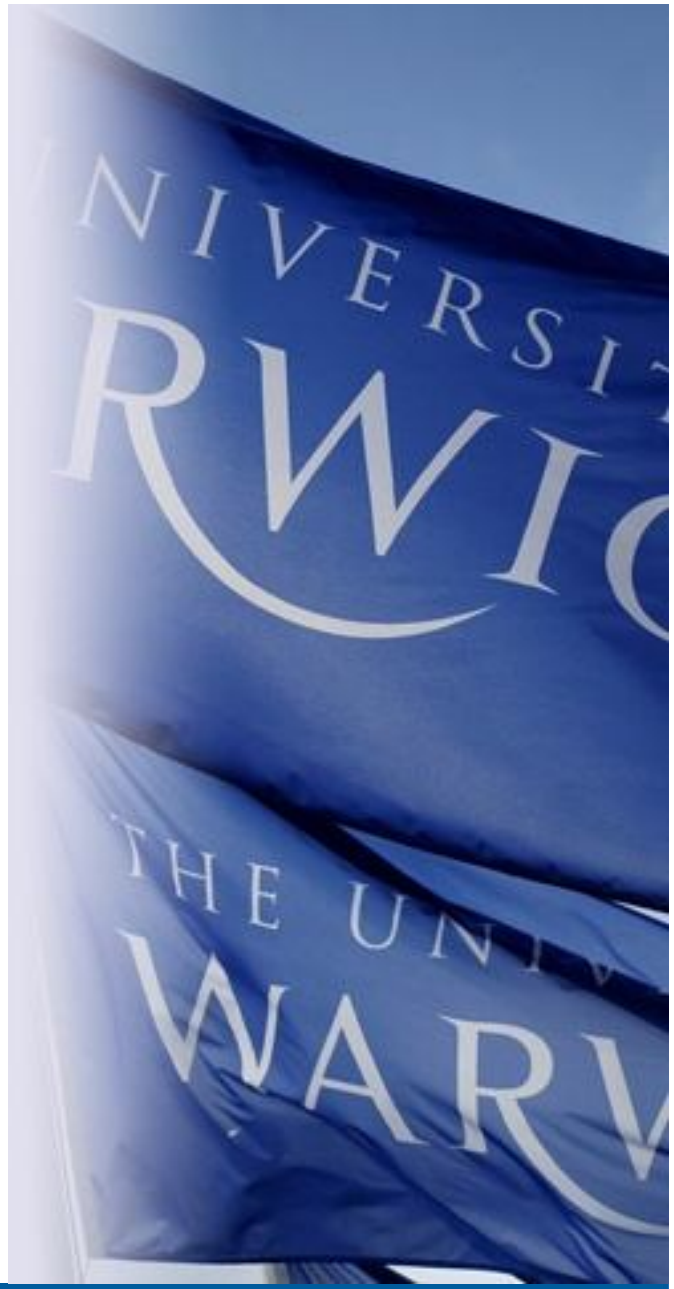

**Professor Margot Finn**

Pro-Vice Chancellor

Access, Development & Widening Participation,

The University of Warwick

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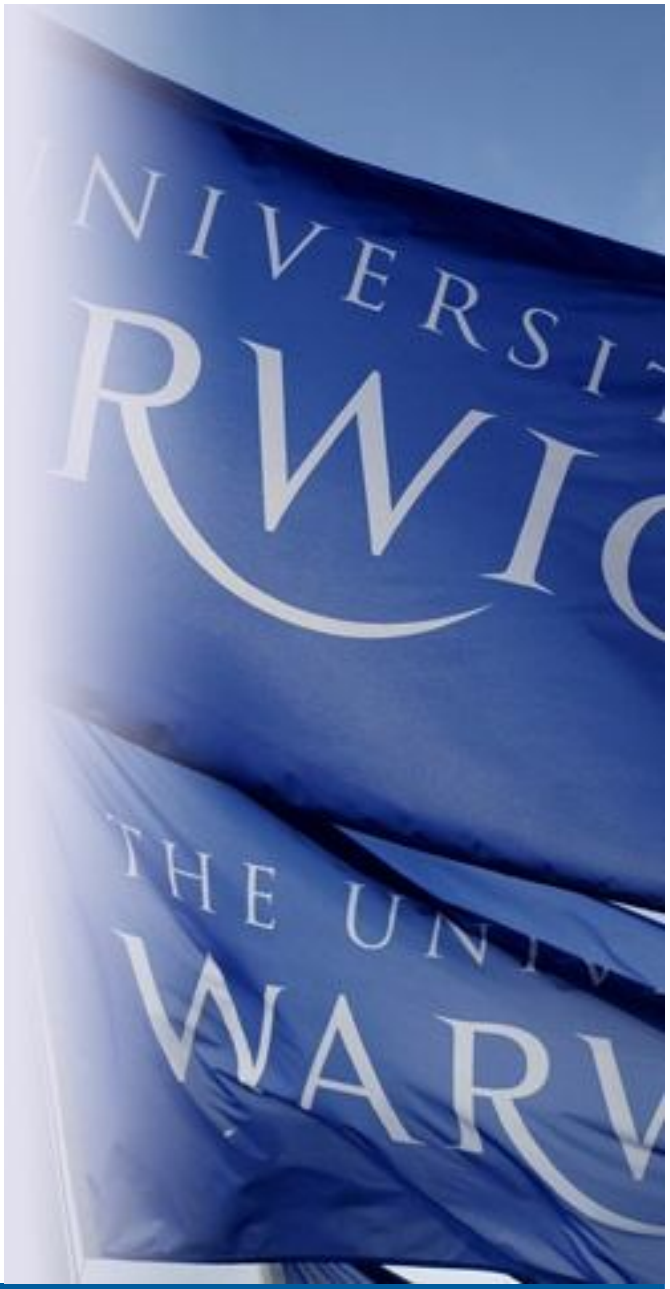
# Can the UK remain competitive in the international student market?



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# Why ask the question?

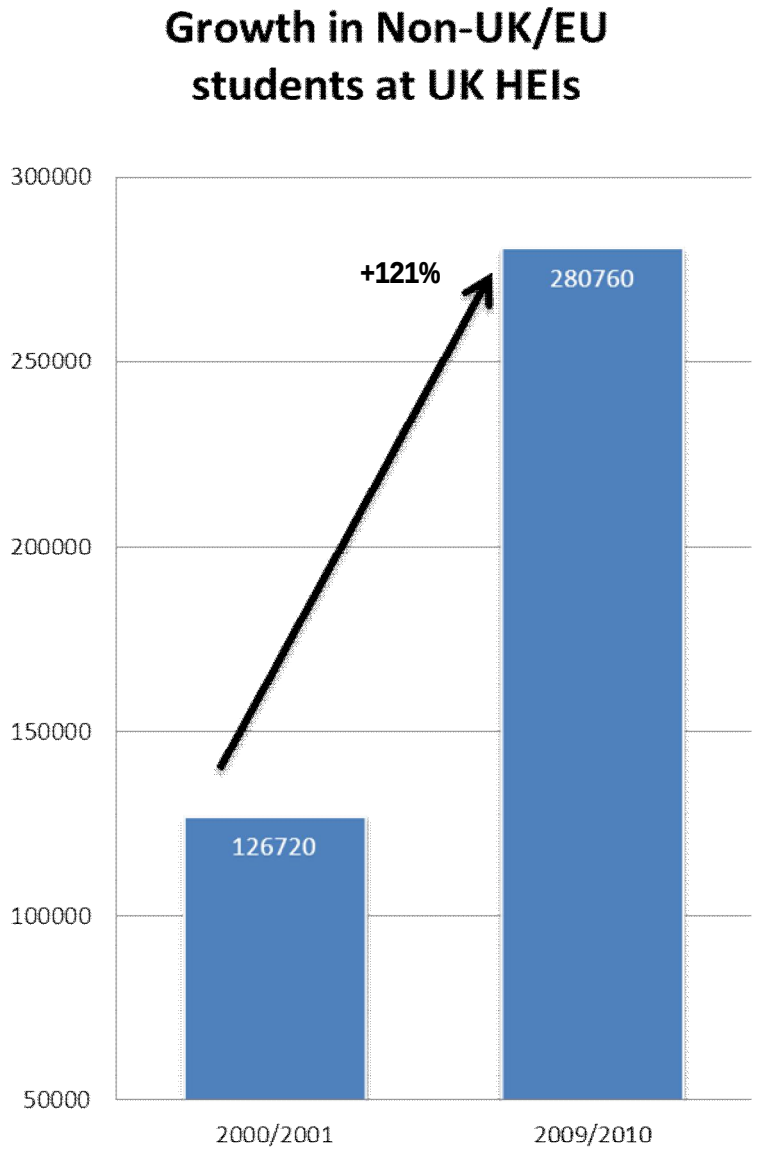
- The UK has enjoyed a long period of growth, but is it sustainable given:

  Government policy

  Economic uncertainty

  Market risk

  Rising competitor class



# Competitive Landscape – PSW & PT Overview

| Country | PSW | PT Work |
|---|---|---|
| Australia | If bachelor or masters degree, up to 2 years;<br>If masters by research/doctorate, then 3 or 4 years respectively. | PT work: 40 hrs / per fortnight;<br>FT in holidays |
| Canada | If course >2 years, then up to 3 years PSW; if > 8 months < 2 years, then max period equivalent to course duration | PT work 20 hrs/pw;<br>FT in holidays |
| Germany | 18 months | 120 days per year |
| New Zealand | 12 months | PT work 20 hrs/pw;<br>FT in holidays |
| UK | 4 months following completion of course<br>Minimum salary (£20,000)<br>Relevant graduate position with registered company<br>Unlimited<br>Not subject to Resident Labour Market test. | 20 hrs/pw (public university)<br>Not permitted (private provider)<br><br>FT in holidays (public university) |
| USA | 12 months Optional Practical Training [OPT] per educational level completed.<br>Additional 17 months OPT extension student if complete STEM subject degree | 20 hrs/pw (on campus)<br><br>FT in holidays |

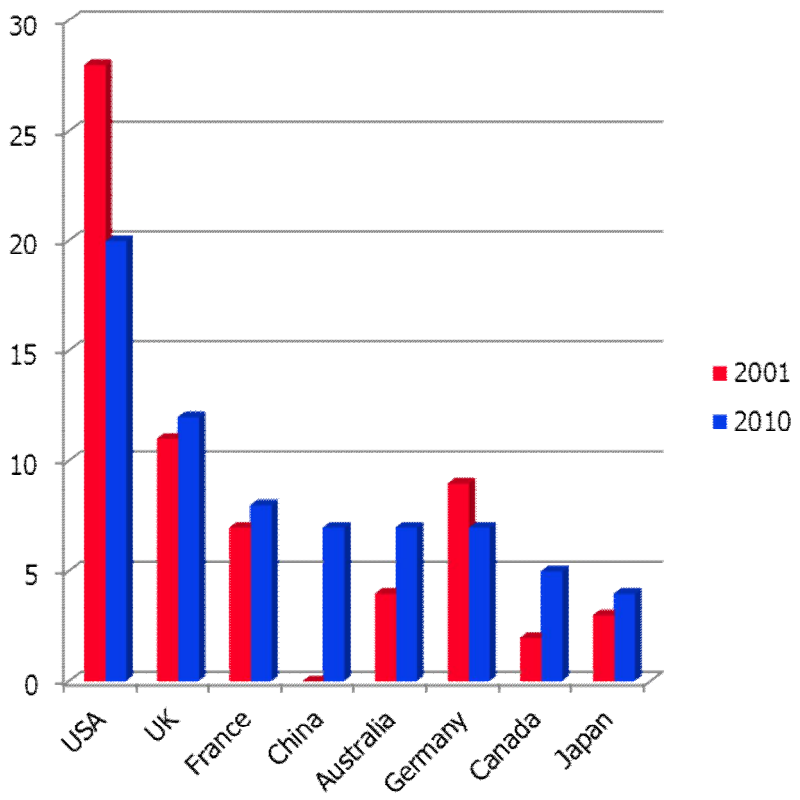
# Competitive Landscape – Attractiveness

| Key Factor | UK | USA | Australia | New Zealand | Canada |
|---|---|---|---|---|---|
| Visa & PSW | ↓ | ↔ | ↑ | ↑ | ↑ |
| Currency value | ↔ | ↑ | ↓ | ↓ | ↔ |
| Economy | ↓ | ↓ | ↑ | ↓ | ↔ |
| Country Brand | ↔ | ↔ | ↔ | ↔ | ↑ |
| Overall Attractiveness | ↔ | ↑ | ↑ | ↔ | ↑ |

## Plus emerging & increasing competition

Note: Simplified adaptation of IDP Market Research (17/05/2012)

# Changing Competitive Landscape




- USA remains number #1 but has lost market share
- China and Canada are new entrants in top #8

  Re China (2010): South Korea sent the largest group, followed by the United States, Japan, Thailand, Vietnam, Russia, Indonesia, India, Kazakhstan and Pakistan. France and Mongolia each sent 5000 students.

- 2010 data i.e. UK's position pre-UKBA changes.

**Source (Bar Chart data): Atlas of Student Mobility - http://www.iie.org/en/Research-and-Publications/Project-Atlas**

# Can the UK remain competitive? Yes, but…

**Is there a political will to remain competitive?**

We have much to celebrate. BIS's global communications strategy and campaign to promote a 'strong "UK Higher Education" brand' (BIS: Higher Ambitions, November 2009) can help to re-establish the brand's credibility, but how is this commitment manifest?

To succeed we should learn lessons from our competitors so that we proactively lead the global market. They have learned and responded, isn't it time that we did, too?

# Can the UK remain competitive? Yes, but (continued)

**Internal (UK):**

- Communicate the differences between immigration and international student mobility
- Remove HE student figure from immigration figures
- Introduce competitive policy to support attractive study propositions from within the HE sector e.g. PSW and PT work
- Stabilise appropriate policy and ensure that it remains stable
- Simplify processes and/or demonstrate value (e.g. visa times/costs)
- Reduce administrative burden/opportunity costs to institutions
- Expand, support and resource regional recruitment strategies

**Source (£5billion): UUK media release:** www.universitiesuk.ac.uk/Newsroom/Media-Releases/Pages/UniversitiesUKrespondstoHomeSecretary'sstatementonstudentvisas.aspx

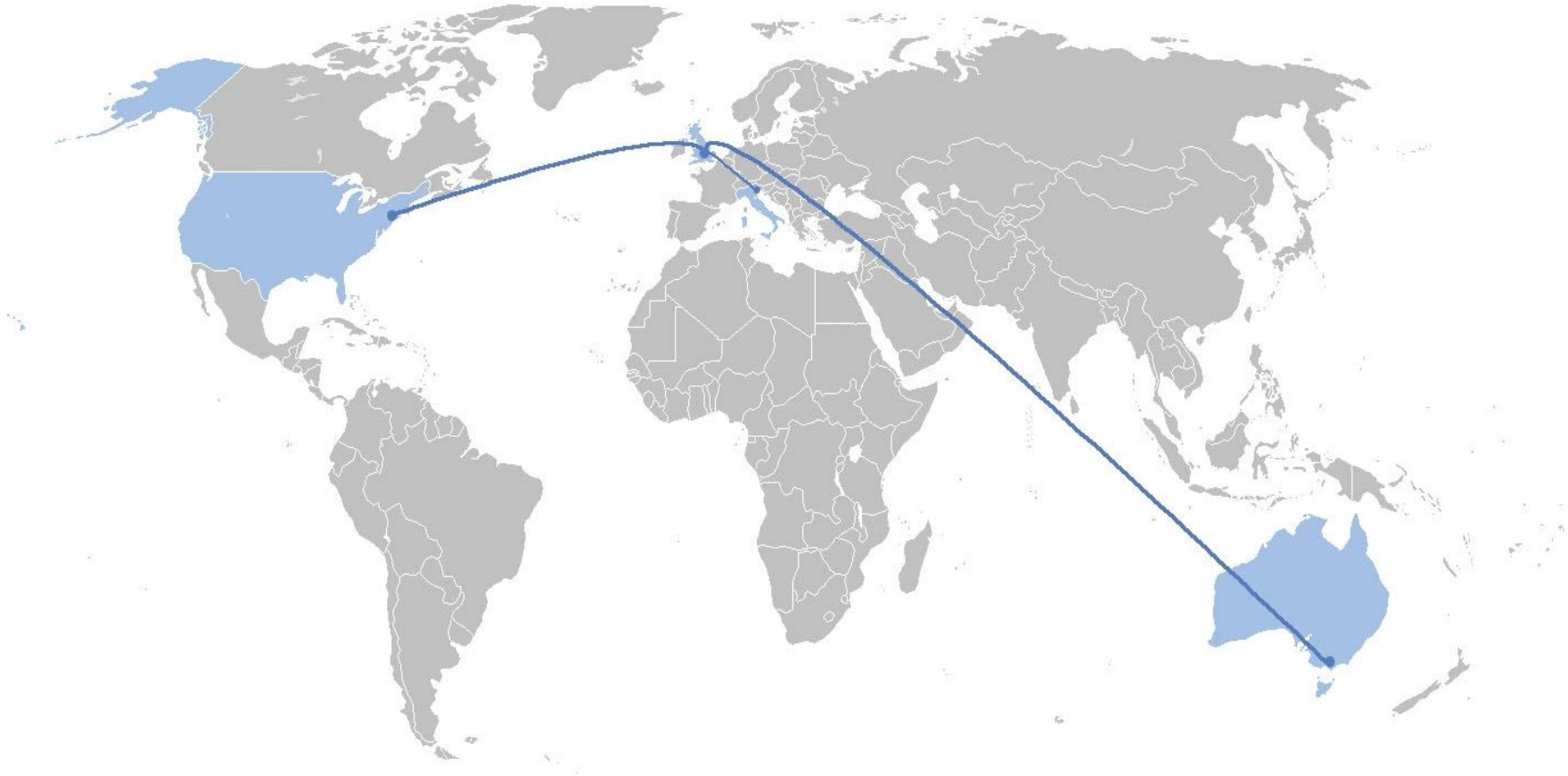
# Competing

- **Markets & Portfolio:** emerging markets will need highly educated workforces, their high levels of demand is attested by the latest research (e.g. Brazil, Indonesia); this demand includes PGR recruitment, where UK is extremely strong.
- **Leverage rich heritage** (including alumni) – valuable asset whose experiences can inspire others
- **Innovation –** think creatively.  To borrow UEA's motto "Do Different".
- **Value-Added Service Mix and Experience:** differentiates us from our global competitors

# Competing: Reframe The Proposition

- Emphasise quality and standards
- Highlight value-for-money and return-on-investment
- Added-value service provision – careers service, sports and societies, facilities, guest lectures, wireless, extra-classes (languages, incl English), study methodology, podcasts, projects, visa advice, PT work support (Unitemps)
- Examples: One World Week, Economics Summit, Summer Programme in Scientific Research & Communication, Warwick Volunteers, Warwick in Africa, Exchanges

# Globally Connected.



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# Globally Connected.

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# Compete: Our Strengths

- Heritage and history
- Large and diverse system
- Time to degree advantage
- Research rich
- Opportunity rich
- Experience

# Conclusion

- Rich history
- Consistent attention to changing market and policy environment required of all stakeholders
- Growth must be a national mission
- Difficult and uncertain times
- Expertise & energy to collectively rise to meet the challenge

# Any questions?

# Endnotes

- **Patterns and trends in UK Higher Education 2011**

http://www.universitiesuk.ac.uk/Publications/Documents/PatternsAndTrendsinUKHigherEducation.pdf

- **UK Universities and Europe: Competition and Internationalisation**

http://www.international.ac.uk/resources/UK%20Universities%20and%20Europe%20Competition%20and%20Internationalisation.pdf

- **Private Universities & Public Funding: Models & Business Plans**

http://www.universitiesuk.ac.uk/Publications/Documents/Policy_Commentary1.pdf

- **UUK: Futures for Higher Education: Analysing Trends**

http://www.universitiesuk.ac.uk/Publications/Documents/FuturesForHigherEducation.pdf

- **Knight Review**

http://www.immi.gov.au/students/knight/

- **Non-European Student Migration to the UK**

http://migrobs.vm.bytemark.co.uk/sites/files/migobs/Non-European%20Student%20Migration%20to%20the%20UK%20v2_0.pdf

- **LSE cost of compliance**

http://www.guardian.co.uk/education/2012/may/14/student-visa-rules-cost-universities