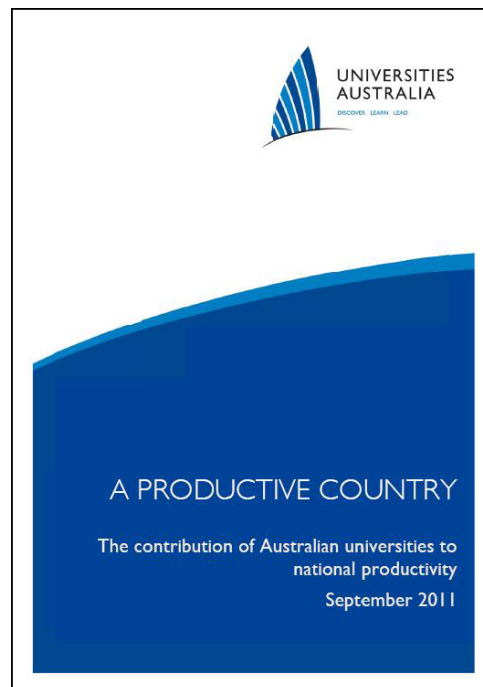
Positioning Australia's universities as the drivers of economic growth and productivity, Universities Australia Chief Executive Dr Glenn Withers said that "full implementation of the landmark Bradley Review of Higher Education can do more for GDP and living standards growth than any other single publicly identified and costed reform".

The report also calls for a 10% increase in the public and private contribution to student fees, highlighting that undergraduate student places were substantially underfunded on average by 33%.

Depending on the course of study Australian domestic students pay between AUS\$4,300 per year for subjects such as law, economics and accounting and AUS\$9,000 per year for medicine and dentistry on a deferred Government payment scheme. Again, depending on which course, the Government contribution to each place is set between AUS\$1,700, and AUS\$19,500.

The level of public contribution to a domestic undergraduate student is a stark contrast to the recent reforms to the higher education system in England, where **The Guardian** reports that the **estimated average annual fee** for a student in 2012 will be £8,393, supported by a Government loan system.

Timed nicely, the Universities Australia report seems to chime with the Australian Government's views on productivity. Australian Treasurer Wayne Swan was recently quoted on the nation's leading current affairs program, **The 7.30 Report** highlighting the role of education: "what we need to do is deal with the foundations of lifting productivity. And what's that about? Well most particularly, it's about the training and the education of our workforce and our people".



UKCISA annual conference - call for proposals

Proposals are invited for UKCISA's next annual conference at the University of Warwick, 11-13 July 2012. Suggestions can be on any topic of interest to international student advisers and related staff in UK colleges and universities.

As a guide to the kind of topics covered, **see last year's programme**. Presenters are usually professionals within the field, however researchers who are able to make their findings relevant to practitioners are also welcome.

Speakers will be eligible for a discounted registration fee for presenting at the conference. Speakers participating as delegates in other parts of the conference will normally be expected to claim expenses from their institution.

To submit a proposal for a session, complete the proposal form **HERE** and return it to: Beatrice Merrick by 09 January 2012.

To discuss any submissions, contact Beatrice on 020 7288 4330 / beatrice@ukcisa.org.uk. UKCISA will aim to confirm whether sessions have been accepted by the end of February.

UK Council
for International
Student Affairs

UKCISA

In Focus: Australian international student recruitment

No more kangaroos: Australia and international student recruitment

The death of the kangaroo is official. Whilst the iconic animals are thankfully still plentiful in the flesh, their days as the pin-up of the country's national education brand are over. A new brand, Future Unlimited, was launched earlier this year as part of broad initiative to reposition Australia as a premium international education destination. The message is clear: Australia isn't just a great place to live whilst studying: it offers learning experiences and qualifications that will open doors to future success.

The new brand positioning needs to be set in the context of a wider current debate in Australia, where universities, government, media and the international education sector as a whole have been carrying out some intensive soul-searching in the face of some unprecedented challenges in their operating environment – challenges which, according to many commentators, are largely self-inflicted.

Along with the UK, Australia has led the way over the past two decades in rapidly growing international student numbers. Emerging massive demand in overseas source markets, combined with institutional imperatives to attract new income streams and diversify student bodies to create the opportunity. Universities' efforts to grasp this opportunity were then facilitated by comparatively affordable fees, government policy-setting that provided clear permanent migration routes, and a market positioning that set Australia as the affordable, fun and friendly lifestyle choice for discerning international students (enter the kangaroo...).

And it worked. International education services rank today as one of the country's top exports, worth some AUS\$16.5 billion annually. The sector's contribution to the academic strength, cultural diversity and bottom line of the nation's universities is understood and welcomed.

Less understood by the media, wider society and, many would argue, the government, is the crucial role that international students play in providing a well-educated and acculturated migrant talent pool in a boom economy with a major skills gap problem and near full-employment. Finally, through its large networks of partnerships, alumni and links across the region, a strong sector supports Australia's national engagement with its neighbours across the rapidly developing Asia Pacific region.

But some rather worrying large cracks have appeared over the past couple of years. The seemingly unstoppable upward trajectory in international student numbers faltered in 2009, slowed further in 2010, and in 2011 has all but come to a halt. And with big falls this year in enrolments in the pre-higher education English language and vocational education sectors, the next couple of years at least are expected to present some very tough times for the international sector.

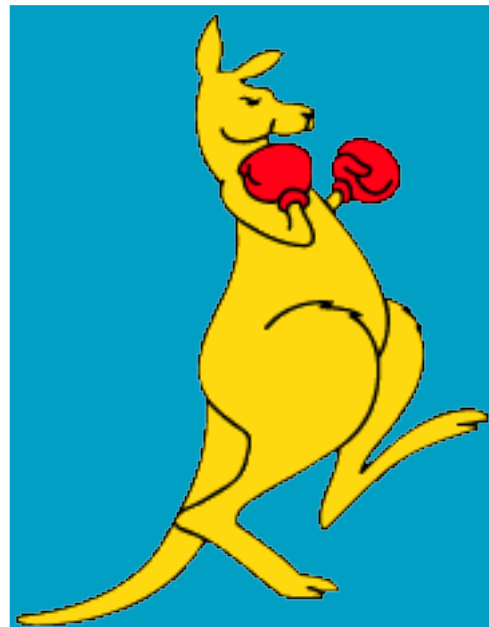
Identifying the real reasons for the decline has prompted much lively discussion. The major culprits seem clear; significant government policy changes - most notably a tougher student visa regime and changes to post-study migration pathways - have combined with the reputational fallout of high profile attacks on international students and a rapidly developing competitive environment, all set against the backdrop of a strong Australian dollar that has increased costs significantly from key markets. Experts argue over the relative significance of these factors for Australia's key markets: they also disagree over what needs to happen next.

At a policy level, the federal government's Knight review of the student visa system is due to report at the end of the year, whilst initiatives to strengthen the quality of the sector and the student experience were at the heart of the 2009 review of the Education Services for Overseas Students Act. But within the sector itself, student groups, universities and their peak bodies argue that such policy initiatives are often disjointed and subservient to seemingly more powerful influences on government priorities, whether it be the all-powerful mining sector or an anti-immigration media.

What is widely agreed upon is that Australia needs to create a sustainable model for international education. Continued growth in demand for high quality education, Australia's geographical positioning close to Asia, the premium quality of its offer and its experience in international education presents huge opportunities for the country in the coming years. It has everything to gain, and much to lose, kangaroo or no kangaroo.

Steve Berridge
 Director of International
 Victoria University, Melbourne

www.vu.edu.au



*Fighting to survive:
 Australia's new approach to international
 student recruitment doesn't include
 its most famous icon*

In Focus: Decolonising universities

"They keep writing and we keep citing." Are pale imitations of our universities the endgame for internationalisation?

The intellectual dominance of the Western university model came under attack in Penang, Malaysia earlier this summer as academics, activists, journalists and students from across the globe gathered to discuss ways of preventing their academic institutions becoming "pale imitations" of universities in the Global North.

At the *4th International Conference on Decolonising Our Universities* delegates piled critiques on the social sciences, history and even mathematics arguing that continuing colonial influences mean non-European thinkers and intellectual traditions are sidelined and ignored in university curricula worldwide.

As higher education is increasingly internationalised through global collaborations, student mobility and, in particular, transnational education, this conference raised the need to consider the impact of globalisation on the diversity of university models and systems. Serious thought needs to be given to the exact nature of 'mutually beneficial' higher education engagement, especially in the Global South.

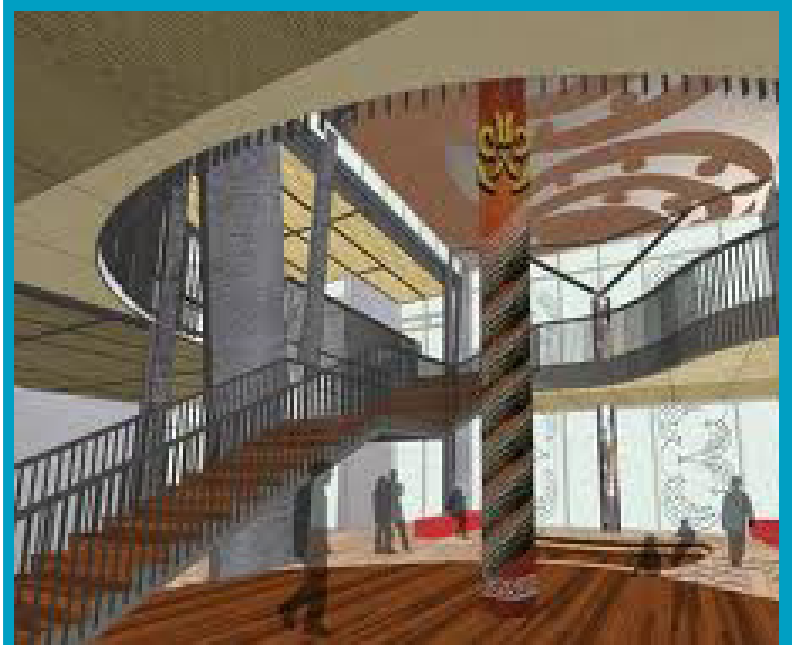
The Western university model has much to offer in terms of freedom of academic enquiry or quality assurance but as this conference demonstrated universities want to be self-determining in how they approach learning. Is the homogenisation of campuses across the world desirable?

"Another world is desirable" the delegates claimed; one where the need for human-centred 'socially useful sciences' that aim to create 'good citizens instead of only good workers' is recognised. To this end the conference submitted a memorandum to UNESCO criticising their World Social Sciences report and urging it to recognise the diversity of definitions and methods in the social sciences.

They suggested a series of solutions to reduce the knowledge gap in this subject, including the recognition of academic research not conducted in European languages and by non-European authors and institutions. They highlighted a need for a greater number of South-South collaborations and exchange programmes.

While sometimes couched in firebrand Gramscian rhetoric, the conference did reflect on the current state of higher education in the Global South. Farid Alatas, professor of sociology at the National University of Singapore sought to remind delegates that beyond the colonisation of thought there are problems in institutions and systems in the Global South, such as a lack of standards or government interference in curricula. He concluded by asking what social scientists are doing to fight the abuses and corruption in their own countries, and whether the social sciences can confront the problems of Asia today.

The cited causes of this hegemony of Western thought in universities in the Global South stretch back to colonial impositions such as the Macaulay 'Minute on Indian Education' in the 1930s which imposed English as the language of education in India to create a class of people who were "English in taste, in opinions, in morals, and in intellect." It was warned that this imposition continues today through international rankings based on 'Western frameworks', the preferential treatment given to research published in English and the secretive nature of the peer review process. The general feeling from conference delegates was that a process of 'decolonisation' is required for university curricula and teaching methods in order to avoid their universities becoming pale imitations in the endgame for internationalisation.



Te Whare Wananga o Awanuiarangi, an indigenous Maori university in New Zealand with a focus on local knowledge and pedagogical approaches

Markets & Intelligence**Seminar invitation: International higher education - distinctiveness and branding**

The UK HE International Unit, in partnership with the Guardian and the Leadership Foundation for Higher Education, invite UK universities to attend a half-day seminar on branding and marketing for an international audience.

The seminar will consider what makes a successful brand identity in the international market: what to avoid, what works well, and how to turn strengths at home into results overseas.

Keynote speakers from the University of Edinburgh, the University of Chicago Booth School of Business London, and Stamp Consulting will bring expert points of view and best practice on building a successful brand for an international audience.

Delegates will explore what distinctiveness means in the international context, gain insight into the relationship between international distinctiveness and market positioning and have the opportunity to network with specialist practitioners, advisers and peers.

Click **HERE** for more information and to register.

Opportunity for one-to-one meetings with Indian Education Institutes

The Training Gateway and UK Trade and Investment (UKTI) will welcome a delegation of universities from Pune, India to the UK in October and are organising a series of meetings and visits across the UK.

On Monday 17 October, the delegation will participate in a partnering seminar in London with UK universities. The Indian education institutes represented include MAEER's MIT Institute of Design (Pune), MIT Pune (School of Telecom Management), MIT (Aurangabad), NIT Graduate School of Management. A full list can be viewed **HERE** including details of each institute and the types of partnership activity they are interested in. A similar event will be held at the University of York on Wednesday 19 October.

Several UK universities are already registered for the events, but for those who have not and are interested please contact Alison Rutter at The Training Gateway: ar823@york.ac.uk.

Calls for posters: UKTI TechWorld 2011

UK universities are invited to enter their best academic posters at the UK Trade and Investment (UKTI) major technology event, TechWorld 2011.

Over 30 posters will be on display in the main exhibition hall for the duration of the two-day conference which runs from 16-17 November 2011 at the ExCeL, London. A poster judging panel will select the top three posters with the winner receiving a trophy, publicity and media recognition.

TechWorld 2011 will showcase university research activities that underpin innovation in the UK to an international audience of decision makers and entrepreneurs.

Last year 40 posters from around 30 universities were received; winners were the University of Glasgow, University of Southampton, and Imperial College London.

For universities entering the poster competition, low cost individual stands are also available to run demonstrations. Visit www.techworld.uk.com for more information and to register. Questions should be directed to David Sharp at UKTI: david.sharp@ukti.gsi.gov.uk.

International Unit publications: Brazil and Qatar

The UK HE International Unit has recently updated its Qatar Country Briefing to include the most recent developments and links between UK and Qatar higher education.

In addition, a country briefing for Brazil has been added to the series. This follows increased activity between the UK and Brazil, including a recent ministerial and universities visit, the announcement of a scholarship scheme and the development of a framework programme of partnership activities.

All briefings cover the current political, economic and social landscape, an updated section on higher education developments and the most recent links between UK and each country's universities.

The briefings are available in the Secure Area of the Unit's website (UK HEIs only, login required).

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You're hired! - University of Bedfordshire boosts employability of international students with innovative internship scheme

Working in a local business or even designing an environmental strategy for the university campus may not be at the forefront in the minds of those coming to study in the UK.

A new internship programme at the University of Bedfordshire aims to do just that, providing 1,500 international postgraduate students over the next twelve months with the opportunity to gain skills and experience to boost their employability back home.



With 53% of their international postgraduate students specialising in Business-related subjects and 30% in Computing and Sciences, Bedfordshire is developing this employability scheme to give their students a head start in the competitive job market many will face when they return home.

Following a pilot last year that placed students internally within the University, working in faculty offices, the library and Student Information Desk, Bedfordshire has the ambitious aim of finding placements for over a third of their international students in local and national businesses and voluntary organisations. The University will support the students through scholarship payments; it will also provide support for the participating businesses by ensuring students are matched appropriately, and assistance with visa issues.

Bedfordshire has developed other schemes for international postgraduate students, such as tasking them to design environmental strategies for the university or mentoring fellow nationals in the career service. Some even get to be in Bedfordshire's answer to The Apprentice with a challenge to make the most profit selling wholesale stock over a 100 hour period, with the profits supporting bursaries for other students. Click **HERE** for more information.

Tell us about your internship programme for international students - the International Unit is supporting the development of a national scheme for internships: info@international.ac.uk.

Adapting to Disruptive Times: Emerging Models for HE Provision

Senate House, London, Thursday 3 November 2011
9.30 – 17.00, followed by a wine reception

The Observatory on Borderless Higher Education and University of London International Programmes are holding a seminar on 3 November to explore the technological, socio-economic and international challenges to traditional higher education. The seminar will also examine how existing models of higher education provision are responding to these transformations.



Participants will debate the extent to which these challenges necessitate structural change within institutions and examine what new models and adaptations are emerging at universities and private providers. The programme will include a consideration of how industries such as music and publishing continue to deal with disruptive change and the lessons that can be brought into higher education.

This one-day conference is aimed primarily at senior managers and policy-makers in higher education. The format will be mainly plenaries with one breakout session. Speakers confirmed to date include: Professor Geoffrey Crossick, Vice-Chancellor University of London, Dr Malcolm Read, Executive Secretary JISC and Alan Jenkins, Vice-President Kaplan Europe.

Reduced registration fees are available for early-bird registration (by 30 September) and for Observatory subscribers, CDE Fellows, and partner universities of i-graduate (ie, those registered for the TNE, DE, SB or ISB in 2011-12). Further information is available on the **Observatory website** and from Bill Lawton at william.lawton@obhe.ac.uk. Full programme to follow.

To register, click **HERE**.

Research & Collaboration
Internet and social media - the new recruitment ground for international students

The internet and social media, such as facebook, are now one of the most influential mediums for international students when choosing to study abroad, according to a recent British Council survey of 127,000 international students.

The survey, the largest ever conducted on international students, showed that online resources have largely replaced traditional prospectuses, and attendance at online education exhibitions was overtaking the physical.

However, while more prospective students are using the internet to help them shortlist study options, survey respondents said that when making the final decision there was no substitute for face-to-face interaction and a trusted supervisor.

British Council research manager Elizabeth Shepherd said that "relying purely on digital media to make a life changing decision – without having experienced any tangible or concretely affirming evidence – would certainly amount to a huge leap of faith for a young person."

The survey results have been released in a new report by the British Council Student Insight: *Online Marketing to a Global Student Audience*.

The report highlights that to keep pace with changes in the rapidly growing 3.5 million-strong international student market, universities are investing more into promoting themselves online in an effort to "reach students who nowadays exist in an increasingly complex and impenetrable digital landscape".

However the research warns that there are variations from country to country in access to the internet and the way people use it – indicating that a university adopting a single approach to digital marketing is unlikely to succeed.

For example, universities wanting to recruit in key markets, such as China, Taiwan, Korea and Japan should also consider their online presence in English as well as the native language, as prospective international students search for, and access information equally in both languages.

"What this research shows is that universities need to develop an in-depth knowledge of internet and social media usage in each of the countries they are targeting and tailor their digital marketing accordingly. It might mean, for instance, that they must be prepared to provide information online in the native language of the students they are aiming to engage with," Elizabeth Shepherd said.

The report *Student Insight: Online Marketing to a Global Student Audience* is available for purchase on the British Council website [HERE](#).


Consultation: publication on integrating support for international students

The Quality Assurance Agency for Higher Education (QAA) is calling for feedback on draft guidance that will support institutions in meeting the needs of international students in the UK.

This guidance seeks to establish a UK-wide set of shared principles that reflect minimum expectations of support for international students, with a view to assisting institutions in developing an inclusive environment that meets the challenges associated with an increasingly international student body. Recognising that there is much good practice already in place to support international students, this new guidance seeks to reflect and consolidate existing practice.

International students studying in the UK - Guidance for UK higher education institutions, can be found [HERE](#). QAA welcomes comment from across the sector. The deadline for responses is Friday 14 October 2011.

Click [HERE](#) for more information.

The UK HE International and Europe Unit
Woburn House
20 Tavistock Square
London
WC1H 9HQ

Joanna Newman
Director

Callista Thillou
Manager (Europe)
Adviser (International)

Christian Yeomans
Policy Officer (Europe)

Alexandra Jenkins
Policy Officer (Europe)

George Grayson
Policy Officer (International)

Elizabeth Farnell
Communications and Public Affairs
Officer

Sean Cope
PA and Communications Assistant

www.international.ac.uk

www.europeunit.ac.uk

If you have any feedback or suggestions regarding this newsletter and its contents or would like to bring to our attention news from the international higher education sector, please email info@international.ac.uk

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Research & Collaboration

Increased interest in study opportunities across the pond

New data released in August suggests a sharp increase in UK students applying to American universities. It seems that with rising tuition fees in England and media scares on the limited places available at UK universities, British students appear to be increasingly considering the option to study on the other side of the pond.



Registrations for the SAT test – which is in most cases required for entry to undergraduate study in the United States – reached record levels in the UK during the 2010-11 academic year. It has also been reported that there has been a 30% increase in the number of UK students taking the exam since 2008.

Furthermore, top Ivy League institutions have announced that they have received record-breaking numbers of applications from British students. Harvard has seen a 41% increase in 2010-11, Yale 23%, and the University of Pennsylvania 50%.

Less concrete, but equally indicative of the increased interest in opportunities in the US, is the increased traffic from the UK on www.collegeboard.org, a university planning website. The website has seen an increase of 16.4% unique visitors from 2009-10 to 2010-11, with England, where tuition fees are set to rise almost threefold next year, representing 95% of that traffic.

Although these figures are likely to have been inflated by the recent fee changes in the UK, the US has for many years been a popular destination for UK students. Even prior to the tuition fee announcements of last autumn, a record 8,861 UK students were reported to be studying at American universities in 2009-10, according to the Institute for International Education's (IIE) **Open Doors** report.

The 'push' factor of increased tuition in England cannot alone, however, explain the rise in interest in the US as a study destination. 'Pull' factors also play their part.

The US has always had the largest international student market share in the world (18% according to the latest OECD – followed by the UK with 9.9%), and US institutions dominate most international university league tables. In fact, at the graduate level, **according to a recent report** by the Council of Graduate Schools (CGS), the US has this year seen the largest increase in international admissions since 2006, of which UK students only comprise a small part. The report records that offers of admission from US graduate schools to prospective international students increased 11% from 2010 to 2011, following an increase of only 3% last year.

It is not known to what extent this trend will continue in the coming years as the full impact of the last year's UK government policies take their toll. Yet early indications imply that the recent tuition fee increases are impacting students' decisions. And so as UK universities confirm their fees for 2012-13 this autumn, it is most likely that we will see applications for courses across the pond rise in accordance. Whilst possibly for the wrong reasons, an increase in UK outward student mobility is a positive development and should be welcomed.