

APPG International Students

Written evidence from the British Council

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Summary

- International students bring economic, social and cultural returns, are crucial to UK soft power and play a key role in creating favourable conditions for trading and diplomatic relations overseas.
- The British Council is one of the leading organisations in the promotion of the value of UK Higher Education and the benefits of studying UK courses, and of student centred collaboration.
- The UK is facing a dangerous decline in international student numbers, which appears to have strong drivers towards continuing. There are a number of ways in which the UK could address this:
 - Evidence: we recommend a more systemic tracking and data collection process for international graduates. While we have a good level of data (HESA 'destination of leavers' data), we do not have any comprehensive data covering international graduate outcomes, employment, income or future roles and achievements. This level of data would enable the UK to further understand the real impact of a UK education experience. We would recommend that further research is commissioned to understand the experience, impact and influence of alumni.
 - Strategy: we would welcome the development of a high profile, national, cross- Government international education strategy, recognising and promoting mutuality between the UK and other countries, to position the UK as a first-choice study destination and first choice for cross-border HE Transnational education (TNE), and International Programme Provider of Mobility (IPPM).
 - Mutual Recognition and Alignment of Quality Assurance: we recommend a new initiative to establish the groundwork for successful transfer of students, expertise and trade, and qualification recognition, founded on the new style of mutual award recognition systems that the UK has established with countries in Latin America.
 - Promotion: The existing Study UK: Discover You campaign (funded by the British Council and the GREAT Britain Campaign) would be strengthened if it were able to support a national international education strategy with targets to strengthen international mobility, as recommended above.
 - Alumni: we recommend an initiative that focuses on building networks of mature alumni in key markets, one that will allow the UK to connect to those who are now in positions of authority, influence and commerce potentially modelled on the British Council's UK Alumni Rectors Group in Turkey.
 - Migration: we would recommend that international students are removed from net migration figures; that a more streamlined process of obtaining post-study work visas is introduced for all higher education scholars; and that the Government considers reviewing the need for international students to undergo police registration. We recommend specifically reviewing whether undergoing police registration is now a duplication of data following the introduction of the points-based visa system. We recommend a clearer, more streamlined process for understanding student pathways in order to have accurate data.

1. The impact of international students on UK trade and soft power

- 1.1. The benefits of international students for the UK domestic economy are well-documented (see Appendix C). However, international students not only bring economic, social and cultural returns, but are also crucial to UK soft power and play a key role in creating favourable conditions for trading and diplomatic relations.
- 1.2. However, the UK cannot afford to be complacent. The UK's market share in international higher education students is falling and the UK risks losing out on these benefits.

UK Soft Power

- 1.3. A country's soft power is its ability to make friends and influence people - not through military might, but through its most attractive assets, notably culture, education, language and values. In short, it is the things that make people love a country rather than fear it; things that are often the products of people, institutions and brands rather than governments.
- 1.4. The British Council builds the UK's soft power through a cultural relations approach, which develops people's trust in and attraction towards the UK, its values and people. Cultural Relations is based on the important principle of people working together for mutual benefit – this emphasis on a two-way exchange of ideas is most effective at fostering understanding between cultures, mutual trust, long-term relationships and an appreciation of different values and ways of living.
- 1.5. Higher Education is one of Britain's key soft power assets, as outlined in this year's Portland Soft Power 30, where the UK tops the list of global soft powers. Forging international people-to-people relationships is crucial to ensure that a perception does not develop that Britain leaving the EU means Britain 'turning its back on the world'.
- 1.6. Studying in the UK often produces a life long affinity with the UK. A government study¹ concluded that a real benefit, beyond direct financial income, from international students studying in UK higher education was that they act as ambassadors for the UK and UK education and have a positive understanding of the UK's culture and values. According to the report, alumni promote trust in the UK, leading to perceptions of the UK as a desirable partner in potential trade, diplomatic or developmental relationships. This is significant as there almost 3 million alumni from UKHEIs from the last ten years.
- 1.7. Many of the students that study in the UK also go on to positions of leadership, such as Prof Ji Jiafu, who as President of the Peking University Cancer Hospital is internationally recognised for his expertise in the surgical treatment of gastric cancer; or Dr David Edelman, who worked at the White House as Special Assistant to the President for Economic & Technology Policy and is now Director, Project on Technology, Economy, & National Security at MIT. These alumni leave with a lifelong connection with and affinity for the UK, providing a huge boost to UK soft power. We have more case studies in Appendix A.
- 1.8. It is worth noting that 57 world leaders, representing 1 in 4 countries globally, have been educated in the UK².

Trade

- 1.9. Hosting international students in UK higher education institutions helps to develop strong connections with future leaders, policymakers and influencers globally, supporting a favourable international climate to pursue trade agreements with major economies. Studying in the UK builds trust in the UK, which in turn is associated with higher levels of interest in doing business with the UK.
- 1.10. Participation in cultural activities with the UK, such as studying in the UK, is associated with an increase in trust. In a study of 10 strategically important countries, the average level of trust in the UK was 16 percentage points higher amongst those who had participated in cultural relations activities than amongst those who had not.

¹ <https://www.gov.uk/government/publications/international-higher-education-in-the-uk-wider-benefits>

² <https://www.hepi.ac.uk/2018/08/14/uk-slips-behind-us-takes-number-one-slot-educating-worlds-leaders/>

1.11. Numerous studies indicate the dividends of trusting relationships for trade. One study concluded that economic growth rises nearly one percentage point on average for each 15 percentage point increase in trust³. Another demonstrates that as mutual trust between the populations of two countries increases by one per cent, exports increase by 0.6 per cent and the stock of foreign direct investment increases by three per cent. The theoretical basis of this is that high-trust relationships have lower transaction costs. Lower transaction costs stimulate investment, production and trade, which in turn lead to economic growth.

2. **The impact of international students on UK research**

- 2.1. International students play a role in producing higher-quality research, ensure that some STEM courses are financially viable, and attract international staff and researchers.
- 2.2. It has been well-documented that internationally mobile researchers are more productive; and that research produced through international collaboration is of higher quality and has a greater impact. High quality research also ensures the reputation of UK Universities, which are an important soft power asset for the UK.
- 2.3. While the UK represents just 0.9% of the global population, 3.2% of R&D expenditure, and 4.1% of researchers, it accounts for 11.6% of citations and 15.9% of the world's most highly-cited articles (Elsevier, BEIS, 2016)⁴.
- 2.4. Much of this success is due to international collaboration, and the contribution of international staff and of international students. Data from Elsevier also shows that more than 50% of articles produced from the UK have an international co-author, and 60% of these are co-authored with other EU countries. It is also worth noting that over a 16 year period to 2014, 72% of UK-based researchers published in another country⁵.
- 2.5. The role of international students in this success cannot be underestimated. One in every five students in UK HEIs is from outside the UK, and more than half of full time students in postgraduate programmes are international⁶.
- 2.6. There is a strong association between rises in international students, rises in international staff, and rises in research output of UK Higher Education Institutions.
- 2.7. There is a strong correlation between the proportion of teaching and research staff that are non-UK nationals, and the impact of internationally collaborative research from that institution. In simple terms, the more significant the international teaching and research staff, the greater the impact of the research from that institution.⁷
- 2.8. There is also a strong association between the proportion of students who are international in a university and the proportion of teaching and research staff that are non-UK nationals. The more international students, the higher the likelihood there will be significant international teaching and research staff.
- 2.9. At post graduate taught level, non-UK students represent over 55% of all full time students. For certain subjects they make up over 90% of full time enrolments. This is not because domestic students don't study these courses, but because many domestic students access these courses on a part time basis. If non-UK students stopped enrolling in these programmes, the likelihood is that for certain disciplines (notably STEM and Business), universities would no longer be able to offer these to UK students on a part time basis.

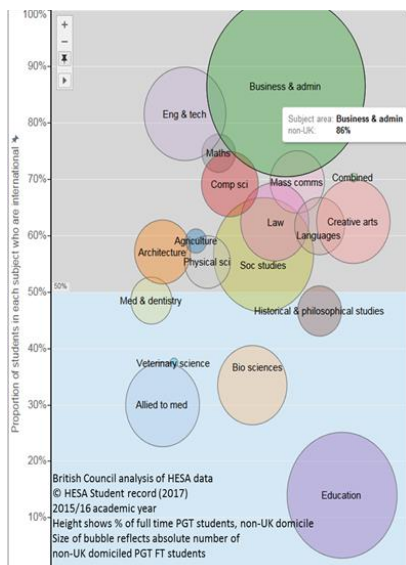
³ Zak and Knack (2001) Trust and growth. *Economic Journal* 111/470: 295–321

⁴ Ibid

⁵ Elsevier SciVal database, 2018

⁶ British Council analysis of HESA data including visiting exchanges students

⁷ British Council analysis of data from HESA and from Elsevier.



2.10. It is worth noting that through maintaining the viability of crucial STEM and Business courses at PGT level, UK employees are able to access Masters courses on a part time basis (and UK employees are able to support in-work development and training of their staff through these locally available courses). The graphic above illustrates the volume of total students and the proportion of students who are non-UK domiciled.

The UK's declining market share

- 2.11. The latest figures on the number of international students studying in UK Higher Education show that overall there has been a 1% increase from 2015/16 to 2016/17, compared with an overall global growth in international student mobility of over 6%⁸.
- 2.12. Other English-speaking countries are growing much faster than the UK. From 2011/12 to 2015/16, Canada saw a 58.2% increase in international student numbers, the USA saw an increase of 31.9% and Australia an increase of 32.8%. In the same period, the UK saw an increased of just 0.8% (see Appendix B).
- 2.13. Some emerging study destinations such as Israel had growth rates as high as 262%, and emerging economies such as China and India are saw growth rates of over 50% in that period. Closer to home, Germany has a growth rate of over 30% and the Netherlands 125%.
- 2.14. There is generally increasing global competition, with more countries becoming attractive hosts for international students: in 2005, just nine countries hosted over 50,000 internationally mobile students. By 2015 this had more than doubled – 20 countries now host over 50,000 students.
- 2.15. International students are also being hosted by a smaller cohort of institutions than previously and, in some regions in the UK, there has been significant decline in international student numbers. In 2010/11 , over 42% of HEIs hosted the majority (80%) of non-EU students. By 2016/17 the same students were hosted by just 35% of HEIs. International students are being hosted by a fewer number of institutions, and the benefits of these students are not shared across the breadth of HEIs.
- 2.16. The fact that a greater number of countries are now positioning themselves as attractive international study destinations is something to be celebrated; but the fact that international student growth to the UK continues to stagnate even when compared to other ‘traditional’ international study destinations is a matter that should attract some concern. If this trend continues, will reduce the comparative soft power and influence benefits that the UK gains. It will also have serious financial consequences for universities.

⁸ HESA

- 2.17. Several studies⁹ demonstrate that the top factors that influence student perceptions and decision-making are: quality of education, mutual recognition of degrees, career prospects and work rights, costs, language and quality of welcome.
- 2.18. International education strategies with recruitment targets and certain approaches to student and researcher visa policies have been shown to impact on student flows, as demonstrated in the table below¹⁰. Countries with longer post-study work periods and international recruitment strategies and targets saw higher growth in international student numbers.

Table 2: A snapshot of student visa policies, post-study work and demand for higher education – international comparisons

Description	Australia	Canada	Germany	New Zealand	UK	US
Work allowed during study per week	Up to 20 hours	Up to 20 hours	Up to 20 hours	Up to 20 hours	Up to 20 hours for degree programs	Up to 20 hours (on campus only)
Post-study work	2–4 years.	Up to 3 years	12 months	12 months	Limited	12 months OPT and 36 months for STEM students (OPT)
International student recruitment targets	720,000 international students by 2025	450,000 international students by 2022	350,000 international students by 2020	143,000 international students by 2025	No	No
Growth rate over the past 2 years	17.8%	25%	16.3%	38.1%	0.2%	15.7%

NOTE: Table adapted from World Education Service and British Council (2017), 10 Trends: Transformative Changes in Higher Education, <https://ei.britishcouncil.org/educationintelligence/10-trends-transformative-changes-higher-education?platform=hootsuite>.

DATA SOURCE: UNESCO Institute for Statistics: http://data.uis.unesco.org/Index.aspx?DataSetCode=EDULIT_DS (data extracted on 27 August 2017.)

METHODOLOGICAL NOTE: UNESCO Institute for Statistics (UIS) data are used for this analysis which covers 2013–2015 for Australia, Germany, New Zealand and the US; 2012–2014 for the UK and 2011–2013 for Canada.

3. Recommendations to stem declining market share of international students

- 3.1. There are several measures that could contribute to reversing this trend.
- 3.2. Currently, growth and development of international students is restricted by individual institutional collaboration without a strategic steer. The creation of a high profile, national, cross-Government international education strategy with international student targets would send a clear message of welcome to prospective students, researchers, partner institutions and businesses, and would likely make the UK a more attractive study destination.
- 3.3. The existing Study UK: Discover You campaign (funded by the British Council and the GREAT Britain Campaign) would be strengthened if there were an international education strategy for it to support, with targets to strengthen international mobility.
- 3.4. There is a huge opportunity to open new global connections and stem the decline in international student numbers through mutual recognition agreements. The British Council was a key player in forming a new style of mutual recognition agreement with Mexico, which is expected to lead to an increase of 20% in international student registrations in the first 12 months, with regular impact valued at over £50m per annum. This innovative agreement is now being ‘rolled out’ in Colombia, Chile, Argentina and other Latin American Countries, providing a de-facto hub of collaborating countries for the UK. This agreement may pave the way for further treaties for the UK with other key economies such as Bangladesh and Pakistan, opening up the full markets of rapidly developing countries to UK study and research.
- 3.5. The UK could benefit from improved ‘tracking’ of international alumni, to gain a better understanding of numbers, stories, achievements and to capture information on educational outcomes of international UK graduates. This would enable the UK to gain a better understanding of the value of their UK education and attract further international students.

⁹ <https://ei.britishcouncil.org/educationintelligence/ei-feature-global-race-international-students>

¹⁰ Ilieva, J. (2017) Do political events in a host country affect international education engagement? <http://aiec.idp.com/aiec2017-past-janet-ilieva>

- 3.6. In addition to support for recruitment of international students to the UK, a national strategy to support outward mobility of UK students would further strengthen global engagement of the UK HE sector and enhance UK soft power. Increased outward mobility of UK students would also strengthen bilateral trust and understanding, and lead to greater trade and cultural links between the UK and other countries.
- 3.7. The British Council supports the government's intention to attract genuine students. The British Council believes that students should be excluded from the net migration figures as only a fifth of the public think of international students as immigrants and research finds the general public would be happy for students to be taken out of the immigration figures altogether.
- 3.8. The two aspects of the visa regulations that have the potential to do the most damage to the UK's reputation, to the economy, and cost the largest number of UK jobs are the restrictions to 'pathway' visas and the post-study work visas. The British Council would support a review of these policies.
- 3.9. In order to compete, the UK also needs to ensure that policies are in place in country for studying in the UK to be worthwhile for UK international students. In terms of award development, this means automatic recognition of awards, and aligned Quality Assurance (QA). For trade connectivity to flourish this would include developing a license to practice and accreditation of programmes by industry bodies, with high level professional competence embedded in higher education.

4. The British Council

- 4.1. The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.
- 4.2. This enhances the security, prosperity and influence of the UK and, in so doing, helps make the world a better, safer place.
- 4.3. Part of our core purpose is to encourage cultural, scientific, technological and other educational cooperation between the United Kingdom and other countries; or otherwise promote the advancement of education as set out in the 1940 Royal Charter which governs our work.

5. The British Council's role in Education and International Students

- 5.1. The British Council has worked in education for over 80 years, helping to build trust and understanding with other countries and establishing lasting connections and relationships for the UK.
- 5.2. The British Council's work in education is broad. We cover primary, secondary and tertiary education to encourage cultural, scientific, technological and other educational cooperation between the United Kingdom and other countries. We represent and promote UK higher education overseas.
- 5.3. To do this, we provide international exchange opportunities for overseas students in the UK and UK students overseas, promote UK education overseas to attract international students, provide grants and opportunities for joint research projects and link UK education institutions and educators with institutions and educators overseas.
- 5.4. We see attracting international students to study in the UK as a core part of our role and something that delivers huge long-term benefits as they bring economic, social and cultural returns, are crucial to UK soft power and play a key role in creating favourable conditions for trading and diplomatic relations.

- 5.5. The British Council provides scholarship and exchange opportunities for students, researchers and staff at UK Higher Education Institutions (HEIs), supports the development of international partnerships between HEIs and promotes the work of UK HE sector bodies across the 115 countries in which we operate.
- 5.6. Our education advisers around the world support UK institutions to increase international higher education links, including transnational education and international programme and provider mobility (IPPM).
- 5.7. To promote the UK as a destination for study in specific markets, the British Council manages part of the GREAT Britain Campaign. The Study UK campaign has generated £309 million return on investment for the UK economy since Education is GREAT launched in 2013–14. £84.1 million is attributable to Study UK during the 2017–18 academic year.
- 5.8. Through our wider International Education Services, we have worked with over 500 UK academic institutions, supporting their promotional activities in more than 50 countries, reaching in excess of 250,000 prospective students through exhibitions work alone.
- 5.9. We also work with international alumni of UK education institutions once they return to their home country to help them to stay connected to the UK. Through the Study UK Alumni Awards, the British Council has received hundreds of success stories highlighting how outstanding alumni of UK universities are now using their UK education to make a difference to their communities, industries and countries, around the world. Please see Annex A for more details.

Appendix A:

International students: benefits to UK. Study UK Alumni Awards case studies

Background

Through the Study UK Alumni Awards, the British Council has received hundreds of success stories highlighting how outstanding alumni of UK universities are now using their UK education to make a difference to their communities, industries and countries, around the world.

Case studies

The willingness of international students to engage with their local communities

William Kellibrew, University of Sunderland – Study UK Alumni Award finalist, Social Impact Award USA 2018

William is Director Trauma Programs, Baltimore City Department of Health; and Board Director for the William Kellibrew Foundation, where he works with community, victim network and other partners to prevent, intervene, and bring awareness to crime and acts of violence.

While he attended the University of Sunderland, he was appointed by Sunderland City Council Leader Bob Symonds to become a Worldwide Ambassador for the City of Sunderland. William was the first educational exchange student to represent the Sister City Agreement or 'friendship pact' between Washington D.C. and Sunderland.

"I have travelled the world telling students and others about the amazing education available in Sunderland and about the amazing city in which it resides. I have consistently spoken to youth offenders at the Sunderland Youth Offending Service as well as with Sunderland Youth Parliament, at Springwell Dean school for special needs children and at J.F.K. primary school at a local Sunderland boxing school encouraging resilience. I facilitated a webinar with University of Sunderland classes focused on trauma and was highlighted in the alumni newsletter.

I was elected the first U.S. student to serve as the Student Representation Officer at Sunderland Uni. as well as joined Sunderland tennis team and returned in 2008 to play against Teeside. In the U.S., I sit on the Sunderland-D.C. Sister City Steering Committee and have spoken to over 20,000 audience members and have served on panels at the University of D.C. to encourage a British education and experience over the past 10 years. Several exchanges have now taken place since then and I speak with Sunderland officials to help improve the relationship."

The willingness of international students to maintain links with their institution after graduation (rather than just the UK more generally)

Prof Ji Jiafu, alumnus of Cardiff University – Study UK Alumni Award winner, Professional Achievement China 2018

As President of the Peking University Cancer Hospital, Professor Ji Jiafu is internationally recognised for his expertise in the surgical treatment of gastric cancer. He plays a leading role in efforts to promote the standardisation of surgical procedures and the development of

chemotherapy for gastric cancer in China. His training programmes have benefited thousands of surgeons in China.

“One of the highlights of experience whilst studying in Cardiff involved establishing the **Cardiff China Medical Research Collaborative**, which has become one of the UK’s leading centres for cancer research. It is my life-long ambition to continue my studies and my investigations under the auspices of the first-class researchers I was lucky enough to experience and I aim to re-create that dynamic academic atmosphere within my own organisation.

I have encouraged 16 candidates to pursue their doctoral degrees in medicine at Cardiff University. All of them return to China after having obtained their degree. I have also sent 55 young doctors and medical scientists to be trained at Cardiff University. Peking University and Cardiff University have pioneered the China-United Kingdom Cancer Conference (CUKC), which alternates annually between China and the UK. Our academic competitiveness has greatly benefited by this exchange of ideas and resources and is a win-win cooperation for both sides.

In the past 5 years, there has been more than 120 relevant scientific articles published as a result of our collaboration. Additionally, we have been awarded a number of scientific grants both in China and the UK. Of the £4 million that has been invested in gastric cancer research in China, Cardiff University has received £1.5 million with matched funding from the UK.”

The role that international students (alumni) play in soft power and cultural relations for the UK:

Dr David Edelman, University of Oxford, Study UK Alumni Awards Professional Achievement Award finalist, USA
David is Director, Project on Technology, Economy, & National Security at MIT, and before that, worked at the White House as Special Assistant to the President for Economic & Technology Policy

“My prior role at the White House, in foreign policy, was a particular extension of my time in the UK. In the span of just two years after leaving Oxford, I was asked to co-author speeches for Secretary of State Hillary Clinton; write the United States’ principal foreign policy doctrine for cyberspace; and join the National Security Council as the youngest Director ever appointed — in other words, **applying precisely what I had learned in the UK to policy with a global reach.**

That role also focused on bringing nations closer together. Recognizing the global significance of the U.S.-UK relationship, I worked to establish a network of chief cybersecurity officials — starting with the UK and including several Commonwealth states — to unite our policies in this emerging field. Helping to rebuild transatlantic trust following the Snowden revelations, I supervised the negotiations that established the EU-U.S. Privacy Shield, a \$200 billion/year trade agreement regarded by both Presidents Obama and Trump as a landmark in digital trade. And perhaps most importantly to me, after we witnessed the brutal murder of journalists covering the Assad regime in Syria, I drafted new sanctions regime targeting technology-enabled human rights abusers credited with frustrating the regime’s security forces and saving lives.

My life’s passion is maximizing the benefits of new technologies and confronting the challenges they create. That passion was first discovered during my M.Phil at Oxford,

honed through my doctorate, and has empowered me to give back through public service at the national and global level.”

Appendix B: International student flows to various host countries 2011/12 to 2015/16

		2011/12	2015/16	Growth	Notes and sources
	Global	3921912	4574107	16.6%	From UIS - UNESCO Institute for Statistics http://stats.uis.unesco.org
	UK	435235	438515	0.8%	From HESA student population data
Traditional English language 'competitors'	USA	679338	896341	31.9%	From IIE Open Doors - numbers do not include OPT figures, nor figures for 2016/17 (which show total to be 1.079million)
	Australia	230090	305539	32.8%	From internationaleducation.gov.au - figures for 2012 - 2016. Latest enrolment figures for Australia show over 345,000 by October 2017.
	Canada	95590	151244	58.2%	Figures from UIS - Note that 5yr period taken from 2009 to 2013 as no more recent data available via UIS
	New Zealand	40854	57091.03	39.7%	From UIS
Various EU	Germany	192853	251542	30.4%	'Bildungsauslander' figures sourced from http://www.wissenschaftweltoffen.de/daten/1/index_html?lang=en
	France	288600	309600	7.3%	From Campus France via https://www.thelocal.fr/20170120/who-are-all-these-international-students-in-france-and-what-do-they-do
	Netherlands	38367	86189	125%	From UIS
	Italy	73584	90419	22.9%	From UIS
	Belgium	37866	56453	49.1%	From UIS
	Denmark	20252	32264	59.3%	From UIS
	Romania	16075	23073	43.5%	From UIS
Various other 'emerging' study destinations	China	79638	123127	54.6%	From UIS
	India	27531	41993	52.5%	From UIS
	Brazil	14432	19855	37.6%	From UIS
	Hong Kong (SAR)	17959	31955	77.9%	From UIS
	Israel	2892	10471	262.1%	Figures from UIS - Note that 5yr period taken from 2010 to 2014 as no more recent data available via UIS
	Malaysia	99648	124133	24.6%	Figures from UIS - Note that period taken from 2014 to 2016 as no more recent data available via UIS

Thailand	10915	20309	86.1%	Figures from UIS - Note that period taken from 2008 to 2012 as no more recent data available via UIS
United Arab Emirates	48653	73445	51.0%	
				From UIS

APPENDIX C: Economic Benefits of International Students

International students bring huge economic benefits to the UK through the payment of tuition fees and their spending on local economies in towns and cities across the country.

Over recent years, several studies have investigated the economic impact of international students to the UK. Although the approach and calculated figures differ slightly from study to study, the reports consistently find that international students provide significant net economic benefit to the UK.

Several studies have evidenced the positive economic impact of international students to the UK at a national level:

Universities UK calculate that:

1. On- and off-campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy;
2. International students are responsible for £10.8 billion of UK export earnings;
3. International students and visitors support 206,000 full time equivalent jobs nationally (close to the number of employees of the British Army, Royal Air Force and Metropolitan Police Service combined).

The Higher Education Policy Institute and Kaplan International Pathways report found that:

4. The gross benefit of international students is £22.6 billion, and the public costs of hosting these students is £2.3 billion. The conclusion is that the net impact of hosting international students is £20.3 billion.

Studies also show the benefit at a local level, for instance:

5. The HEPI/Kaplan report calculates "international students have an impact across the entire United Kingdom, varying from a £0.2bn net economic contribution from international students in Northern Ireland to £4.6bn generated by international students attending HEIs in London".
6. Oxford Economics calculated (2013) that international students benefit the economy of Sheffield by £120 million (and £176 to the wider region).
7. Oxford Economics also calculated that international students contribute over £88 million per year to the economy of Exeter and support 2,880 jobs (2.8% of all employment in the city).