

Universities UK  
International

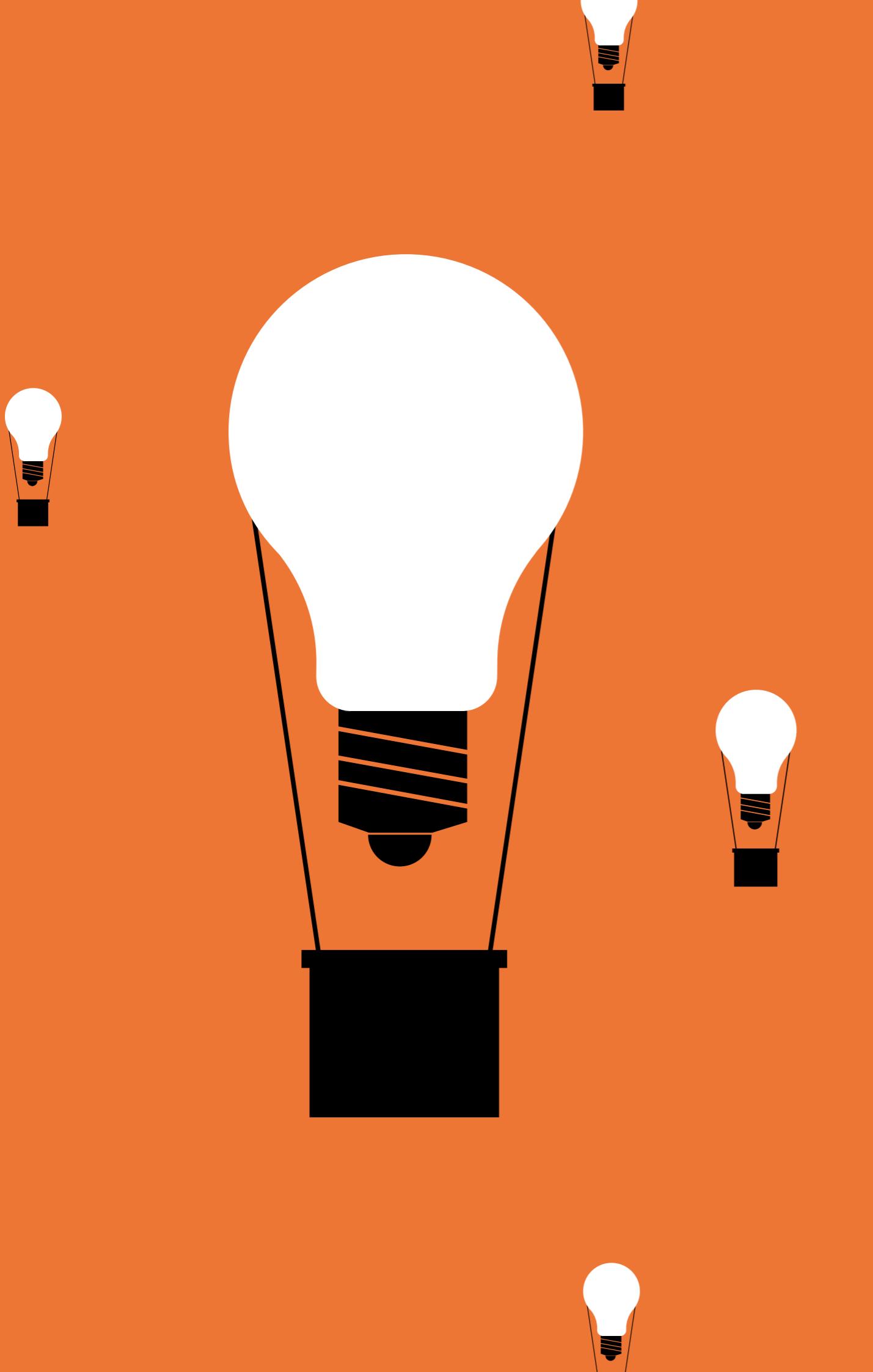


# INTERNATIONAL GRADUATE OUTCOMES 2019

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## WHAT DO INTERNATIONAL GRADUATES DO?

Medium term destinations and career outcomes  
of EU and Non-EU graduates from UK Universities



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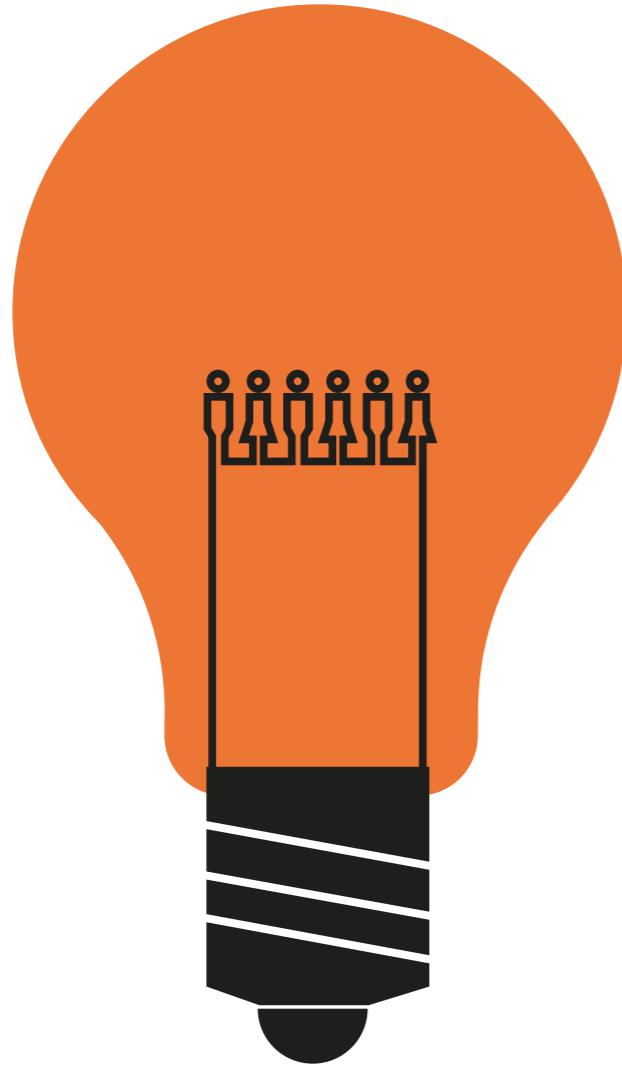
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# 1 FOREWORD

“THE UK BENEFITS FROM INTERNATIONAL  
GRADUATES JUST AS MUCH AS GRADUATES  
THEMSELVES BENEFIT FROM THEIR UK DEGREES.”

# FOREWORD – CHRIS SKIDMORE MP, MINISTER OF STATE FOR UNIVERSITIES, SCIENCE, RESEARCH AND INNOVATION



**The UK government fully recognises the benefits that international students bring to the UK's higher education sector, both economically and culturally. They bring greater diversity to university and college campuses, an international dimension to the experience of all students, stimulate demand for courses and add to the UK's impressive research capacity. They can be a great asset for the United Kingdom for a lifetime after graduation and help to enhance the UK's soft power, creating links around the world.**

This is why, in the International Education Strategy, published in March of this year, Government set an ambition to increase the numbers of international higher education students studying in the UK to 600,000 by 2030, an increase of over 30%. To help achieve this, we have committed in the strategy to work with the sector to ensure that students have the best possible experience studying in the UK, from the point they apply for a visa through to graduation, whilst working with the sector to improve their employment prospects after their degree.

I am therefore delighted to introduce the International Graduate Outcomes report from Universities UK International. This report is a great example of the Higher Education sector, and UUK working on its behalf, taking the lead and delivering positive action in order to support the delivery of the strategy and our shared ambitions.

The results in this report are very encouraging, showing that a majority of international students enjoy their time in the UK and credit a UK degree with helping them get to where they are today. This is something that we should congratulate ourselves for. This report will also help to provide valuable insight for universities, the government and the wider sector to help us all ensure we are continuing to deliver the best possible experience for international students in the UK.

Together we can build on this research to help ensure that international students who graduate from the UK's world leading universities are in the best possible position to go on to further employment, be it in the UK, or their home nation.

# FOREWORD – VIVIENNE STERN, DIRECTOR, UNIVERSITIES UK INTERNATIONAL



**We know that careers and employability are often at the forefront of potential students' minds when they are making decisions about where to study. In fact, as this study shows, it is one of the top reasons why many of our international graduates chose to study in the UK. For this reason, the UK government's newly published International Education Strategy focuses on international student employability as a key theme.**

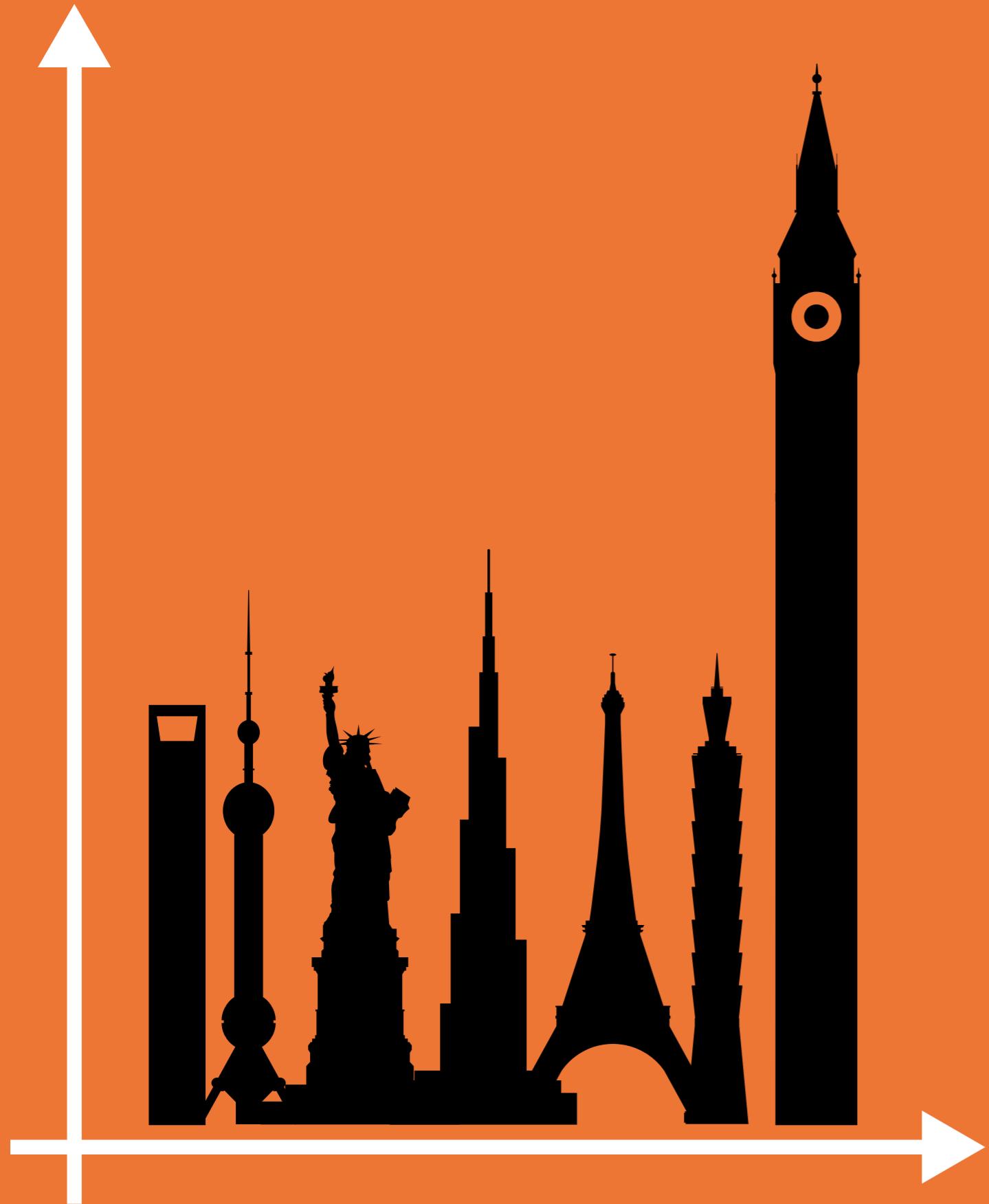
help fill this data gap, receiving responses from 16,000 graduates from 58 UK institutions and 189 countries around the world.

The results are overwhelmingly positive. Graduates report significant salary and career progression benefits, and a strong desire to retain professional, personal and business links with the UK. 82% of respondents say their UK degree was worth the financial investment; and 69% said that having a UK degree helped them progress more quickly in their career. Graduates also report an earnings premium attached to a UK degree with over half saying that they believe they earn above average compared to peers educated elsewhere.

As a sector, we know that employability is important. UK universities work hard to prepare students for the global jobs market. The style of education offered by UK universities, with its emphasis on self-direction, critical thinking, collaboration and problem-based learning, encourages the development of skills that we know employers demand. The case studies in this report illustrate how these features of a UK degree help our graduates forge successful careers.

Despite all this, though, we have surprisingly little in the way of hard data regarding the career and other outcomes of our international alumni. Our two main sources of graduate employability data, the LEO and the DLHE don't tell us much about international graduates, especially those who work outside the UK after they graduate.

Universities UK International (UUKi), supported by the British Universities' Liaison Association (BUILA), commissioned a major International Graduate Outcomes survey to



## 2 INTRODUCTION & EXECUTIVE SUMMARY

“THE UK CONSISTENTLY EMERGES AS ONE OF THE TOP COUNTRIES IN THE WORLD FOR INTERNATIONAL STUDENT SATISFACTION.”

# INTRODUCTION

**The value of international students is reflected in the UK government's International Education strategy, released in March 2019. The strategy sets out the government's ambition to increase the total number of international students choosing to study in the UK to 600,000 by 2030. Action 5 of the strategy says that the government will:**

***Work with Universities UK International (UUKi) and the sector to identify and share good practice in how universities effectively support international students into employment and further study, both here in the UK and when they return to their home nation. We will also work with the sector to enhance the evidence base on international graduate outcomes and to monitor the UK's comparative position with respect to international student recruitment and the international student experience.***

This study is a starting point in enhancing this evidence base. International Graduate Outcomes 2019 (i-GO), conducted by iGraduate, is the first study which specifically explores the career outcomes of a large sample of international graduates who studied in the UK.

To gather responses from a significant sample of 16,199 international graduates, 58 participating institutions surveyed their international alumni using iGraduate's survey tool.

The results presented in this report provide a snapshot of the employability benefits of a UK degree.

The survey results show that international graduates from UK universities go on to successful and satisfying careers, and that the majority of them recognise that their UK degree is a vehicle for their success. The results also show just how valuable our international graduates are as ambassadors for the UK.

There are additional contributing factors to the outcomes of international graduates that this data cannot wholly capture, including: the financial, academic and English language requirements that students must meet to study in the UK. Some of the graduates surveyed would have come from an already advantaged background – although, while we do not know the socioeconomic backgrounds of i-GO respondents, we do know that only 12% of them entirely self-funded their studies.

The UK benefits from international graduates just as much as graduates themselves benefit from their UK degrees and this evidence base is a starting point to inform how government policy and university strategies can maximize the mutual benefits of international students and graduates.

# THE INTERNATIONAL GRADUATE OUTCOMES SURVEY OF 16,199 INTERNATIONAL GRADUATES FROM UK UNIVERSITIES SHOWED THAT:

## 90%

**INTERNATIONAL GRADUATES ARE SATISFIED WITH ALL ASPECTS OF THEIR LIVES AND CAREERS.**

Over 90% of graduates who studied in the UK report being satisfied or very satisfied with all aspects of their lives, and 82% of graduates who studied in the UK report being satisfied or very satisfied with their careers so far.

## 82%

**STUDYING IN THE UK IS WORTH THE INVESTMENT.**

82% of international non-EU and EU graduates say their UK degree was worth the financial investment.

## 83%

**A UK DEGREE HELPS INTERNATIONAL GRADUATES FIND EMPLOYMENT.**

83% of i-GO respondents reported that their qualification helped them get their job.

## 77%

**UK HIGHER EDUCATION DEVELOPS GLOBAL LINKS FOR THE UK.**

77% of international graduates say they are more likely to do business with the UK. 81% will develop professional links with UK organisations. 88% of respondents plan to visit the UK for holiday or leisure.

## 69%

**INTERNATIONAL GRADUATES FROM THE UK PROGRESS MORE QUICKLY THAN PEERS EDUCATED ELSEWHERE.**

69% of respondents feel having a UK degree meant they could progress more quickly in their chosen career.

## 90%

**OF INTERNATIONAL STUDENTS IN THE UK ARE SATISFIED WITH THEIR LEARNING EXPERIENCE AND THE SUPPORT THEY RECEIVE FROM THEIR UNIVERSITIES.**

UK graduates' satisfaction was on average 7% higher than their peers' satisfaction<sup>1</sup> across nine unique career support elements.

## 53%

**OF UK GRADUATES EARN ABOVE AVERAGE COMPARED TO PEERS EDUCATED ELSEWHERE.**

Over half (53%) of respondents working in their home countries believe that they earn above average or well above average compared to peers that studied in their home country. 86% of EU graduates and 84% of non-EU graduates felt that they earned average or above. Available figures show that the wage premium associated with a UK qualification was 202% for Chinese graduates, 129% for Malaysian graduates, 83% for Indian graduates, and 50% for USA graduates.<sup>2</sup>

## 80%

**INTERNATIONAL GRADUATES BUILD GLOBAL LINKS FOR UK UNIVERSITIES.**

36% of graduates plan on doing further study in the UK and more than 80% of international alumni would recommend studying in the UK. 77% of research postgraduates want to collaborate with UK institutions for research purposes after graduating.

<sup>1</sup> International Student Barometer, 2019. The average satisfaction score across the 9 elements was 74% for the UK compared to 67% globally, with differences in the areas of employment (60% vs 55%), training (80% vs 73%), advice (78% vs 71%), placement (69% vs 62%), and opportunities through employers (79% vs 73%) and alumni (70% vs 64%).

<sup>2</sup> Local graduate salary data sources: Stutern; China Daily (China); Jobstreet (Malaysia); Payscale (India); The Balance (USA).



# 3 WHO COMPLETED THE SURVEY?

OVERALL RESPONDENTS: 16,199  
EU RESPONDENTS: 5,547  
NON-EU RESPONDENTS: 10,652

# WHO COMPLETED THE SURVEY?

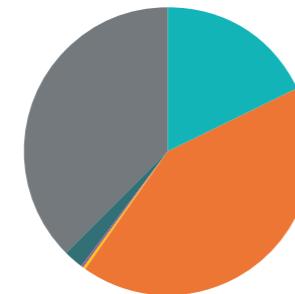
The i-GO survey includes 58 universities in the UK. These institutions distributed the survey to EU and non-EU international graduates who had completed their studies between January 2011 and July 2016. Responses were collected from 16,199 international and EU graduates in total.

The majority of the responses (64%) were medium-term graduates, between two and five years post-graduation, and a sizeable proportion (36%) were longer-term graduates who had completed their studies five to seven years ago.

The largest respondent group among both non-EU and EU graduates had studied at the taught postgraduate (PGT) level. Approximately a quarter of the non-EU respondents and 37% of EU respondents had completed an undergraduate degree in the UK. Postgraduate research (PGR) graduates made up 18% of the EU group and 16% of the non-EU group. Higher Education Statistics Agency (HESA) data from 2016/17 shows that 33% of non-EU nationalities and 48% of EU nationalities that completed a qualification in the UK in 2016-17 had studied at undergraduate level, whereas postgraduate research graduates made up 8% of the EU group and 6% of the non-EU group.<sup>3</sup>

# STUDY LEVEL OF i-GO RESPONDENTS

**STUDY LEVEL (EU)**



Higher degree, mainly by research  
(PhD, DPhil, MPhil, etc.)

Higher degree, mainly by  
taught course (MA, MSc, etc.)

Other diploma or certificate

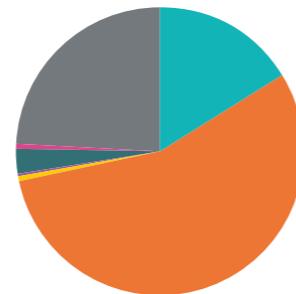
Other qualification

Postgraduate diploma or certificate  
(including PGCE)

Professional qualification,  
e.g. Accountancy

Undergraduate degree  
(BA, BSc, etc.)

**STUDY LEVEL (NON-EU)**



Higher degree, mainly by research  
(PhD, DPhil, MPhil, etc.)

Higher degree, mainly by  
taught course (MA, MSc, etc.)

Other diploma or certificate

Other qualification

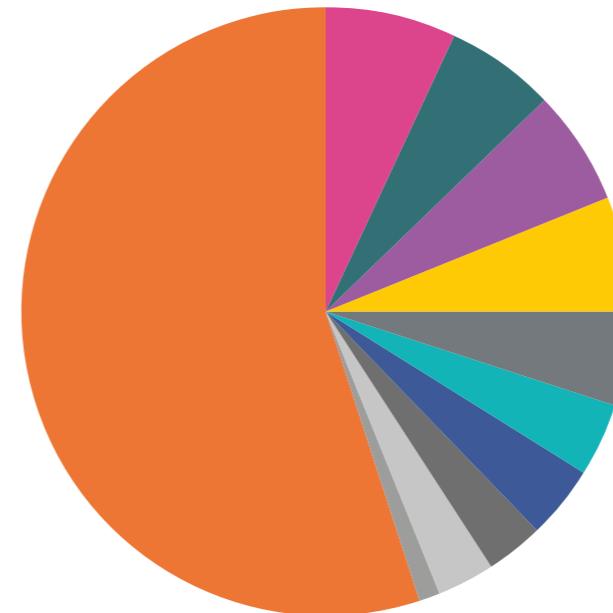
Postgraduate diploma or certificate  
(including PGCE)

Professional qualification,  
e.g. Accountancy

Undergraduate degree  
(BA, BSc, etc.)

# NATIONALITY OF RESPONDENTS

**TOP 10 NATIONALITIES BY RESPONSE RATE**



USA 7%

China 6%

India 6%

Germany 6%

Nigeria 5%

Greece 4%

Malaysia 4%

Italy 3%

France 3%

Romania 1%

Other 55%

<sup>3</sup> <https://www.hesa.ac.uk/data-and-analysis/students>

<sup>4</sup> Note that in the year 17-18, Chinese students made up 33% of the total non-EU student population and that the i-GO sample size is significantly smaller than total numbers of Chinese students studying in the UK in the relevant years.

<sup>5</sup> <https://www.hesa.ac.uk/data-and-analysis/students/where-from>

<sup>6</sup> <https://www.hesa.ac.uk/data-and-analysis/students/where-from>

# DESTINATIONS OF RESPONDENTS

NATIONALITY	RESIDING IN HOME COUNTRY	RESIDING IN UK	RESIDING IN OTHER COUNTRY
CHINA	73%	14%	13%
FRANCE	33%	39%	28%
GERMANY	55%	26%	20%
GREECE	49%	38%	13%
INDIA	63%	16%	21%
MALAYSIA	81%	10%	9%
NETHERLANDS	45%	31%	25%
NIGERIA	78%	13%	9%
ROMANIA	22%	58%	21%
USA	73%	16%	11%
ALL	59%	24%	17%

Table 1: Destinations of respondents

The relatively high number of graduates who move to work in a third country highlights the global opportunities that a UK degree can unlock. This is supported by the finding that 87% of respondents said they were more likely to do business internationally as a result of their UK degree.



**87%**  
OF RESPONDENTS SAID THEY WERE  
MORE LIKELY TO DO BUSINESS  
INTERNATIONALLY AS A RESULT OF  
THEIR UK DEGREE.



# 4 HOW SATISFIED ARE INTERNATIONAL GRADUATES?

“I LOVED THE [UNIVERSITY] COMMUNITY, MY FELLOW STUDENTS, THE TRADITIONS, THE HISTORY, THE CULTURE, AND THE PROXIMITY TO THE REST OF THE EUROPE. IT WAS ONE OF THE HAPPIEST YEARS OF MY LIFE.”  
MSC, PSYCHOLOGY, REPUBLIC OF IRELAND

# HOW SATISFIED ARE INTERNATIONAL GRADUATES?

The UK consistently emerges as one of the top countries in the world in terms of international student satisfaction and wellbeing: data from the 2018 International Student Barometer indicates that 90% of international students studying in the UK were satisfied or very satisfied with their overall experience.

Additionally, UK-based international students' satisfaction with their arrival, learning, living and support experiences at UK universities is higher than satisfaction among international students globally. Overall, 93% of international students studying in the UK responded that they were happy or very happy with their lives at the time of the survey and 88% said they felt welcome in the UK.

## WHAT WAS MOST VALUABLE IN YOUR EXPERIENCE STUDYING IN THE UK?

**“The openness and friendliness of the people both at the university as well as in general, the humour and how welcomed I felt when moving to a new country. Also, the opportunity to meet so many interesting individuals from all around the world. The university is a cocktail of multicultural ingredients, which I grew on personally as well as academically. ”**

BSC, BUSINESS MANAGEMENT, ANGOLA



i-GO data supports these findings and goes further, indicating that international graduates from the UK go on to have high career and life satisfaction. Over 90% of graduates who studied in the UK report being satisfied or

very satisfied with all aspects of their lives. Satisfaction was slightly lower for those who had graduated recently – perhaps owing to the uncertainties some face immediately after graduation – but rises over time.



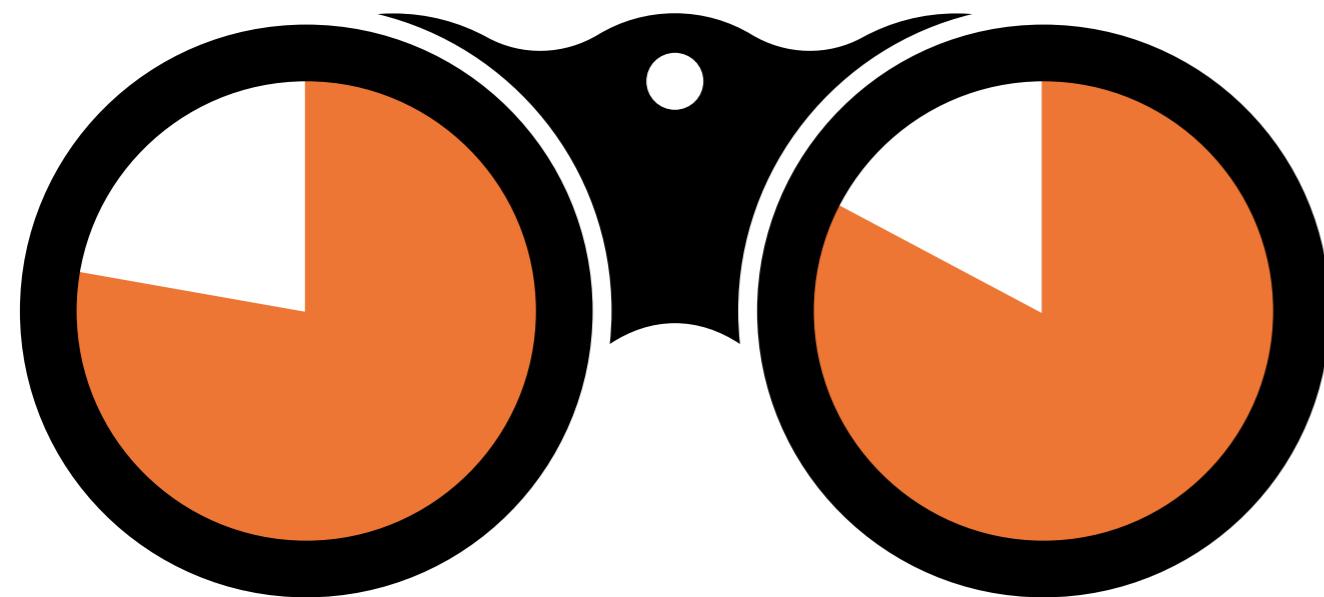
87% OF NON-EU GRADUATES AND 90% OF EU GRADUATES SAY THEY ARE MORE LIKELY TO DO BUSINESS INTERNATIONALLY BECAUSE OF THEIR UK DEGREE



85% OF NON-EU GRADUATES AND 84% OF EU GRADUATES FEEL THEY ARE HAPPIER THAN PEERS THAT STUDIED IN THEIR HOME COUNTRY



<sup>7</sup> 2018 International Student Barometer (ISB)

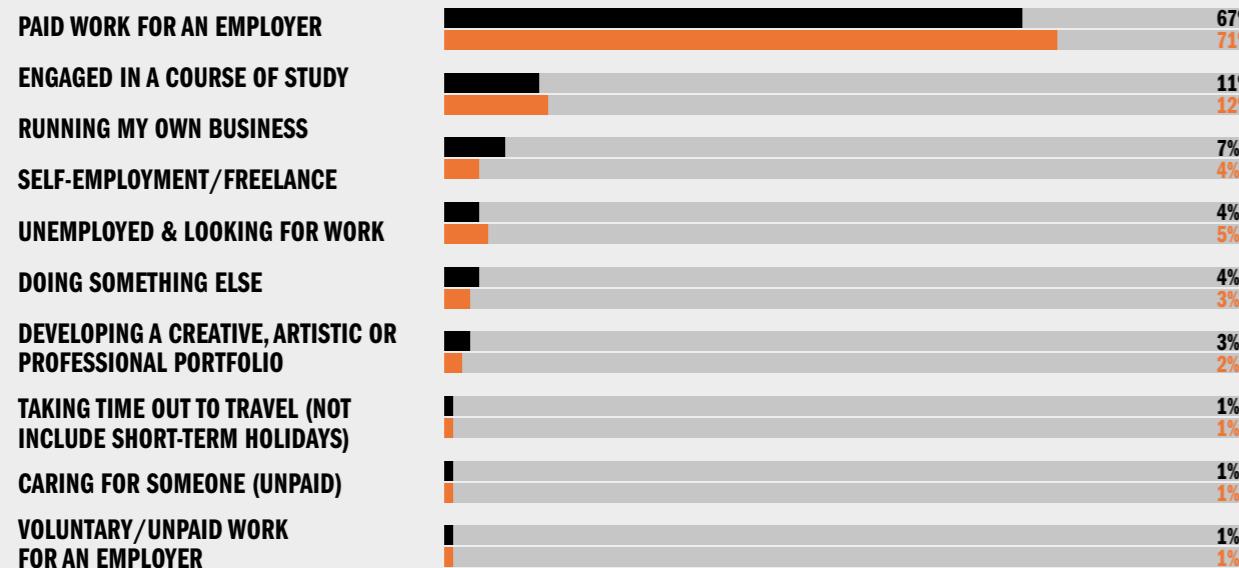


# 5 WHAT ARE GRADUATES DOING NOW?

78% OF NON-EU GRADUATES  
AND 83% OF EU GRADUATES ARE  
CURRENTLY ENGAGED IN PAID  
WORK OR FURTHER STUDY.

# MAIN ACTIVITIES

## MAIN ACTIVITIES OF i-GO RESPONDENTS



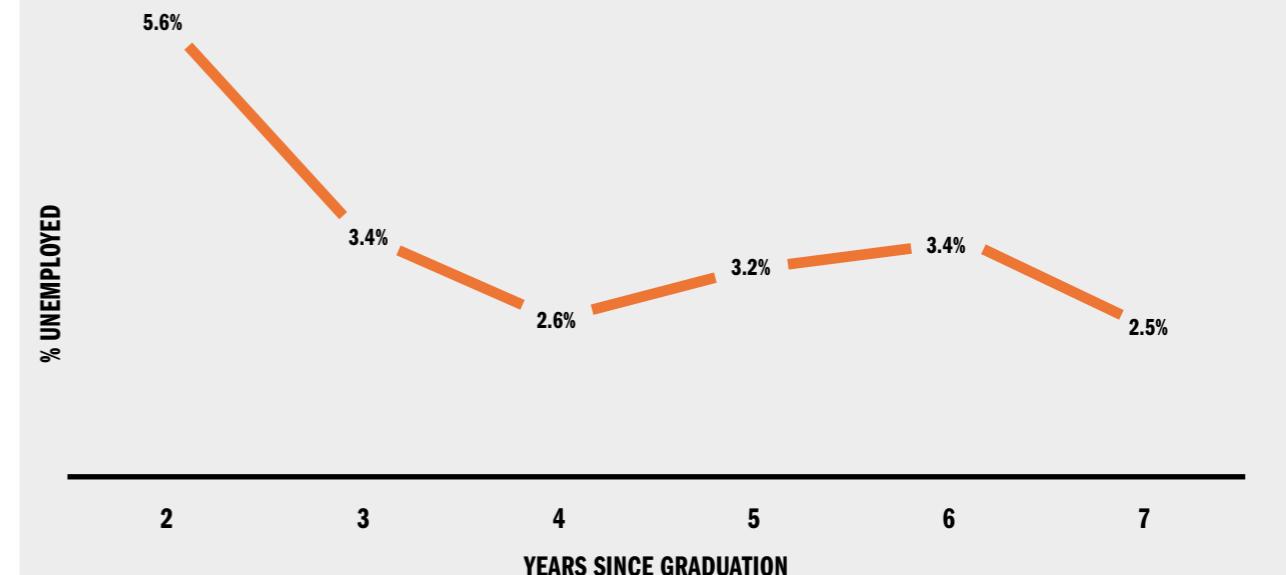
Of the non-EU respondents who were currently working, 58% were employed by a company, organization, or other entity; 7% were self-employed or freelancing; and 8% were running their own business. A further 11% were engaged in a course of study, training or research.

A similar trend is observable among EU graduates: 62% of those who were working were employed by a company, organisation or entity; 8% were self-employed or freelancing; and 4% were running their own business. A further 14% were engaged in a course of study, training or research.

The share of respondents that reported they were unemployed and looking for work was very low, at under 4%. The rate decreases as the number of years since graduation increases, suggesting that more and more graduates find jobs with the passage of time.

4% of Indian respondents and 2% of Chinese respondents who graduated from 2011 to 2014 reported being unemployed, compared to national unemployment rates of around 6%<sup>8</sup> and 5% respectively in those countries.<sup>9</sup> 8% of Nigerian respondents were unemployed four to seven years after graduating, compared to a national graduate unemployment rate of 32%.<sup>10</sup>

## UNEMPLOYMENT RATE BY YEAR OF GRADUATION



Among i-GO respondents currently domiciled in the UK, 90% were engaged in paid work or further study.

<sup>8</sup> Indian National Sample Survey Office's (NSSO) labour force survey (PLFS) via <https://www.businessstoday.in/current/economy-politics/nss-report-citing-unemployment-rate-at-45-year-high-not-final-says-niti-aayog/story/315753.html>

<sup>9</sup> Urban unemployment rate from China National Bureau of Statistics: <http://www.chinabankingnews.com/2018/07/04/8-2-million-graduates-set-enter-jobs-market-unemployment-hits-lowest-level-since-2012/>

<sup>10</sup> National Bureau of Statistics Nigeria: <https://nigerianstat.gov.ng/download/856>

# INDUSTRIES OF EMPLOYMENT

Graduates working outside the UK indicated they were employed in a variety of industries, from marketing to mining. However differences are evident according to the level of study the graduate completed.

## TOP 5 INDUSTRIES OF EMPLOYMENT



OVERALL EMPLOYMENT	18%	8%	7%	6%	5%
UNDERGRADUATE EMPLOYMENT	10%	10%	7%	7%	N/A
TAUGHT POSTGRADUATE EMPLOYMENT	15%	9%	6%	5%	N/A
RESEARCH POSTGRADUATE EMPLOYMENT	38%	N/A	N/A	N/A	15%

N/A indicates that the share of respondents at this level of study working in this area is negligible

Most international graduates return to their home country to work, and there is clear evidence that UK graduates play an essential role in filling skills shortages in their home countries. For example, international recruitment firm Hays indicates the top hard skills sought in China are financial and budgetary<sup>11</sup>, which is reflected in our findings: 21% of respondents from China indicated they were employed in the finance, pensions and insurance sector, compared to 6% of graduates

from India and 5% of graduates from the USA. Likewise, graduates from India were more likely than graduates from China or the USA to work in IT and computing: 15%, 7% and 4%, respectively. This highlights graduates' role in growing the economies of their home countries: India's IT sector is one of the world's largest, constituting 7.7% of its GDP in 2017<sup>12</sup> and footnote "NASSCOM, the trade association for the IT BPM industry in India.

# COUNTRY FOCUS: GERMANY



90%

OF GERMAN GRADUATES OF UK INSTITUTIONS ARE SATISFIED WITH THEIR CAREERS

58%

SAY THEY EARN ABOVE AVERAGE COMPARED TO PEERS

2.5x

GERMAN GRADUATES OF UK INSTITUTIONS EARN NEARLY 2.5 TIMES MORE THAN THE GERMAN AVERAGE GRADUATE SALARY<sup>12</sup>

83%

SAY THEY ARE MORE LIKELY TO DO BUSINESS/FORM PROFESSIONAL LINKS WITH THE UK BECAUSE OF THEIR STUDY EXPERIENCE

93%

SAY THEY ARE MORE LIKELY TO DO BUSINESS INTERNATIONALLY BECAUSE OF THEIR STUDY EXPERIENCE

Germany is the EU's largest economy. Its strong labour market benefits from a highly skilled workforce that is trained both domestically—at the vocational and tertiary levels—and abroad, including in the UK. Germany is one of the UK's top trading partners, highlighting the important role that German graduates educated in the UK may play in maintaining and growing these links.

Germany's trade in goods and services accounts for nearly 50% of GDP. UK degrees support German graduates to contribute to this, both through the subjects they study and through the soft skills they gain during their UK university experience. 93% of German graduates said that their UK degree made them more likely to do business internationally.

Comments from graduates from Germany highlight the ways in which their UK qualification aided them in the labour market: "The study was very practical and with real world business logic," says one MBA graduate now working in Operations and Finance in Hamburg. As a graduate with an MA in librarianship reflected, "Studying in the UK made me view things differently, especially in my career. I now have a strong ideology that you can achieve whatever you want to achieve." "Global insight, self-awareness and self-study, and motivation" were cited as the most valuable aspects of the UK education experience by another graduate with an undergraduate qualification in banking and international finance.

## MOST COMMON AREAS OF STUDY FOR GERMAN STUDENTS

- UNDERGRADUATE:** BUSINESS STUDIES, ECONOMICS, AND POLITICS
- TAUGHT POSTGRADUATE:** ECONOMICS, BUSINESS/MANAGEMENT STUDIES, SOCIAL STUDIES, LAW AND FINANCE
- RESEARCH POSTGRADUATE:** BIOLOGICAL SCIENCES AND POLITICS

<sup>11</sup>[https://www.hays.cn/en/press-releases/HAYS\\_014336](https://www.hays.cn/en/press-releases/HAYS_014336)

<sup>12</sup>[https://www.stepstone.de/Ueber-StepStone/wp-content/uploads/2019/02/StepStone\\_Gehaltsreport\\_2019\\_WEB.pdf](https://www.stepstone.de/Ueber-StepStone/wp-content/uploads/2019/02/StepStone_Gehaltsreport_2019_WEB.pdf)

## COUNTRY FOCUS: CHINA



China's economy is the world's second largest, having grown its GDP by an average of 10% annually from 1978 to 2005. It continues to expand: GDP is forecast to grow 6% from March 2019 to March 2020<sup>13</sup>. The Chinese Ministry of Human Resources and Social Security noted that skilled workers account for less than one-fifth of the entire workforce, and the demand for highly skilled labour increasingly exceeds supply.<sup>14</sup> As China moves up the value chain from a manufacturing economy to a provider of high-tech, information, and knowledge services, it needs to expand its human capital. Tertiary education is one of the key levers to do so.

Outbound student mobility in China is at an all-time high, both worldwide and in the UK. There were more than 90,000 students from China studying at tertiary level in the UK in 2016, making it the top sender of international students in the UK.<sup>15</sup> Chinese student numbers in the UK have increased more than 14% since 2012-13.

Student mobility is likely to grow: data from the China Family Panel Survey indicates 20%

of Chinese parents would consider sending their children abroad for their education, and the backgrounds of these potential students are becoming more diverse. The proportion of Chinese graduates returning home after studying abroad has risen from 55% in 2011 to close to 80% in 2014—a 132%<sup>17</sup> increase. i-GO data supports this finding, showing that graduates are drawn by employment opportunities in China.

The most common study area for Chinese graduates of UK institutions is business and administrative studies, according to HESA data. This is similar to the main study areas of Chinese respondents to the i-GO survey: 13% studied finance, 11% studied management studies and 8% studied marketing. These study areas address the skills shortages in China: a JP Morgan report notes that service industries dealing with IT, software, accounting, finance, marketing and customer management are expected to grow and absorb a substantial number of professionals.<sup>18</sup>

## CASE STUDY: ELLEN, CHINA

Ellen graduated with an MA in investment management at Cass Business School. Her first experience with UK higher education came while a senior at Renmin University in Beijing, where she did a semester exchange in Edinburgh. She says she chose the UK for postgraduate study “to broaden my horizons”, particularly in her chosen field of finance and investment. For postgraduate study, she decided to exchange one capital city for another and move to London. The UK was “the perfect place to study,” she says, because of the practical component to education that would be harder to get as a domestic student in China. It was also attractive to be able to complete a Master’s level qualification in one year.

Ellen now works for a security company in China, in sales trading. It is her third job in this field, and each new role has been a level higher than the last. She feels her experience in the UK has helped her career significantly in a number of ways, particularly because the variety of courses allowed her to choose which specialisation to pursue, and being near the financial centre in the City gave her “access to professional insights.”

SHE NOTED THAT SOME PROFESSORS AND TEACHERS WERE INDUSTRY EXPERTS WHO PROVIDED “INSIGHT INTO THE REALITY OF THESE CAREERS.”

Ellen emphasizes that many top financial institutions in China are competing for the most qualified students, whether international or from the top Chinese universities.

**SOME SECTORS IN CHINA, SHE SAYS, WOULD FAVOUR AN INTERNATIONAL GRADUATE FOR BEING ‘EQUIPPED WITH MORE INTERNATIONAL SKILLS’.**

<sup>13</sup> <https://tradingeconomics.com/china/gdp-growth-annual>

<sup>14</sup> <https://www.universityworldnews.com/post.php?story=20170801064540606>

<sup>15</sup> <http://uis.unesco.org/en/uis-student-flow>

<sup>16</sup> China National Bureau of Statistics: <http://www.chinabankingnews.com/2018/07/04/8-2-million-graduates-set-enter-jobs-market-unemployment-hits-lowest-level-since-2012/>

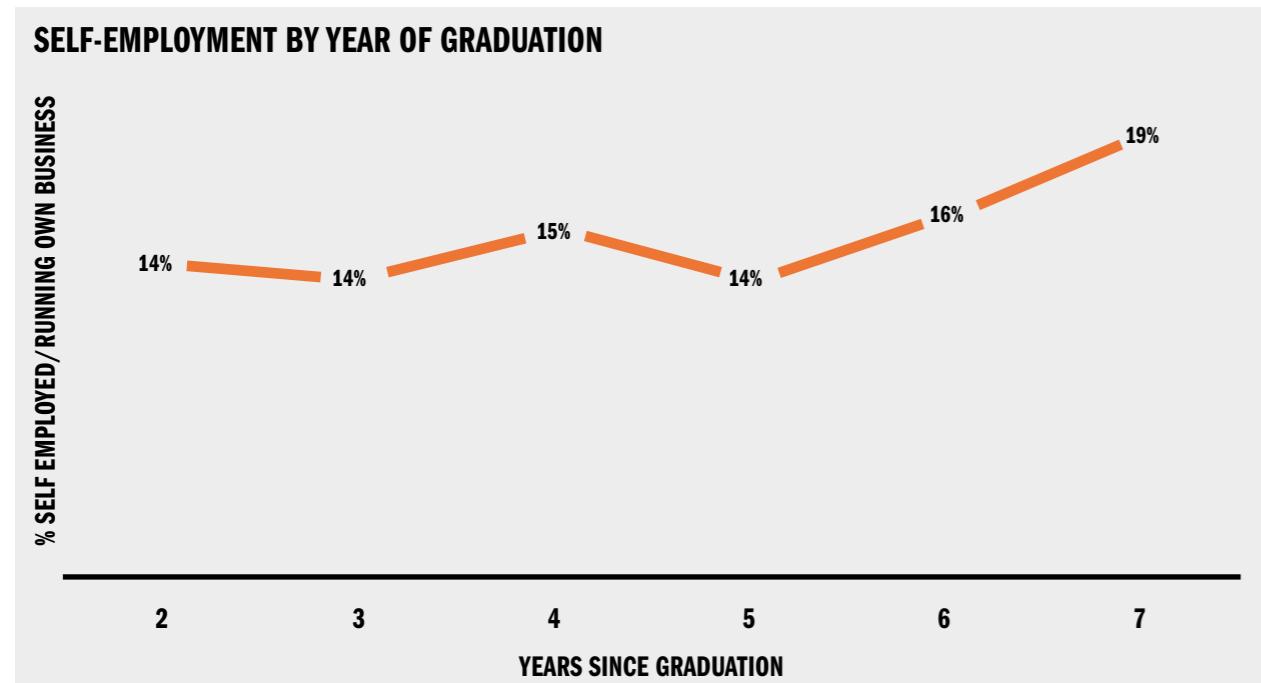
<sup>17</sup> <http://monitor.icef.com/2018/02/increasing-numbers-chinese-graduates-returning-home-overseas/>

<sup>18</sup> <https://www.jpmorganchase.com/corporate/Corporate-Responsibility/document/skillsgap-in-chineselabor-market-exec-summary.pdf>

<sup>19</sup> Local graduate salary data source: China Daily. Methodology in Annex 5

# ENTREPRENEURSHIP

The more time that had passed since graduation, the more likely respondents were to indicate they were self-employed or had set up their own business: 7% of 2016 graduates were self-employed compared to 10% of 2011 graduates. This indicates that respondents may be more likely to launch their own enterprise after gaining some years of experience after graduation.



This trend is especially evident among respondents currently residing in their home countries: almost one-fifth of respondents who graduated in 2011 were self-employed or running their own business in their home countries.

**THE UK HAS TAKEN SIGNIFICANT STEPS TO ENHANCE THE QUALITY AND CONTENT OF ENTREPRENEURSHIP IN EDUCATION, AND EMPLOYABILITY SKILLS ARE EMBEDDED WITHIN CURRICULA.**

Organisations such as the sector-led National Centre for Entrepreneurship in Education (NCEE) exist to support the UK higher education sector.

**FROM SUMMER 2019, GRADUATES WILL BE ABLE TO APPLY FOR A TIER 1 START-UP VISA IF THEY WISH TO START A BUSINESS IN THE UK AFTER GRADUATING.**

This will provide further opportunities for graduates to develop their entrepreneurial skills in the UK and open up a career in business.

It may be of significant value to undertake further research on the role and impact that coordinated approaches to developing entrepreneurship skills of international students could play in securing enhanced longer-term outcomes – both in terms of economic outcomes for the individual, but also the wider contribution to addressing (for example) UN Sustainable Development Goals and economic development.

## COUNTRY FOCUS: INDIA



One-fifth of Indian respondents and 23% of respondents working in India were self-employed entrepreneurs. Self-employment in India is present to an even greater degree in the general population. International Labour Organisation (ILO) data shows 79% of workers in India report being self-employed. This includes workers of all levels of education completion and so includes the great number of agricultural workers who are self-employed. In India, 49% of the workforce was employed in the agricultural sector in 2011/12.

i-GO data reveals that UK graduates running their own businesses in India often focus on growing industries including IT, marketing, trade and services. The subject areas most studied by Indian students in the UK—business studies and STEM—foster skills both in entrepreneurship and in rapidly expanding industries.

International students from India wishing to run their own business may be particularly drawn to the UK as a place of study. Soham Gehani, an Indian national who completed his undergraduate degree in finance at the University of Nottingham in 2013, notes that the UK education system appealed to him because of its strong emphasis on independent study and time management—skills which sharpened his ability to run the trade company he founded. Other Indian respondents noted that the UK provided an ideal atmosphere to gain the skills and networks required to pursue their career goals. An MBA graduate currently considering setting up a business in India reflected that “The teaching was empirically-based, the lectures were very interactive and, most of all, the MBA program facilitated the opportunity to interact with a diverse cohort of students from all parts of the world.”

## CASE STUDY: SOHAM GEHANI, INDIA

Soham graduated from the University of Nottingham in 2013 with a BA and an ACA (Association of Chartered Accountants) qualification in finance, accounting and management. One of his dreams is to grow the trade company he started while at Nottingham. Soham is currently gaining valuable career experience as a corporate finance manager at a company in the UK; however, he hopes to return to his business in the future and pursue it full-time. His inspiration for starting his own company came from his family, who are supportive of entrepreneurship.

Soham’s main reasons for choosing the UK for studying abroad were the country’s high-quality educational institutions, relative proximity to his home country and English language provision. Studying in the UK helped him develop skills useful in his career, such as taking ownership of tasks.

Soham notes that this compares favourably to education in India, where he feels students are sometimes “spoon-fed” in school.



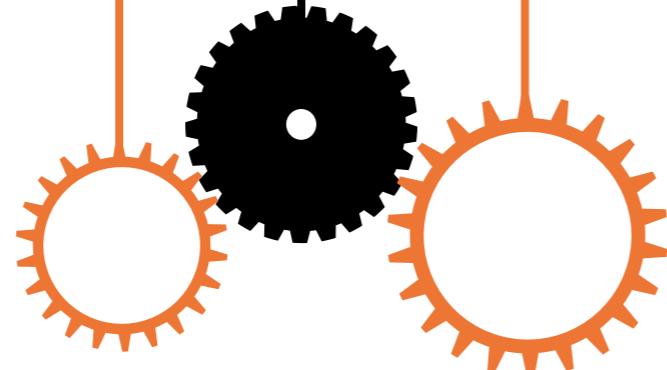
# HOW HAS A UK DEGREE BENEFITTED INTERNATIONAL GRADUATES?

RESPONDENTS REPORT HIGH SATISFACTION  
WITH THEIR SUPPORT EXPERIENCE: 80% WERE  
SATISFIED OR VERY SATISFIED WITH SUPPORT  
PROVIDED DURING THEIR TIME IN THE UK.

# UNIVERSITY SUPPORT

Respondents report high satisfaction with their support experience: 80% were satisfied or very satisfied with support provided during their time in the UK.

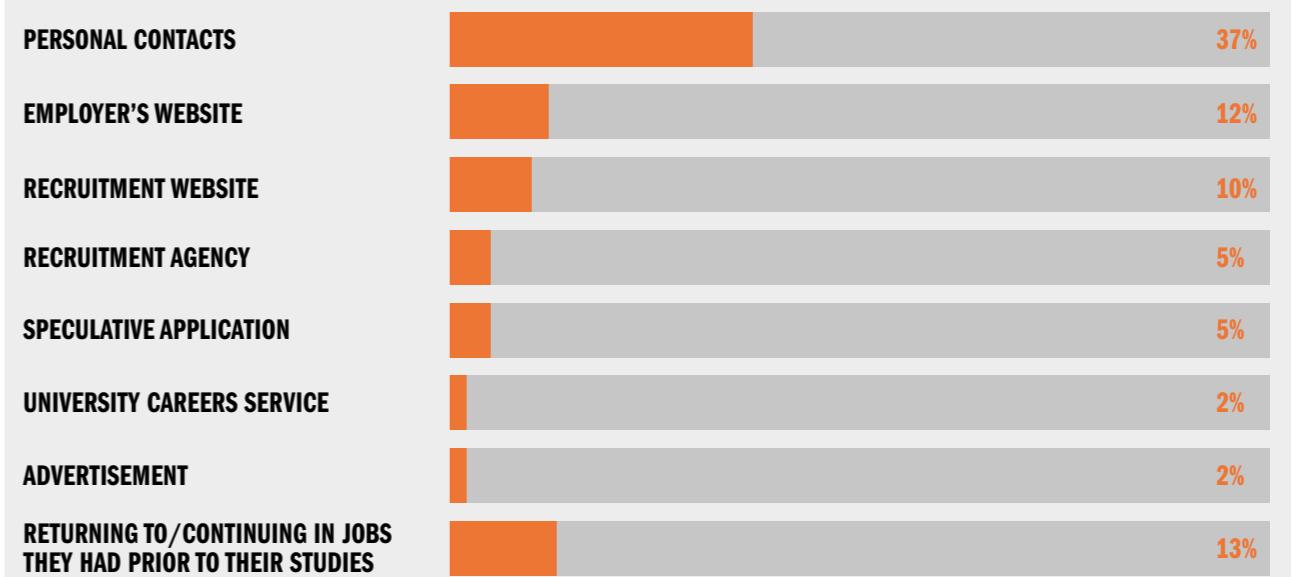
A closer look at the data reveals that university support often leads to career opportunities for international graduates, particularly by helping students to develop personal networks.



**80%**  
WERE SATISFIED OR VERY SATISFIED  
WITH SUPPORT PROVIDED DURING  
THEIR TIME IN THE UK.

# BUILDING NETWORKS:

## HOW INTERNATIONAL GRADUATES FROM UK UNIVERSITIES FOUND JOBS



## HOW DID YOU FIND OUT ABOUT YOUR CURRENT JOB?

**“I MET ONE OF THE HEADS OF DEPARTMENT AT [MY UNIVERSITY] AND KEPT IN CONTACT WITH HER DURING MY PREVIOUS EMPLOYMENT.”**  
MSC OCCUPATIONAL PSYCHOLOGY, VIETNAM

**“WHEN I DID THE RESEARCH FOR MY DISSERTATION I MET MY CURRENT BOSS AND ON A TRIP TO LONDON HE CONTACTED [ME] TO CATCH UP. THIS HAS ENDED UP WITH ME COMING BACK HOME AND GETTING THE JOB.”**  
MSC INTERNATIONAL BUSINESS AND FINANCE, INDIA

37% of respondents indicated they had found their job through personal contacts, including networking. For graduates from Nigeria, 49% of employed graduates had found work this way, compared to 44% of graduates from China, 42% of graduates from India, and 37% of graduates from both the USA and Malaysia.

A look at comments from respondents reveals that ‘personal contacts’ are often made while at university. In fact, comments show that universities play an integral role in helping students to develop the networks that lead to career opportunities.

# BUILDING NETWORKS:

## WHAT WAS MOST VALUABLE IN YOUR EXPERIENCE STUDYING IN THE UK?

**“Firstly, the people I met—friends for life. Secondly, all the parallel events around the university that make it very easy to network with other students and potential employers. ”**

MSC OCCUPATIONAL PSYCHOLOGY, VIETNAM

**“The people I met and the access to a lot of wonderful art and design companies and institutions. ”**

MA GRAPHIC DESIGN, CHINA

**“The connection with graduate employers and related events/ facilities available, e.g. recruitment days, career centre.**

**Very, very useful. ”**

MA INDUSTRIAL RELATIONS & MANAGING HUMAN RESOURCES, THAILAND

**“The education is world class and the focus on research and independent learning proved invaluable in the workplace. ”**

BENG CIVIL ENGINEERING, GERMANY

**“I liked my course in particular because it was very well linked to the industry and the professors did everything in their power to help us find jobs in the industry. My education was actually relevant to the jobs I have had since graduating. ”**

MSC COMPUTER GAMES AND ENTERTAINMENT, POLAND

## CASE STUDY: ANAÏS, FRANCE



Anaïs studied in Scotland, graduating in 2012 with a higher degree in Economics. The decision to study in the United Kingdom stemmed from her interest in the English culture and her desire to practice the local language in situ, as well as the reputation of UK universities and the quality of the courses provided.

Anaïs had previously studied in Taiwan and her international background helped her to settle down more quickly in Scotland. She is confident that she made the right decision in enrolling at the University of Strathclyde.

### WHILE A STUDENT, THE UNIVERSITY RECOMMENDED SHE APPLY FOR A UK GOVERNMENT TRAINING PROGRAM CALLED “FAST STREAM”.

She successfully took part in this project, and was subsequently recruited by the Department of Health as an economic adviser, where she led and delivered an analysis of the capital budget. Since graduating, Anaïs's career has progressed rapidly. She is now Head of Management Information Policy, keeping management information and data analytics at the heart of government decision-making.

LOOKING BACK, THE EXPERIENCE OF BEING AN INTERNATIONAL STUDENT, IN AN INTERNATIONAL ENVIRONMENT, HELPED ANAÏS ESTABLISH A RICH NETWORK WITHIN THE GOVERNMENT. SHE NOTES THAT HER CAREER HAS BEEN PERFECTLY SUPPORTED BY HER STUDIES AT THE UNIVERSITY.

# THE IMPORTANCE OF A UK DEGREE TO EMPLOYERS

# 81%

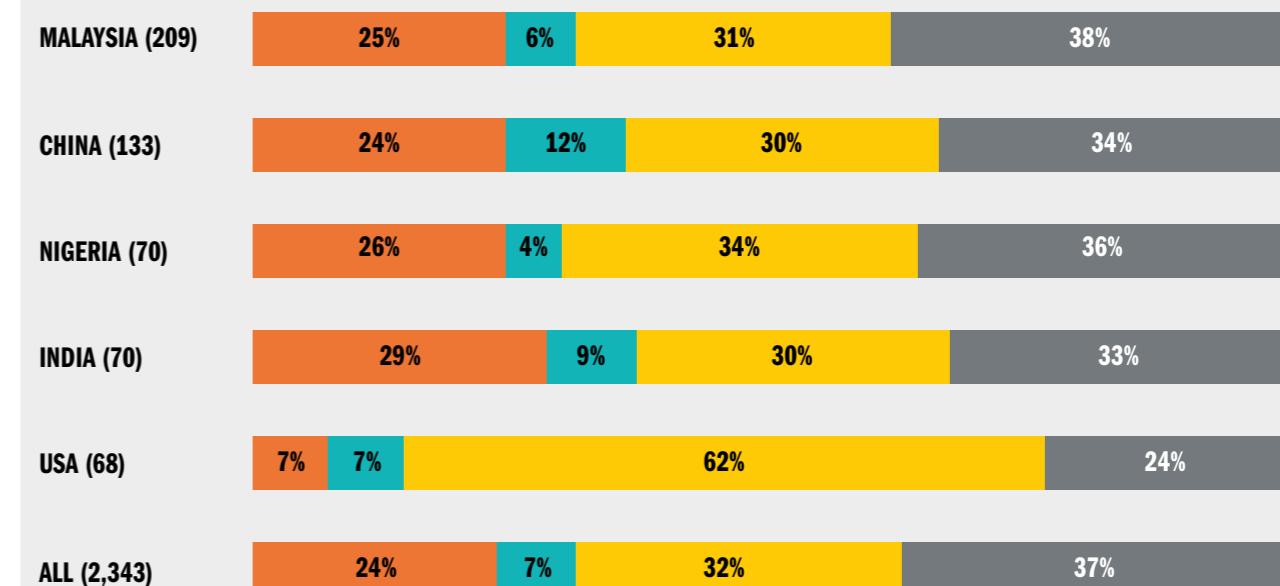
OF GRADUATES SAID THEY WOULDN'T HAVE BEEN ABLE TO GET THEIR JOB WITHOUT THEIR DEGREE. ALMOST 1 IN 4 INTERNATIONAL GRADUATES IN WORK SAID THAT HAVING A QUALIFICATION FROM THE UK WAS THE MOST IMPORTANT THING TO THEIR EMPLOYER.



Many i-GO respondents believe that having a degree from the UK was the most important thing to their employers: more important than the particular university, the level of study or the subject(s) studied. For Indian respondents, having studied in the UK was considered to be the most important aspect of their education to their employer by almost a third of graduates.

The figure on the next page shows data for undergraduate respondents only. This is because the level of study is much more important for postgraduate students: 33% of taught postgraduate respondents and 41% of postgraduate research students said that the level of study was the most important thing to their employer.

## THE MOST IMPORTANT ASPECT OF UK GRADUATES' EDUCATION TO THEIR EMPLOYERS



**A qualification from a university/college in the UK**  
**A qualification from this university/college**

Figure 7: Importance to employer (UG employed only)

**The level of study (e.g. Undergraduate, Postgraduate, etc)**  
**The subject(s) studied**

## WHAT WAS MOST VALUABLE ASPECT OF YOUR EXPERIENCE IN THE UK?

**“ A UK QUALIFICATION IS RECOGNISED GLOBALLY. I CAN GO ANYWHERE IN THE WORLD AND PRESENT MY QUALIFICATION AND TO AN EXTENT OPEN THE DOOR OF OPPORTUNITY FOR MYSELF. ”**

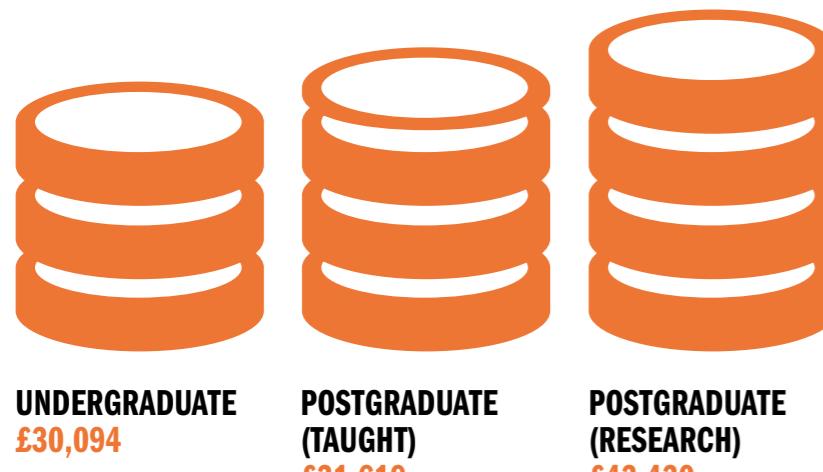
**BA, LIBRARY AND INFORMATION SCIENCE,  
NIGERIA**

**“ LIVING IN ANOTHER COUNTRY AFFORDS ONE A MORE GLOBAL PERSPECTIVE. MY FIELD OF WORK IS VERY DIVERSE, AND I'VE FOUND THAT I CAN CONNECT WELL WITH INTERNATIONAL COLLEAGUES BECAUSE OF MY TIME SPENT LIVING OUTSIDE THE UNITED STATES. ”**

**PHD, MUSIC STUDIES, USA**

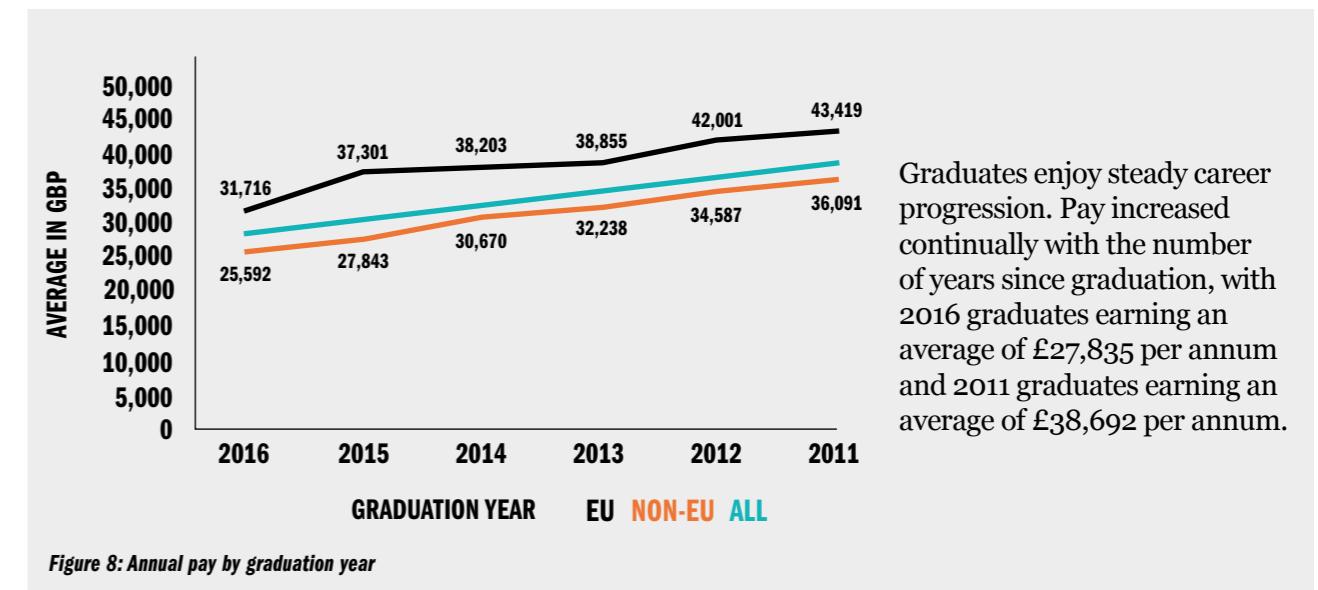
# FINANCIAL GAINS: THE SALARY BENEFITS OF A UK DEGREE

## INTERNATIONAL GRADUATES' ANNUAL SALARY BY QUALIFICATION LEVEL:

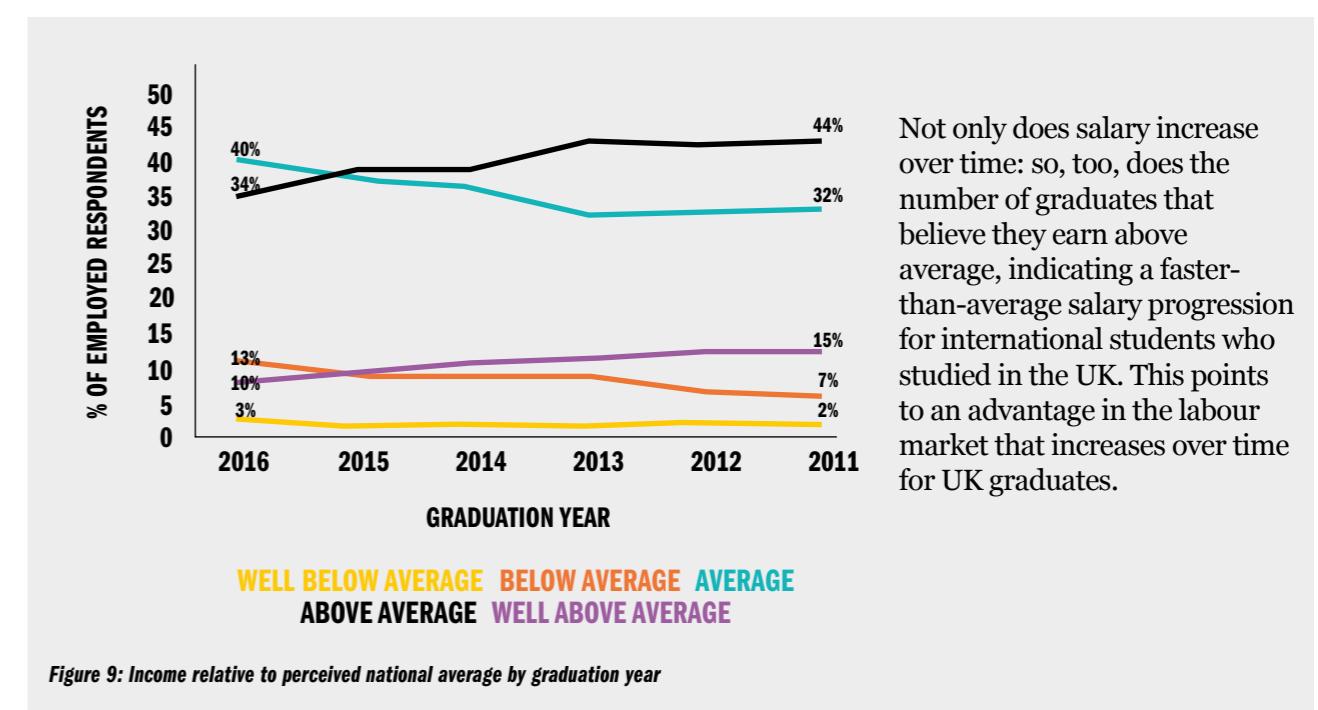


There are clear salary benefits for graduates from UK universities. The average salary of all survey respondents working full-time is £43,430 for research postgraduates, £31,619 for taught postgraduates, and £30,094 for undergraduates.

## SALARY BY YEARS SINCE GRADUATION



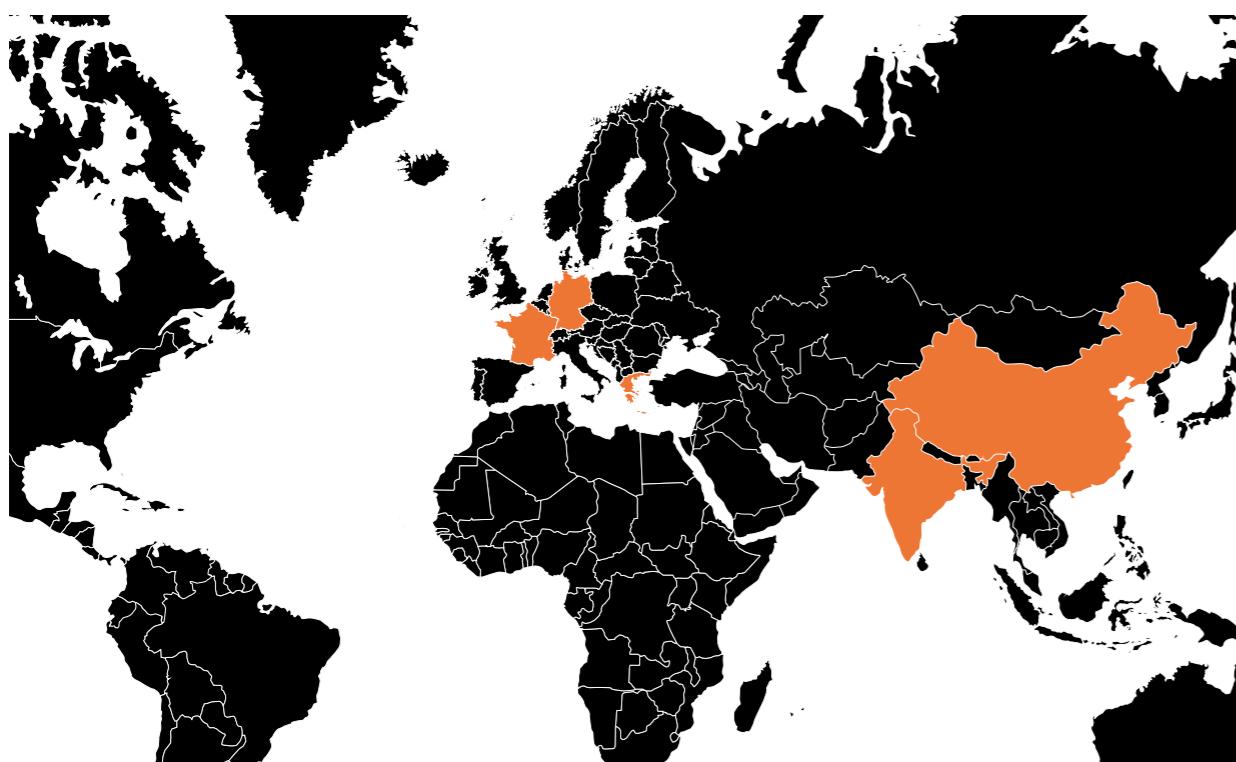
Graduates enjoy steady career progression. Pay increased continually with the number of years since graduation, with 2016 graduates earning an average of £27,835 per annum and 2011 graduates earning an average of £38,692 per annum.



Not only does salary increase over time: so, too, does the number of graduates that believe they earn above average, indicating a faster-than-average salary progression for international students who studied in the UK. This points to an advantage in the labour market that increases over time for UK graduates.

# FINANCIAL GAINS

**PERCENT OF GRADUATES REPORTING THEY EARN ABOVE OR WELL ABOVE THE AVERAGE OF THE COUNTRY WHERE THEY ARE WORKING.**



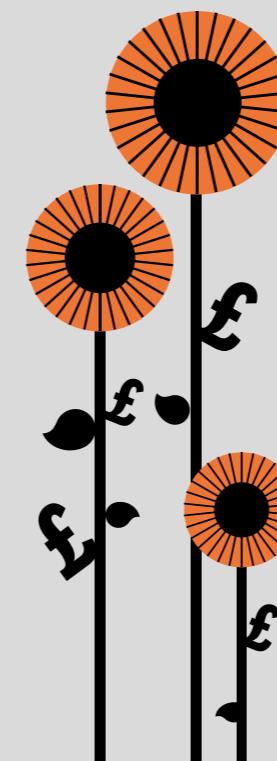
**EU: 51%**  
**NON-EU: 51%**  
**GERMANY: 58%**  
**CHINA: 56%**  
**FRANCE: 52%**  
**GREECE: 51%**  
**INDIA: 51%**

Differences in relative income among nationalities are partly a reflection of the top industries of employment and subjects studied: Chinese graduates most often work in finance, which is more lucrative than average. Likewise, at postgraduate level the most common subject studied by Indian students is management, which is also associated with higher-than-average salaries. The sectors with the highest average salaries were management/ consulting/ public relations (£51,000), followed by finance/ pensions/ insurance (£41,000) and computing/ IT (£40,000).

# CASE STUDY: NATHAN, USA



Nathan studied at the University of St Andrews, graduating in 2015 with a BSc in computer science. As a student in the UK, he relished the international atmosphere, the close-knit community, and the academic rigor, which stressed independence and in-depth focus on the subject area. Nathan developed friendships with students from Scotland and around the world. He took advantage of the outdoor lifestyle that St Andrews offered, becoming a regular hiker and visiting various parts of the country. He visited other parts of Europe, becoming well acquainted with the EasyJet and Ryanair flight schedules.



Since graduating, Nathan's career has progressed rapidly. Having interned at Comcast, a US cable company, in the summer during his undergraduate years, he accepted a full-time offer during his senior year as a network/ systems engineer. After several years, he moved to Seattle, Washington, to work in Amazon's web services department as a systems development engineer. In 2018, an offer from Netflix took his career to the next level. He is now Senior CDN reliability engineer at Netflix, working on the Open Connect CDN Reliability/SRE team. Nathan attributes the approach to

education in the UK, where students are encouraged to take charge of their learning and manage their time and goals effectively, as a crucial element of his career success.

In his opinion, a UK degree has aided his trajectory, by instilling both hard knowledge and cultural competencies. He works with teams from around the world, so being able to communicate effectively with people from a variety of backgrounds is an essential skill. The experience of being an international student in an international environment required him to exercise this skill every day.

# COMPARISON WITH LOCAL SALARIES

**UK GRADUATES WORKING IN THEIR HOME COUNTRIES EARN SIGNIFICANTLY MORE THAN THE AVERAGE GRADUATE SALARIES FOR THOSE COUNTRIES:<sup>20</sup>**



Salaries reported by i-GO respondents working in their home countries were higher than the average graduate salaries for those countries, as well as being higher than overall national average salaries, according to available data.

i-GO data indicates international graduates from UK universities earn more than the general population of graduates in their home countries at all levels of study.

COUNTRY	UK GRADUATE SALARY (LOCAL CURRENCY)	% VARIANCE TO NATIONAL AVERAGE SALARY	% VARIANCE TO NATIONAL AVERAGE GRADUATE SALARY
USA (515)	73,629 USD	+56%	+50%
CHINA (455)	196,463 CNY	+30%	+202%
MALAYSIA (336)	60,517 MYR	+53%	+129%
NIGERIA (317)	3,453,824 NGN	+4,547%	+722%
INDIA (242)	1,054,489 INR	+74%	+83%

Table 2: Graduates' (from UK Institutions) average salaries, relative to local averages<sup>21</sup>

It must be noted that sources of local graduate salary data are sparse. The methodologies used to gather local graduate salary data varied among sources, making true comparison difficult. The methodology of i-GO local salary comparisons is in annex 5.

National salary data was sourced from government statistical databases and can be assumed to be reliable. National salaries show average salaries for people at all stages of their career and all levels of educational attainment.<sup>22</sup>

Comparing i-GO respondent salary data with national salary data indicates that even in the early stages of their careers, UK graduates enjoy significantly higher salaries than average for their home countries. By contrast, the average graduate salary in India, Malaysia and China appears to be lower than the average salary for the general population, which could indicate that local graduates in those countries do not immediately enjoy the same graduate premium as those who studied in the UK.

<sup>20</sup> Local graduate salary data sources: Stutern (Nigeria); China Daily (China); Jobstreet (Malaysia); Payscale (India); The Balance (USA).

<sup>21</sup> i-GO salary data was self-reported by respondent. The top and bottom 5% were removed. Only those in full time employment included.

<sup>22</sup> National salary data sources: The National Bureau of Statistics of China; India Ministry of Statistics and Programme Implementation India; Department of Statistics Malaysia; National Bureau of Statistics Nigeria; United States Bureau of Labor Statistics.

## CASE STUDY: YUANNY YAP, MALAYSIA

Yuanny's father studied engineering in the north of England and he was keen for her to follow in his footsteps. She studied at the University of Leeds for the last two years of her Civil Engineering degree; the first two years were at INTI University in Nilai, Malaysia, which has partnership arrangements with a number of UK universities including Reading, Southampton, Sussex and Leeds.

**ONE OF THE BEST ASPECTS OF HER EXPERIENCE WAS THE TEACHING STYLE IN THE UK. IT WAS NOTICEABLE HOW TEACHERS IN THE UK SPENT MORE TIME WITH STUDENTS AND WERE PREPARED TO BOOK APPOINTMENTS AND INTERACT WITH THEM.**

She was also happy with the opportunity to work part-time at a local Chinese restaurant, which not only provided money to support her studies, but allowed her to gain work experience and learn Mandarin. Her main challenge was becoming accustomed to the distinctive Yorkshire accent!

Upon return to Kuala Lumpur in 2016, Yuanny quickly found an excellent job at a local engineering company.

**SHE BELIEVES HER UK EDUCATION WAS VERY HELPFUL IN SECURING A JOB: IT IS A COMMONLY HELD VIEW THAT ENGINEERING FIRMS PREFER OVERSEAS GRADUATES, ESPECIALLY FROM THE UK AND AUSTRALIA, THESE GRADUATES OFTEN HAVE BETTER ENGLISH AND INTERACT WELL WITH DIFFERENT CULTURES, AND ARE THEREFORE ABLE TO SERVE A WIDER RANGE OF CLIENTS.**

This translates to being able to command a higher salary. Yuanny has no regrets about choosing the UK and has maintained close ties to the country and her university—in 2018 she revisited for a dream holiday in Scotland and keeps in touch with her fellow Leeds alumni.

## CONTRIBUTION TO HOME COUNTRY

International students who studied in the UK feel their university experience enabled them to actively contribute to global challenges in their home countries.

**66%**  
FELT THEY WERE BETTER EQUIPPED TO ADDRESS ISSUES OF SUSTAINABLE ECONOMY AND SOCIETY

**65%**  
FELT THEY WERE BETTER EQUIPPED TO ADDRESS ISSUES OF HUMAN RIGHTS, GOOD GOVERNANCE, AND SOCIETAL JUSTICE

**64%**  
FELT THEY WERE BETTER EQUIPPED TO ADDRESS ISSUES OF EQUITABLE ACCESS TO SUSTAINABLE DEVELOPMENT

**“** STUDYING IN THE UK WAS AN EYE-OPENING EXPERIENCE. APART FROM THE STUDIES, I LEARNED A LOT FROM THE CULTURAL DIFFERENCES AND FROM THE KINDNESS OF UK CITIZENS. **”**

BA, BANKING AND FINANCE, CYPRUS

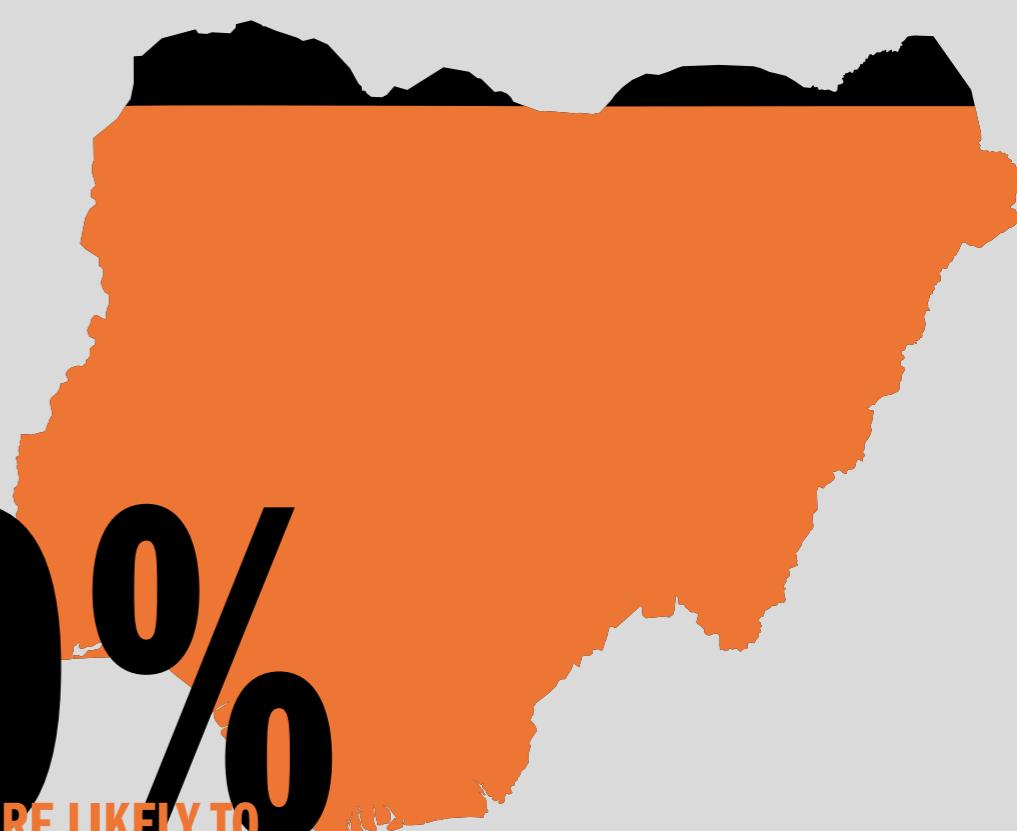
**“** RESPECT OF HUMAN RIGHTS IS WHAT I VALUE MOST FROM MY EXPERIENCES IN THE UK. **”**

BSC, DENTAL TECHNOLOGY, MOZAMBIQUE

**“** STUDYING IN THE UK HAS BROADENED MY VIEWS ABOUT EDUCATION AND SOCIAL VALUE. I EXPERIENCED A MORE INTERNATIONAL ENVIRONMENT AND EXPANDED MY NETWORKS. IT TAUGHT ME MORE ABOUT RESPECT, INDEPENDENCE, RESPONSIBILITY AND CONFIDENCE. THIS IS THE MOST VALUABLE THING TO MOVE MY FUTURE FORWARD, AND THOSE VALUES HAVE BEEN RECOGNIZED BY MY EMPLOYER. **”**

MBA, UNITED ARAB EMIRATES

## COUNTRY FOCUS: NIGERIA



**89%**

SAY THEY ARE MORE LIKELY TO DO BUSINESS INTERNATIONALLY BECAUSE OF THEIR STUDY EXPERIENCE.

**13% OF GRADUATES ARE SELF-EMPLOYED**

**8% OF NIGERIAN RESPONDENTS WERE UNEMPLOYED 4-7 YEARS AFTER GRADUATING, COMPARED TO A NATIONAL GRADUATE UNEMPLOYMENT RATE OF 32%<sup>23</sup>**

**73% ARE SATISFIED WITH THEIR CAREERS**

**NIGERIAN GRADUATES OF UK INSTITUTIONS EARN 8.2X MORE THAN LOCAL GRADUATES**

**78% SAY THEY ARE MORE LIKELY TO DO BUSINESS/FORM PROFESSIONAL LINKS WITH THE UK BECAUSE OF THEIR STUDY EXPERIENCE**

Although it is the largest economy in sub-Saharan Africa, the Nigerian economy relies heavily on the oil and gas sector and has struggled to diversify into other sectors. Income inequality is prevalent, and there are more people living in extreme poverty than in any other country in the world.<sup>24</sup> ►►

<sup>23</sup> National Bureau of Statistics Nigeria: <https://nigerianstat.gov.ng/download/856>

<sup>24</sup> <https://qz.com/africa/1313380/nigerias-has-the-highest-rate-of-extreme-poverty-globally/>

# COUNTRY FOCUS: NIGERIA

Graduates from Nigeria have helped contribute to equality and development in their country and are crucial to Nigeria's economic and social development. The United Nations Sustainable Development Goal's (SDGs) have been developed to help end poverty, protect the planet and ensure equality, peace and prosperity across the globe. While Nigeria has made progress in the past decade, the UN has noted that one of nation's primary challenges to affecting change is technology transfer and capacity building, particularly concerning data, information and performance management.

**NEARLY 50% OF GRADUATES FROM NIGERIA FELT THEIR EXPERIENCE IN THE UK ENABLED THEM TO CONTRIBUTE TO NIGERIA'S DEVELOPMENT 'A LOT' OR 'QUITE A LOT'.**

**50% FELT BETTER ABLE TO CONTRIBUTE TO EQUITABLE ACCESS TO SUSTAINABLE DEVELOPMENT AND 47% FELT BETTER ABLE TO CONTRIBUTE TO A SUSTAINABLE ECONOMY AND SOCIETY, AND HUMAN RIGHTS, GOOD GOVERNANCE AND SOCIAL JUSTICE.**

Qualitative results indicate the UK's open environment helped some graduates by broadening their worldview and supporting personal growth. "Being able to study in an environment that allowed me to express my thoughts without fear or shame" was the most valuable aspect to the study experience, says a graduate from Nigeria with a UK qualification in Abnormal and Clinical Psychology (MA). A graduate with an MA in Medical Technology cited the "inclusiveness, organisation, and opportunity to learn how to be open minded by living in another country" as the best part of her experience.



Graduates from Nigeria educated in the UK return home with the skills, knowledge and motivation to contribute both directly and indirectly to the nation's development goals and wider SDG targets. Four of the top five sectors of employment of Nigerian graduates working in Nigeria relate to addressing the challenges identified by the UN: Education (21%), Law (10%), Healthcare/Social Work (10%), and Computing/IT (7%).

## PERCENT OF GRADUATES WHO FEEL THEIR UK UNIVERSITY EXPERIENCE ENABLED THEM TO ACTIVELY CONTRIBUTE TO:

### EQUITABLE ACCESS TO SUSTAINABLE DEVELOPMENT

<b>CHINA</b>	<b>50%</b>	<b>49%</b>	<b>44%</b>	<b>44%</b>
<b>NIGERIA</b>				
<b>PAKISTAN</b>				
<b>MALAYSIA</b>				

### SUSTAINABLE ECONOMY AND SOCIETY

<b>CHINA</b>	<b>50%</b>	<b>47%</b>	<b>42%</b>	<b>42%</b>
<b>NIGERIA</b>				
<b>PAKISTAN</b>				
<b>MALAYSIA</b>				

### HUMAN RIGHTS, GOOD GOVERNANCE AND SOCIAL JUSTICE

<b>CHINA</b>	<b>45%</b>	<b>47%</b>	<b>50%</b>	<b>46%</b>
<b>NIGERIA</b>				
<b>PAKISTAN</b>				
<b>MALAYSIA</b>				

Many graduates reported their UK university experience enabled them to actively contribute to global challenges in their home countries. The nationalities noted in this infographic represent among the largest non-EU international student groups in the UK. This gives a sense of the magnitude of the impact of a UK education in empowering graduates to tackle challenges around the world.



# 7 HOW DO INTERNATIONAL GRADUATES ENGAGE WITH THE UK?

The UK produces graduates with a global outlook—87% of graduates said they were more likely to do business internationally. Furthermore, those graduates are more likely to engage with the UK in the future. In other words, UK higher education is producing global ambassadors for the country.

**“I REALLY LIKED THE NETWORK I MANAGED TO BUILD... IT WAS VERY INTERNATIONAL WHICH WAS EXACTLY WHAT I WANTED.”**

INDIA, PGT, NOW WORKING IN CANADA

# DOING BUSINESS WITH THE UK

# 81%

OF RESPONDENTS INTEND TO DEVELOP PROFESSIONAL LINKS WITH UK ORGANISATIONS AND 77% SAID THEY ARE MORE LIKELY TO DO BUSINESS WITH THE UK THAN THEIR PEERS THAT STUDIED IN THEIR HOME COUNTRY.

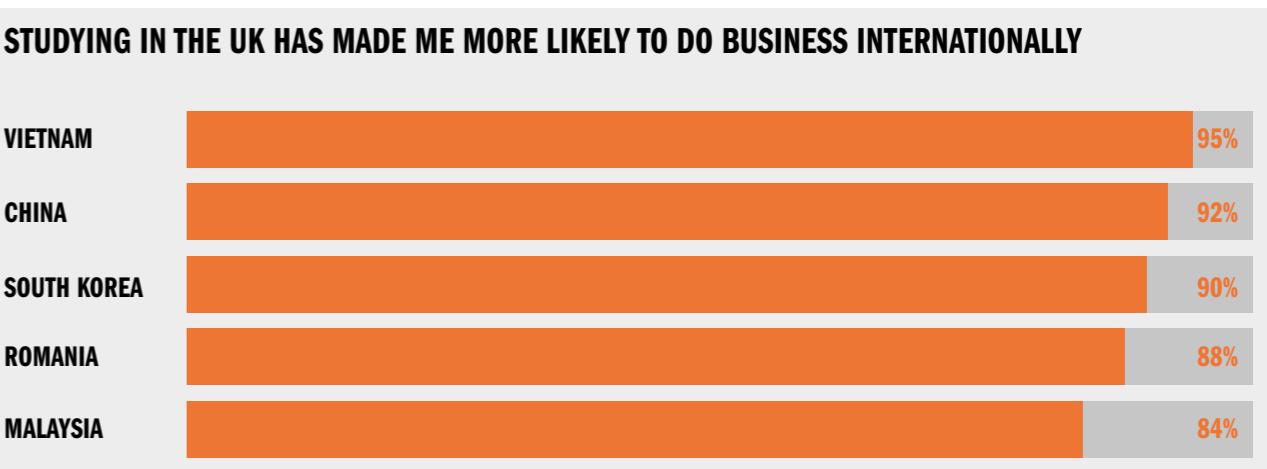
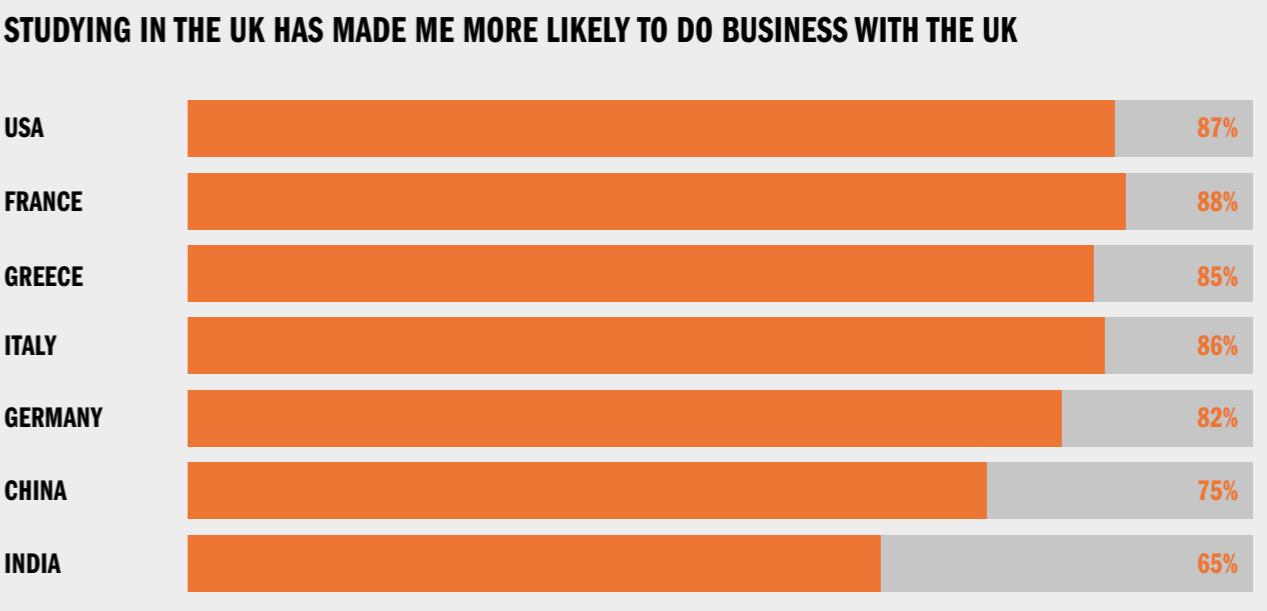
Compared to peers who studied in their home countries, most graduates feel that their experience in the UK has made them more likely to do business with the UK.

This is especially notable within the graduate populations coming from the UK's top trading partners, such as the USA, Germany, China, France and Italy.<sup>25</sup>

**“ My peers were from all walks of life, all different backgrounds, from different countries—this insight and experience is absolutely invaluable and has made me much more open minded and accepting, shaping me greatly into becoming the person I am today. ”**

MSC IN EUROPEAN GOVERNANCE, NIGERIA

<sup>25</sup> <https://www.theguardian.com/news/datablog/2010/feb/24/uk-trade-exports-imports#data>



## RESEARCH AND EDUCATION LINKS

# 77%

**77% OF POSTGRADUATE RESEARCH GRADUATES PLAN TO COLLABORATE WITH THE UK FOR RESEARCH PURPOSES AND 36% PLAN TO UNDERTAKE FURTHER STUDY IN THE UK.**

**“The quality of the education was so much better than I expected. The tutors and everyone around were ready and available to help whenever needed. The environment was also very friendly. I will definitely return if I can. ”**

BA, ECONOMICS AND BUSINESS, BAHRAIN

International graduates are essential to the UK's success in research and education. The UK seeks to increase its total R&D expenditure to 2.4% of GDP by 2027. International graduates will play a crucial role in this, as 81% plan to develop links with UK organisations as part of their professional career, and 62% indicated they are likely to engage with the UK in research. Of those who obtained a postgraduate research qualification in the UK, 77% have plans for research links with the UK.

Data shows that 36% of graduates intend to engage in further study in the UK. Certain nationalities are more likely to indicate a plan for further study in the UK, including Saudi Arabia (77%), Ghana (74%), Iraq (72%), Nigeria (68%), South Korea (58%), Bangladesh (58%), Pakistan (53%), Malaysia (50%) and China (43%).

## CASE STUDY: DR NORIZA MOHD JAMAL, MALAYSIA



Noriza completed her entire tertiary education in the UK. She took her undergraduate at Queen's University Belfast in 1992 and her Masters at Lancaster University in 1994, and then returned to the UK in 2008 to complete her PhD at the University of Hull.

**SHE HAS ALWAYS BEEN INVOLVED IN ACADEMIC LIFE AND HER PHD WAS FULLY SPONSORED BY UTM (UNIVERSITI TEKNOLOGI MALAYSIA).**

For her accountancy career to progress she needed a doctorate and having this qualification from a reputable UK university led to her appointment as Director of the Accountancy and Finance programme.

**SHE DESCRIBES THE UK AS “VERY EFFICIENT” IN ITS EDUCATION. SHE WAS SO IMPRESSED WITH HER EXPERIENCE AT QUEENS AND LANCASTER THAT SHE BROUGHT HER WHOLE FAMILY WITH HER WHEN SHE CAME TO DO HER PHD.**

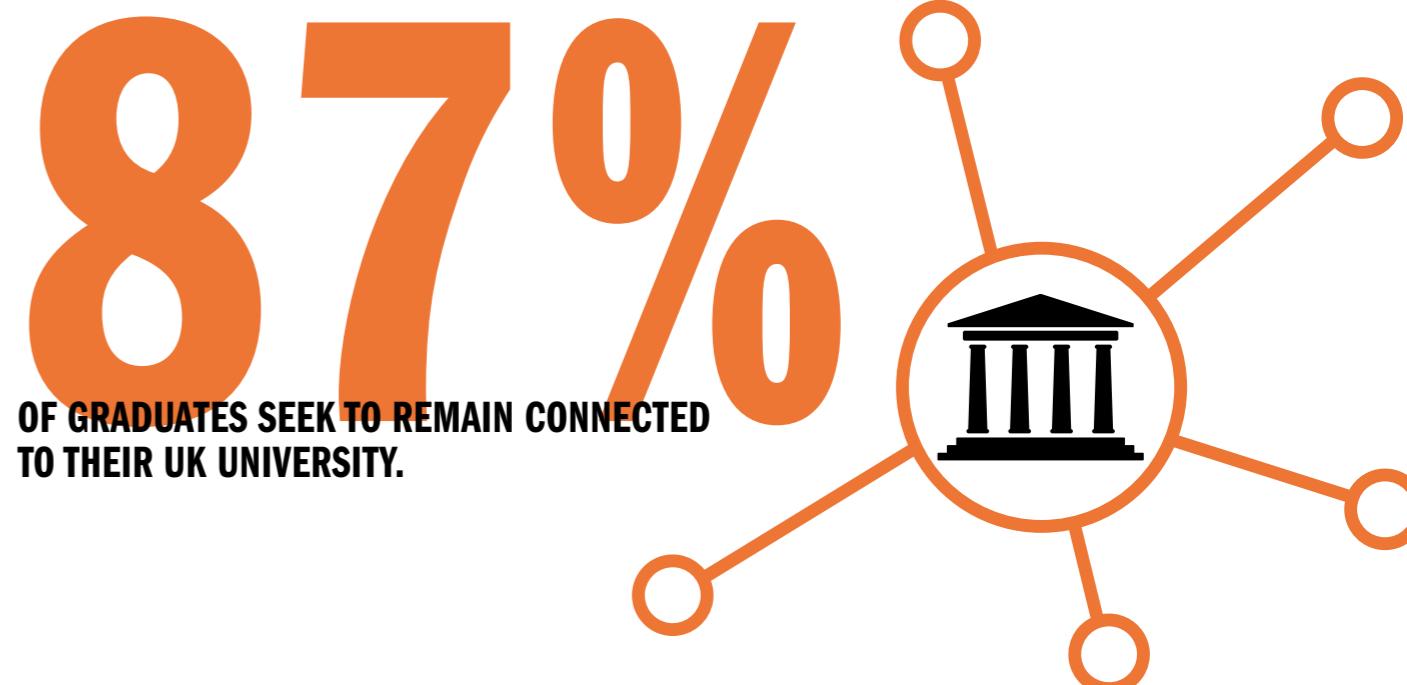
**SHE BELIEVES HER EXPERIENCE IN THE UK HAS HELPED HER PROGRESS MORE QUICKLY AND HER ENGLISH PROFICIENCY ALLOWS HER TO INTERACT WITH INTERNATIONAL PARTNERS AS WELL AS INDUSTRY STAKEHOLDERS.**

UTM's department has many European partners and continues to collaborate with Hull, where she studied, and she is a key part in managing and growing some of these links.

## TOURISM



## ALUMNI

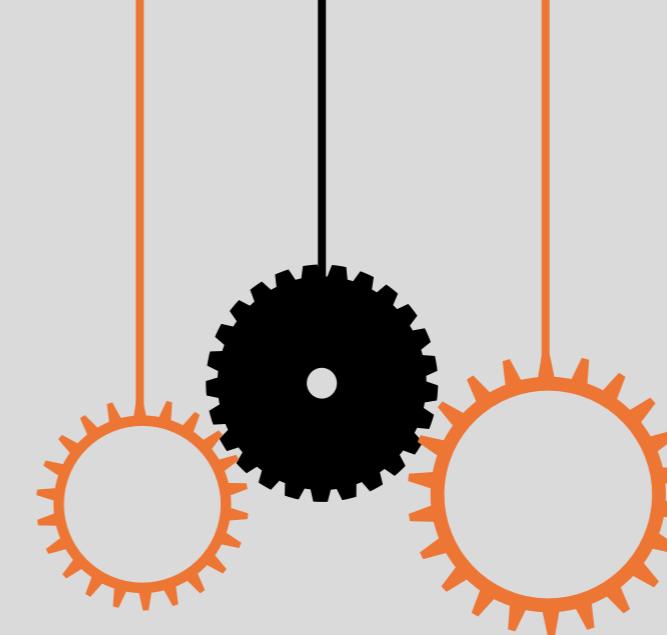


Graduates cherish their links to the UK and many welcome contact from their alma mater. 69% feel that being an alumnus of a UK university has allowed them to progress more quickly in their career, and 60% feel being an alumnus of their particular university has allowed them to progress more quickly. Comments written into the i-GO survey suggest that international graduates particularly enjoy receiving the alumni magazines of their universities, following their alma mater on social media, and participating in alumni networking events in the cities where they work. ►►

## CASE STUDY: MOHAMED ABDUL HADI

Mohamed Abdul Hadi studied at the University of Manchester, achieving an MBA in Business studies in 2011. He is currently CEO at Petronas Trading Business in London, where he manages the businesses in all European countries. He credits his studies in the UK with providing the necessary skill set to progress to this role, and as an alumni has sought to help other students with employability. To this end, he is working with his alma mater's Alumni Relations Office to share his knowledge of business and insights from his own career progression with students, whether in their home country, the UK or elsewhere.

He is also active in the alumni network, and notes that he finds events one of the best ways to communicate with alumni who wish to build up a rich business network. He recommends that international graduates should, as alumni, make efforts to connect with others who undertook similar activities as students and share similar career interests.



**“THE INTERNATIONAL RELATIONSHIPS I HAVE DEVELOPED HAVE NOURISHED A WEALTH OF INFORMATION AND NETWORKING IN MY FIELD OF BIOLOGICAL SCIENCES. I AM FULLY SUPPORTED BY MY ALUMNI NETWORK EVEN THREE YEARS LATER.”**

MA, STEM CELLS AND REGENERATIVE MEDICINE, LUXEMBOURG

**“I VALUE THE FRIENDSHIPS I MADE WHILE ABROAD, AND THE WIDE VARIETY OF PEOPLE I HAD THE PLEASURE OF MEETING WHILE IN THE UK. THEY HELPED SHAPE MY EXPERIENCE OUTSIDE OF THE CLASSROOMS.”**

BSC, DENTAL TECHNOLOGY, MOZAMBIQUE

**“I WAS ABLE TO CONNECT WITH PEOPLE FROM ALL OVER THE WORLD WITH SIMILAR CAREER AND RESEARCH INTERESTS. THIS BROADENED MY PERSPECTIVES ON MY SUBJECT STUDY. ALSO, I HAVE A GREAT NETWORK OF FRIENDS AND PEOPLE TO COLLABORATE WITH FROM ACROSS THE WORLD.”**

MBA, UNITED ARAB EMIRATES



# 8 ANNEXES

ALL UNIVERSITIES IN THE UK WERE INVITED TO PARTICIPATE IN THE STUDY, AND EFFORTS WERE MADE TO INCLUDE UNIVERSITIES FROM DIFFERENT LOCATIONS ACROSS THE UK AND INCLUDE A FULL RANGE OF TYPES OF INSTITUTION.

# 1. RESEARCH AIMS

While research is available on graduate outcomes, data that is focussed specifically on international and EU graduates is limited. The LEO (Longitudinal Educational Outcomes) data captures only graduates who are working in the UK. HESA's DLHE (Destinations of Leavers from Higher Education) survey includes those working outside the UK, but response rates from those graduates are very low and the survey is conducted six months post-graduation, providing only early salary information. The high response-rate demand for UK graduates is not applied for EU and international graduates, making the UK graduate data more robust. Particular areas of interest with regards to international and EU experiences are not evaluated.

It has been said that six months post-graduation, international students are more likely to be in an airport lounge than to have reached their final destination. The refreshed Graduate Outcomes (New DLHE) does have some relevance for international graduates and has been extended to 15 months post-graduation; however, the scope is limited to employment, study, salaries, net promoter and wellbeing. The extension to 15 months means that in the future slightly longer-term information will be provided. The first New DLHE report will be due to be published in 2020.

The International Graduate Outcomes (i-GO) study provides for longer-term outcomes of international and EU graduates who completed their studies between January 2011 and July 2016. The data was collected in the Autumn of 2018 and the census week of the study is the week beginning 17 September 2018.

# 2. METHOD

The i-GO study uses both quantitative and qualitative research methods, to provide insight into the destinations and reflections of international and EU graduates in the medium and longer term. An online survey was the primary method of data collection. A tested questionnaire instrument was developed in consultation with an advisory group composed of institutions and UK sector bodies. The survey instrument was created to be fully tailored for completion by international and EU graduates, reflecting the particular experiences of the target audience.

The survey collected demographic and contextual information (age, gender, nationality, domicile, year of completion of studies, subject area studied) and included detailed questions on employment, salaries, destinations, further study, personal and societal value, reflections and future plans. All questions were designed with the EU and international graduate experience in mind.

This semi-standardised online questionnaire was distributed to the in-scope population via email invitations. The surveys were run from October to November 2018 and targeted EU & International graduates who completed their studies between January 2011 and July 2016. Respondents were asked to reply to questions based on what they were doing during the census week of 17 September 2018. The study included respondents who had engaged with all levels of study in the UK.

Data was collected on both international and EU graduates, and targeted measures were taken to provide insight into key source markets including China, the USA, India, Malaysia and

Nigeria, with a view to collecting at least 2-300 responses from each target market.

All universities in the UK were invited to participate in the study, and efforts were made to include universities from different locations across the UK and include a full range of types of institution.

Qualitative information was gathered both through the survey instrument in open-ended questions, and by conducting further follow-up in-depth interviews. Some of these interviews have been collated into case studies to further illuminate the career paths of international and EU graduates from UK universities.

### 3. OVERVIEW OF INTERNATIONAL GRADUATE OUTCOMES AND OTHER SURVEYS:

	GRADUATE OUTCOMES (NEW DHLE)	DLHE	LEO	LONGITUDINAL DHLE	i-GO
POPULATION	ALL UG AND PG	ALL UG AND PG	UK DOMICILED	ALL UG AND PG	ALL EU AND NON-EU UG AND PG STUDENTS AT PARTICIPATING INSTITUTIONS
POINT IN TIME	15 MONTHS POST-GRADUATION	6 MONTHS POST-GRADUATION	1, 3, 5 AND 10 YEARS AFTER GRADUATION	3.5 YEARS POST-GRADUATION	EU & INTERNATIONAL STUDENTS WHO FINISHED STUDIES BETWEEN JAN 2011 AND JUL 2016
RELEVANCE FOR INTERNATIONAL STUDENTS	EARLY/MEDIUM-TERM SALARIES AND EMPLOYMENT	VERY EARLY SALARIES AND EMPLOYMENT	NONE	MEDIUM-TERM SALARIES AND EMPLOYMENT	MEDIUM-TERM SALARIES BEYOND ALTERNATIVE DATA SOURCES; UK SOFT POWER; COMPARISON TO LOCAL SALARIES; CONTINUED LINKS TO UK. TARGETS KEY MARKETS: CHINA, MALAYSIA, USA, INDIA AND NIGERIA
SCOPE OF QUESTIONS	EMPLOYMENT OCCUPATIONS / STUDY; SALARIES; USING SKILLS OPTIONAL Q'S: NET PROMOTER, WELLBEING	EMPLOYMENT OCCUPATIONS / STUDY; SALARIES	N/A: HMRC DERIVED DATA	EMPLOYMENT OCCUPATIONS / STUDY; SALARIES; WELLBEING	EMPLOYMENT OCCUPATIONS / STUDY; VISAS; SALARIES; TRADE AND BUSINESS BENEFITS TO UK; CONTINUED LINKS; REFLECTIONS ON EXPERIENCE OF UK STUDY
SALARY DATA COLLECTED	OVERSEAS STUDENTS TO SELF-IDENTIFY SALARIES. UK POTENTIAL USE HMRC-DERIVED DATA.	SELF-IDENTIFY SALARY	HMRC-DERIVED DATA	SELF-IDENTIFY SALARY	SELF-IDENTIFY SALARY
WHEN IT RUNS	FOUR SURVEYS A YEAR - FIRST SURVEY DECEMBER 2018 - FEB 2019	NOVEMBER - MARCH	N/A	CARRIED OUT DURING THE WINTER MONTHS, WITH THE 2012/13 SURVEY HAVING BEEN CONDUCTED DURING WINTER 2016/17	OCTOBER TO NOVEMBER 2018
LAST REPORT PUBLISHED	N/A (NEW)	JULY 2017	JUNE 2017	AUGUST 2017	2011 BIS REPORT

### 4. PARTICIPATING UK UNIVERSITIES

ABERTAY UNIVERSITY	OXFORD BROOKES UNIVERSITY	UNIVERSITY OF BRISTOL
ANGLIA RUSKIN UNIVERSITY	QUEEN MARY UNIVERSITY OF LONDON	UNIVERSITY OF CAMBRIDGE
ASTON UNIVERSITY	RAVENSBOURNE UNIVERSITY LONDON	UNIVERSITY OF EAST LONDON
BANGOR UNIVERSITY	REGENT'S UNIVERSITY LONDON	UNIVERSITY OF EXETER
BOURNEMOUTH UNIVERSITY	SOAS UNIVERSITY OF LONDON	UNIVERSITY OF GLASGOW
BRUNEL UNIVERSITY LONDON	SOUTHAMPTON SOLENT UNIVERSITY	UNIVERSITY OF KENT
CARDIFF METROPOLITAN UNIVERSITY	STAFFORDSHIRE UNIVERSITY	UNIVERSITY OF LEEDS
CARDIFF UNIVERSITY	SWANSEA UNIVERSITY	UNIVERSITY OF LINCOLN
CITY, UNIVERSITY OF LONDON	TEESSIDE UNIVERSITY	UNIVERSITY OF NOTTINGHAM
DE MONTFORT UNIVERSITY	THE GLASGOW SCHOOL OF ART	UNIVERSITY OF OXFORD
DURHAM UNIVERSITY	THE UNIVERSITY OF CHESTER	UNIVERSITY OF SOUTHAMPTON
EDINBURGH NAPIER UNIVERSITY	THE UNIVERSITY OF HULL	UNIVERSITY OF ST ANDREWS
GLASGOW CALEDONIAN UNIVERSITY	THE UNIVERSITY OF MANCHESTER	UNIVERSITY OF STRATHCLYDE
GOLDSMITHS, UNIVERSITY OF LONDON	THE UNIVERSITY OF NORTHAMPTON	UNIVERSITY OF SURREY
IMPERIAL COLLEGE LONDON	THE UNIVERSITY OF PLYMOUTH	UNIVERSITY OF WARWICK
KINGSTON UNIVERSITY	THE UNIVERSITY OF SHEFFIELD	UWE BRISTOL
LEEDS BECKETT UNIVERSITY	THE UNIVERSITY OF WORCESTER	YORK ST JOHN UNIVERSITY
LOUGHBOROUGH UNIVERSITY	UNIVERSITY OF BATH	
MANCHESTER METROPOLITAN UNIVERSITY	UNIVERSITY OF BRADFORD	
NORTHUMBRIA UNIVERSITY	UNIVERSITY OF BRIGHTON	

## 5. METHODOLOGY FOR SALARY COMPARISONS:

To create a dataset of the salaries of i-GO respondents working in their home country, the raw data was filtered to include only those in full-time employment who had provided a response of ‘paid work for an employer, self-employed/freelancing or running my own business’, and who were working in the same country as their reported nationality. Entries of zero or null were omitted, as were the top and bottom 5% of responses. Reported currencies were converted into national currency.

**Nigeria:** Local graduate salary data was obtained from The Nigerian Graduate Report 2018 (<https://app.statern.com/employers/resources>), created by the online internship platform Statern. The survey gathered responses from 5,219 Nigerian graduates who graduated between 2013-2017. The resulting report included the self-reported current salary of respondents, which formed the basis of this report’s estimate of local graduate salaries in Nigeria.

**China:** Local graduate salary data was obtained from an article in the China Daily newspaper titled Average pay of 2018 graduates less than expected (<http://www.chinadaily.com.cn/a/201806/26/WS5b320b58a3103349141dee6e.html>). The article cites a survey published by the classified advertising website Ganji.com, noting the “average monthly pay of 2018 college graduates in China is 5,429 yuan (\$828.74)”. This average was the best available estimate of local graduate salary data in China, though it covers a shorter graduation timeframe than the i-GO survey.

**Malaysia:** Local graduate salary data was obtained from online employer marketplace

Jobstreet’s 2017 Salary Report (<https://www.jobstreet.com.my/announcement/FTP/salary-report-mctf17.pdf>), which reports the average salaries based on jobs advertised on JobStreet.com Malaysia in 2017. This data offers a comparison between the salaries advertised by employers and the salaries obtained by UK graduates.

**India:** Local graduate salary data was obtained from Payscale, an online platform which provides information about salary, benefits and compensation. The average salary data for tertiary graduates in India was obtained (<https://www.payscale.com/research/IN/Country=India/Salary>) and was then compared to the self-reported salaries of i-GO respondents.

**USA:** Local graduate salary data was obtained from The Balance, an online finance management company which published an article titled College Graduate Salaries: Expectations vs. Reality (<https://www.thebalance.com/college-graduate-salaries-expectations-vs-reality-4142305>). This article cited a study by Korn Ferry’s Hay Group, which noted “data for 25 different jobs indicated that 2018 college grads would earn an average salary of \$50,390”. This average was the best available estimate of local graduate salary data in USA, though it covers a shorter graduation timeframe than the i-GO survey.

Using the i-GO salary dataset and the local graduate salary dataset, the percent increase formula was applied to calculate the percent difference between the average salary of UK graduates working in their home countries compared to the average salary of local graduates.

## 6. NOTES AND LIMITATIONS

Despite careful methodological planning and analysis of results, this study is not without limitations. Because the iGo survey uses self-report, it is particularly susceptible to response bias, which refers to the tendency for participants to respond inaccurately or falsely to questions, whether intentionally or accidentally.<sup>26</sup>

Response bias could take a variety of forms in the iGo survey—for example, because many respondents do not speak English as a native language, there is a higher propensity for questions to be understood differently from how they are intended. There is evidence that cultural traits influence response styles including individualism and collectivism.<sup>27,28</sup> Because the survey was optional, a graduates’ propensity to complete it could be influenced by their own characteristics—for example, graduates with either very high or very low satisfaction may be more likely to complete the survey than graduates who are neutral.

To mitigate these risks, the iGo survey was created by a team of experts from the International Graduate Insight Group (i-graduate) which has worldwide expertise in large-scale survey design for the education sector, data collection and project management; together with extensive experience and demonstrated credibility in the United Kingdom’s higher education sector. To account for extreme responding many analyses exclude the top and bottom 5% of responses to decrease the influence of outlier while remaining a robust estimate.

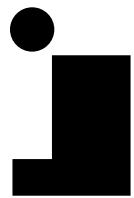
The i-Go survey collected responses from 16,199 international graduates that earned a UK qualification between 2011-2016—less than 1% of the total international graduates from UK higher education institutions during that same period.

While results of the survey point to advantages conferred by a UK qualification, there is no causal relationship demonstrated. There are a number of factors that can influence the employment and earnings outcomes of graduates. The outcomes presented in this release are ‘raw’ outcomes, they do not control for differences in the characteristics of students that might influence graduate employment outcomes. For example, it could be that international graduates report higher salaries than their peers because they come from more advantaged socioeconomic backgrounds than their peers who studied domestically, opening doors to higher paying positions after graduation. It is not known if this is the case, and only 12% of respondents indicated that their degrees were entirely self-funded. Nonetheless, this and other possible weaknesses in the representativeness of the sample must be acknowledged when considering the results.

<sup>26</sup> Furnham, A. (1986). “Response bias, social desirability and dissimulation”. *Personality and Individual Differences*. 7 (3): 385–400.

<sup>27</sup> Harzing, A. (2006). Response styles in cross-national survey research: A 26-country study. *International Journal of Cross Cultural Management*; 6(2):243–265.

<sup>28</sup> Johnson, T., Kulesa, P., Cho, Y. I., & Shavitt, S. (2005). The relation between culture and response styles. Evidence from 19 countries. *Journal of Cross-Cultural Psychology*, 36, 264–277.



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