

Competing for postgraduate students in an increasingly competitive environment

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Thursday 1 December 2011

1994 group>

The Importance of Postgraduate Study...

> **For society:**

- Underpinning HE Sector
- Generating new knowledge – vital to research base
- Social and cultural benefits.

> **For the economy:**

- CIHE: 7 out of 10 employers sought out Masters students
- Produces a highly-skilled workforce.
- Economic/business growth and global standing.
- Generating income/providing support for UK HE.

The Importance of Postgraduate study

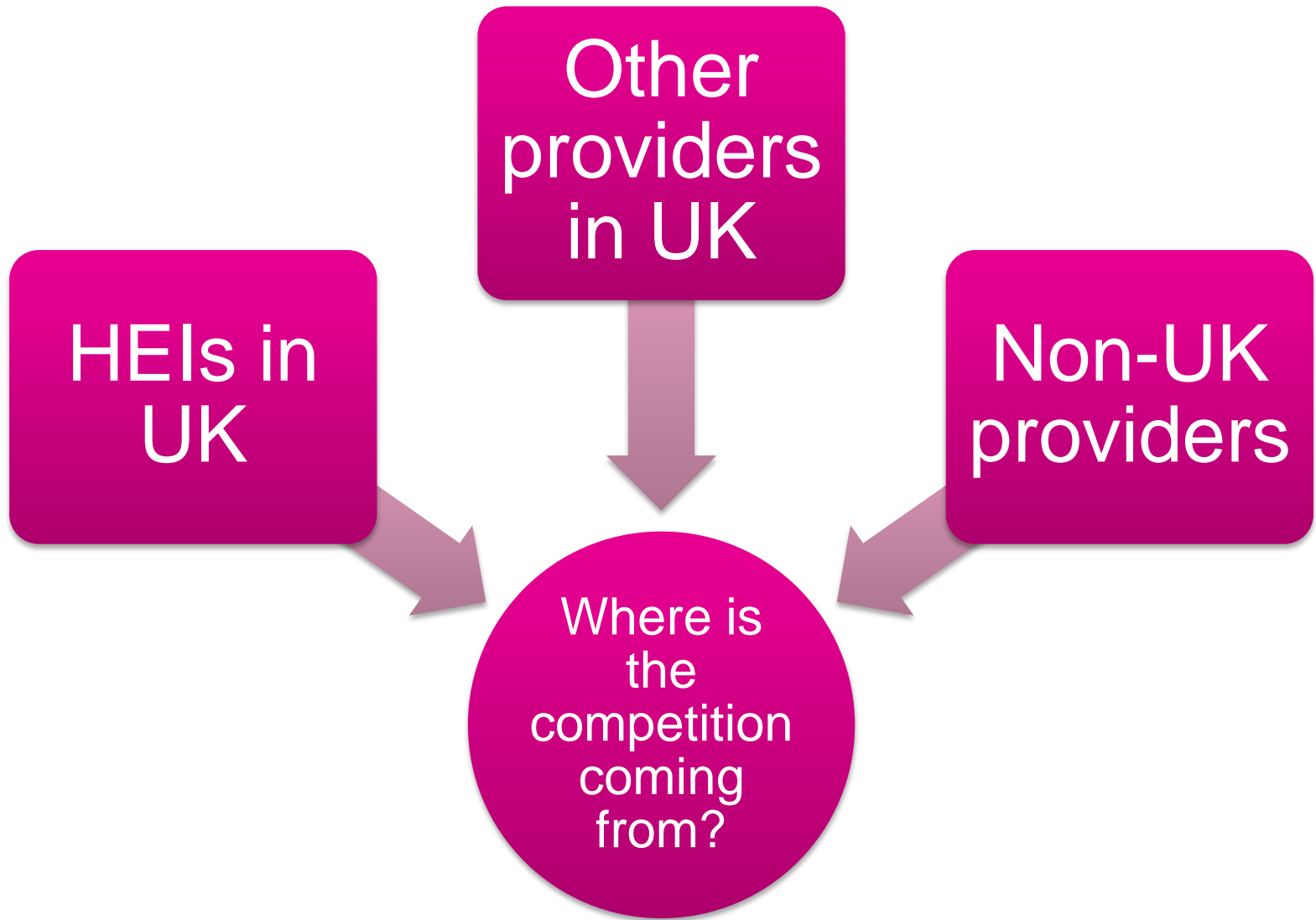
For the individual:

- > Increased employment prospects and earning potential
 - 6 month employment record 71% Masters, 83% PhDs
 - 1 in 8 PG employed where no degree required found a related job, 1 in 3 UG
 - Less affected by economic downturn
 - Masters: Women earn 55% more than base, men earn 29% more, PhDs: women 60%, men 31%
 - 24% Postgraduate premium
 - Required for certain professions
- > As a conversion course
- > Better equipped for academic research

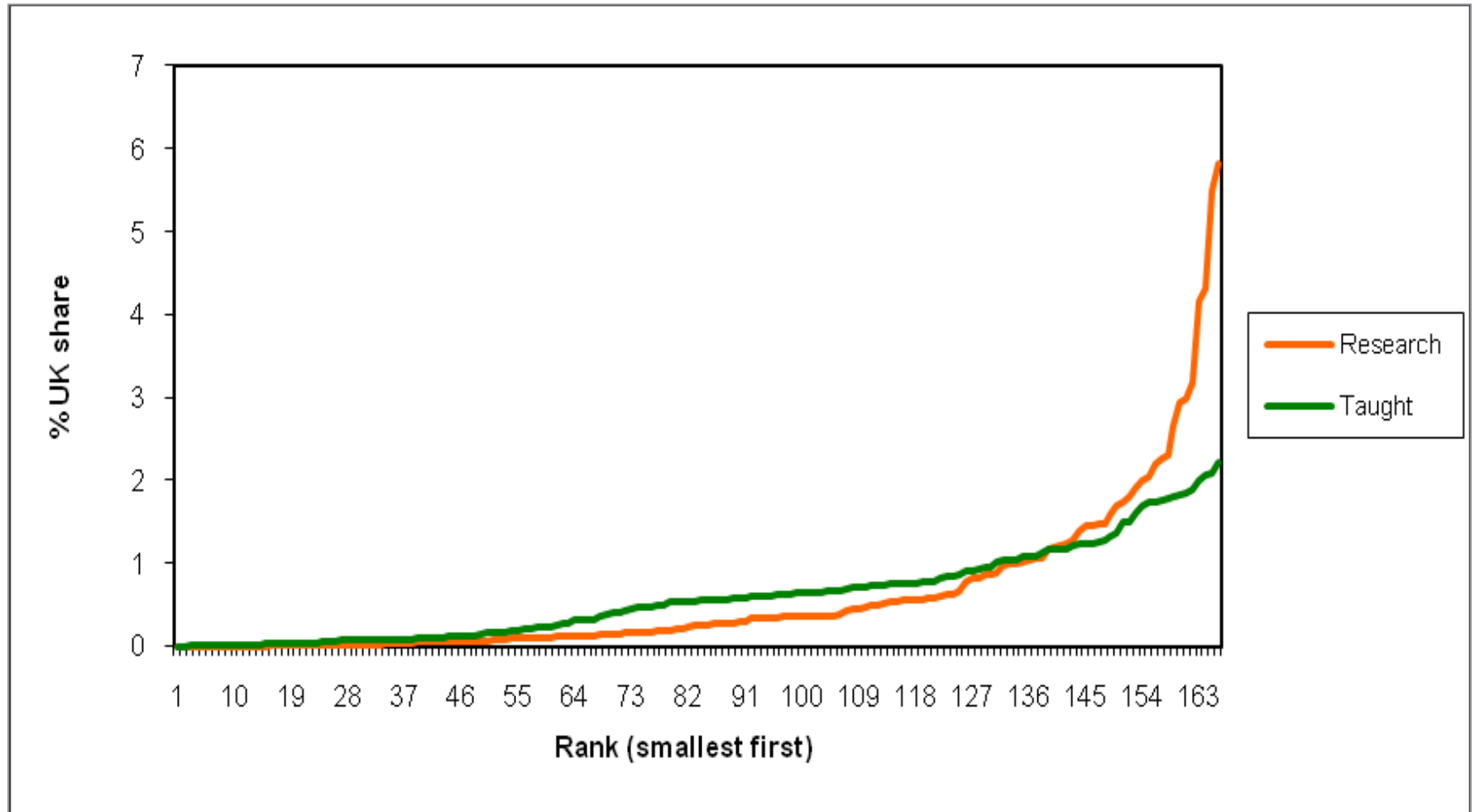
Lifetime earnings of first-degree graduates and postgraduates

	First degree	PhD	Masters	Other postgraduate
Lifetime earnings	£1,533,853	£1,882,860	£1,762,125	£1,449,504
Difference over lifetime		£349,007	£228,272	£84,348
% difference		22.8%	14.9%	-5.5%

Source: Machin, S. and Murphy, R, *The social composition and future earnings of postgraduates*, Sutton Trust (2010)
BIS 2010

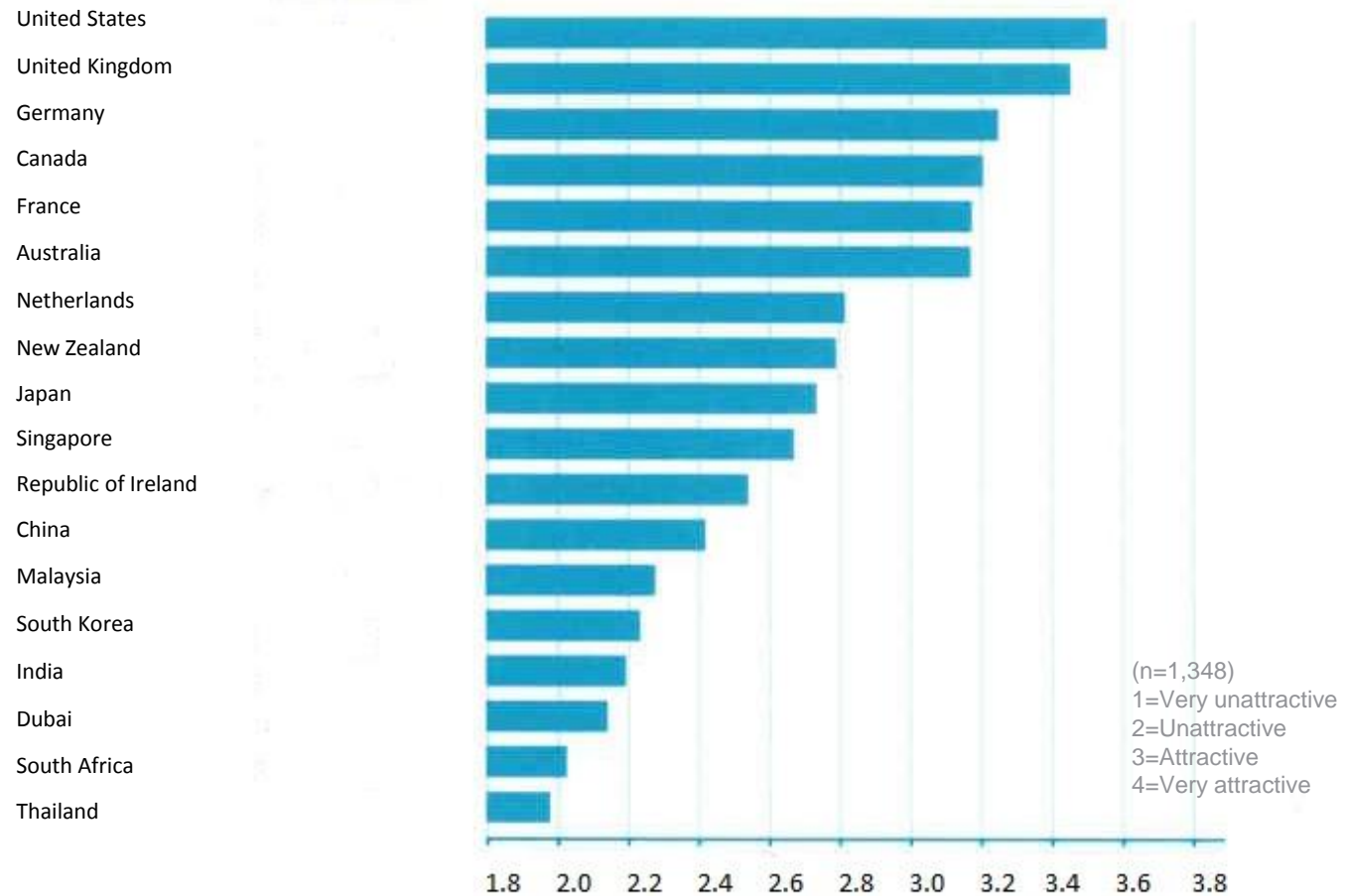


Percentage UK share of research and taught postgraduates completing courses in UK HEIs, 2007-8

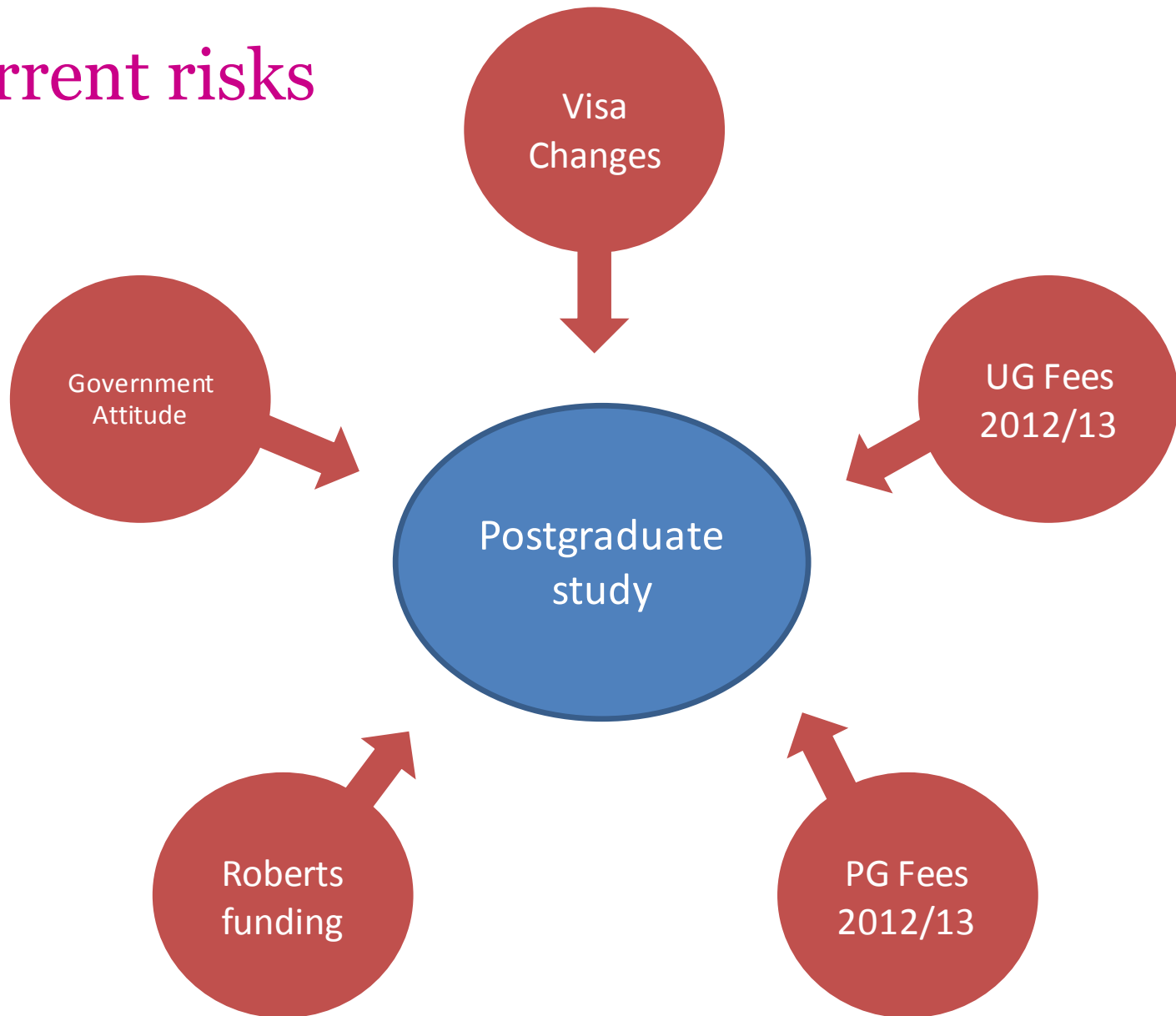


Source: Special data request from HESA commissioned by HEPI
Higher Education Policy Institute and The British Library

Relative attractiveness of country destination favoured by international PGR students



Current risks



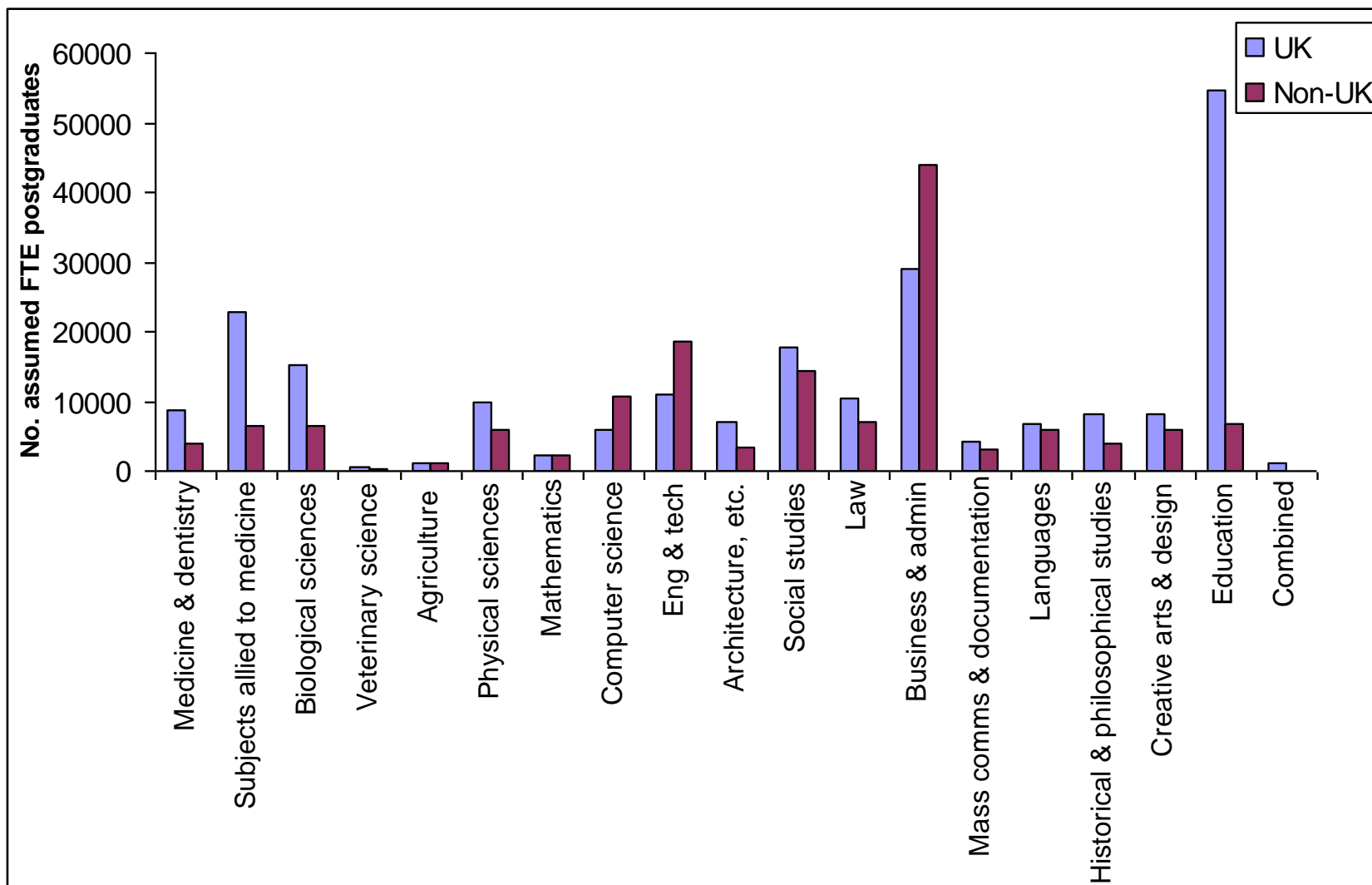
In 2009/10, international students:

- made up 68% of full-time taught postgraduates and 44% of all postgraduates

- made up 49% of full-time research degree students and 42% of all research postgraduates

(The UK Council for International Student Affairs)

Number of assumed FTE postgraduates by domicile and subject of study, 2007-8



**Foreign students enrolled outside country of origin, by region of destination,
2000 to 2009**

	Worldwide	Africa	Asia	Europe	North America	Latin America & the Caribbean	Oceania
2000	2,071,963	100,031	197,028	918,179	569,640	28,945	118,646
2001	2,146,686	94,174	190,209	978,305	576,059	31,950	136,728
2002	2,444,223	101,342	220,887	1,040,900	695,806	35,305	202,023
2003	2,648,636	104,452	237,877	1,183,742	712,296	42,230	219,191
2004	2,843,695	108,489	271,217	1,308,596	712,292	39,760	240,531
2005	2,982,588	108,765	296,768	1,385,763	738,401	37,114	251,904
2006	3,069,790	116,404	316,142	1,435,435	733,051	37,838	258,696
2007	3,198,201	124,788	337,196	1,481,430	728,190	55,813	283,573
2008	3,454,326	131,529	369,397	1,587,988	809,943	58,776	298,176
2009	3,673,925	129,430	395,927	1,672,422	850,966	75,433	335,305
Increase between 2000 and 2009	77.3%	29.4%	101.0%	82.1%	49.4%	160.6%	182.6%

Source: OECD 2011, *Education at a Glance 2011*
International Unit

New Zealand

Since 2006, new international PhD students have been accorded domestic status for the purpose of tuition fees in New Zealand.

In addition:

- Dependant children of international PhD students are classified as domestic students in New Zealand state schools.
- International students who graduate from a course recognised under the Skilled Migrant Category are eligible for a six month work permit.
- Once graduates have gained work this way, they can apply for a post-study two year work permit or residency under the Skilled Migrant Category.
- Partners of international postgraduate students can apply for a work permit valid for the duration of the student's course of study

We must maintain:

- > A world leading research base.**
- > A world leading student experience**
- > A broad discipline base.**
- > Recognition of the widespread impact of PG study.**
- > Support for internationalisation of PG study.**
- > Links between Postgraduate provision and employers/users of research.**

Further factors:

The need for incentives/methods to encourage the uptake of postgraduate study:

- Encouraging industry sponsorship
- Repayment holidays
- Further promotion of UK postgraduate education
- A more comprehensive approach to widening participation.
- A sustainable long-term approach to loan provision.
- Expansion of alternative modes of study

Number of institutions offering overseas provision for students studying wholly abroad by type of provision, 2007-8

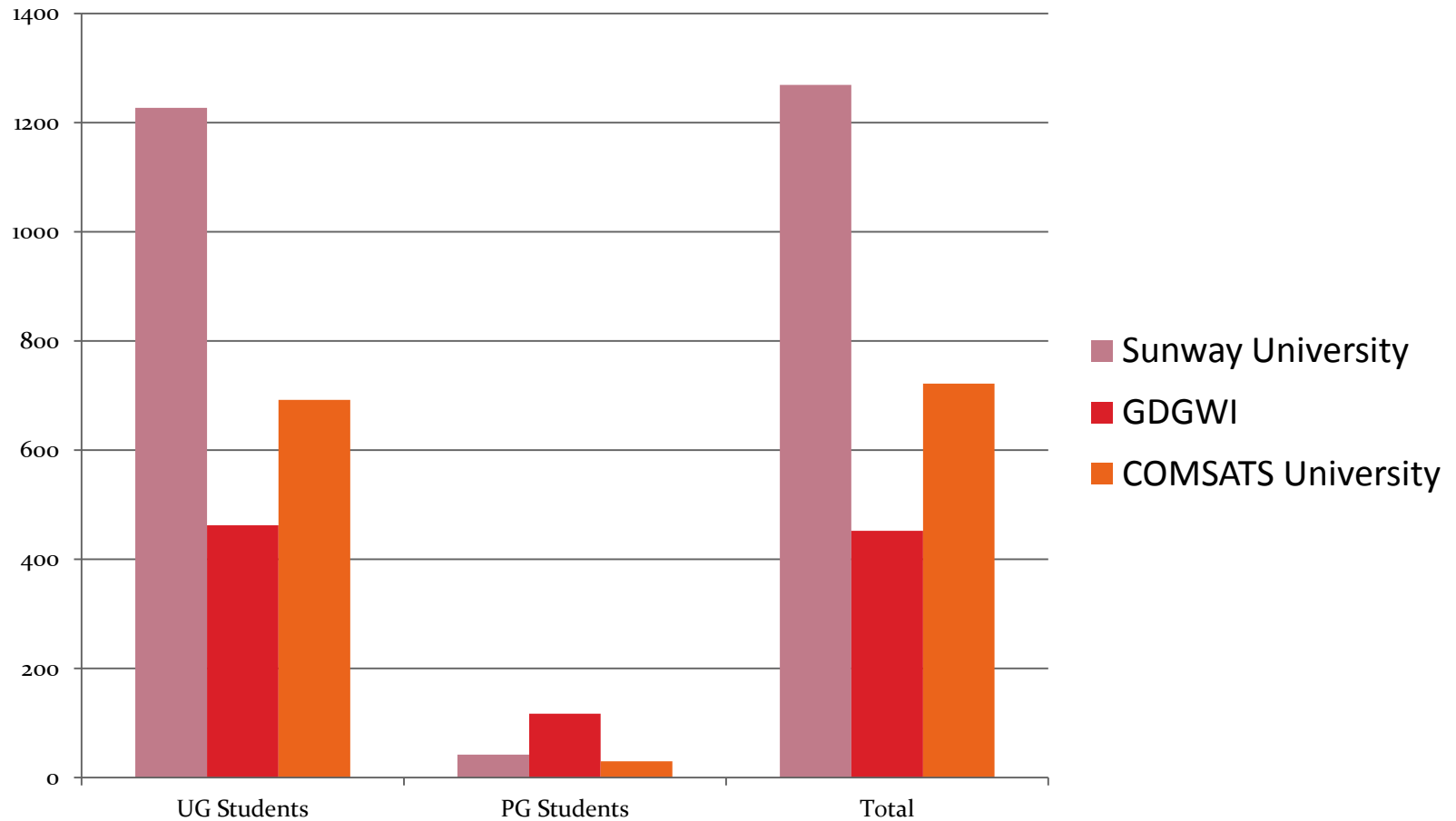
	Arrangement for provision	Number of HEIs
Students registered at a UK HEI	Overseas campus	9
	Distance, flexible or distributed learning	60
	Other arrangement including collaborative provision	70
Students studying for an award of a UK HEI	Overseas partner organisation	19
	Other arrangement including collaborative provision	3
Total		111

Source: Special data request from HESA commissioned by HEPI
Higher Education Policy Institute and The British Library

Transnational education (TNE) provided by UK higher education institutions, 2009/10								
			Number of students			Proportion of all TNE students		
Total			408,685					
Type of provision								
Overseas campus of reporting HEI			11,410			2.8%		
Other arrangement including collaborative provision			74,380			18.2%		
Distance, flexible or distributed learning			115,010			28.1%		
Overseas partner organisation			207,805			50.8%		
Other arrangement			80			0.0%		
Level of study								
Postgraduate (research)			2,215			0.5%		
Postgraduate (taught)			82,560			20.2%		
First degree			310,525			76.0%		
Other undergraduate			13,155			3.2%		
Further education			225			0.1%		
Location of provision								
European Union			67,000			16.4%		
Non-European Union			341,685			83.6%		
Top 20 countries for UK TNE provision								
Malaysia	48,255	11.8%	Ghana	13,640	3.3%	Egypt	7,455	1.8%
Singapore	42,715	10.5%	Greece	11,515	2.8%	India	7,350	1.8%
Hong Kong	24,135	5.9%	Trinidad & Tobago	11,230	2.7%	Germany	7,155	1.8%
Pakistan	23,570	5.8%	Kenya	9,060	2.2%	Mauritius	6,630	1.6%
Nigeria	16,930	4.1%	United Arab Emirates	8,775	2.1%	Zambia	6,555	1.6%
China	14,785	3.6%	Oman	8,195	2.0%	Uganda	5,765	1.4%
Ireland	14,155	3.5%	Russia	7,485	1.8%			

Source: HESA 2011, Aggregate record for students studying wholly outside the UK 2009/10
International Unit

Lancaster University Major Overseas Partnerships



Summary

- **Individual and broader benefits of postgraduate study**
- **Given recent funding changes, the Government must work with the sector to promote and incentivise postgraduate study**
- **Legitimate, excellent international students must not be restricted from pursuing postgraduate study in the UK**