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Progressions of international students
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Background

- UK HE International Unit report out yesterday:
“...beyond the formal pathways
not enough is known of routes to UK study...”
- Complexity of routes to UK study
- International students are more likely to choose the UK if they have already studied here
(British Council Student Insight study)



Distinctive features of the UK higher education

- The UK has the fastest turnaround of students compared to its peer group of countries
- While the overall number of international student enrolments is half of the number of international students in the US, the two countries have almost equal number of new entrants
- While new entrants in the UK are

54% of the total enrolments, their proportion in the competitor set of countries are much lower: Germany 34%, the US 35% and Australia 41%

Outline

- Some of the data we could consider
 - UCAS
 - GREAT
- Pathways to undergraduate study
 - Onshore pathways
 - Offshore pathways
- Pathways to graduate study
- Discussion

How many international HE students apply from the UK?

UCAS very interested in exploring this in more detail to support the international work of UK institutions

Non-UK domicile applicants (exc. EU)	2010	2014
Not UK	39,165	48,105
UK-based	21,445	22,845
#N/A	120	
Grand Total	60,730	70,950
UK-based as % of total	35.31%	32.20%

Approx. 7,030 applicants are 'independent';

15,815 via a registered centre

Source: Approximate summary data from UCAS (2015)

GREAT campaign – interim findings of survey

Online questionnaire distributed to first year international students at a UK higher education institutions

- Starting at their HEI in the UK this academic year

Interim analysis based on 1,777 responses received from students registered as international students at their UK HEI

Online fieldwork by Research Stories: Nov – Dec 2015 (ongoing)

- We still encourage HEIs to share the survey link with first year international students

GREAT campaign – interim findings of survey

Q) What is the focus of the research?

The student journey, the decision-making process and the influences on international students coming to study at an HEI in the UK.

Q) Who is involved in the research?

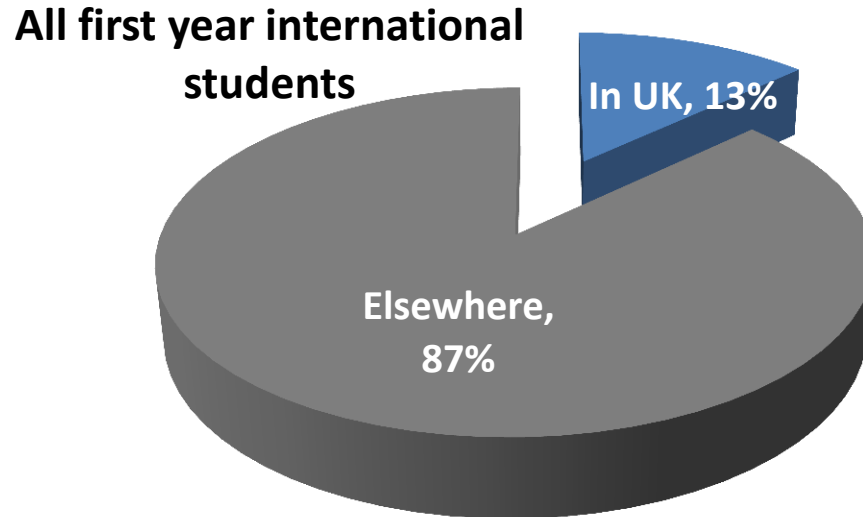
The research has been commissioned by the British Council and the GREAT Britain campaign

Managed by in2impact (www.in2impact.co.uk) working with Research Stories (www.researchstories.co.uk)

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Country pathways for international students

During the year immediately prior to starting your current course in the UK, where were you living?



Interim results

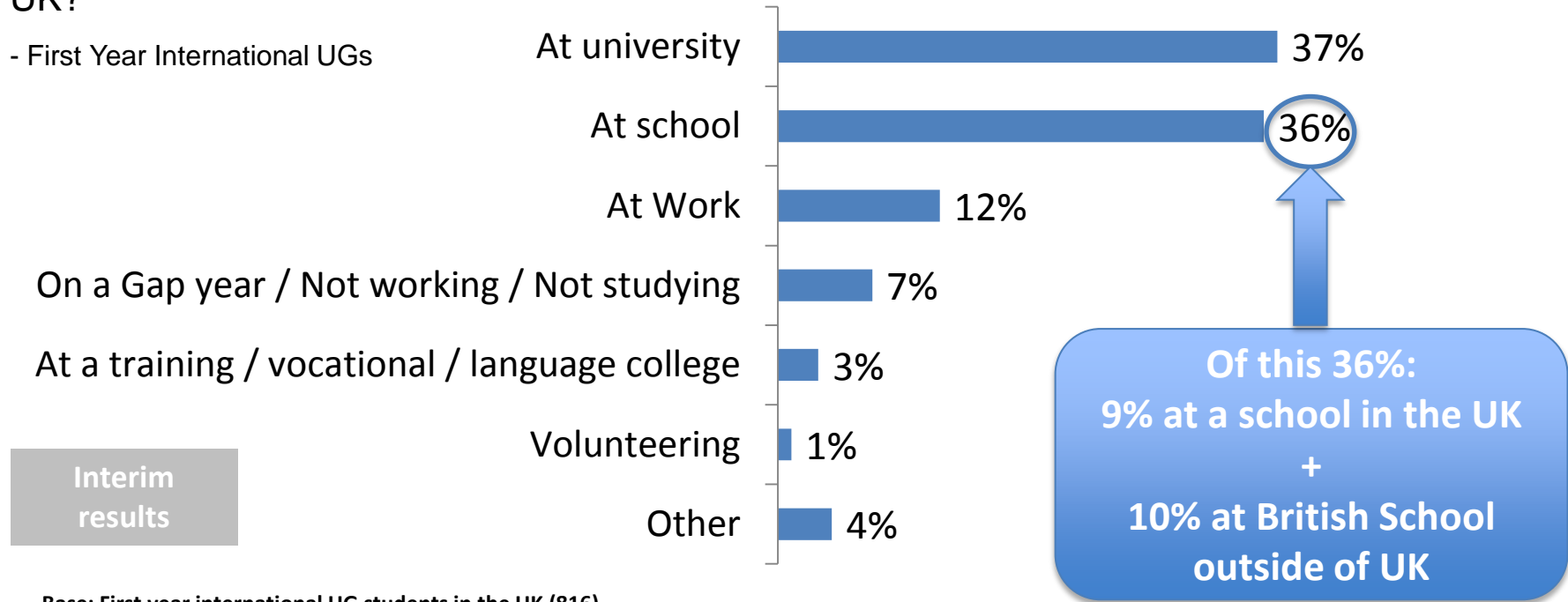
Base: First year international HE students in the UK (1777)

Source: Research Stories, British Council GREAT UK IHE Survey (2015)

Institutional pathways – First year international UGs

Q: Where were you mainly in the year immediately prior to starting your current course in the UK?

- First Year International UGs



Interim
results

Base: First year international UG students in the UK (816)
Source: Research Stories, British Council GREAT UK IHE Survey (2015)

Focus on China

Where were you mainly in the year immediately prior to starting your current course in the UK?

(For Chinese respondents, currently studying at UG level in UK - Base 68)

- 71% studying at University last year
 - 79% of these at university in China
 - 15% in UK

35% of all respondents from China (254) report that their current course is part of a programme started outside the UK

International students' entry to UK HE

- Students recruited directly to undergraduate courses by the respective HEIs
- Students progressing into higher education from the school and further education sector, whose records were on the National Pupil Database and Individualised Learner Record. Previous HEFCE research established that at least 10% of the entrants in 2013-14 did so.
- Students progressing through franchises between publicly funded HEIs and further education providers, some of them private
- Students entering first degree through 'pathway' providers (for instance Into University Partnerships, Study Group, Navitas, Kaplan, Cambridge Education Group and Shorelight Education). Some of these pathway companies allow international students to progress directly from courses delivered in their country of origin.

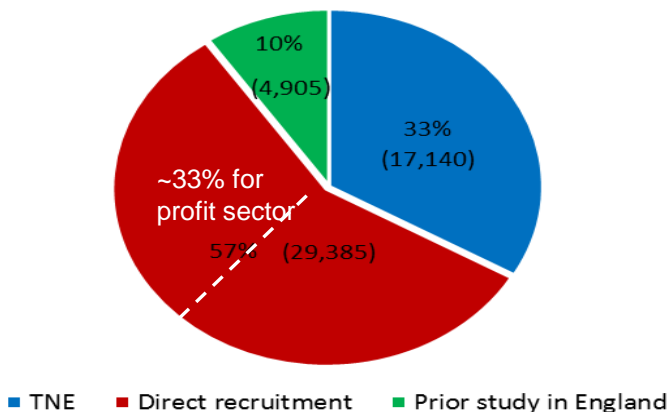
Offshore pathways into UK HE

There is no agreement in the higher education community on standard definitions which explain the offshore pathways. From practical point of view it is easier to focus on activities taking place:

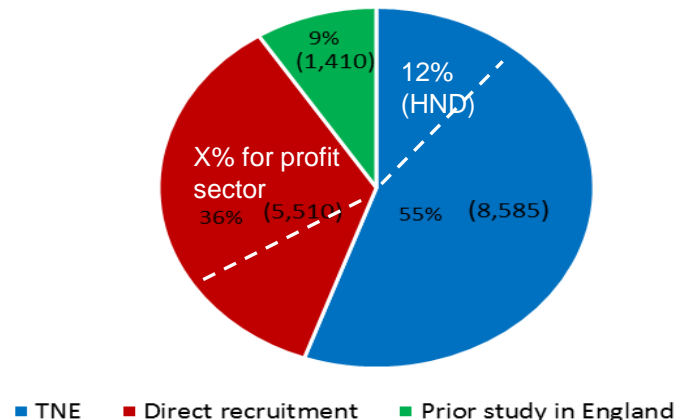
- Students progressing from HEIs' branch campuses overseas to first degree studies onshore.
- Students progressing from overseas programmes delivered by UK HEIs jointly with overseas partner institutions which usually leads to the awarding of double or joint degrees.
- Prior recognition of learning where the UK HEIs have contributed to the design of a programme delivered by an overseas partner
- Other forms of recognition of prior learning, where admissions to the second or third years of degree programmes are assessed on a case-by-case basis depending on students' grades and other entry criteria. Most of the cited examples were HNDs awarded overseas, mainly by the Scottish Qualifications Authority (SQA) and EdExcel.

Changing pathways of entry to first degree programmes in England 2013 and the future of direct int'l student recruitment

Pathways for international entrants



Pathways for Chinese entrants



Source: Author's analysis adapted from HEFCE (2015), <http://www.hefce.ac.uk/pubs/year/2015/201508/>

Methodological notes and author's estimates:

- Prior study in England may underestimate the contribution of the independent school sector
- For profit pathway providers are based on data in the public domain and assumed high level of progression into HE. This estimate is lower than the previously attributed contribution of 40%
- Additional complexity

Pathways into postgraduate study



Continuation into postgraduate study*

	Germany	England
International students (all)	60%	28%
• Transnational students		34%
• Standard international (non-TNE) students		25%

* Methodological and data considerations:

International students in Germany refer to EU and non-EU students. International students in England cover non-EU students only.

Progressions in Germany refer to progressions from bachelor into masters programmes.

Progressions in England refer to progressions of entrants to first degree programmes in 2009 to postgraduate studies within 4 years.

Source: <http://www.eaie.org/home/conference/glasgow-2015/handouts/S1108.pdf>

Countries with the highest proportion of PG entrants in England in 2013 who had previously studied in the UK

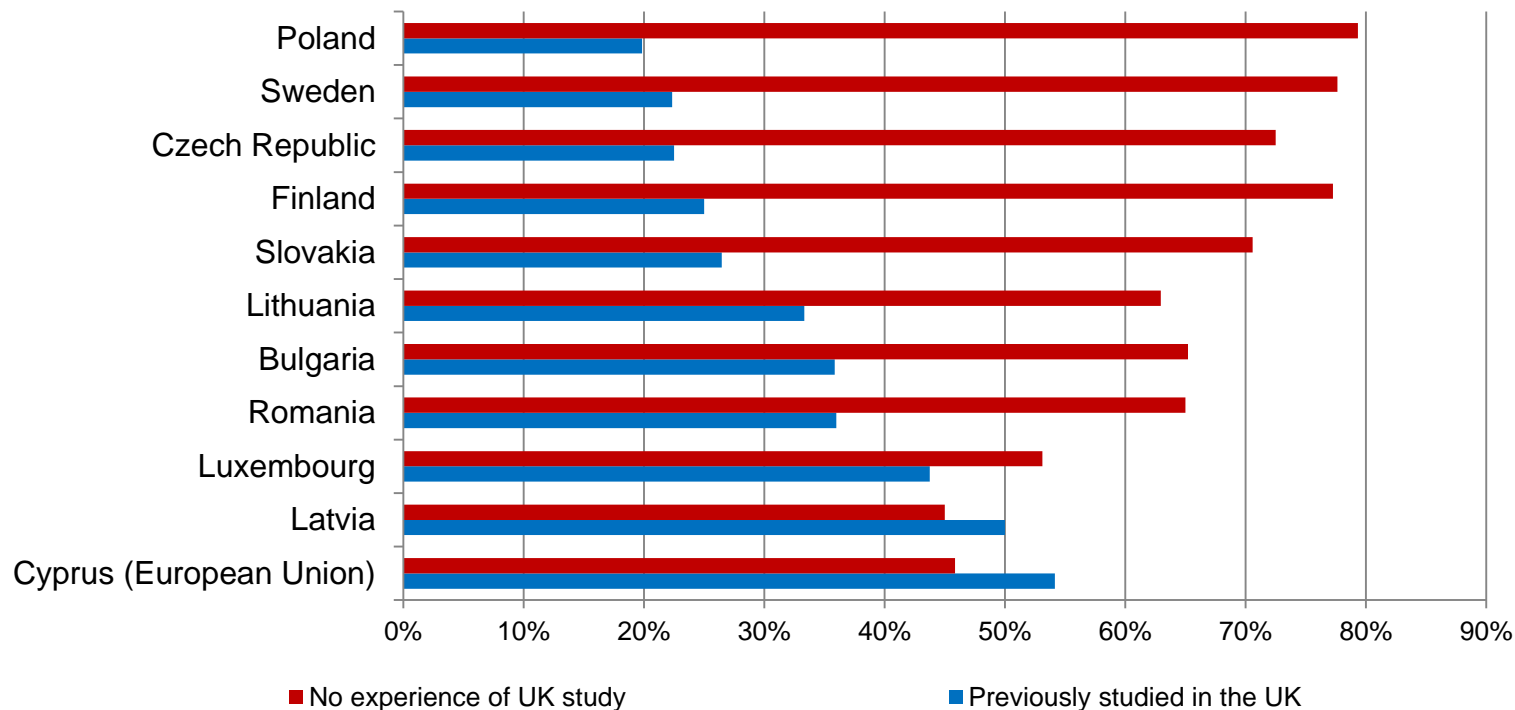
Domicile	Transnational entrants	Other International	IVES	Other UK study	New entrants	Grand Total
China	17%	9%	1%	4%	69%	31410
Saudi Arabia	2%	17%	0%	5%	75%	2370
Malaysia	10%	12%	0%	1%	78%	2245
Vietnam	10%	13%	0%	2%	76%	1225
Hong Kong (SAR, China)	5%	35%	1%	2%	57%	1080
Singapore	1%	18%	1%	3%	76%	740
Iran	5%	14%	0%	3%	77%	510
Sri Lanka	20%	13%	0%	1%	63%	350
Nepal	11%	8%	0%	5%	76%	310
Total international entrants	8%	8%	1%	3%	81%	88630

Note: IVES = 'incoming visiting and exchange students'. New entrants indicate students without prior experience of UK UG study. Source: HEFCE analysis of HESA standard registration population registered with English HEIs (2013);

<http://www.hefce.ac.uk/pubs/year/2015/201508/>

Note: countries with over 300 postgraduate entrants shown. Students on the HESA record prior to 2009 appear as other previous undergraduate study.

EU students' propensity towards PG studies (England only)



Wider implications of different pathways leading to HE

- ▷ International student entry into UK higher education is highly segmented
- ▷ Hence knowing whether international recruitment from a country has increased or decreased is too broad
- ▷ Better knowledge is required about which channels have contributed to growth and which have declined, compared with others in the sector
- ▷ This increased segmentation has led to a greater proportion of new entrants in the HE system and contributed to shorter periods of time on the respective course
- ▷ However, if the above is linked with longer period in the home country, then this might have widened the access to overseas study for students with lower family income.

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Why?

Much shorter length of degrees in England:

- ▷ shorter first degrees
- ▷ shorter masters degrees

A distinct feature of the English HE system is the high proportion of students progressing through diverse entry points into HE.

- ❑ A third of all international non-EU entrants started their first degree study through a course they started overseas.
- ❑ Another third appear to have started through a for-profit pathway provider.

Implications:

- ❑ even shorter length of first degree
- ❑ transnational entrants spend on average 1 - 2 years on their first degree course in England
- ❑ We now know the entrants through TNE have had the greatest contribution to PG studies
- ❑ If more for-profit pathway routes are delivered overseas we'll see shorter period of study in the UK