

Where next?

What influences the choices
international students make?

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WHERE NEXT?

WHAT INFLUENCES THE CHOICES INTERNATIONAL STUDENTS MAKE?

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NEXT STEPS

WHO ARE THE 'FUTURE NURSES'?



NEXT STEPS

WHAT IS THE EXPERIENCE OF LGBT+ STUDENTS IN EDUCATION?



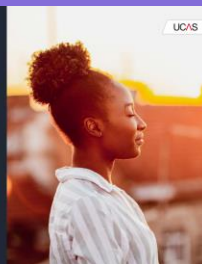
WHERE NEXT?

WHO DOESN'T PLAN TO START A FULL-TIME UNDERGRADUATE DEGREE IN AUTUMN?



STARTING THE CONVERSATION

UCAS REPORT ON STUDENT MENTAL HEALTH



WHERE NEXT?

IMPROVING THE JOURNEY TO BECOMING AN APPRENTICE



WHERE NEXT?

What influences the choices school leavers make?



WHAT HAPPENED TO THE COVID COHORT?

Lessons for levelling up in 2021 and beyond



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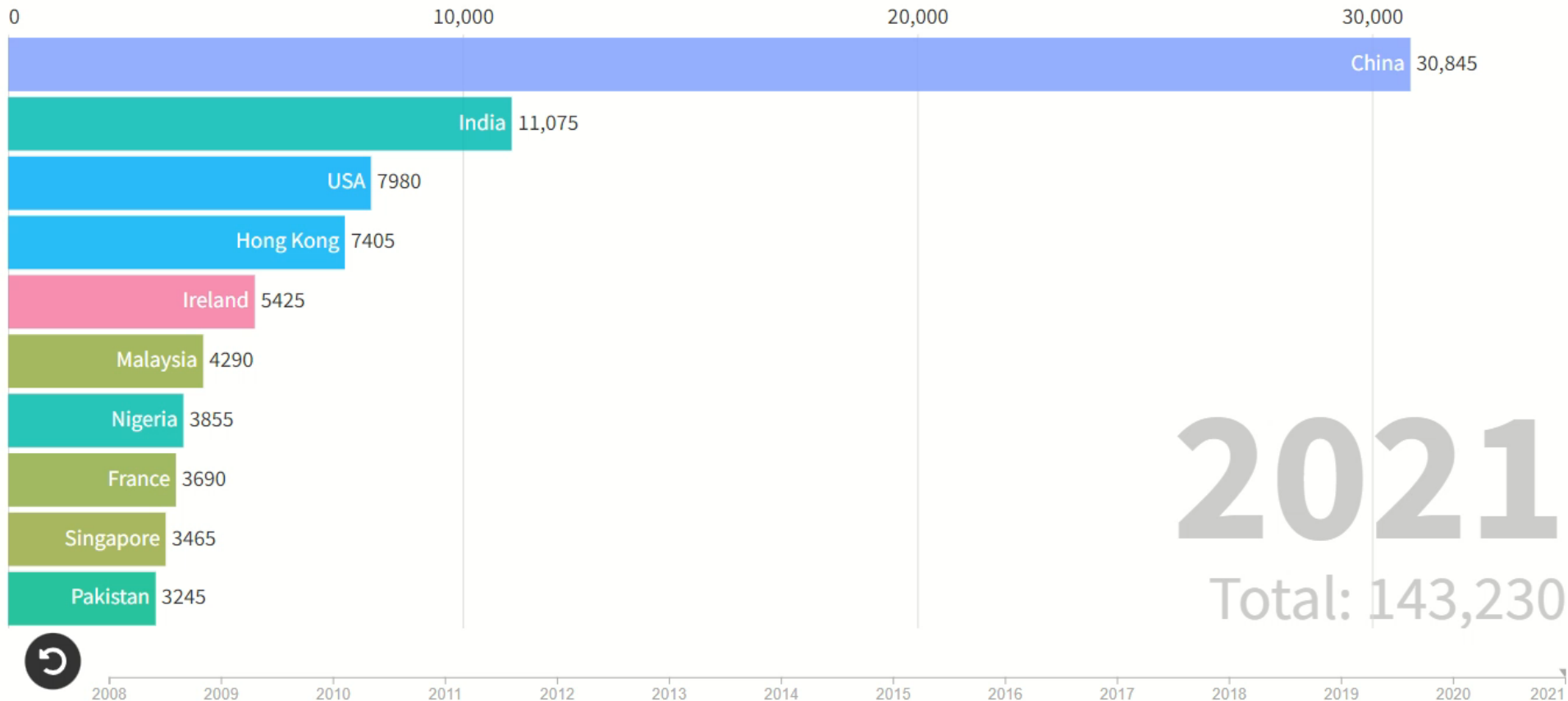
myriad
by UCAS

WHERE NEXT?

THE EXPERIENCE OF INTERNATIONAL STUDENTS CONNECTING TO UK HIGHER EDUCATION

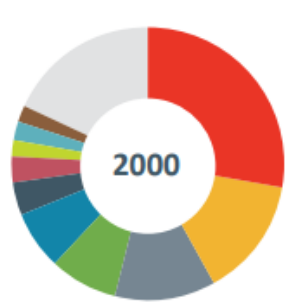


Overview



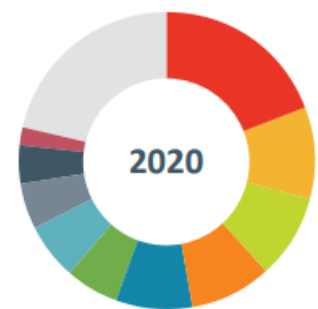
We are in an increasingly competitive global market

TOP HOST DESTINATIONS, 2000 & 2020



1.6 million students

United States	28%
United Kingdom	14%
Germany	12%
France	8%
Australia	7%
Japan	4%
Spain	3%
Canada	2%
Belgium	2%
Austria	2%
All Others	18%



5.6 million students

United States	20%
United Kingdom	10%
Canada	9%
China*	9%
Australia	8%
France	6%
Russia	6%
Germany	5%
Japan	4%
Spain	2%
All Others	20%

*China total from Project Atlas, 2019

Source: OECD, 2000; Project Atlas, 2020; UNESCO, 2000 & 2020

70% of the international students
that apply or are planning to apply
to the UK also **consider another
nation**


Research questions



What are the attributes and behaviours of international students?



How do international students make decisions?



What, and who, influences their decision to apply to, and choose between, destinations?



How can we promote diversity in classrooms globally?

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WHERE NEXT?

WHAT INFLUENCES THE
CHOICES INTERNATIONAL
STUDENTS MAKE?

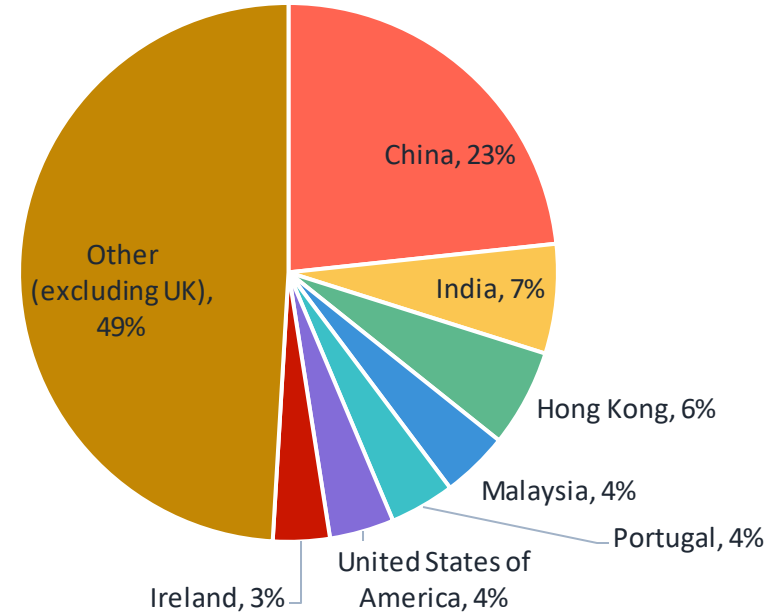


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**Who are the international students
who apply to the UK?**

China dominates, with some signs of diversification

- Around **two in nine** international acceptances to UK HE are from China
- New markets are emerging with **Nigeria (+102%)** and **Pakistan (+59%)** seeing notable increases since 2016



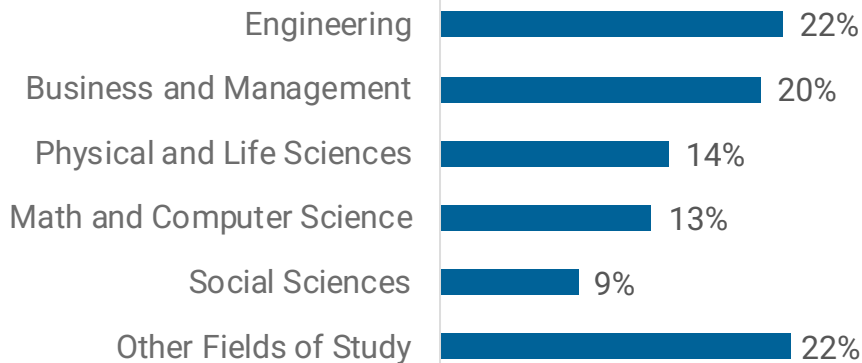
IES countries vary in performance

Top 5 % growth - 10 years			Top 5 % growth - 5 years			Top 5 % growth - 2 years		
UAE	+247%	+2,050	India	+131%	+5,625	Nigeria	+101%	+1,685
Turkey	+233%	+1,050	China	+128%	+15,970	India	+60%	+3,710
South Africa	+229%	+595	Nigeria	+102%	+1,690	US	+56%	+2,740
India	+222%	+6,835	Turkey	+91%	+715	China	+44%	+8,670
Egypt	+206%	+535	UAE	+89%	+1,360	Zimbabwe	+40%	+215
Top 5 raw growth - 10 years			Top 5 raw growth - 5 years			Top 5 raw growth - 2 years		
China	+195%	+18,770	China	+128%	+15,970	China	+44%	+8,670
India	+222%	+6,835	India	+131%	+5,625	India	+60%	+3,710
US	+165%	+4,765	US	+89%	+3,610	US	+56%	+2,740
Hong Kong	+62%	+2,710	Nigeria	+102%	+1,690	Nigeria	+101%	+1,685
UAE	+247%	+2,050	UAE	+89%	+1,360	Hong Kong	+23%	+1,315

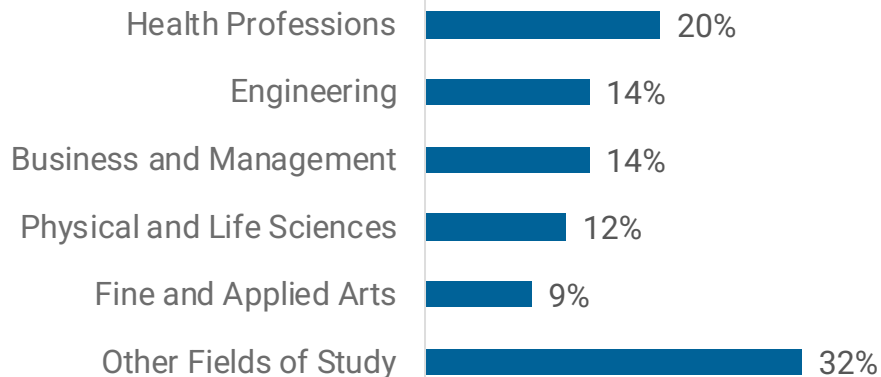
Engineering and Business are within the top 3 most popular areas of study among both international and U.S. SAT test takers

Top 5 Areas of Study—Int'l vs. U.S. SAT Cohort, 2021

% of International students

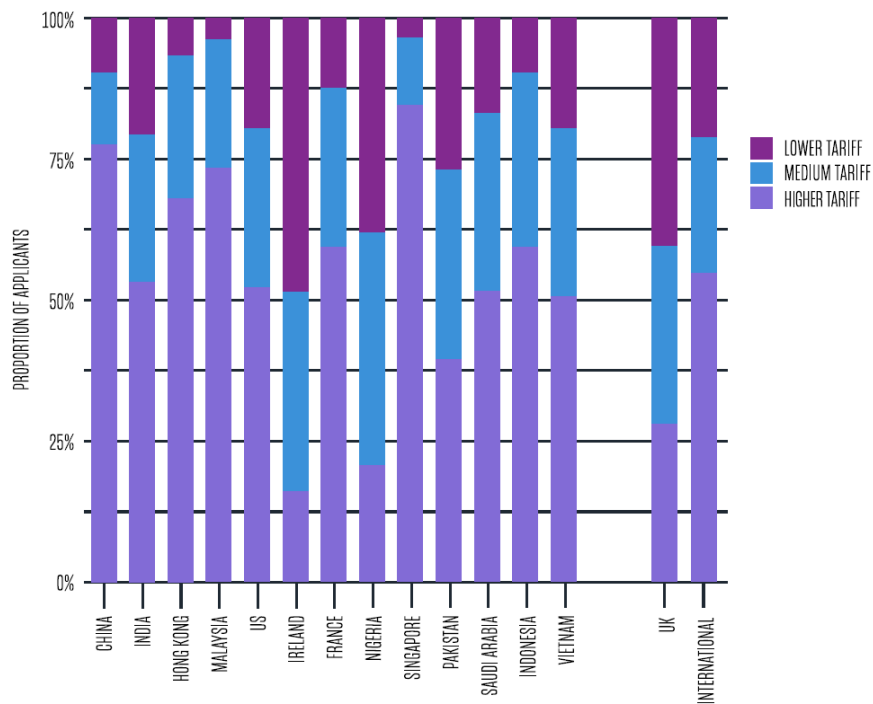


% of U.S. students



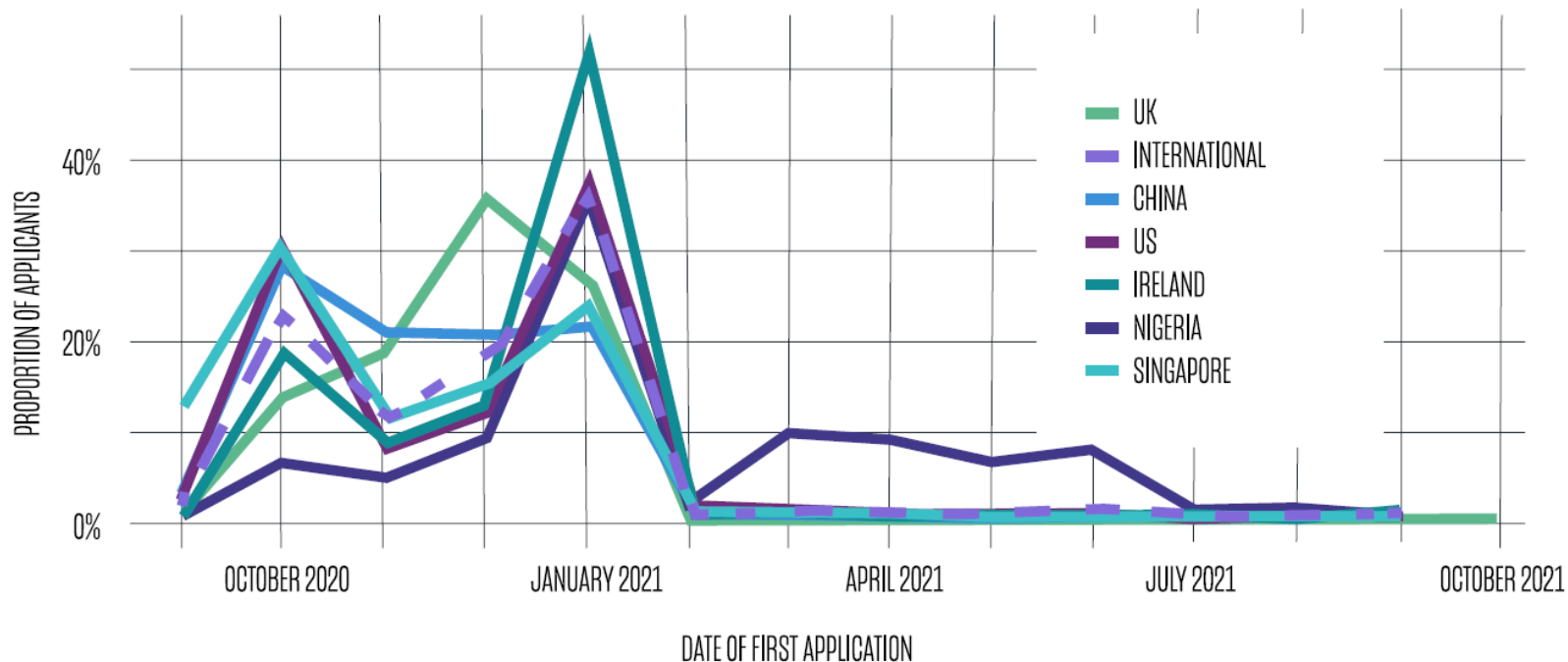
Note: Student major categories are grouped according to the areas of study that appear on the International Institute Education's *Open Doors Data on International Students by Fields of Study*.

More than half of placed international students enter higher tariff providers



- 55% of placed international students enter higher tariff providers (28% UK)
- Chinese and Singaporean applicants are five times more likely to have **five choices at higher tariff** providers than UK applicants
- Irish applicants most likely to be placed at **lower tariff** providers and Nigerian applicants most likely to enter **medium tariff** providers

The application journey for international ^{UCAS} applicants varies



What does the decision-making process look like for international students?

More than 1 in 10 international students are considering HE abroad before their 11th birthday

2 in 5

start thinking about HE options abroad before the final years of their secondary or high school education

7 in 10

said that when making their school-leaving qualification choices, they considered how this might affect their ability to study abroad

1 in 2

say that parents/guardians or close members of their family have previously studied abroad

University or college choice comes ahead of subject



- This cohort places greater importance on the quality (83%) and reputation (75%) of the **institutions** relative to the quality (70%) and reputation (58%) of potential **subjects**.
- Half of respondents ranked the **reputation of HE institutions** in their chosen countries as their number one factor in informing choice of country of study

Prospective international students are fiercely independent

“[it was] mostly my own initiative”

“My personal experience is the major influence”

“No support, just my own research”

“I have done my own research to decide where to apply”

What, and who, drives international students to study across borders?

International students seek a home away from home

Three quarters (75%) of respondents want to **experience life in a different country** - the most common motivation for study abroad

Study abroad



Respondents consistently rank **geographical location** as of importance - one third of respondents select it within their top three most important factors.

Country choice



Available accommodation (65%) was rated the second most important amenity (behind teaching and learning facilities)

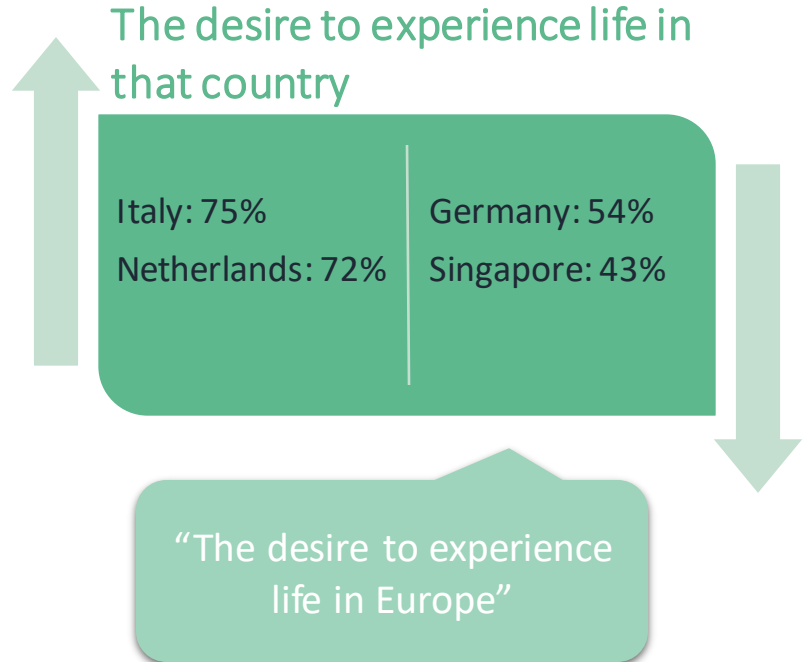
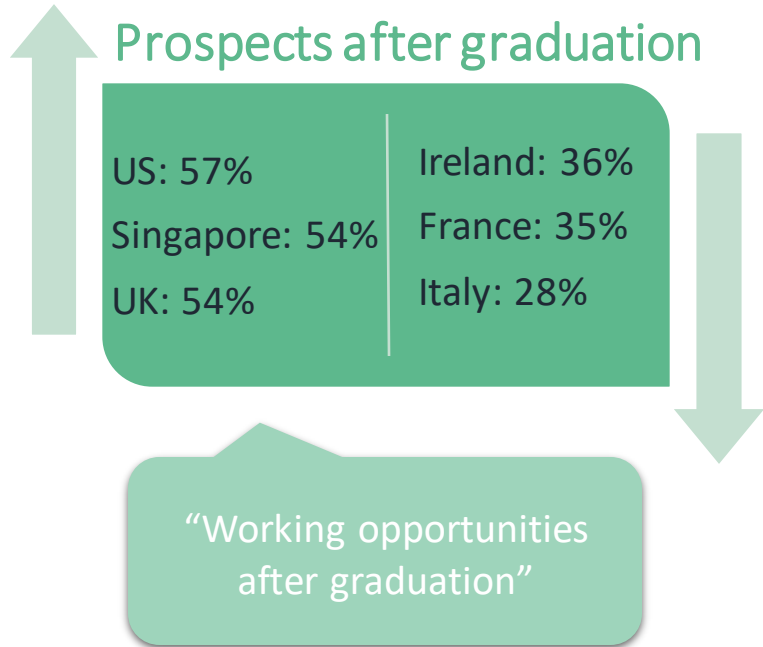
Amenities



Motivation differs by nation

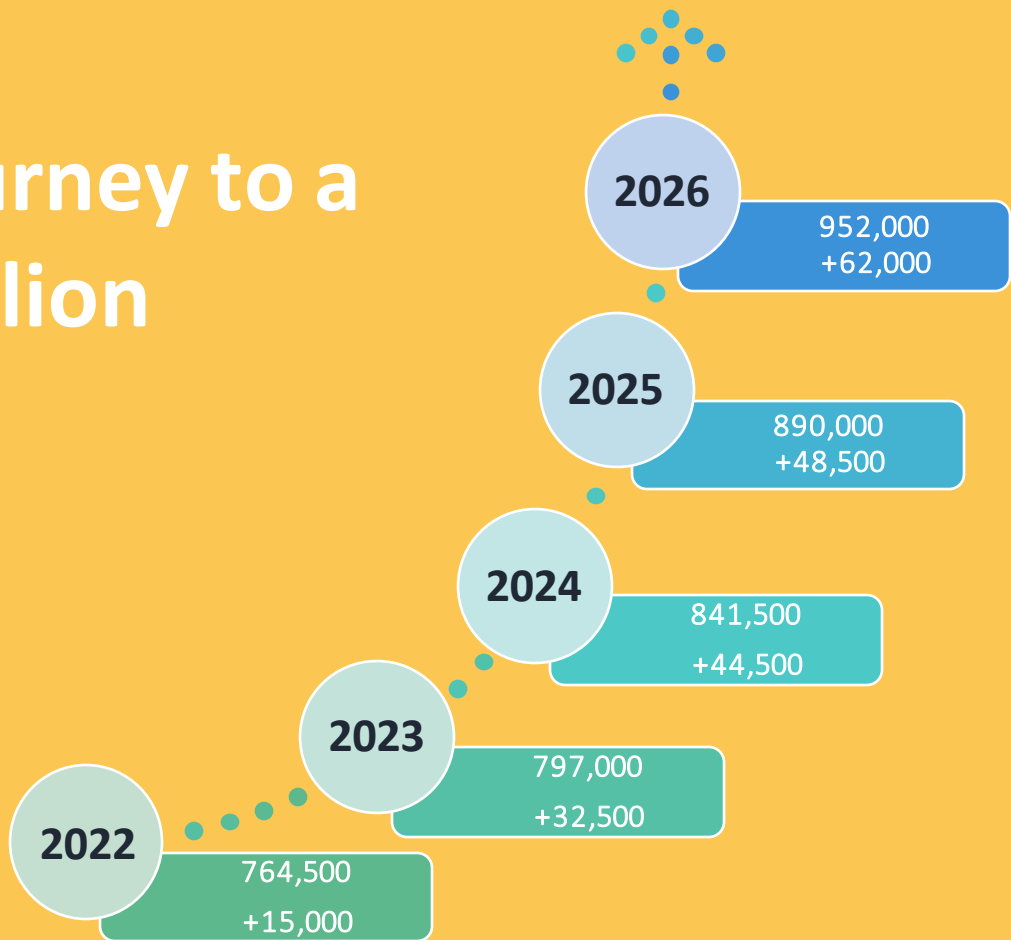
- For students from Nigeria, the most important factor is to **gain skills to support them in their career** (chosen by 80% of Nigerian respondents), and they are more likely to be interested in **employment after graduation** (52%)
- For students from India, the most important factor is that HE options are of **'better quality'** (75% of respondents from India).

Global HE has something for everyone



Improving the experience for international students

Journey to a million



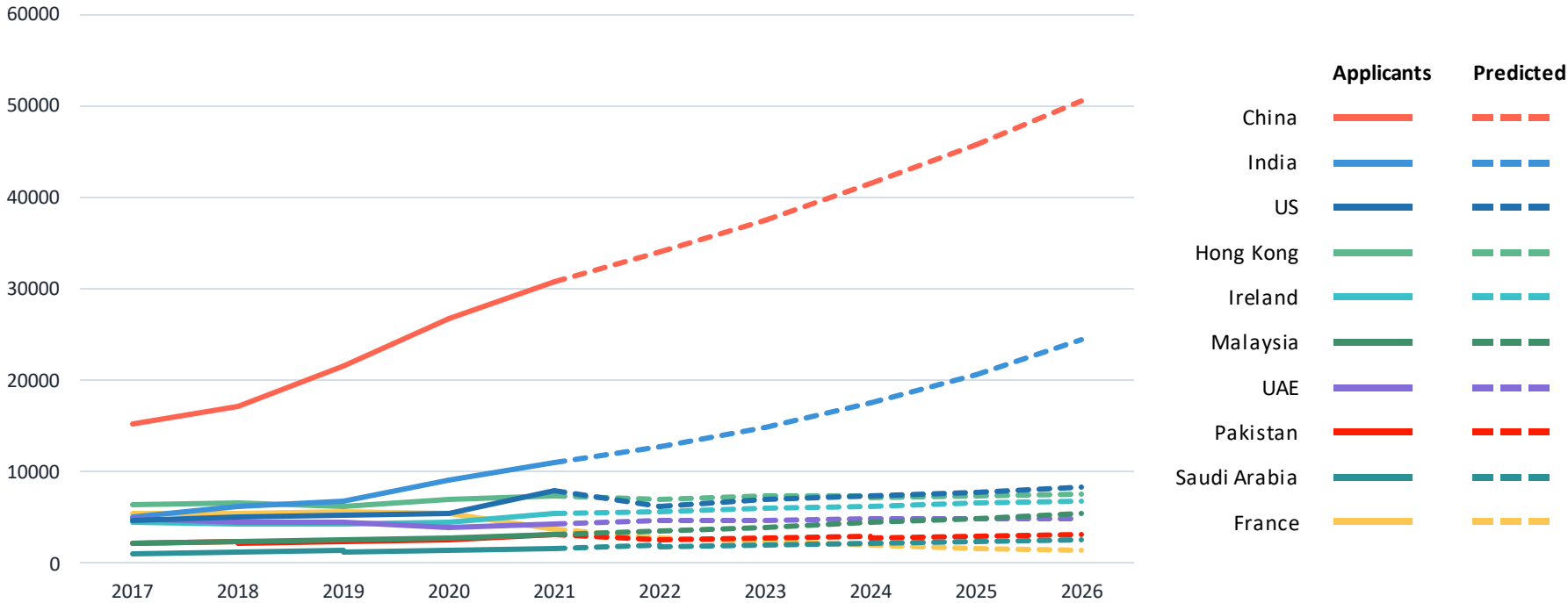
2021 vs 2026 there could be:

+27% applicants

+36% 18 year olds

+46% international

Annual demand from international students could exceed 200,000 by 2026



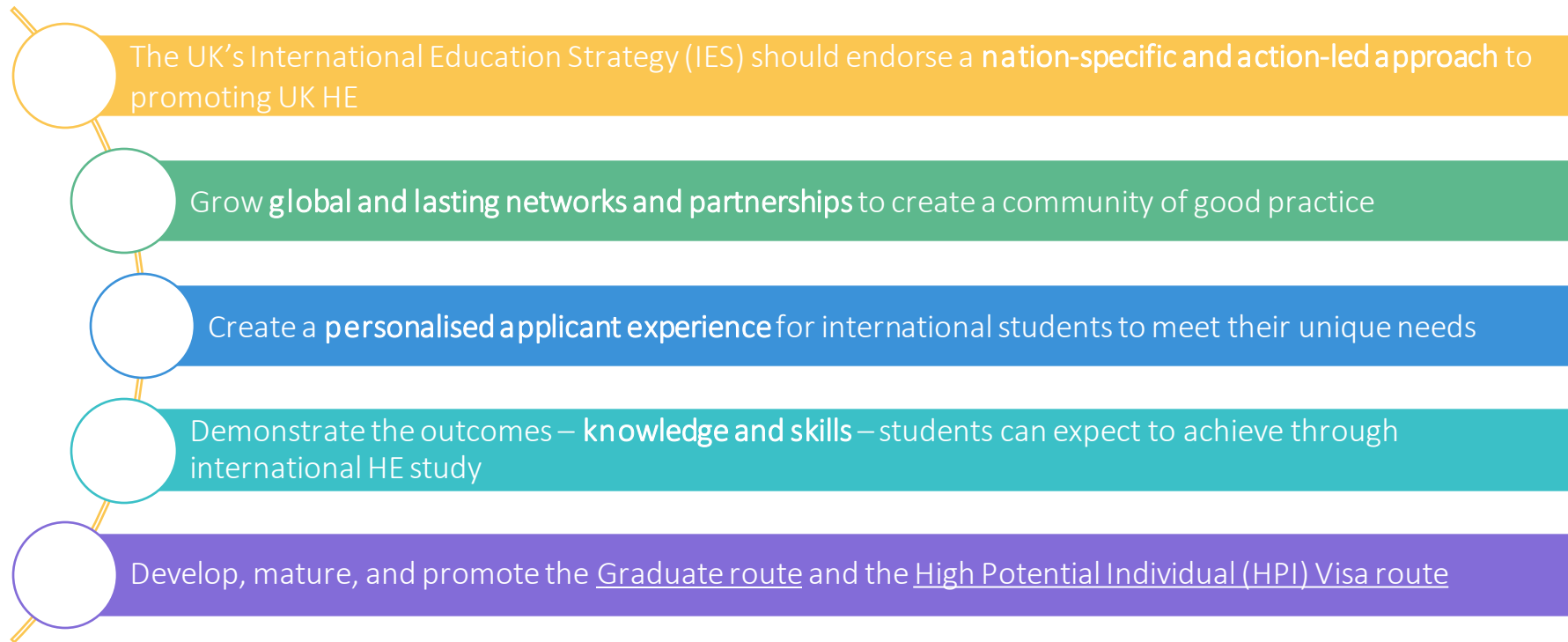
Knowledge and skills are top priorities

1	Gain knowledge and competencies in a specific subject area
2	Expand my overall knowledge and transferable skills
3	Hold the knowledge and skills needed to enter my desired field of work/career path
4	Hold a degree from my higher education institution of choice
5	Land a job in my country of study
6	Take part in social experiences that will enrich my life
7	Immigrate to my country of study
8	Land a job in my home country

The route into employment is important

- Students are five times more likely to rank **landing a job in their destination country**, relative to their country of domicile, as their top priority (5.5% vs. 1.2%)
- When asked whether they intend to remain in their country of study post-graduation, visa permitting, individuals are **four times more likely to be planning on staying** in their country of study than not (41% vs. 10%).

Next steps



Thank you

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Over to you...



Are you surprised by any of the insight you've heard today?



Does this reflect your experience with international recruitment?



How can UCAS support this area of strategic focus with you?



What further insight would you like to know about international students?