



The  
University  
Of  
Sheffield.



## University of Sheffield and University of Sheffield Students' Union submission to Migration Advisory Committee call for evidence – impact of international students in the UK

### Introduction and executive summary

1. This is a joint submission from the University of Sheffield and Sheffield Students' Union. It is supported by Sheffield City Council and Sheffield City Region (SCR) Combined Authority and Sheffield Local Enterprise Partnership.

Sheffield City Council have said:

*"International students are an asset to the economic, social and educational life of the City, bringing a broad range of vital skills, diverse cultural perspectives, international connections and valued voluntary support to local communities across Sheffield."*

Sheffield City Region LEP have said:

*"It is clear that international students play a significant role in improving the productivity, vibrancy, skills level and attractiveness of the city region's economy. We know that on the strength of the international nature of the two Universities operating within the Sheffield City Region that significant foreign direct investment has been secured as a result of the international connections brought through alumni and academic relations. It would be a significant economic loss to the Sheffield City Region if these opportunities were to be constrained."*

2. The University of Sheffield and Sheffield Students' Union warmly welcome the Government's statement in its commission to the Migration Advisory Committee that it "strongly wishes to continue to attract international students to study in the UK" and that it recognises such students "enhance our educational institutions both financially and culturally; they enrich the experience of domestic students; and they become important ambassadors for the United Kingdom in later life". The University of Sheffield and Sheffield Students' Union whole-heartedly agree with these statements. We also would go further and extend these statements to explicitly include the positive impact and benefit for our towns, cities, regions, and nation in societal, cultural and economic terms. The international outlook of the higher education community and the make-up of its student (and staff) body has had deep, meaningful impacts on the UK and the UK's very nature – building on the long tradition of diversity within the UK population stemming from the UK's historical global role. Although the UK is physically constituted as an island nation (or series of islands) it can be argued that its nature has never been insular and isolationist.
3. Our firm belief that international students are good for our University, good for Sheffield and good for the UK underpins our response to this call for evidence. Our belief is substantiated by evidence which we will share in the replies to the specific questions. We have primarily drawn on our own

data, and used evidence from a report the University commissioned from Oxford Economics on the economic costs and benefits of international students to Sheffield (the full report, *The Economic Costs and Benefits of International Students*, is available here:

[https://www.sheffield.ac.uk/polopoly\\_fs/1.259052!/file/sheffield-international-students-report.pdf](https://www.sheffield.ac.uk/polopoly_fs/1.259052!/file/sheffield-international-students-report.pdf), published January 2013). We have used some of the recent analysis by the Higher Education Policy Institute (HEPI) in its report '*The costs and benefits of international students by parliamentary constituency*' published 11 January 2018. We understand that HEPI has submitted this report direct to the Committee. In the main, we have not repeated national evidence and data which we expect the Committee will have received from bodies such as the Russell Group, Universities UK, National Union of Students (NUS) and UK Council for International Student Affairs (UKCISA). However, we support these submissions.

4. The University has played a national role in promoting the benefit to the higher education sector and the UK of international students being a part of our community through the #WeAreInternational campaign. The #WeAreInternational campaign celebrates the academic, economic and cultural benefits that international students bring to the UK. Established in 2013, the campaign was founded by the University of Sheffield and the University of Sheffield Students' Union as a response to the 2013 Immigration Reform Bill.
5. Following the result of the EU referendum in June 2016, the campaign was relaunched as there were concerns that international students (both EU and non-EU) might be dissuaded from studying in the UK due to some of the 'unwelcoming' messages portrayed in the media and on social media after the UK voted to leave. The campaign, with an aim of sending a clear message that the UK is still a welcoming place for international students to visit, work and study, has managed to unite over 200 organisations across the UK from a wide range of sectors. A survey of international students carried out by Hobsons noted that 84% of prospective international students say campaigns such as #WeAreInternational and #LondonIsOpen positively influence their perception of the UK (<https://www.businesswire.com/news/home/20170427005699/en/Hobsons-Research-Reveals-Views-International-Students-Brexit>).
6. Key facts in relation to Sheffield and international students are:
  - Total number of international students at the University in 2017 was 7,388; the number of EU students was 1,411; the total student population was 28,849.
  - Mainland China, with 3,592 students, represents the largest national group.
  - Our fee income from International students at year end 31 July 2017 was £109m. The wider context in the University is tuition fee income from home and EU students was £147.1m; and total fee income including contracts was £281.7m. As this shows international students provide a significant fee input into the University. As international students normally pay full course costs, their input is significant in helping the University to offer diverse educational provision, undertake world-leading research, which in turn supports excellence in teaching, and in sustaining and building the best learning environment for our students.
  - University commissioned work by Oxford Economics (cited above) estimated that in 2012/13 international students made a **net** contribution to Sheffield's GDP of £120.3 million (and this will recur annually) – this accounted for around 10% of inward investment in Sheffield.
  - HEPI's recent report (*The costs and benefits of international students by parliamentary constituency* - using different methodology) found that: "reflecting the number of international students resident in Sheffield Central (2,455), the analysis indicates that the contribution to the UK

economy of the 2015/16 cohort of international students resident in Sheffield Central stands at approximately £226m, which is equivalent to £1,960 per member of the resident population”.

- University’s internal data also shows that international students volunteer with more than 140 Sheffield charities on projects such as supporting school children in Science, Technology, Engineering and Mathematics (STEM) subjects, working in youth centres to prevent anti-social behaviour, and environmental conservation. They contribute to the local economy in a way that is more than purely fiscal, by supporting local efforts in education, youth justice and sustainability.
7. We understand why the Committee’s call is for ‘evidence’ but it is essential that the Committee, in responding to this request from Government, also reflects the wider impact of international students. It can be argued that factual evidence has not been the driver in terms of whether international students should be included within migration targets, or how they are treated in Government policy. The evidence is unequivocally positive. If the factual evidence will now be taken into proper account by Government in its policy-making we should expect a sea-change in the current policy, with international students taken out of migration targets and a positive welcoming message being issued consistently from every part of Government, with corresponding changes in practice. However, the question remains about whether evidence or something else is the key on this matter. Our positive view on international students also stems from their cultural impact and the cultural capital gained by the UK by being an open, welcoming nation – we are immeasurably enriched by the diversity we gain from international students in our local communities. This builds on the history of the UK as a nation that has consistently benefitted from immigration. This is an issue where ‘evidence’ will be more contentious and may fall more to the outlook individuals have about the kind of nation we have now and its cultural diversity – and the question of whether one sees this cultural diversity as inherently British. The Government’s approach on this side of the debate plays a vital role in what form our nation will take in the future. Insularity has never been a British trait, and higher education’s embrace of internationalisation is an example of British openness we should take pride in.

## 1. What impact does the payment of migrant student fees to the educational provider have?

For context, the total number of non-EU international students at the University in 2017 was 7,388; the number of EU students was 1,411; the total student population was 28,849 [Source: TUoS data]. We have students from 150 countries represented at the University; the five largest national groups are below:

Country	Number of Students
Mainland China	3,592
Malaysia	540
Hong Kong	426
Cyprus (EU)	302
India	252

Due to changes in the funding of universities, which came into effect Autumn 2012, the University of Sheffield, along with other universities, now relies more heavily on student fee income to sustain our teaching and learning provision to students.

EU and international students together make-up 31% of our student body. This figure includes undergraduate and postgraduate, and full-time and part-time students). The University does not separately categorise students from European Economic Area (EEA) countries not in the EU as they can often hold 'home' fee status. The numbers from the EEA are very small (under 30), as such the data we give in this submission for EU and international is not affected in any significant way by numbers of students or income from students from the EEA.

Our fee income at year end 31 July 2017 was:

- £109.0m from international students
- £147.1m from home and EU students
- £25.6m from education contracts
- £281.7m total tuition fee and education contract income  
[Source: University of Sheffield (TUoS) data – Financial Statement 2016-17]

The figures above show that international students provide a significant fee input into the University. As international students normally pay full course costs, their input is significant in helping the University to offer diverse educational provision, undertake world-leading research, which in turn supports excellence in teaching, and in sustaining and building the best learning environment for our students.

## 2. What are the fiscal impacts of migrant students, including student loan arrangements?

The fiscal impacts are positive. Our evidence indicates that the University and the wider region is a net beneficiary from international students. The regional impact is set out in the reply to question 4. As shown in the reply to Q1 the fee income from international students is significant and goes towards supporting a world-class, research-led, teaching and learning environment. We do not hypothecate

funding via student status, as such we would find it near impossible to show 'x' international student fee income led to 'y' developments. The University has had a programme of improvement in terms of resources and facilities which all income (unless restricted) will have supported.

### **3. Do migrant students help support employment in educational institutions?**

Yes. The University's staff costs at year end 31 July 2017 were £327.5m. The fees we receive from all students, including EU and international students, support academic employment, ensuring we can hire and retain the best staff. Fee income also supports non-academic employment which helps us to offer the best learning environment and experience for our students.

Facilities such as the University's English Language Teaching Centre (ELTC) and University of Sheffield International College employ around 200 staff – these facilities primarily exist due to the interest of international students in their programmes. The ELTC teaches and supports around 3,000 students a year on a range of programmes.

Staff who work within International Student Support are also primarily focused on international students and provide a service whose need is generated by the University's international student community.

### **4. How much money do migrant students spend in the national, regional and local economy and what is the impact of this?**

The University commissioned Oxford Economics report, cited above, estimated that in 2012/13 international students made a **net** contribution to Sheffield's GDP of £120.3 million (and this will recur annually) – this accounted for around 10% of inward investment in Sheffield. The key findings are set out below:

- The report strongly endorsed the contention that international students would make a positive economic contribution to the local economy.
- International students offer an injection of spending into the local economy: fee income, subsistence spend (goods/services including food, rent, travel, entertainment, books, course materials) and spend of friends and families visiting.
- The short-term benefits are analogous to that of international tourists.
- Although not quantified in the study, the report drew out qualitative existing literature which suggests longer-term, spillover benefits, such as: increased trade; tourism; the potential for improved international relations should international students educated in Sheffield take up positions of influence abroad (i.e. 'soft' power); and increased innovation.
- International students will make a net total contribution to Sheffield's GDP in 2012/13 of £120.3 million.
- Our modelling indicates that international students will make a net contribution to Sheffield's GDP of £120.3 million. At the wider regional level, this figure rises to £136.8 million.

...with the direct net benefit amounting to some £97.9 million...

- Of this total net figure, £97.9 million will be generated directly, reflecting the fact that the injection of local funds by international students (primarily via fee income and their subsistence spending) is considerably greater than their consumption of local public resources.

...with an additional £24.8 million raised via indirect and induced effects

- Further net benefits are generated via the indirect (supply-chain) and induced (spending of employees) impacts. Together these effects contribute £22.4 million to Sheffield's GDP net of costs, a figure that rises to £34.3 million at the regional level. Table 1.1 provides a full breakdown of the results for the various costs and benefits.

As you will be aware, HEPI's recent report (using different methodology) found that: "reflecting the number of international students resident in Sheffield Central (2,455), the analysis indicates that the contribution to the UK economy of the 2015/16 cohort of international students resident in Sheffield Central stands at approximately £226m, which is equivalent to £1,960 per member of the resident population".

Sheffield is currently the centre of the biggest Chinese investment in the UK outside London. "New Era Developments", led by entrepreneur Mr Jerry Cheung and supported by a mainland China backed investment consortium, is making a huge cultural and economic contribution to the city region through a major new urban development, starting with the £66m New Era Square. The scheme includes the launch of a China-UK Business Incubator.

The University's Confucius Institute played a pivotal role in facilitating for inward investment and the New Era Square development. Dr Lucy Zhao, Director of the University of Sheffield Confucius Institute said:

*"We have worked with the Sheffield Chamber of Commerce not only to teach business Chinese language and business culture to local company leaders, but also to help translate and facilitate for inward investment and the New Era Square development."*

*"We know though that if we are truly to be the landing place for China in the North of England, we need to make the most professional and culturally adept point of welcome. We are determined that we make the bridge between China and Sheffield as easy as possible for both sides to navigate, using students from the university's internationally-leading Department of East Asian Studies and our talented Chinese students to support this. It is really a tremendous opportunity for everyone."*

In November 2017 the 13th annual Horasis China Meeting was hosted in Sheffield by the China Federation of Industrial Economics. More than 300 participants from business and government joined an intense two-day programme for senior decision makers from China and the world to identify business opportunities and innovative approaches to economic development. The two Sheffield Universities, the University of Sheffield and Sheffield Hallam University, were Academic Partners and provided reporting and logistic support.

We believe that the large number of talented Chinese students choosing the University of Sheffield as their destination of study and the commitment of our Confucius Institute to continue building bridges with Chinese partners and investors has supported Sheffield as a city to secure inward investment opportunities from China.

The evidence above clearly shows the economic benefit.

The University's internal data also shows that international students volunteer with more than 140 Sheffield charities on projects such as supporting school children in STEM subjects, working in youth centres to prevent anti-social behaviour, and environmental conservation. They therefore contribute to the local economy in a way that is more than purely fiscal, by supporting local efforts in education, youth justice and sustainability. At the University of Sheffield, 25% of students who volunteer are international students. This is similar to the proportion of international students in the University's total student population (26%). In addition, over the last three years 68% of volunteering committee members have been non-EEA-domiciled students. International students have a clear dedication to contributing to their local community, and take a leading role in working to improve our city. The University holds a number of city-wide festivals to stimulate public discussion and share/enhance our research and teaching. The total number of student volunteers who have worked on our public engagement festivals in the past 18 months was 327, and we estimate that around half of our volunteers were international students. Below is a link to one of the volunteer's articles about the experience of volunteering at the Festival of the Mind 2016 - <https://www.sheffield.ac.uk/global/china/news-features/rong-zou-volunteering-1.652665> (in the photo accompanying the article, all of the volunteers are international students apart from Ian who was born in the USA but moved to the UK in his teens). Every year, around 8 MA students, who are on the MA in TCFL (Teaching Chinese as Foreign Languages) course, volunteer at 4 -5 primary and secondary schools to offer Mandarin Chinese language tuition for free.



*University of Sheffield - Festival of the Mind*



##### **5. How do migrant students affect the educational opportunities available to UK students?**

Internal analysis in the University (from 1<sup>st</sup> December 2017 census data) helps us to understand the mix of international and non-international students across our main five faculties and departments within them. There is a wide range, with some departments having no or very few international students to others having larger numbers. We have provision in Departments that would be threatened without international students, for example a number of departments have courses where over half of the intake are international students e.g. Automatic Control and Systems Engineering, Electronic and Electrical

Engineering, and Engineering Materials. In Social Sciences there is a similar picture with some departments at over 50% or close to that figure, for example Economics, Landscape, Management School and Urban Studies and Planning. This analysis looked at all students; for postgraduate taught the picture is further accentuated with a larger number of departments having more than 50% international students. However, it should be noted that there is fluctuation in these proportions over the years.

We have included a response from the joint Heads of the Department of Journalism Studies, Professor Jackie Harrison and Professor Marie Kinsey about the University's MA Global Journalism course:

*"MA Global Journalism is an excellent example of a course that probably would not still be running were it not for the demand from overseas students. We have found in the nine years since its launch that successive cohorts of overseas students have valued an international perspective on the study of journalism, but one that is situated in a UK context. It means they can genuinely experience the cultural aspects of UK journalism and more easily enrich their study of other journalistic cultures, adding value to the international dimension.*

*These students have also added immeasurably to the Department's internal culture, strengthening its global outlook. They have much to offer when working with home students, adding a welcome and different dimension to everyone's study. These students stay in touch with us once they return home, giving us valuable international networks and contacts in institutions all over the world."*

The University is better able to offer diverse provision due to the take-up of courses by international students. We believe that our offer to domestic students would suffer without international students, whose demand make it economically viable to run certain courses.

International students also improve the quality of the educational opportunities available. Within the classroom, international students contribute their cultural perspectives and diverse approaches to important issues. This broadens the outlooks of all our students and allows them to develop a realistic and comprehensive understanding of their discipline. The recruitment of international students motivates the University to internationalise the curriculum, which increases opportunities for UK students to engage with international issues. UK modern languages students also benefit from having native speakers available on campus for informal language and cultural exchange before and following their overseas placements.

Quality of education is also determined by what happens outside of the classroom. For example, the Give-It-A-Go programme at Sheffield Students' Union provides opportunities for students to engage in cultural activities. International societies run some of these sessions and across all sessions 65% of international students engage alongside home students. These interactions develop students' curiosity which can be carried back to the classroom, thereby improving the quality of debate and academic experience.

We also believe it is important to reflect international students' role in research. International students in the University undertaking postgraduate research will often be part of research groups who are producing knowledge, not simply consuming it. That knowledge benefits the UK.

The University would also have been unable to build some of its world-class teaching facilities without the input we receive from international students (and the growth in the number of international students) e.g. The Diamond engineering facility at the University. The Diamond is the University of Sheffield's largest ever investment in teaching and learning - £81m, and opened its doors to students and staff in September 2015. The Diamond offers a space for modern interdisciplinary education through specialist teaching



facilities including a range of lecture theatres, seminar rooms, open-plan learning spaces, library and IT services. It also has space for informal study including a cafe. The computing area offers 1,000 study spaces available 24/7 for all students and staff across the University. There are also digital and print facilities, media editing booths, a recording studio and computer teaching laboratories. The Diamond's 19 laboratories offer students more practical learning opportunities with a chemical engineering pilot plant, a clean room, an aerospace simulation lab and a virtual reality suite.



*University of Sheffield - The Diamond*

**6. To what extent does the demand from migrant students for UK education dictate the supply of that education provision and the impact of this on UK students?**

See above.

**7. What is the impact of migrant students on the demand for housing provision, on transport (particularly local transport) and on health provision?**

The University commissioned Oxford Economics report estimated that in total international students at Sheffield-based universities would consume, on average, £6,905 of public services per capita in 2012-13. This figure is lower than the estimated, on average, public expenditure per capita in the region, £8,512.

Housing provision: There is not a shortage of suitable housing in Sheffield. International students benefit the local economy by filling properties which would otherwise go unused. The growing presence of international students in the city has attracted property investment and prompted an increase in city centre development. Several building projects specifically targeted at the international student market have been completed or are in progress across the city, this demonstrates that hosting international students has directly led to investment. The University and Students' Union is committed to work with Sheffield City Council to manage the provision of housing across the city. We have recently joined the SNUG accreditation scheme and we are working in partnership to continue to improve the quality of housing.

Transport: The majority of students live within a short distance of the University and as a result choose to walk instead of using public transport. As a result, we believe hosting international students in Sheffield has a negligible impact on transport services.

Health provision: international students pay an annual NHS charge, this amounts to a total financial contribution of approximately £1.1m per year paid by University of Sheffield international students. The University runs its own health service and encourages students to use this service, which the majority of them do. There is therefore a negligible impact on GP services for other Sheffield residents.

EU students and international students also go on to contribute to our health service through placements. There have been caps on international recruitment to pre-registration courses and other health professional training. At present, there are 74 (57 from outside the EU, 17 from the EU) medical students from outside the UK on placements across the region from all years, plus another 35 specifically placed in GP practices for early experience of this environment. There are 7 (5 from outside the EU, 2 from the EU) dental students from outside the UK treating NHS patients from the dental undergraduate course at any one time plus another 15 performing treatments on NHS patients during post-graduate training. There are currently 10 non-UK speech and language therapy students in training, 2 orthoptic students and 2 on the new Nursing Associate programme. International students also contribute via their foundation programme training programme, as junior doctors, mainly working in A&E units at the front line. The University has the highest retention rate in the Yorkshire & Humber region in terms of students staying in the region to practice - 20 international students graduated last Summer and are now under training as junior doctors.



*University of Sheffield - junior doctor placements Chesterfield Royal Hospital*

#### **8. What impacts have migrant students had on changes to tourism and numbers of visitors to the UK?**

UUK's report, *The Economic Impact of International Students* (March 2017), found that international revenue in Yorkshire and the Humber amounted to £506m, which together with the estimated off-campus expenditure of international students and their visitors, represented a total of £973m export earnings.

The University commissioned Oxford Economics report cited tourism as a spillover benefit, as a result of students' familiarity with the local region and friendships developed whilst at university, international students are more likely to return to the region subsequently on holiday. Such visits boost the local economy by providing an injection similar to that quantified as part of the short-term economic benefits within the report.

The University often sees this impact in terms of visitor visa support requests, where during a student's course they are likely to use the opportunity of being located in the UK by inviting family and friends to visit and 'see the sights' locally, regionally and nationally. Graduation also offers a similar boost with family visiting to celebrate the successful achievement of the student's qualification.

The University provides letters for students to assist their family with applying for visitor visas but we have only recently started to collect this data and we believe it under-estimates the numbers as students do not have to inform the University of the reason for seeking a 'standard term address letter', which can be used for visas and other purposes. From March 13 2017 to 22 Jan 2018 the University recorded production of 346 "term address" letters specifically for family and friends visas. During this time we also recorded 112 letters confirming a student's graduation attendance, these letters are sometimes given to family members when applying for their visas [Source: TUoS Student Services Information Desk].

### **9. What role do migrant students play in extending UK soft power and influence abroad?**

From feedback to the University and Students' Union, we believe that international students enjoy their time spent at Sheffield. Their positive feedback helps to raise the prestige of the University and in turn boost the reputation of the UK as a world leader in higher education. Sheffield alumni go on to fill influential roles in their home country, including governmental positions. Alumnus Sammy Chiu, now Professor of Social Policy, noted that he has referred 10 PhD students to the University, all of whom have now completed and taken up government positions in Hong Kong. Dr Henry Joko-Smart is a Sheffield graduate who went on to serve as a Supreme Court justice in his home country of Sierra Leone and serve the United Nations. These are only a small sample of many graduates. International students promote the reputation of UK higher education abroad and play a key role in influencing students to study here. Our international students are ambassadors for the UK to their home countries. They offer informed and real-life experience to prospective students about how the UK provides world class education and how much they have gained from studying in UK universities (skills, networks etc).

The University of Sheffield alumni network is made up of 160,000 people in 188 countries. We have attached case studies of notable alumni at Annex 1.

### **10. If migrant students take paid employment while they are studying, what types of work do they do?**

International students are employed by the Students' Union and represent 13% of Union employees. They take on a variety of casual roles including bar and catering assistants, security services, union activities hosts, and welcome desk assistants. These roles are fundamental to the operation of the Union and enable all students, both home and international, to make the most of their university experience. Some of these roles, such as the union activities hosts, also promote the integration of the student community, which enhances the university experience and learning opportunities for all students.

### **11. What are the broader labour market impacts of students transferring from Tier 4 to Tier 2 including on net migration and on shortage occupations?**

Following the removal of the Tier 1 post study work scheme in 2012, the main route for post study work available to international students has been via Tier 2 for highly skilled full time graduate roles. PhD

students do have a one-year Doctorate Extension visa scheme post study work route. As a consequence, the numbers of students staying in the UK to work after their study has dramatically reduced since 2012. The numbers of students who switch into Tier 2 is a very small percentage of the overall international student population and would not greatly impact on net migration figures. Government figures from 2015-16 suggest that only 6,004 Tier 2 visas were granted to former students in that year out of 33,184 applications. HESA figures for 2015-16 state that there were around 310,000 international students, a figure which also includes EU (and EEA) nationals. [Source: HESA]

Currently the 'post study' provisions within Tier 2 for those switching from Tier 4 to Tier 2, mean that they are exempt from the resident labour market test and cap. They can be employed at the new entrant salary rate for the specific role rather than the higher minimum experienced worker rate of £30 000. We believe that current 'post study' provisions of the current Tier 2 visa category have been helpful in enabling international graduates to find work and would wish for these to be retained. We believe that employers have also seen a reduction in the bureaucracy connected with hiring international students, however, it is still difficult for international students to secure Tier 2 sponsorship before their student visas expire. Many employers appear reluctant or unable to sponsor international students, because Tier 2 sponsor requirements and rules are so complex.

The Students' Union provides direct support to non-EU Tier 4 students wanting to remain in the UK to work post study via the Student Advice Centre. This includes advising on options to remain in the UK under Tier 1, Tier 2, Tier 5 and the Tier 4 Doctorate Extension Scheme. In 2016-17 over 500 students attended our information talks on their options to remain in the UK to work and over 300 students have been advised individually on their post study work options. Advisers have assisted 20 students to apply for Tier 2 status between September 2016 and September 2017. [Source: University of Sheffield Students Union Student Advice Centre case recording system]

The students who secured Tier 2 sponsorship were working in highly specialised academic research posts or in science and engineering. Only one of the students was an undergraduate and all of the other successful Tier 2 applicants were postgraduate graduates and mainly PhD students. Highly skilled international graduates provide an important source of skills for employers and could help meet the skills gap and fill positions in shortage occupations.

Working in the UK after studies remains a high priority for our non-EU students. We carried out a survey in late 2014 of our non-EU students to look at the impact of the closure of the Tier 1 Post Study Work route in April 2012. Over 75% of those surveyed reported they would like to remain in the UK for 2 to 3 years for work experience before returning home. The removal of the Tier 1 Post Study Work Scheme in April 2012 had a massive impact on the attractiveness of the UK as a destination to study particularly in key markets such as India, which is still the case. As one of our students stated in response to the loss of Tier 1 Post study work:

*"Work experience from the developed countries is priceless in my home country...Not being able to work here in the UK has deprived me of a very valuable opportunity which students all over the world in other countries get."*  
Nigerian student

To lose the Tier 2 'post study' provisions would send a very damaging and negative message to both existing and prospective students. If there were more post study work opportunities available this would, we believe, have a positive impact on student recruitment to UK universities, provide crucial work

experience for our students and ultimately benefit the UK economy. We also believe it is essential to retain the Tier 4 existing post study work route.

**12. Whether, and to what extent, migrant students enter the labour market, when they graduate and what types of post-study work do they do?**

See above reply to Q11.

International students find it very challenging to secure graduate employment in the UK after their studies. Figures for this are difficult to come by as only 28% of international students completed the Destinations of Leavers of Higher Education (DLHE) during the last survey. The Oxford Economics report estimated, based on careers service data from the University at the time, that around 8.9% of international students were employed in the Yorkshire & the Humber region in any given year, with a further 10.7% employed in the rest of the UK.

We have included some case study videos from some students who secured work here through a Tier 2 or Tier 5 Visa. The case studies show a link to shortage skill areas e.g. Engineering/Technology or Commercial roles:

<https://www.youtube.com/playlist?list=PLVFFiEZ1kHjIWoyqTXVR5DhcLGllpVdV3>

As many of our international students are here to study a one year Masters programme, they have limited time to find and apply for jobs – sometimes deadlines are within 2-3 months of their arrival in the UK and so they can miss out on opportunities. In addition to this, graduate scheme start dates do not always fit around their graduation times and they have limited time in the UK after completing their programme – we welcome the pilot scheme to extend this, as a positive development.

**13. Evidence about stakeholders think would happen in the event of there no longer being a demand from migrant students for a UK education.**

As set out in the Executive Summary we believe the international nature of the student community in higher education is beneficial to all students, to higher education, to the economy and society. The UK would be a poorer place, and not just economically, without international students. We would stress the non-economic impact here also – an outward facing nation needs to have diversity in its population, we cannot look out to the world if we have walls up at home. The economic impacts are clear for the local region and the loss would be significant.

**14. Evidence about the impact of migrant students depending on the institution and/or subject being studied – do different subjects and different institutions generate different impacts?**

See reply to Q5.



## Annex 1 - Profiles of Prominent International Alumni from the University of Sheffield

Douglas Young



Born in Hong Kong, Douglas first came to the UK in 1979 at the age of 14 to attend the Uppingham boarding school. Douglas came to Sheffield in 1983 to pursue his passion and talent for design, and studied for a degree in Architecture.

After graduating in 1986, he moved to London to work for commercial designers Chapman Taylor, designing regional shopping centres. In the wake of the economic downturn of the early 1990s, Douglas decided to return home to Hong Kong, continuing to work in architecture for a short time before opting to pursue his own business ideas.

Leaving large scale practice, Douglas started his own design firm, focussing on smaller projects, typically interiors, more in line with his London work. It was whilst doing this that he and his partner Benjamin Lau hit upon the idea of designing their own products for their interiors.

In 1996 Douglas co-founded 'Goods of Desire' (G.O.D.), a lifestyle design and retail brand. Setting up in a disused warehouse, G.O.D. fuses Eastern and Western design, creating fashion, home accessories and premium gifts. G.O.D. has achieved phenomenal success over the years and now operates eight stores throughout Hong Kong, Singapore and China, and is distributed through retailers in many parts of the world. It is one of the most celebrated and well-known brands to come out of Hong Kong.

Susanna Chiu



Susanna graduated from the University of Sheffield with a BA in Economics in 1982, and also holds an executive MBA degree from the Chinese University of Hong Kong. While at Sheffield, Susanna was an active volunteer in the community and helped set up the UK's first independent Chinese Women self-support group, the Lai Yin Association, helping Chinese women to integrate into the community. She was also founder, producer and presenter of the first Chinese radio programme, Mui-Fa, meaning "cherry blossom", on BBC Radio Sheffield.

Having moved back to Hong Kong after a brief stint with Grant Thornton in the UK, Susanna has worked in the accountancy profession in a number of high profile positions. She is currently the Director & Group Chief Representative Eastern China of Li & Fung Development (China) Limited.

Susanna was the first woman to be elected President of the HK Institute of Certified Public Accountants (HKICPA) in the 40 year history of the Institute. She was awarded one of the ten nationwide "Chinese Women of Achievement" award in the UK in 1991, and has been appointed by HK Government to sit on many voluntary committees including the Equal Opportunity Commission and the HK Institute of Education. Due to Susanna's contribution to the Hong Kong community, she was awarded the Medal of Honor by HKSAR in 2013 for her outstanding achievements especially in the accounting profession. In 2014, Susanna was awarded the 'Outstanding Women Professionals Award' by the Hong Kong Women Professionals and Entrepreneurs Association

In 2014, Vice-Chancellor Professor Sir Keith Burnett honoured Susanna with the Professor Robert Boucher Distinguished Alumni Award. Susanna is also the Chair of the University of Sheffield Alumni Group in Hong Kong and actively leads the group in organising alumni activities and reunions.



Dr Lowell Lewis



Dr Lewis graduated from the University of Sheffield in 1976 with degrees in Medicine and Surgery.

While at University, he was a Captain of Athletics with his best performance being a 3rd place in the 1975 British Universities Decathlon Championships. He also played cricket and rugby for University teams and gained the Certificate in Military Training and a commission in the United Kingdom Territorial Army Volunteer Reserve.

Dr. Lewis returned to Montserrat after the completion of his studies, where he served as Director of Health Services and Surgeon Specialist for the Government of Montserrat. He was the Chief Medical Officer and Surgeon Specialist, Ministry of Health, Montserrat between 1984 and 1991. After having resigned from his government position, Dr. Lewis has worked in the UK and Canada as a consultant surgeon.

In 1990, he was awarded the Montserrat Certificate and Medal of Honour for services rendered during the disaster of Hurricane Hugo. In 1991 he resigned from the post of Director of Health Services to contest as an independent candidate in the general elections but was unsuccessful in his campaign.

In 2006, he co-founded and became political leader of the Montserrat Democratic Party. After winning the elections, he became the 7<sup>th</sup> Chief Minister of Montserrat and served in this position between 2006 and 2009. He remained a member of the Legislative Assembly of Montserrat till 2014.

Dr Jamshed Irani



Dr. Jamshed Irani graduated from the University of Sheffield with a Masters in Metallurgy in 1960 and PhD in Metallurgy in 1963.

Following his graduation, Dr. Irani joined British Iron and Steel Research Association as a senior scientific officer in Sheffield in 1963, where he later worked as the head of Physical Metallurgy Division. He then returned to India and joined The Tata Iron and Steel Company (now Tata Steel) in 1968 as an assistant to the Director in-charge of Research and Development. He continued to develop a prolific career at Tata where he rose to become the Managing Director and & Board Director of various Tata Group firms. He is credited with turning around Tata Steel from an ageing giant to a hugely successful conglomerate. Dr. Irani retired from his various positions on Tata's board in 2011, at the age of 75.

Since retiring from TATA, he has continued to serve as a non-executive board member for BNP Paribas and Deutsche Bank, among others.

In 1997, he was awarded an Honorary Knighthood (KBE) for his contributions to Indo-British Trade and Co-operation. Dr Irani has also been recognised with a number of other awards, including the inaugural National Metallurgist Award in 1997 from the Government of India.

Dr. Irani was awarded an honorary degree (DMet) by the University of Sheffield in 2003.

The Rt Hon Dato Arifin Bin Zakaria



The Rt Hon Dato Arifin Bin Zakaria came to Sheffield in 1972 to read law. Upon graduation, he joined the Judicial and Legal Service of Malaysia in September 1974. In 1979 he pursued the Master of Laws course at the University College, London.. In June 1980 he was called to the Bar, and in the same year he was awarded the LLM degree by the University of London.

Prior to his elevation to the High Court Bench of Malaysia, His Lordship had served in various capacities in the Government of Malaysia both in the Judicial Office, as well as in the Legal Department. He was appointed a High Court Judge of Malaya in 1994 and through subsequent promotions, was elevated to his current position of Chief Justice of Malaysia in 2011.

Amal al Qubaisi



Her Excellency Dr Amal Al-Qubaisi is the incumbent President and Speaker of the Federal National Council of the United Arab Emirates. She is the first woman to lead an elected national assembly in the Middle East.

Dr Al-Qubaisi's career in politics is a recent deviation from her professional qualifications as an architect. She received a Ph.D in Architectural Engineering, with Honours, from the University in 2001. Following her degree, she became an assistant professor of architecture at UAE University in 2000. She also worked with UNESCO to document and preserve more than 350 historical sites in the UAE.

In 2007, she was elected to be a member of the UAE's Federal National Council, making her the first woman elected. Dr Al- Qubaisi is now a leading advocate for women's issues in the UAE. She is a representative of the FNC in the Steering and Executive Committee for Developing the National Strategy for Motherhood and Childhood and is Chair of the Advisory Committee of Woman Workforce in the UAE.

Recognising her continued dedication to the UAE and her exceptional work in government, Al-Qubaisi was awarded the UAE Federal Figure Award in 2014. The University conferred an Honorary Doctor of Literature on her in 2016.

The Honourable Sir Sze-yuen Chung, GBM, GBE, PhD, FREng, JP



Sir Sze-yuen (S Y) Chung is one of the University's most remarkable international alumni. Born in 1917, Sir S.Y. Chung came to Sheffield on a British Council Scholarship and studied Mechanical Engineering (PhD). He graduated from the University of Sheffield with a PhD in Mechanical Engineering in 1951. Sir S.Y. Chung was also awarded an Honorary Degree (LLD) in 1985 by the University of Sheffield.

Sir S Y Chung went on to establish many successful businesses in Hong Kong during his career. He has contributed significantly in Hong Kong's political, industrial, social and tertiary education fields for over four decades. He was Senior Member of Hong Kong Legislative Council (1974-78), Executive Council (1980-88), and again Convenor of the Hong Kong Special Administrative Region (HKSAR) Executive Council (1997-99). He was Chairman of Federation of Hong Kong Industries (1966-70), Hong Kong Productivity Council (1974-78), Hong Kong Hospital Authority (1990-95); and President of Engineering Society of Hong Kong (1960-61) and Hong Kong Academy of Engineering Sciences (1994-97). He was deeply involved in the Sino-British Negotiation on Hong Kong's future (1982-85) and the establishment of the Hong Kong Special Administrative Region (1993-97).

Sir S.Y. Chung is the Chairman and an Independent Non-executive Director of Transport International Holdings Limited (previously known as The Kowloon Motor Bus Holdings Ltd.), a Director of Sun Hung Kai Properties Ltd. as well as other companies in Hong Kong.

Sir S.Y. Chung has had a long and abiding interest in Higher Education. He is the current Pro-Chancellor and Chairman of the Court at the Hong Kong University of Science and Technology and has helped to establish three universities in Hong Kong. Sir SY has been a loyal supporter of the University, and his generous support has allowed for the establishment of the Sir Sze-Yuen Chung Postgraduate Resource Centre in the School of East Asian Studies in April 2003, a scholarship fund to support Hong Kong students at the University, and most recently a contribution to the Faculty of Engineering that has resulted in the establishment of the Sir SY Chung Atrium in the Pam Liversidge building in 2014.

Lu Gang



Dr Lu Gang received an MScEng Data Communication from the University of Sheffield in 2002 followed by a PhD in Computer Science in 2008.

Mr Lu is the founder and CEO of TechNode, a leading bilingual international technology news platform in China, covering the latest technology developments and start-up stories in China. It reaches millions of readers every month and has become a trusted resource for the technology industry.

Mr Lu's experience of studying in the UK provided him with a strong business sense and made him realise the need for a global platform to share innovation. He aims to develop his business on a global scale. He was awarded the British Council's 2017 Entrepreneurial Alumni Award in China.