

Chartered Association of Business Schools
submission to the Migration Advisory Committee
(MAC) call for evidence to assess the impacts of
international students in the UK

The Chartered ABS would be happy to respond to any additional questions.

Please contact

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MAC Review of International Students

Response from the UK's business schools

1. The Chartered Association of Business Schools is pleased to respond to the Migration Advisory Committee's call for evidence on international students. In addition to this main response, we attach three appendices with specific examples of the points made. In some instances, the information is anonymised to protect the identity of the institutions where the data is commercially sensitive.

INTRODUCTION

2. The Chartered ABS is the voice of the UK's business and management education sector. More university students study a business school course than any other subject in our universities. They are popular not only with domestic students, but also with international students. Approximately 1 in 3 of all international students study in a business school. As the HEPI (Higher Education Policy Institute) report recently calculated, this equates to a net contribution of at least £7.2bn to the UK economy¹. Management students go on to lead global businesses and entrepreneurs contribute to our dynamic economy. Business school research has an impact across society and helps to turn our capacity for invention into viable businesses. While MBAs may enjoy the highest profile of all business school programmes, they make up a very small proportion of what business schools do. In terms of student numbers, they make up less than 5% of the over 325,000 students studying in business schools in the UK. This does not take in to account short programmes, often offered under the umbrella of Executive Education, which caters for an increasing number of open and bespoke programmes delivered to employees in both large and small firms. Our members consist of 120 business schools and higher education providers across all of the UK, as well as affiliate stakeholders, corporate members and international partners.
3. We have not submitted further data on the financial contribution of students to the UK economy and their local regions, accepting that both UUK² (Universities UK) and recent HEPI research shows the full picture for all of HE, and that business schools make up a subset of that data. Instead, we have concentrated on delivering data specifically relevant to business schools.

RESPONSE

4. The benefits of international students to the development of domestic students, and the economy as a whole, are well rehearsed. Importantly, as our survey of our members shows, many programmes, especially at postgraduate level, would not run at all if it were not for the presence of international students.
5. As part of our response we surveyed our members on a number of aspects, including the impact of international students on student numbers; department and therefore institutional finances; staffing levels; variety and number of programmes offered; and the long-term impact from alumni.
6. Across our schools, at undergraduate level, approximately 63% of students are from the UK, 10% from other EEA (European Economic Area) countries, and 27% from other international destinations. This varies from institution to institution.
7. The picture at postgraduate level is significantly different, with 21% of students from the UK, 11% from other EEA, and 68% from other countries. The reliance on international students to make postgraduate education viable is clear, from these figures.
8. There is no bias towards recruiting international students - in all UK business schools the qualification requirements for students from overseas is equivalent to those in the UK. Furthermore, our research shows that at undergraduate level there is no significant difference between the success rates of applications leading to offers for students from the UK, other EEA, or other international countries.
9. At postgraduate level, it is more likely that an applicant from the UK (66%) will receive an offer than from a non-EEA country (50%). The fact that almost 90% of applicants for postgraduate study come from outside the EEA illustrates the high regard in which UK business schools are held. It also highlights the importance of international students in enabling our business schools to run programmes that benefit the relatively few students from the UK who study at this level.
10. Our members stated that at no point were UK students refused places in preference to higher fee paying international students.
11. A very small number of students were unable to complete their course because their visas had expired. It could be argued that one is too many. Institutions set their own time limits by which a course of study must be completed, and the visa system seems to allow for concessions to be made where necessary.
12. Approximately 18% of executive education offered in business schools includes attendees from outside the EEA.

¹<http://www.hepi.ac.uk/wp-content/uploads/2018/01/Economic-benefits-of-international-students-by-constituency-Final-11-01-2018.pdf>

²<http://www.universitiesuk.ac.uk/news/Pages/International-students-now-worth-25-billion-to-UK-economy---new-research.aspx>

13. While just over 25% of a typical business school's income comes from domestic undergraduate fees, over 40% comes from non-EEA student fees, slightly more than half of which of which is from postgraduate student fees. Given the freeze on domestic student fees, any reduction in the number of international students coming to study in the UK would have a greater impact on the income of the business school, and therefore the university as a whole. Income generated by business schools supports the sustainability of HEIs (Higher Education Institutions), and hence the success and international reputation of the British university sector more broadly. Business schools are quite often one of the biggest net contributors to their institution's finances.
14. The vast majority (96%) of our members judged that international students enhance the educational experience of UK students with only 4% stating it was only sometimes the case. No-one responded that it was rarely or never the case. As has been said before, business schools prepare students to work in a global environment - the absence of international students would make a mockery of that. In courses such as international business it is vital to have international perspectives and cultures.
15. This is also reflected in the NUS (National Union of Students) report, *Student perspectives on international students: NUS research into UK students' views on their international peers*.
16. Our business schools, on average, offer 16 different undergraduate programmes and 24 different postgraduate programmes, although this does vary across institutions according to their size. On average, schools offer over twice as many different postgraduate courses as undergraduate courses, although some institutions offer fewer programmes at postgraduate than they do at undergraduate.
17. A small drop of 5% of international students would put at risk, on average, one undergraduate programme and one postgraduate programme per school. Reduction in programmes would then put at risk, on average per school, 1.2 academic roles and 0.6 support roles.
18. If the fall in international students was closer to 25%, the average number of programmes at risk would be 1.5 at undergraduate level and 15 at postgraduate level per school. This would be over 60% of postgraduate programmes disappearing. The disappearance of postgraduate programmes would cause a loss of almost 20% of total income, as well as 12 academic posts and five support posts, on average per institution.
19. If taken higher, a 50% fall in international students would result in only a very few postgraduate programmes surviving, meaning a loss of close to 30% of income and of 32 posts, per institution. It would have little additional impact on undergraduate programmes except, for the lack of international perspective.
20. Some business schools would fare better than others. Those in well-known institutions, generally in the big cities, especially in London, would be able to weather the storm better than those in regional areas. Without any international students over 30% of institutions would have no offering at postgraduate level.

21. The regions most likely to be impacted by the loss of international students are those that the Government is trying to reach with its industrial strategy and where it could be argued, international students have the most to offer.
22. Those subjects most at risk are, in order:
- Accounting and finance
 - Marketing
 - International business and management
 - General management
 - Business Analytics
 - Risk Management
 - Economics
 - Human Resources management
 - International financial management
 - Innovation and Entrepreneurship
 - Development Economics
23. Of those schools who record by department where international students go after graduation, the average calculation is that 84% return home, 9% remain on a Tier 4 visa to pursue further study, 1% progress to a Tier 1 student entrepreneur visa, and the remaining 6% move to a Tier 2 General Visa.
24. On graduating, those progressing to a Tier 2 visa tend to move in to banking and finance (often on graduate schemes), financial technology, general management, consulting, or social impact careers.
25. Students often stay connected with their alma mater and higher education generally. Some become members of faculty in their own institution, another in the UK, or in universities in their own country, collaborating with faculty from their institution of study. Other activities include joining advisory boards; making philanthropic donations including support for scholarships and sponsored chairs; providing support such as student and alumni career advice; offering support to student recruitment, and facilitating exports. Specific examples are in the appendix.
26. International students often contribute significantly to the activities of the Student's Union in their time at university. Many report that there are a number of international student societies which host inter-cultural events to share information about different cultures and traditions. Such events are an opportunity for students to develop their inter-cultural communication skills and to create networks which sustain students after their studies.
27. By having international students on courses, our members report that UK students are able to interact and understand the social differences between various cultures. This is essential as many students go on to work in large diverse teams where they need to understand and take account of diverse cultures and of social differences.

28. International students bring benefits to the wider communities in which they live, not only in what they spend themselves, but also the financial contributions their families bring as tourists.
29. International students undertake projects with local SMEs.
30. International students are prone to return to visit after their period of study. As one business school stated, "In addition over a 10-year period c60% of international graduates returned at least once to the area, contributing £2.1m in additional spend in the UK."
31. The international mix of students is an important contributor to business schools in the UK gaining international accreditations^{3,4}, which help to attract more students to the UK. International accreditations are of great importance to business schools which is perhaps very different from other subject areas.
32. Likewise, many international ranking systems include a measure of diversity amongst the student population as well as the diversity of the faculty, within their measurement criteria
33. Commenting on the work of UKVI (UK Visas and Immigration) our members said that the delays experienced after the office move to Sheffield caused considerable heart ache for students and headaches for the schools, with some students arriving four weeks late for the start of the academic year.
34. That said, some praised the changes that had been made recently and the ability for institutions to liaise directly with UKVI.

Summary

35. As is well understood by most people, including the general public, the advantages brought to the UK by international students is immense. This takes many forms including broadening the perspectives of home students, which in itself makes business education more relevant and reflective of the business world. The understanding of other cultures is important for anyone wishing to work in a global environment.
36. Not only do domestic students benefit from the perspective of students from other cultures in their courses, but also in widening their horizons and encouraging an understanding of difference.
37. Our research has given an indication of the extent of the reliance on international students, not only in terms of course viability, but in the financial health of business schools. As business schools are the biggest net contributor to institutional finances, this can have a large knock-on effect on institutional financial well-being.

³ <http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/business-accreditation-2017-update.ashx?la=en> The Association to Advance Collegiate Schools of Business (AACSB) see page 7, element C for reference to internationally diverse student and faculty body.

⁴ https://www.efmd.org/images/stories/efmd/EQUIS/2017/EQUIS_Standards_and_Criteria.pdf Chapter 8, page 64

38. The Home Office's own analysis shows that the vast majority of international students do not break the terms of their visas. Our research backs that up.
39. Further, there is clear evidence that international students continue to make a contribution to their alma mater after they have returned home, whether that be financial or in kind.
40. The soft power is also evident with members reporting that after graduation and returning home, their international alumni return for visits for years after they have left.
41. If international students were to be removed from the net migration target it would send a clear message that the UK welcomes international students, as opposed to the mixed messages being sent at the moment.

Chartered ABS Appendix 1

The following are some specific examples from some of our members on the impact of international students.

Ongoing student involvement with their alma mater and the region where they studied

“Named MBA graduate based in China created 12 jobs in Edinburgh through setting up equity company JB Equity (<http://www.jbequity.co.uk/>); taking on interns from the School. Has appointed three UoE graduates. Supported the University through the creation of "Roslin Technologies Ltd", launched to facilitate the commercialisation of research from the University of Edinburgh’s Roslin Institute and Royal (Dick) School of Veterinary Studies <http://www.eid.ed.ac.uk/news/roslin-technologies-launches-boost-animal-sciences-company-creation.>”

“Named China based Under-Graduate from China: Network Coordinator for Asia Scotland Partnership for the Environment ([Aspen](#)). Aspen is a social business that builds partnerships between Scotland and the Asia-Pacific with the aim to grow resilient local economies from environmental and social issues.”

“Named Moscow based MBA Graduate from Russia: Regional Manager for SDI (Scottish Development International) In charge of the Moscow office.”

“Named USA based MBA Graduate from USA: Editor & Publisher of Scottish Financial Review, covering international, UK and Scottish news on business, companies, markets, economics, trade and investment. <http://scottishfinancialreview.com>

“Named China based MSc graduate went on to do some work for Edinburgh based travel company Rabbies (<https://www.rabbies.com/en>) after returning to China, following on from a project she did with them whilst in Edinburgh. It was around their expansion in the Chinese market.”

“Named international student who remained in the UK (didn’t need a visa) went on to recruit student interns from the business school for SnapDragon. At least one of those is still doing some freelance work for them from China.”

“Named MBA graduate based in Canada is the MD of Arbutus Ridge; has offices in Edinburgh for his software company serving UK clients.”

“Named MBA graduate acts as liaison between the University of Edinburgh and University of Virginia.”

“Nikhil Hegde founded his own business, 6Degree Networks Limited, after his MBA and currently works between UK and India. <https://business.leeds.ac.uk/about-us/article/success-for-alumnus-in-the-mba-entrepreneurial-venture-award/> <https://business.leeds.ac.uk/about-us/article/mba-entrepreneur-visits-leeds/> <https://business.leeds.ac.uk/about-us/article/mba-alumnus-making-waves-in-indias-startup-paradise/> <https://business.leeds.ac.uk/alumni/student-and-alumni-profiles/profile/nikhil-hegde/>”

Joey Kong Joey is an entrepreneur making bespoke jewellery and works between Hong Kong, the UK and Europe. <https://business.leeds.ac.uk/alumni/student-and-alumni-profiles/profile/tsz-yan-joe-y-kong/>

Nousheen Zakaria is based in Pakistan and is co-Founder and CEO of a UK business, Out of the Box Ltd and The Code It Company, Pakistan. She is responsible for releasing some of the newest and most innovative apps and websites to support the local industry as well as global clients.

<https://business.leeds.ac.uk/alumni/student-and-alumni-profiles/profile/nousheen-zakaria/>

“Our excellent DLHE (employability statistics) are a result of the international experience/exposure our students gain from being in a culturally diverse and educational environment.”

Social Impact

“Comment from named PGR student: International students can give feedback on courses such as international management, business, HR etc. to make it more applicable. Textbooks and course materials are often written from the perspective of the author - which may not coincide with the perspectives of people from other countries. It brings positive discourse into the classroom and allows students to reflect on real-life business issues with regards to culture, language, etc.”

“Students from the MSc International Management programme, for instance, generally organise a meal each term at which each student brings traditional food and drink from their own country to share with others. Anecdotal evidence from graduates suggests that the friendships built up during their studies on the programme do serve to create sustainable international networks that can have great value when students want to travel or to do business in other countries.”

“Comment from named PGR student: International students can bring such diversity into the classroom. Similar to learning a new language, it is ideal for a native speaker of a language to be teaching that language to learners. Learning a new culture or business practices can be deepened with real-life examples from people of their native lands through international students.”

“Comment from named PGR student: The social impact of international students is probably forming a highly diverse and competitive learning environment.”

“Comment from named PGR student: I think international students will make intelligent contributions, inspire local students, and improve the quality of education by bringing in diverse perspectives, ideas, and methods to the lectures and workshops. Through our Doing Business Projects in Emerging markets course, students (who are predominantly international) provide expertise into markets such as China, India and Latin America. In this course, we specifically work with Scottish SMEs who are looking to internationalise, resulting in many success stories.”

“Chinese MBA Graduate did work with the Eric Liddell Centre, a specialist care centre based in Edinburgh: <https://www.ericliddell.org/> “

“Dragon’s Glen – a team of mostly international students raised £5000 for Children’s First as part of a charity competition.”

“Quite a few of the Chinese students volunteer at high schools or charity shops.”

“Student Ambassador programme – outgoing international students act as buddies to incoming students from their country to facilitate the transition”

Regional impact

“A number of our PG students undertake projects with industry as part of their final dissertation. These projects are focussed on performance improvements in companies such as Heathrow Airports, BAE Systems, TUI and the end results of projects are implemented in such business to improve their economic return or benefits to customers.”

“The international student population in Bristol is being increasingly recognised as adding considerable value both economically and socially. Unlike most tourists coming to the UK who will stay only a short time, international students tend to stay for at least a year and often more. During this time they contribute economically through purchase of food, drink, accommodation and other essentials. Their discretionary spend is also generally quite high as they take sight-seeing trips beyond Bristol and frequently fly family members over to visit and to attend graduation ceremonies.”

“Currently a cross-city team involving both universities and Destination Bristol, co-ordinated by the Mayor’s Office, is looking at the value international students add and how this can be further realised.”

“An example of a scheme designed to maximise the benefit of international students to organisations in Bristol is the university’s International Talent scheme. Part-funded by Santander, this scheme links up businesses in Bristol with needs such as translation or marketing insights into particular regions with international students. Businesses benefit from input by international students and the students get experience of how business is done in the UK.”

Northern ballet case study <https://www.ft.com/content/bf5d8884-01fd-11e4-9af7-00144feab7de>

The MBA/Management programmes support third sector e.g.

<https://www.yorkshirepost.co.uk/news/social-enterprises-outstrip-businesses-1-3644407>

“One Indian student has now obtained sponsorship and works for BT in an international role which leverages her experience of Mumbai. I invited this student to speak at an international alumni event in London (we organised this in conjunction with some partner institutions). She spoke of how much she enjoyed her time at Aston and loved living and working in London; however she also described the tortuous process of obtaining sufficient experience to gain a full time sponsored position. Upon graduating she was able to gain short term projects which enhanced her CV but she described how after each project finished she received a letter from the Border Agency advising she ‘had 28 days to leave the country or she would be staying illegally and would be liable for prosecution/and or deportation’.”

“Comment from named PGR student: International students typically are intelligent and can be a positive addition to the ageing workforce of the UK. In addition, certain professions such as academics and Science Technology Engineering and Mathematics (STEM) related, face a severe labour shortage and foreign students can complement the UK workforce upon graduation. Socially, foreign students bring cultural diversity into the UK. The world is a global marketplace and UK undoubtedly needs to participate in it to be successful. Foreign students bring with them the understanding of markets not only in the Commonwealth of Nations, the EU, but also in emerging markets such as BRICs, Eastern Europe and Southeast Asian countries.”

“Comment from named PGR student: I think the high overseas rate tuition fees is probably the biggest economical contribution of international students to the region. The most important social contributions of international students are that (1) international students bring diversity and

inclusion to Edinburgh and even Scotland; (2) international students serve as the bridge between the UK and other countries, bringing more opportunities for cross-cultural collaboration.”

“Named MBA graduate based in Canada is the MD of Arbutus Ridge; employs people at the company's offices in Edinburgh.”

Other impacts

“A Chinese student led our Summer School as a University Ambassador; we have a group of 25 language/engineering students from China and she was able to accompany them on visits and assist with ensuring they got the most out of a 3 week visit to the UK.”

“Our student mix has enable us to achieve triple accreditation, raising the profile and brand of our school and the UK business and management sector on a global stage.”

“Our student mix has enabled us to achieve Financial Times top 100 global rankings also raising the profile and brand of our school and the UK business and management sector on a global stage.”

Views on the work of UKVI

“In 2017/18, BU like many other universities had significant challenges with UKVI as visas for our Level 7 students were very late in being issued and therefore our international students missed up to 4 weeks of semester 1 2017. The University of course did put measures in place to ensure that our international students joining late did gain additional support from their tutors to get up to speed as quickly as possible, but this delay form UKVI did affect the student experience through causing additional strain on both the students and the institution.”

MANCHESTER
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The University of Manchester
Alliance Manchester Business School

'The diversity of my course meant that I was able to take course units that fell outside of my interests. This helped me learn how to perform well outside of my comfort zone.'

Ashwin Sinha graduated from International Business, Finance and Economics (IBFE) in 2013 and is now working for Ernst & Young in New Delhi



Why did you choose to study your chosen course?

A friend of mine was already studying IBFE and so I got more information about the course through her. I liked that the course was so diverse; as well as studying business, finance and economics IBFE students can take course units delivered by the School of Social Sciences. Studying politics and developmental economics in my second year gave me a better perspective on macroeconomics and I went on to study it in further detail in my final year.

What factors made you choose Alliance Manchester Business School (Alliance MBS)?

When I was choosing universities, I looked at the various courses offered and narrowed my search to the courses which interested me the most. The great international reputation and ranking of Alliance Manchester Business School only made my choice easier.

What did you enjoy most about your time at Alliance MBS?

There are 40,000 students at The University of Manchester, which translates into 40,000 different people with different personalities. The people at Manchester ensured that no matter what activity I took part in, I was thoroughly enjoying myself. Whether it was playing football or a night out, I always met new people.

I stayed in Victoria Halls on Upper Brook Street in both my first and second year, as I loved both the views and the location. It was great fun staying in halls. I played basketball, football and cricket, attended a lot of parties and made very close friends with my flatmates.

Did you have a particular career path in mind?

I worked during my time at university, which helped give me an idea of what I wanted to do after graduation. In the summer holidays between first and second year I interned at KPMG in New Delhi in their Financial Advisory Practice for 6 weeks. Then the next summer I interned with Tata Consultancy Services in London, in their Financial Consulting Practice for 10 weeks. I also worked for the University as a student ambassador. I gained lots of professional and social skills from these experiences and this helped me to create better reports for my final year dissertation.

What job/s have you gone into since graduating?

I am currently working for Ernst & Young in New Delhi. I am working in their Risk Advisory Practice on process and internal audits for a luxury automotive client in the Indian market and an American multi-level marketing company.

Were there any particular elements within your course that helped to prepare you for your career?

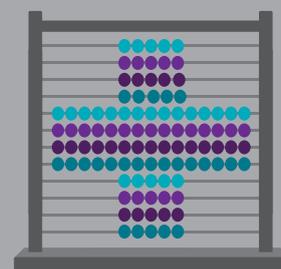
The diversity of my course meant that I was able to take course units that fell outside of my interests. This helped me learn how to perform well outside of my comfort zone, which was a great skill to learn. Also, the small class sizes meant that I had lots attention from lecturers and tutors. This was very helpful, especially in course units with a practical element.

What are your future aspirations?

I'd like to work for another two to three years and then complete an MBA in finance or economics.

MAKE IT COUNT

BSc (Hons) International Business, Finance and Economics.
Graduate with in-depth knowledge of these strongly related disciplines and a portfolio of skills highly valued by employers.



Original Thinking Applied

MANCHESTER
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The University of Manchester
Alliance Manchester Business School

'It's fantastic to have an academic advisor to help with academic matters and mentors who provide social support to help new students to settle in.'

Hien Minh Luu is from Vietnam and is in his final year studying International Business, Finance and Economics



Why did you choose your course and Alliance MBS?

I was extremely impressed by its global reputation and high ranking among UK universities (in the Financial Times league table for instance). The School is truly one of the largest and best regarded business schools and it has been educating business leaders for many decades. Manchester is a dynamic city with energetic and ambitious students.

What's the best thing about your course?

The best thing about IBFE is that it has given us so many pathways to specialise in the areas which suit our strengths - economics, finance, international business or accounting. I've chosen finance and economics as this fits my academic interests and quantitative nature.

And being a student?

It's fantastic to have an academic advisor to help with academic matters arising throughout the course. Peer mentors provide social support to help you settle in quickly and easily. Studying in a dynamic environment with the support of world-class libraries and cutting-edge facilities is a marvellous experience.

How quickly did you settle into student life?

During welcome week, I received lots of useful assistance and information from staff as well as pastoral support from student mentors which helped me to orientate myself in my new and challenging environment. I also attended various activities, meetings and presentations organised by Alliance MBS.

What advice would you give to new first-year students?

Don't worry about the difficulties you may encounter in a new environment; be confident and strong. Try to explore some of the facilities available to you and participate in the

various activities and events offered by the University to get the most out of your time here. You will soon realise that you are gradually changing for the better, particularly in terms of your employability.

Are there any course units which stood out for you?

Financial Decision Making in first year and Foundations of Finance in second year. These courses gave me a solid finance knowledge base, but also built the critical bridge linking the theoretical and practical aspects of finance through coursework based on real-life companies. Moreover, stimulating lecturers such as Dr Kevin Aretz have inspired me to enjoy the subject even more.

Are you involved in any extra-curricular activities?

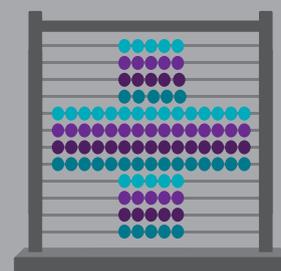
I joined the Manchester Leadership Programme (MLP) and volunteered on a community allotment in Moss Side to raise funds for Forever Manchester. I also became a peer mentor, helping new students settle in. It is not an exaggeration that in Manchester, social activities and societies available to you are so numerous that you could never know absolutely everything that's going on.

What are your future aspirations?

I hope to start a masters degree in finance and economics after graduation. My internship last summer at Mazars LLP (a global accountancy and financial services firm) reinforced my aspiration to seek a career in finance, and a masters degree should give me a competitive edge over others in the job market. I would like to work in the UK for a few years to gain valuable experience before returning to Vietnam with the aim to restructure its financial system which is still underdeveloped.

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Original Thinking Applied

Chartered ABS Appendix 2

Below are five case studies on the financial implications to the business school and, as a result, to the university, of a fall in the number of international students. These case studies also include comment on potential physical expansion and the use of overseas campuses.

The institutions have been anonymised.

Case Study 1

This business school is located within a university in a large city in England, and is highly ranked globally.

International students are very important to the school and help it to make a healthy surplus, which has enabled the business school and other parts of the university to grow over recent years. Undergraduate student programmes are relatively immune to the number of international students, but at postgraduate level, like many schools, international student enrolments make running the number of courses viable. Should international student numbers fall by 50%, one in five postgraduate programmes would cease to be viable. The knock-on effect would be a cut of a quarter of both the number of academics and support staff required. There would also be a 25% reduction in the school's contribution to the central university, amounting to a sum of some millions of pounds.

The school has seen significant growth in the last five years at both undergraduate and postgraduate level, with only international students at undergraduate level being relatively unchanged. The school is operating at capacity and therefore a further expansion is planned for the future, but this will not allow for substantial growth in the number of students. The school does not discriminate between nationalities when assigning places; offers are made based on qualification grades. This is not expected to change.

Case Study 2

The university has a widening participation remit such that a very large proportion of home/EU students are given bursaries and a considerable percentage of these students are the first in their families to attend university.

The business school, after all expenses have been taken into account, provides 40% of the university's surplus. Not all schools within the university make a positive contribution to the university's surplus. Over 75% of school fee income comes from international students. This is largely impacted by the number of international students studying at postgraduate level, making these programmes viable to run and therefore available for domestic students. If the number of international students in the business school were to be reduced by 50%, the school's surplus would be reduced, resulting in a fall of almost 40% to the contribution to the university's surplus.

The university as a whole is anticipating student numbers to increase and has already started a programme of physical expansion to accommodate them. This programme will continue for a

number of years. The business school is expected to contribute to this net increase in student numbers, but there is no target for the domicile of these additional students.

Should numbers of students continue to outstrip the number of places available the decision on which students to offer places to would be made on the basis of entry qualifications. As now, there is no difference between qualification requirements for domestic students and international students.

Case study 3

This business school is in Scotland and has substantial overseas activities.

The majority of students are at undergraduate level, although there has been significant growth in the number of postgraduate students in the last five years. Most of this growth has been from UK and EU students. Despite the growth in domestic students, international students play an important part, not only in the relevance and attractiveness of the courses by bringing in different experiences and cultures, but also in making courses financially viable. A reduction of just 10% of international students would have a significant impact with around one quarter of undergraduate and 40% of postgraduate programmes being put at risk, along with a reduction of both teaching and support staff. There would also be a reduction of about £1m in the amount the school contributed to the central university.

Over the medium term there are plans for modest growth in student numbers at the Scottish campus and little risk of displacement of home students in part because of outcome agreements with the funding council. There is greater focus on growth of activities beyond the UK, though income here is shared with local partners, meaning that growth is less financially productive.

Case Study 4

This business school is located within a university in a small city in England. The impact the university has on the local economy is substantial, not only in terms of direct employment, but indirectly through student and staff expenditure off-campus.

The business school is weighted towards undergraduate provision, although the postgraduate provision is still large and important. Most students at postgraduate level are from overseas. Over half of the school's income derives from international students. There has been significant growth in student numbers over the last five years from both domestic and EU students, as well as non-EEA students. The school makes a substantial contribution to the surplus of the university, well over 50%. A decline in international student numbers would have a significant and catastrophic impact on the school's and therefore university's finances, as often it is the international student numbers that make courses viable.

Without physical expansion this growth in student numbers has meant a change to the delivery of programmes through, for example, extending the teaching day, smarter timetabling and greater use of blended learning. There is expected to be more physical space in the next few years.

The school publishes its qualification requirements for students applying to study and anyone achieving that minimum is offered a place on a first-come-first-served basis. Therefore, the earlier a

student applies, the more likely they are to be offered a place, regardless of their domicile. This is expected to continue to be the case as numbers continue to grow.

The business school does not currently have any overseas campuses and has no plans to open any. Instead it has partnerships overseas and through various methods awards degrees, via strict validation and quality assurance. In some cases, it also provides flying faculty.

It is possible that the school would consider opening a campus overseas should international student applications fall, or be prevented by any further visa restrictions. However, it is considered that this will not fully replace the benefits of international students on campus in the UK. It is recognised that there is a growing number of students from around the world who want to travel overseas to study. If the UK does not want them there are plenty of other countries actively encouraging them to study in their country. Therefore, it is extremely unlikely that the financial benefits of opening overseas campuses would match that of international students studying in the UK. Certainly, there would not be the cultural and perspective benefits gained from international students being in the UK alongside domestic colleagues.

Case study 5

This is a prestigious business school in a large university, where there are significant numbers of international students, especially at postgraduate level. The growth in student numbers over the last five years has predominantly come from non-EEA students, although the school still attracts very large numbers of domestic students. The entry requirements for students entering the school are the same for international and domestic students.

A fall in international student numbers would have little impact on the number of undergraduate courses delivered but would have a significant impact on the number of postgraduate courses it would be able to deliver. A fall of 50% in the number of international students would cost over 60 people their jobs just within the business school, and a fall in the financial contribution to the university of around £12m per annum.

A recent building programme was undertaken to provide for the growth in student numbers, but there is no plan to grow any further. Selection of students will continue to be based on academic achievement and, just as now, the nationality of the student will not be taken in to consideration.