

INTERNATIONAL FACTS AND FIGURES 2020



Universities UK
International

WELCOME

HIGHLIGHTS

INTERNATIONAL STUDENTS

- Where do international students study?
- How many international students choose the UK?
- Where do international students come from?
- What do international students study?
- What is the economic impact of international students in the UK?

INTERNATIONAL STAFF

- Where do international staff come from?
- Where in the UK are international staff based?
- What do international academic staff do?

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WELCOME

International Facts and Figures is our annual snapshot of the international dimensions of UK higher education and research.

It highlights the significant contribution international staff and students make to the global success of UK higher education, and the impact of international partnerships in extending and enhancing our reach.

As we publish this year's report, we find ourselves in a unique context when considering international higher education in the UK, due to the impact of Covid-19 and the UK's departure from the EU.

Both factors are likely to have a lasting impact, but they are unlikely to change the extent to which UK universities seek out international connections and opportunities.

The sector is changing its way of working, and with that we can expect changes both to the UK government's international education strategy, and individual institutional strategies.

As we rebuild, we must make the most of what makes us strong – our links with people, institutions and organisations around the world. We must continue to be open, welcoming and innovative.

So, what better time to remind ourselves of the impact of international activities on the UK's higher education sector?

VIVIENNE STERN

Director

Universities UK International

October 2020

HIGHLIGHTS

International students make up...

20.7%

of the total student population



14.9%

of all undergraduates



37.1%

of all postgraduates



International research collaborations

57.2%

of all UK publications were the result of international research collaborations



Transnational education

666,815

students are studying for a UK degree overseas



Outward student mobility

7.4%

of undergraduate students study work or volunteer overseas as part of their degree



International staff

20.9%

of all staff at UK universities are international



INTERNATIONAL STUDENTS

The UK remains an extremely popular destination for international students, with only the US attracting larger numbers. In 2018–19, there were 485,645 international students studying at UK higher education institutions, accounting for 20.7% of the total student population in the UK. 14.9% of all undergraduates and 37.1% of all postgraduates were international students.

A survey of international graduate outcomes by iGraduate found that:

- 82% of graduates who studied in the UK were satisfied or very satisfied with their careers so far
- 82% of international non-EU and EU graduates say their UK degree was worth the financial investment
- 83% of respondents reported that their qualification helped them get their job

In 2018–19,

485,645

**international students
accounted for**

20.7%

**of the total student
population in the UK.**

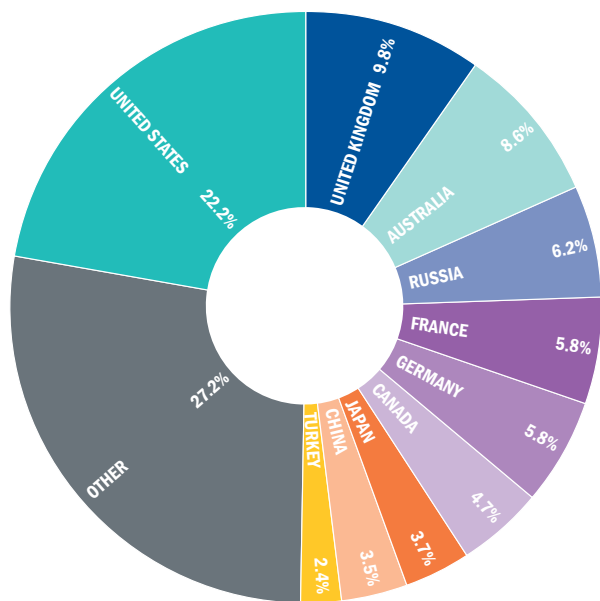
Data source: HESA student record (2018–19), iGraduate (2019), International graduate outcomes, UUKi (2019)

WHERE DO INTERNATIONAL STUDENTS STUDY?

Unesco data shows that the UK has been the second most popular destination in the world for international students throughout the years. However, the UK's annual growth rate has been modest, 0.9%. In contrast, the UK's competitor countries are rising more rapidly,

increasing their market share. Australia is expanding fastest among English-speaking destinations, with a growth rate 15 times greater than the UK's. In addition, Japan, China and Russia grew their market share by 14.6%, 14.2% and 11.1% respectively from 2016 to 2017.

FIGURE 1: TOP 10 HOST COUNTRIES FOR INTERNATIONAL STUDENTS 2017 AND PERCENTAGE CHANGE SINCE 2016



1	United States	984,898 (971,417)	▲ 1.4%	6	France	258,380 (244,575)	▲ 5.6%
2	United Kingdom	435,734 (432,001)	▲ 0.9%	7	Canada	209,979 (189,478)	▲ 10.8%
3	Australia	381,202 (335,512)	▲ 13.6%	8	Japan	164,338 (143,457)	▲ 14.6%
4	Russia	277,623 (249,877)	▲ 11.1%	9	China	157,108 (137,527)	▲ 14.2%
5	Germany	258,873 (245,349)	▲ 5.5%	10	Turkey	108,076 (88,000)	▲ 22.8%

Source: UNESCO, 2020 (UNESCO data is used here to enable international comparison of student numbers; the numbers referred to elsewhere in this document are based on HESA data)

HOW MANY INTERNATIONAL STUDENTS CHOOSE THE UK?

In 2018–19, 143,025 EU students studied at UK higher education institutions. Of these, 69.1% were undergraduates, 21.1% were taught postgraduates and 9.8% were research postgraduates. Of the 342,620 non-EU students, 49.5% studied towards an undergraduate degree, 41.0% were taught postgraduates and 9.5% were research postgraduates. Since 2015/16 whilst number of EU students on first degree programmes have risen by 22.0%, postgraduate taught numbers have been static and postgraduate research numbers have fallen by 7.0%.

FIGURE 2: TOTAL NUMBER OF EU STUDENTS BY LEVEL OF STUDY, 2009–10 TO 2018–19

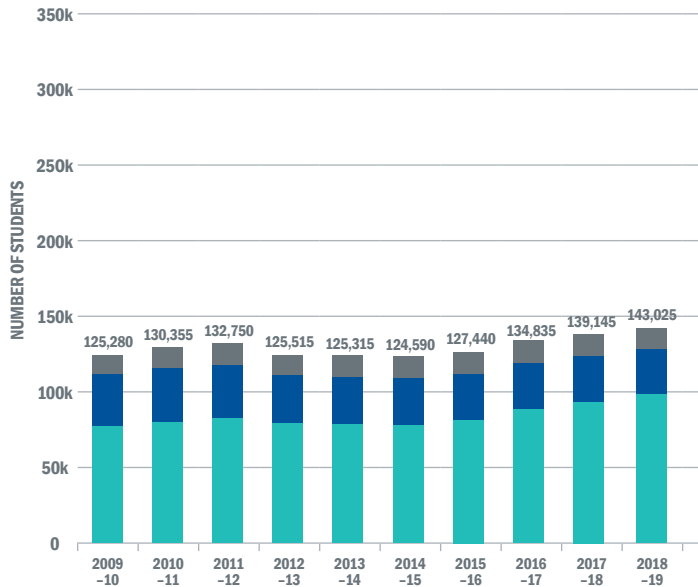
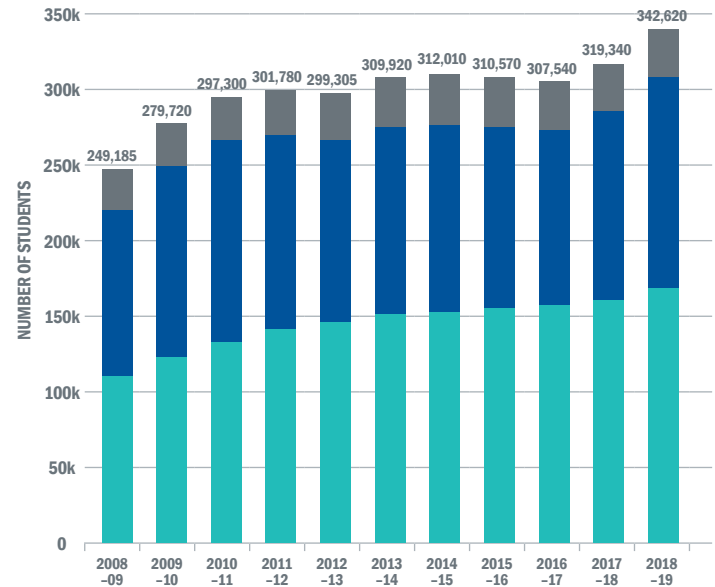


FIGURE 3: NUMBER OF NON-EU STUDENTS BY LEVEL OF STUDY, 2008–09 TO 2018–19

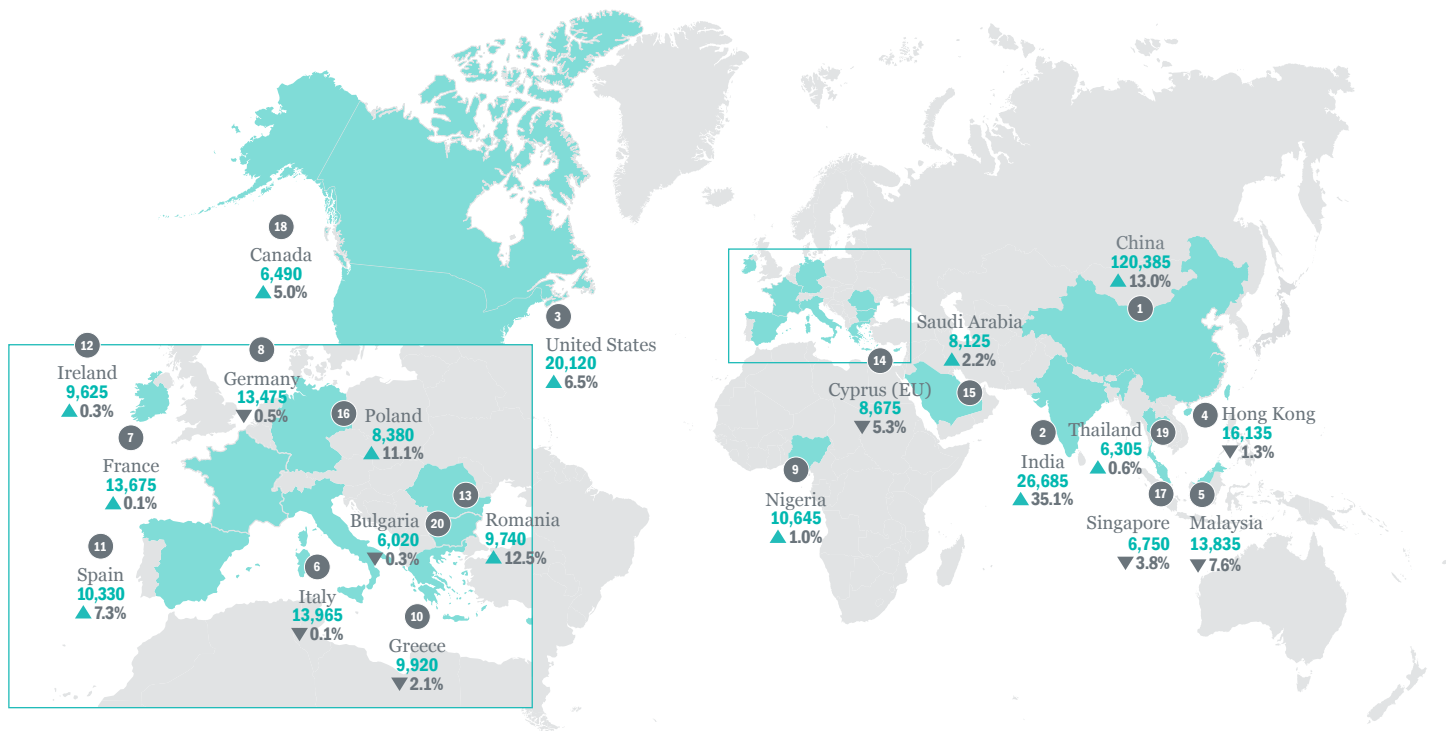


Data source: HESA student record (2008–09 to 2018–19)

WHERE DO INTERNATIONAL STUDENTS COME FROM?

In 2018–19, the top five sending countries for international students were China, India, the US, Hong Kong and Malaysia. Chinese students at UK higher education institutions made up 24.8% of all international students. The fastest growing senders compared to 2017–18 were India (up 35.0%), China (up 13.0%), Romania (up 12.5%) and Poland (up 11.1%). The top sending countries within the EU were Italy, France and Germany. All three showed a slight decrease with respect to 2017–2018.

FIGURE 4: TOP 20 DOMICILES OF INTERNATIONAL STUDENTS IN THE UK 2018–19 AND PERCENTAGE CHANGE SINCE 2017–18

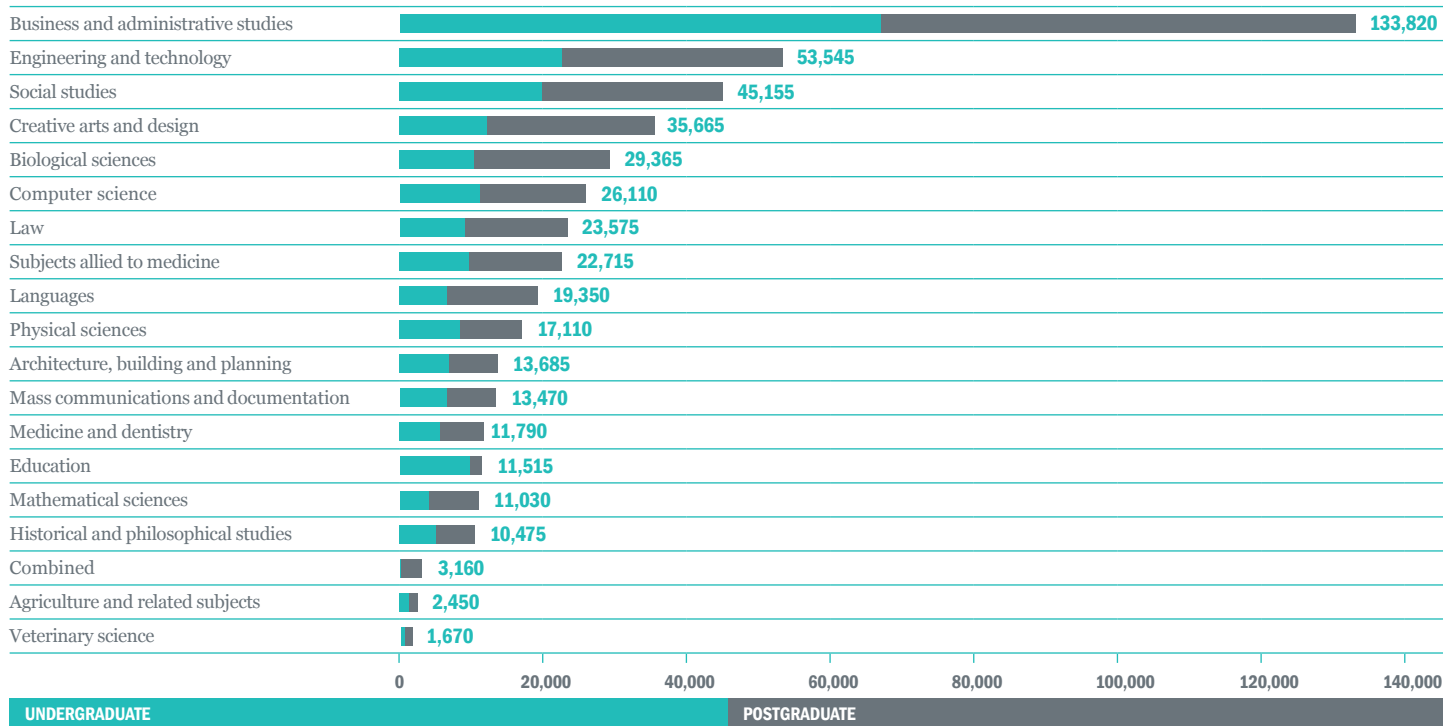


Data source: HESA student record (2017–18, 2018–19)

WHAT DO INTERNATIONAL STUDENTS STUDY?

In 2018–2019, international student numbers were highest in the subjects of business and administrative studies, engineering and technology, and social studies. International students accounted for 27.6% of business and administrative studies students, 11.0% of engineering and technology students and 9.3% of social studies students.

FIGURE 5: INTERNATIONAL STUDENTS BY SUBJECT AREA AND LEVEL OF STUDY, 2018–19



WHAT IS THE ECONOMIC IMPACT OF INTERNATIONAL STUDENTS IN THE UK?

Higher education-related exports in 2016 reached

£13.4bn

This represented 2.4% of the total UK exports.

REVENUE STREAMS OF HIGHER EDUCATION-RELATED EXPORTS

CATEGORY	TOTAL £m	% OF TOTAL
Fee income	5,340	39.0%
Living expenditures	6,880	50.0%
Research	1,310	10.0%
Other	210	2.0%
Scholarships and tuition fee loan costs	-310	-

Welcoming new international students every year has economic benefits across the UK. The total net economic contribution of international students starting in 2015/16 was estimated to be £20.3 billion (HEPI 2018).

FIGURE 6: NON-EU STUDENTS REVENUE STREAM FOR HIGHER EDUCATION-RELATED EXPORTS

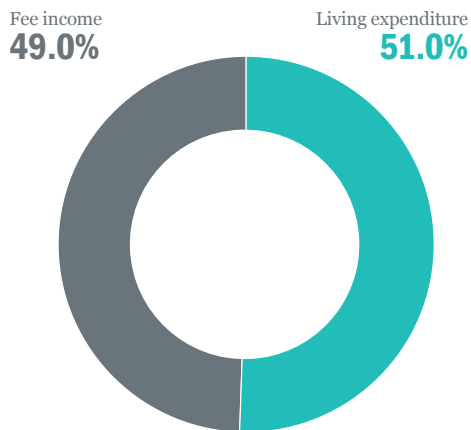
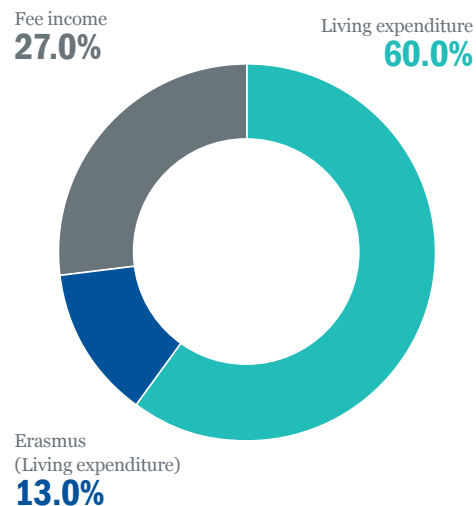


FIGURE 7: EU STUDENTS REVENUE STREAM FOR HIGHER EDUCATION-RELATED EXPORTS



INTERNATIONAL STAFF

In 2018–19, 91,805 international staff worked at UK higher education institutions, representing one fifth (20.9%) of the workforce. Almost 60% of international staff came from the EU.

The international nature of academic faculties is integral to the UK's success in teaching and research. Around three quarters of the international staff were academics, with 41.1 % of these holding both teaching and research contracts.

In 2018–19,

91,805

international staff
worked at UK HEIs

an increase of

23.8%

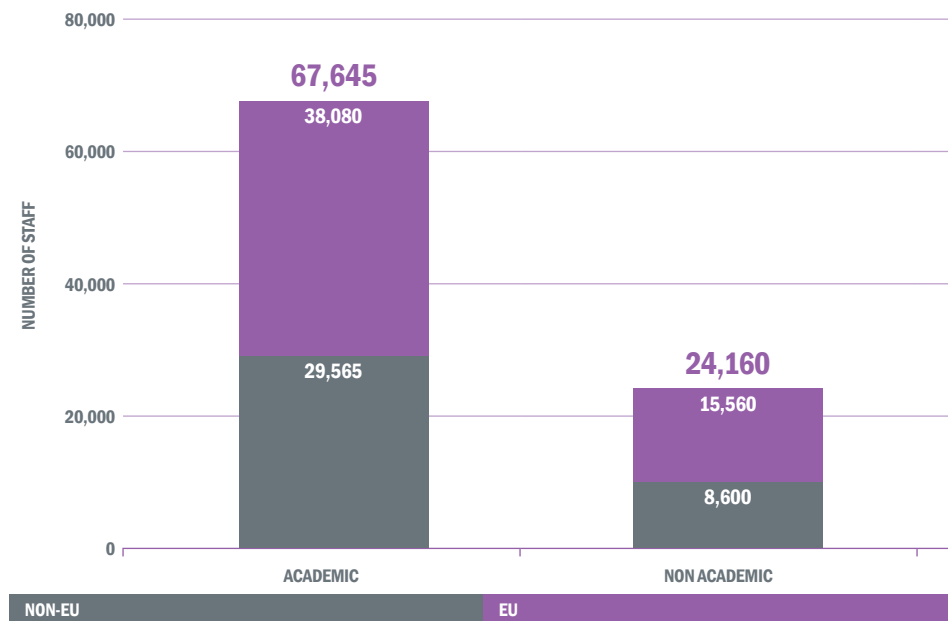
since 2014–15.

Data source: HESA staff record (2014–15, 2018–19)

WHERE DO INTERNATIONAL STAFF COME FROM?

In 2018–19, the top five countries of nationality for international staff at UK higher education institutions were Italy, Ireland, Germany, China and the United States. 58.4% of international staff were EU nationals. In the last five years, the number of Italian staff has increased by over 41.8% and surpassed Germany and Ireland.

FIGURE 8: EU AND NON-EU STAFF BY EMPLOYMENT MARKER, 2018–19

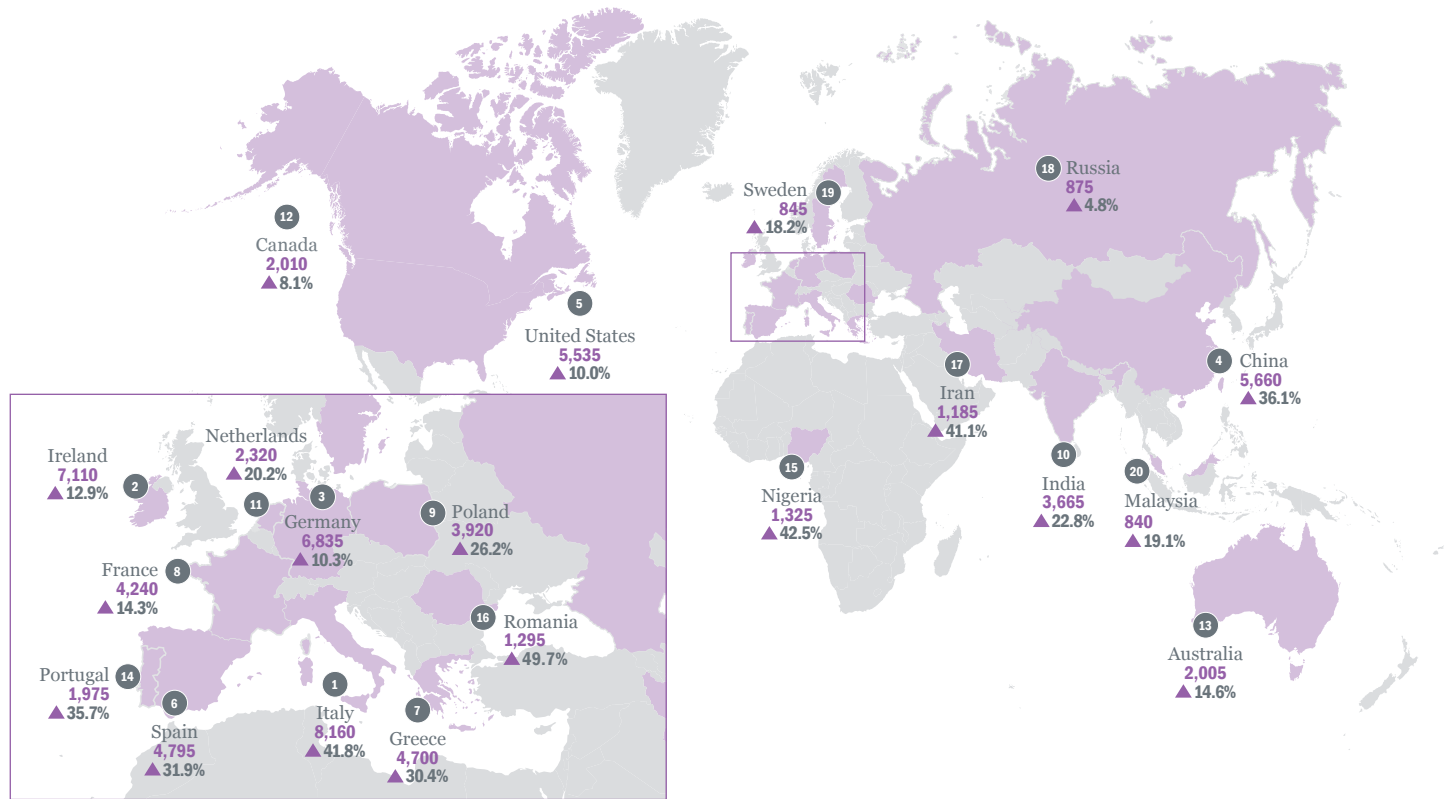


In 2018–19,

58.4%

of international staff were EU nationals.

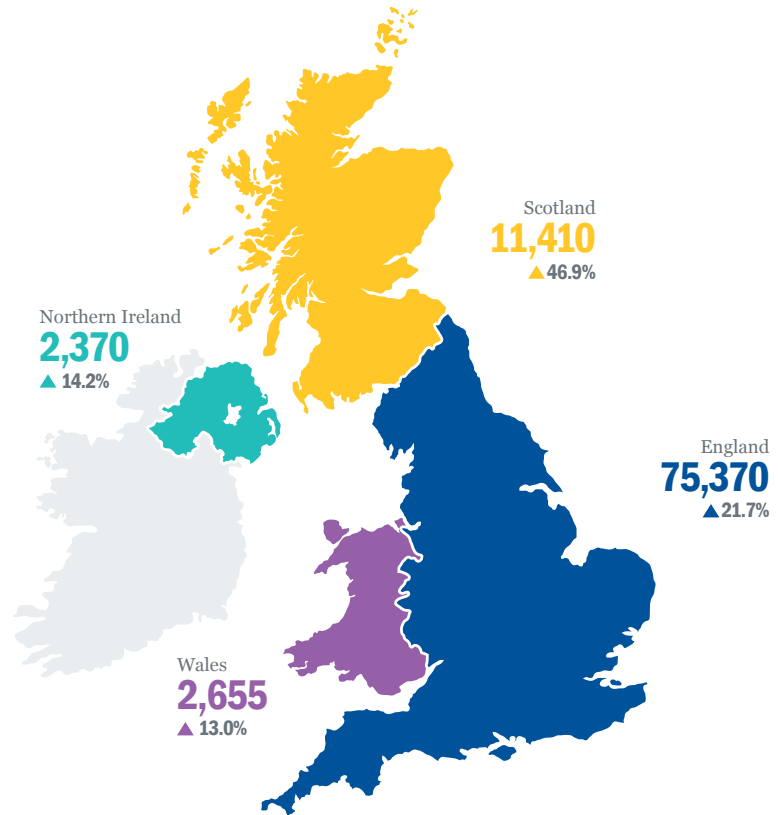
FIGURE 9: TOP 20 NATIONALITIES OF INTERNATIONAL STAFF 2018–19 AND PERCENTAGE CHANGE SINCE 2014–15



WHERE IN THE UK ARE INTERNATIONAL STAFF BASED?

The number of international staff at Scottish higher education institutions grew by 46.9% and at English institutions by 21.7% between 2018–19 and 2014–15.

FIGURE 10: INTERNATIONAL STAFF BY COUNTRY OF UK HIGHER EDUCATION INSTITUTION 2018–19 AND PERCENTAGE CHANGE SINCE 2014–15

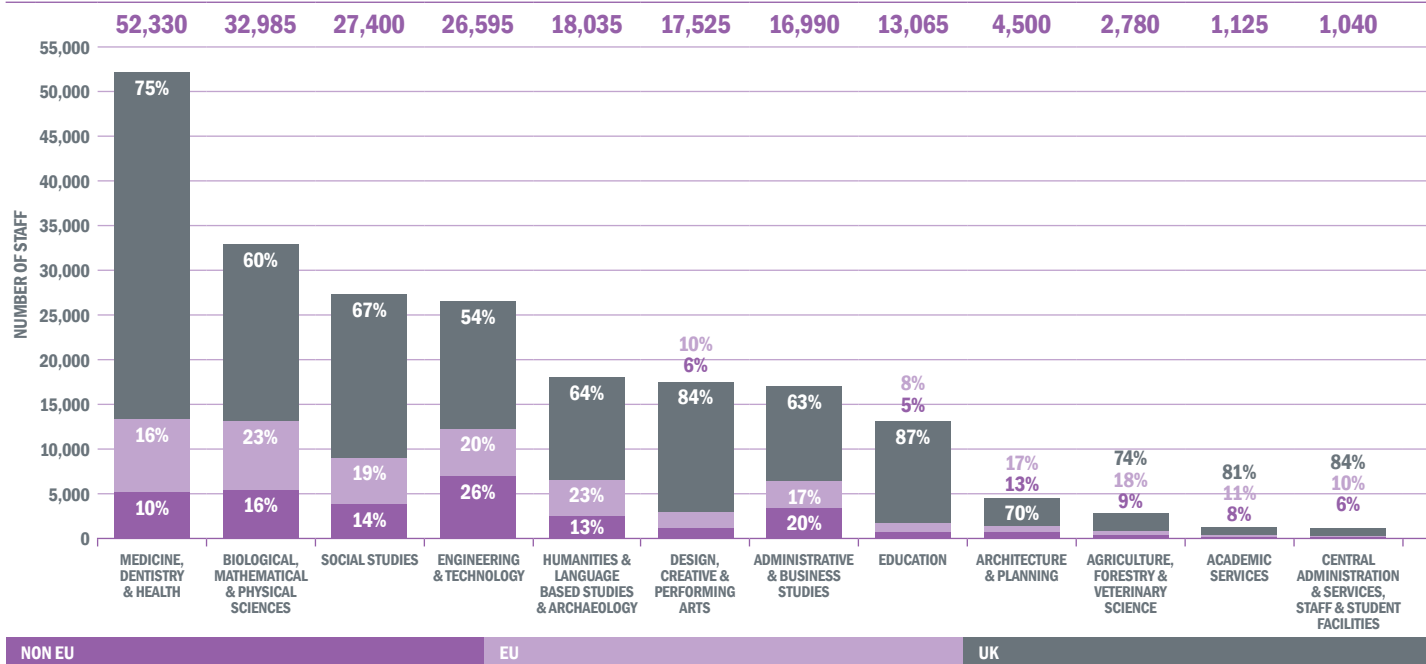


Data source: HESA staff record (2014–15, 2018–19)

WHAT DO INTERNATIONAL ACADEMIC STAFF DO?

In 2018–19, three quarters of all international staff were academic staff. Of these international academic staff, 56.3% were EU nationals. Subject areas with the highest proportions of international academic staff were engineering and technology (46.0%), biological, mathematical and physical sciences (39.0%) and administrative and business studies (37.0%).

FIGURE 11: INTERNATIONAL ACADEMIC STAFF BY HESA COST CENTRE, 2018–19



Data source: HESA staff record (2017–18)

OUTWARD MOBILITY

The UK higher education sector strongly encourages students to study, work or volunteer abroad as part of their degree. 7.4% of all UK-domiciled, full-time, first degree, 2018–19 graduates spent a period of their studies abroad. Language students made up about 23.6% of the 2018–19 graduates who spent a period abroad. 9.0% of students from more advantaged backgrounds were mobile, compared to only 5.1% from less advantaged backgrounds.

In recognition of the demand for global graduates, UUKi launched a campaign to support delivery of the national strategy for mobility. The Go International: Stand Out campaign provides support and resources to enable UK universities to send more students abroad. So far, 99 partner institutions have pledged to take action to increase the number of UK students who go abroad.

7.4%

of all UK-domiciled,
full-time, first degree,
2018–19 graduates
spent a period of their
studies abroad.

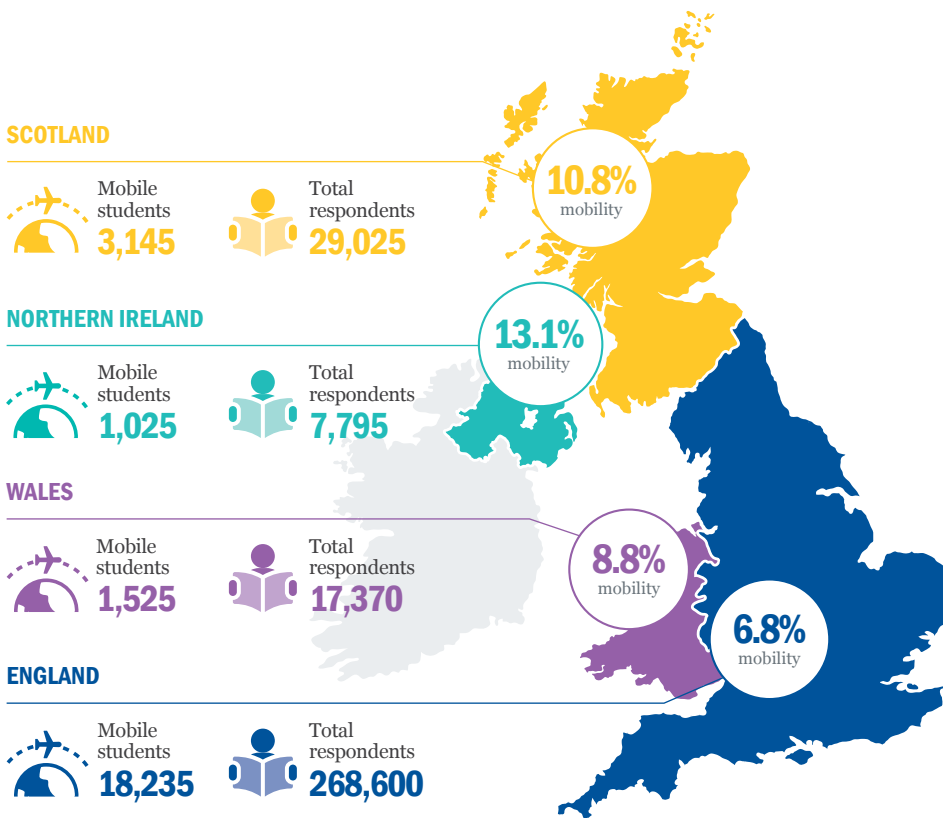
Data source: HESA Student record (2018–19)

Note: In this section all student mobility data relates to data from the 2018–19 graduating cohort, or the 2016–17 graduating cohort who undertook mobilities of two weeks or more duration. We have specified which cohort the data relates to in footnotes.

WHERE ARE MOBILE STUDENTS BASED?

The largest proportion of mobile students are enrolled at UK higher education institutions in Northern Ireland (13.1%) and Scotland (10.8%). Across the rest of the UK, 8.8% of students in Wales are mobile, and England has the smallest proportion of students that were mobile (6.8%).

FIGURE 12: MOBILE STUDENTS BY COUNTRY OF UK HIGHER EDUCATION INSTITUTION, 2018–19 GRADUATES

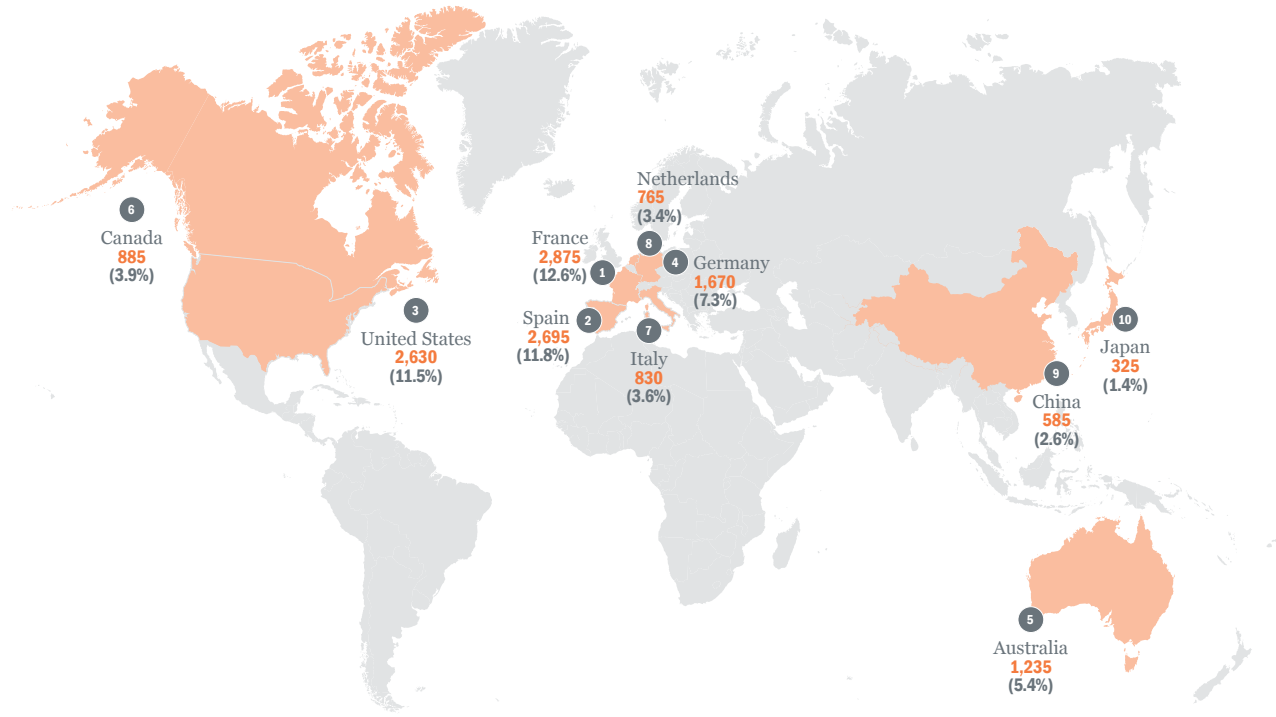


Data source: HESA Student record (2018–19)

WHERE DO MOBILE STUDENTS GO?

The top three destinations for mobile students who graduated in 2016–17 were France, Spain, and the US – together these countries received 36.0% of all mobile students from the UK.

FIGURE 13: TOP 10 DESTINATIONS, 2016–17 GRADUATES



Data source: HESA Student record (2016–17)

WHAT KIND OF MOBILITY EXPERIENCE DO UK STUDENTS HAVE?

The majority of mobility (71.1%) takes place in the penultimate year of studies, in particular longer-term mobility and compulsory mobility. During students' second year (2015–16), Erasmus+ accounted for almost half (49.2%) of all mobilities. Overall, 75.0% of mobile students in the 2018–19 cohort studied abroad and 3.6% volunteered. Most mobility periods were long-term – more than 14 weeks' duration (63.7%).

FIGURE 14: MOBILITY BY SCHEME

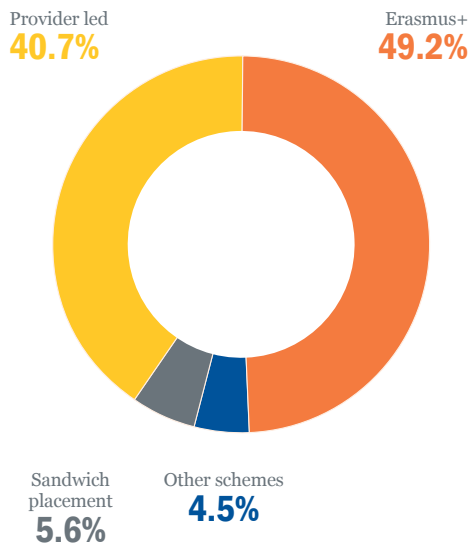


FIGURE 15: MOBILITY BY TYPE

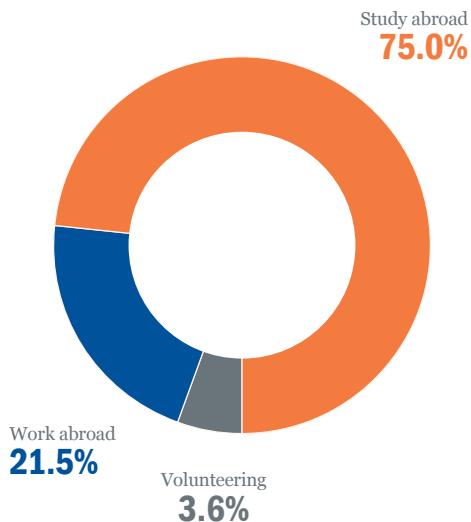
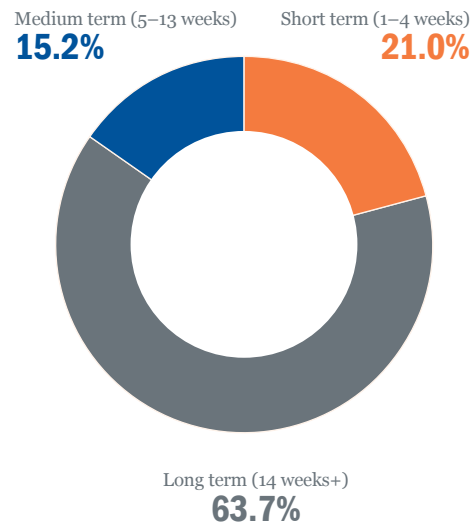


FIGURE 16: MOBILITY BY DURATION



Data source: HESA DLHE survey (2016–17), HESA student record (2016–17).

HOW DO STUDENTS BENEFIT FROM A PERIOD ABROAD?

Research indicates that students benefit academically and professionally from a period abroad as part of their degree. Undergraduate students* who went abroad during their studies were more likely to earn a first in their degree, to find a graduate job, and experience higher starting salaries compared to their non-mobile counterparts.

FIGURE 17: ACTIVITY BY MOBILE STATUS

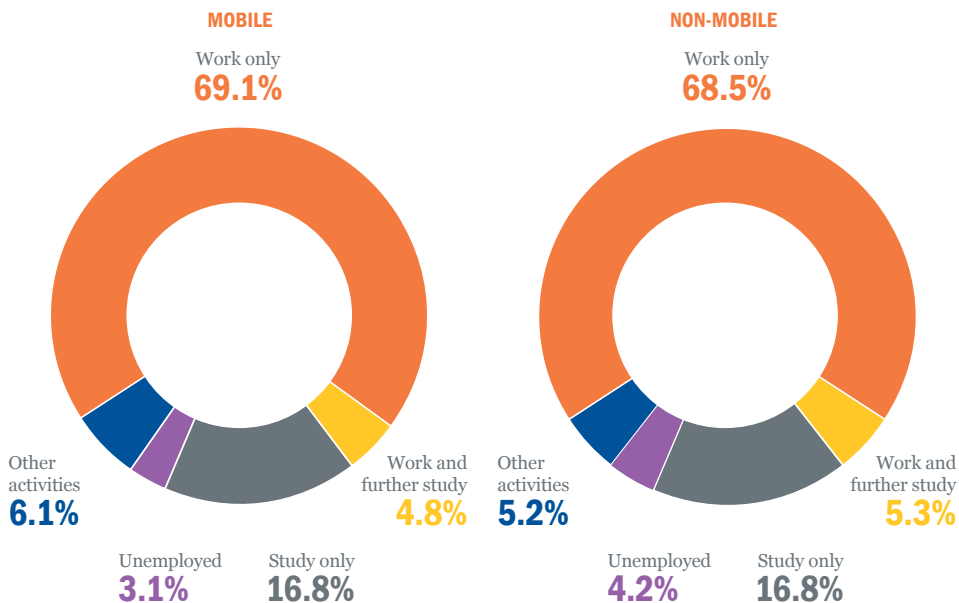
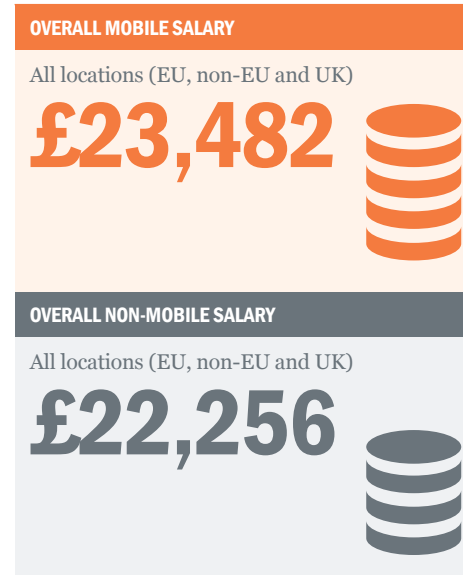


FIGURE 18: AVERAGE SALARIES OF GRADUATES IN FULL-TIME, PAID EMPLOYMENT



Data source: HESA DLHE survey (2016–17),
HESA Student record (2016–17)
*2016–17 graduates, within six months of graduation

TRANSNATIONAL EDUCATION

Transnational Education (TNE) is the delivery of an educational award in a country other than that in which the awarding body is based. It includes but is not limited to online and distance learning, joint and dual degree programmes, fly-in faculty for short courses or international branch campuses.

In 2018–19, 142 UK universities delivered some form of TNE to 666,815 students in 226 countries and territories worldwide. The UK is a world leader in this field and there are 1.4 times as many students on UK TNE programmes worldwide than there are international students studying in the UK.

Together, the Open University, University of London, and Oxford Brookes University students account for 40% of all UK TNE student numbers. For a more nuanced picture, these three providers ‘three main providers’ are excluded from the following data analysis. In 2018–19, the total number of TNE students excluding the three main providers was 336,375 of which 34.5% were postgraduates and 65.5% undergraduates. Globally, the most frequent type of TNE was collaborative provision.

Data source: UUKi (2019), HESA aggregate offshore record 2018–19

In 2018–19,

142

universities delivered
some form of TNE to

666,815

students in

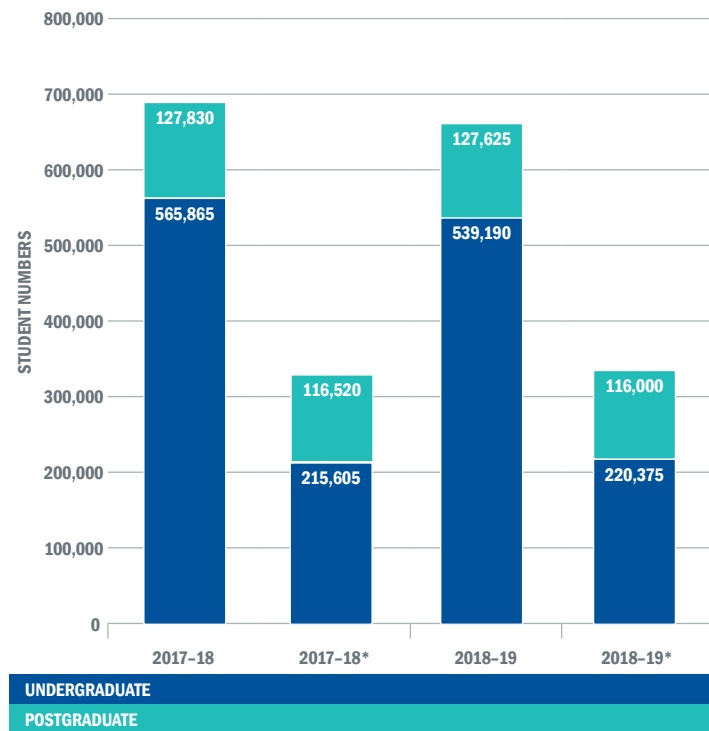
226

countries and territories
around the world.

OVERVIEW OF UK TNE PROVISION

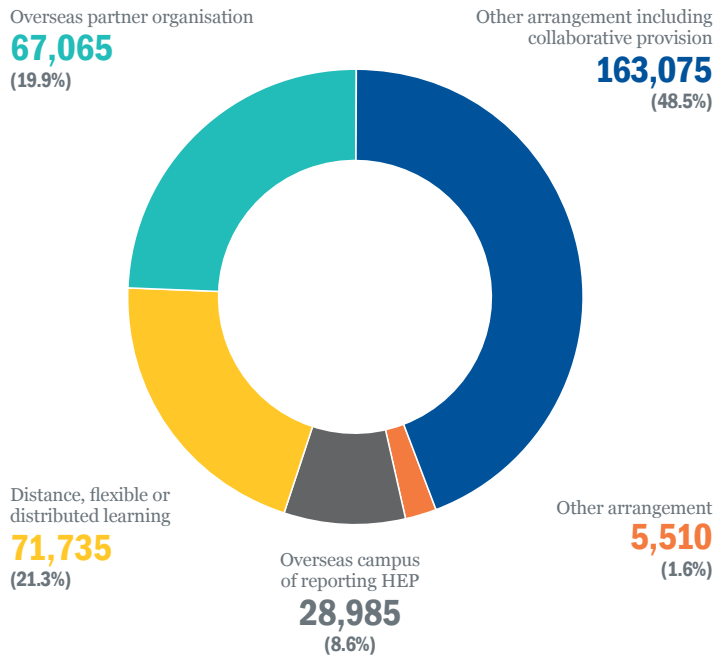
In 2018–19, the total number of UK TNE students dropped by 3.9% compared to 2017–18. However, TNE student numbers excluding the three main providers increased by 1.3%.

FIGURE 19: TOTAL UK HE TNE NUMBERS BY LEVEL OF STUDY, 2017–18 TO 2018–19



Data source: HESA aggregate offshore record (2017–18, 2018–19)
*excluding the three main providers

FIGURE 20: UK HE TNE STUDENT NUMBERS BY TYPE OF PROVISION, 2018–19*

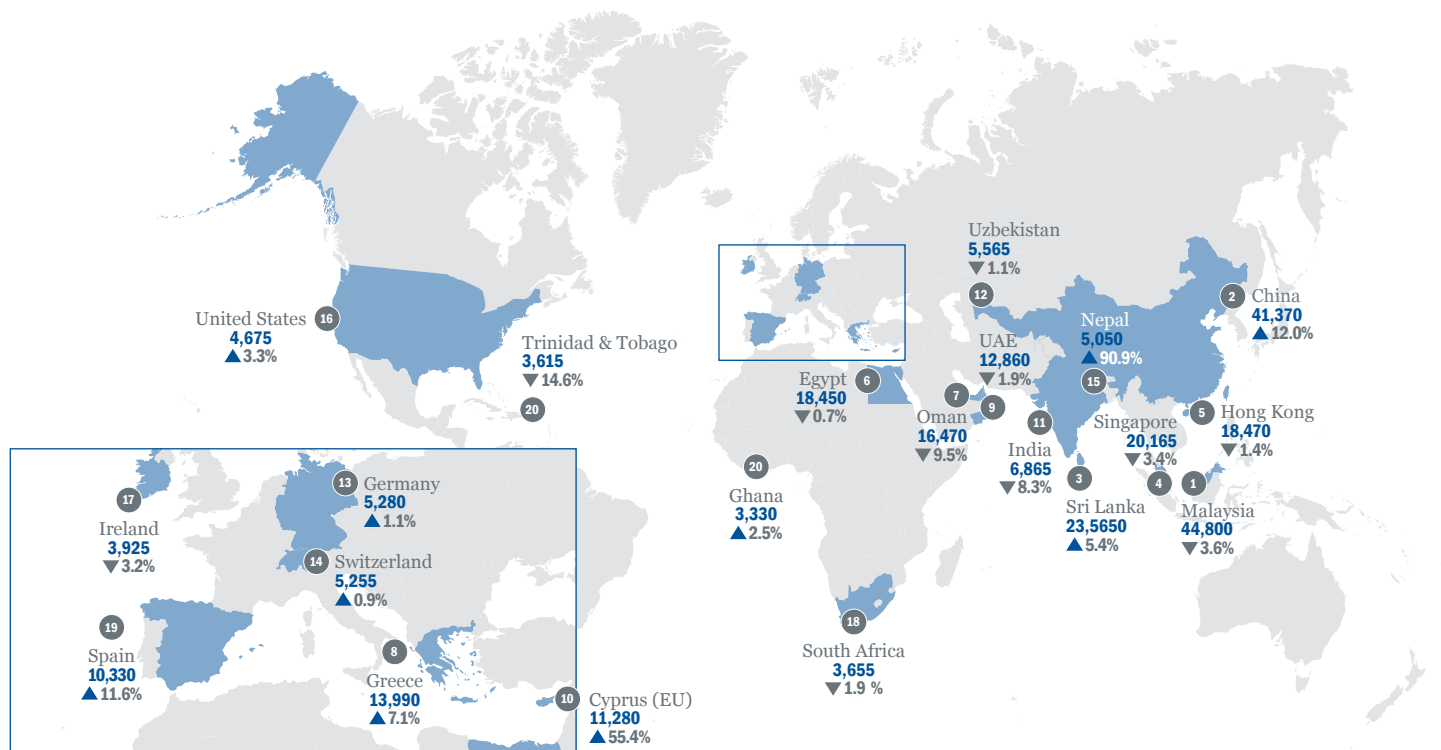


Data source: HESA aggregate offshore record (2016–17, 2017–18)
*excluding the three main providers

WHERE ARE UK TNE STUDENTS BASED?

The top five host countries for UK TNE are Malaysia, China, Sri Lanka, Singapore and Hong Kong. The numbers of TNE students in China and Sri Lanka have increased by 12.0% and 5.4% respectively since 2017–18, while there has been a small decrease in the other three countries. The top host country for TNE outside of Asia is Egypt, ranking sixth globally.

FIGURE 21: TOP 20 UK HE TNE HOST COUNTRIES, 2018–19*



Data source: HESA aggregate offshore record (2018–19)
*excluding the three main providers

INTERNATIONAL RESEARCH

In 2019, the UK has exceeded expectations as a research nation, continuing to attract world-leading researchers and investment from around the world.

UK higher education institutions' global partnerships and collaborations have also made a vital contribution to the excellence of its research base. As well as being the third largest producer of internationally co-authored publications in the world – rivalled only by the US and China – the UK's field-weighted citation impact has ranked first every year since 2007, a testament to the global impact of its research output.

The proportion of UK research funding from overseas sources has also increased, with 23.8% of total UK research funding coming from international and/or EU sources. While the future of the UK's participation in the EU successor programme to Horizon 2020 remains uncertain, UUKi is committed to ensuring that the UK retains its reputation in research excellence and that it remains a key partner in EU research programmes as negotiations persist between the UK and EU.

Data sources: SciVal, accessed April 2020, BEIS (2019), HESA Finance Record (2018–19)

In 2019

57.2%

of UK publications were the result of international collaboration, compared to 25.7% in 1999.

The UK's field-weighted citation impact has ranked

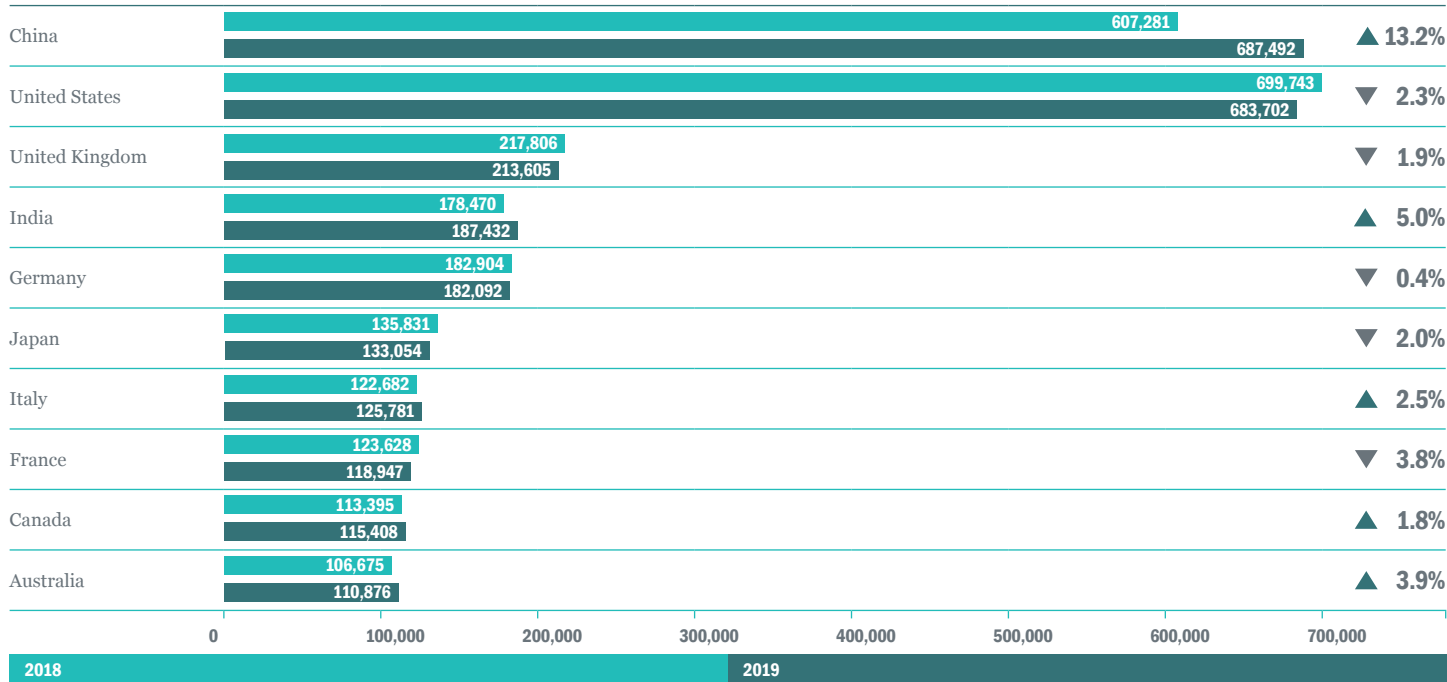
1st

every year since 2007 (FWCI: 1.56).

HOW DOES THE UK PUBLICATION RATE COMPARE INTERNATIONALLY?

In 2019, the top three countries by research output were China, the US and the UK. Since 2018, China's research output has grown by 13.2%, overtaking the US as the top country by publication output in the world.

FIGURE 22: TOP 10 COUNTRIES BY RESEARCH OUTPUT (ALL PUBLICATION TYPES), 2018-19

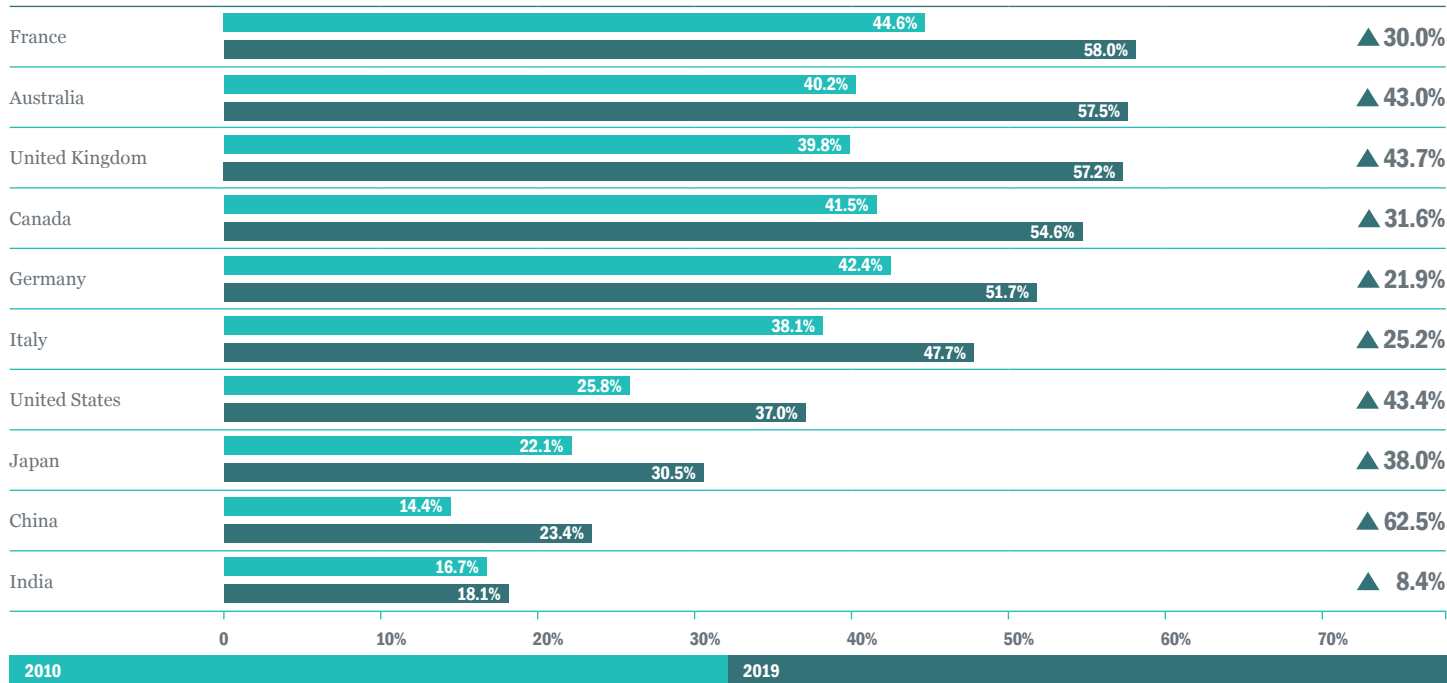


Data source: SciVal, as of April 2020

PROPORTION OF INTERNATIONALLY CO-AUTHORED PUBLICATIONS

Since 2010, the proportion of internationally co-authored publications has increased significantly. The UK has seen the largest increase: compared to 39.8% in 2009, 57.2% of UK research outputs were internationally co-authored in 2019.

FIGURE 23: PROPORTION OF INTERNATIONALLY CO-AUTHORED PUBLICATIONS, 2010–2019



Data source: SciVal, as of April 2020

THE UK'S GLOBAL SHARE FOR KEY INDICATORS 2018-19

UK's field-weighted citation impact...

has ranked

1st

every year since 2007.

UK's publications received...

2,773,639

views, the third highest number
in the world.



UK publications received...

405,326

citations, constituting 9.8% of the
world's citations, only surpassed by
the United States and China.



World's most cited publications

16.5%

of the UK's publications were in the
top 10% of the world's most cited.



International collaborations

57.2%

of UK publications were the result
of international collaboration,
compared to 39.8% in 2009.



In 2019, the UK produced...

6.5%

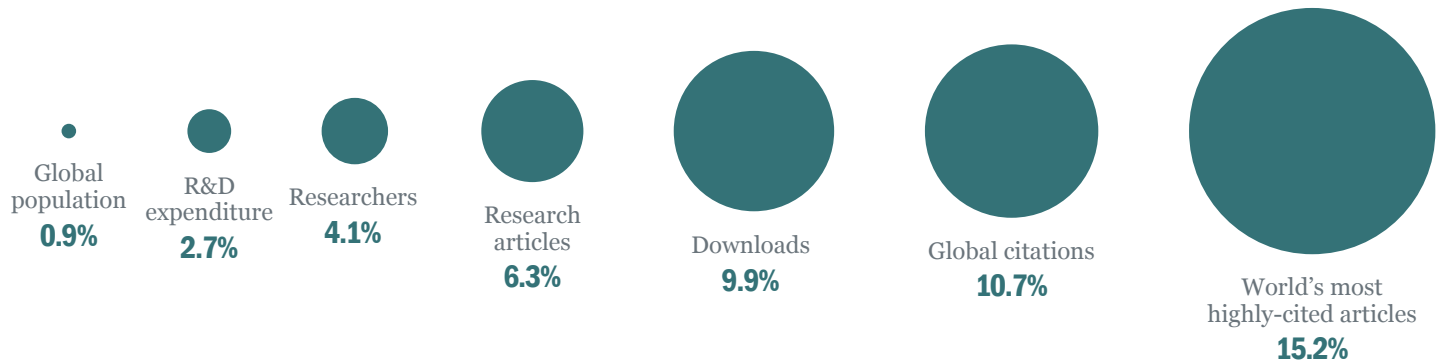
of the world's publications.



WHAT IS THE QUALITY AND IMPACT OF UK RESEARCH?

The UK punches above its weight as a research nation: with only 0.9% of the world's global population, it produced 15.2% of the world's most highly-cited articles in 2015. Furthermore, UK Higher Education institutions have increasingly engaged with delivering challenge-led world-class research and impact, funded by the Global Challenges Research Fund (GCRF) and the Newton Fund, and are actively (in partnership with Low and Middle Income Country partners) contributing to sustainable development.

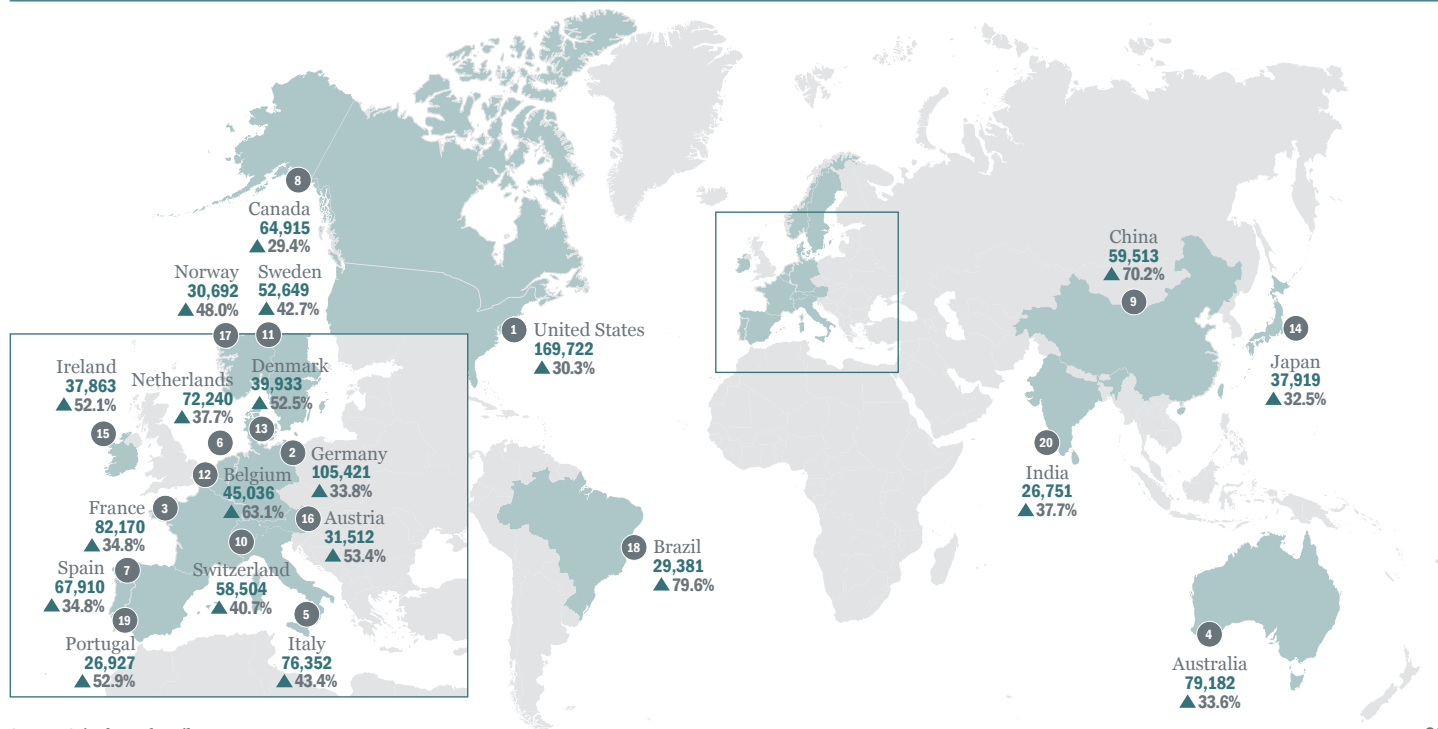
FIGURE 24: THE UK'S GLOBAL SHARE FOR KEY INDICATORS



WHICH COUNTRIES ARE THE UK'S TOP COLLABORATIVE PARTNERS?

The UK's most frequent collaborative research partners are the US, Germany and France, with 36.4%, 49.1% and 52.3% of publications in the respective countries featuring a UK co-author. Most notably, research collaborations with Brazil have increased by 79.6% since 2014, while collaborations with China have increased by 70.2%. The UK itself is also a popular partner, ranking first for Ireland, second for the majority of its other partners, third for Austria, Switzerland and Canada, and fourth for Japan.

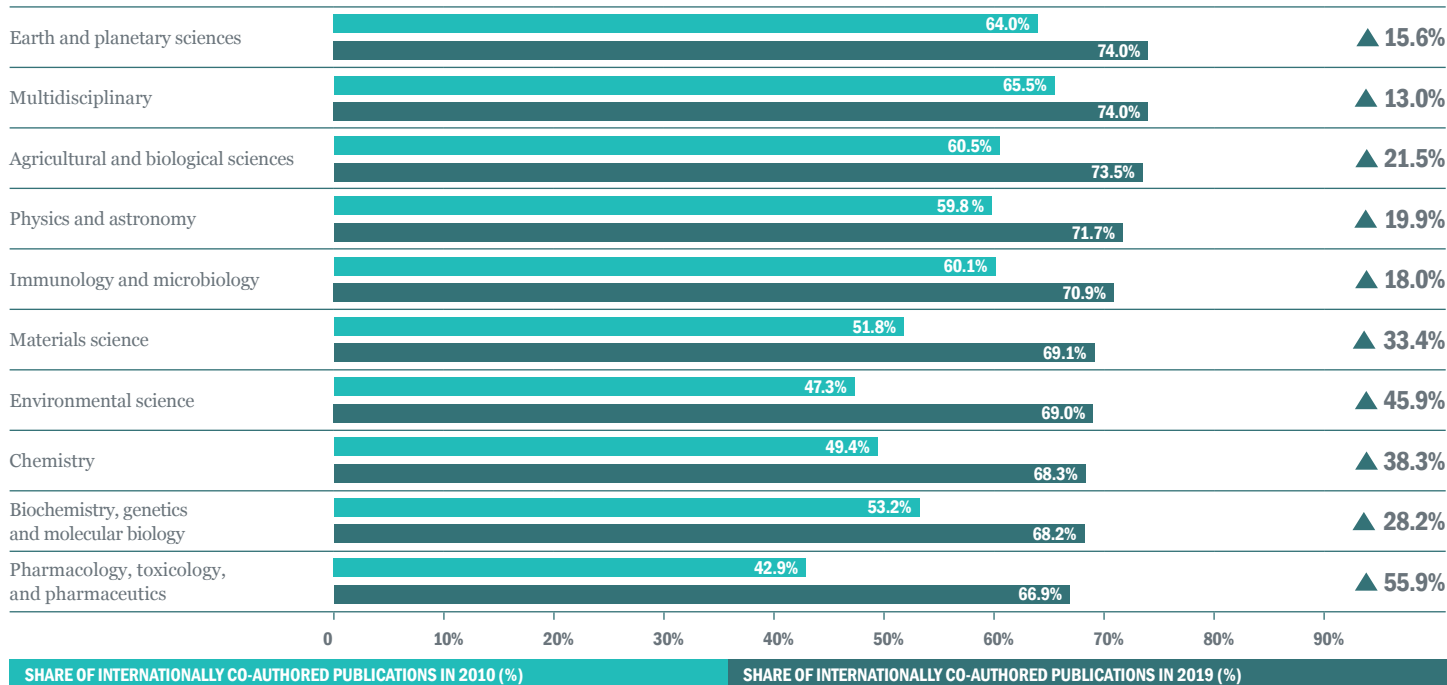
FIGURE 25: TOP 20 UK COLLABORATIVE PARTNERS AND PERCENTAGE CHANGE, 2014–19



WHICH ARE THE TOP SUBJECT AREAS FOR INTERNATIONAL COLLABORATION?

In 2019, earth and planetary sciences produced the largest share of internationally co-authored publications (74.0%), remaining the top subject area for international collaboration since 2018. Arts and humanities remains the subject area with the smallest share of internationally co-authored publications (24.3%). Pharmacology, toxicology, and pharmaceuticals is a rapidly growing area, with collaboration in this field increasing by 55.9% between 2010 and 2019.

FIGURE 26: TOP 10 SUBJECT AREAS BY PERCENTAGE SHARE OF INTERNATIONALLY CO-AUTHORED PUBLICATIONS, 2010-19



WHICH COUNTRIES ARE THE UK'S TOP RESEARCH PARTNERS UNDER HORIZON 2020?

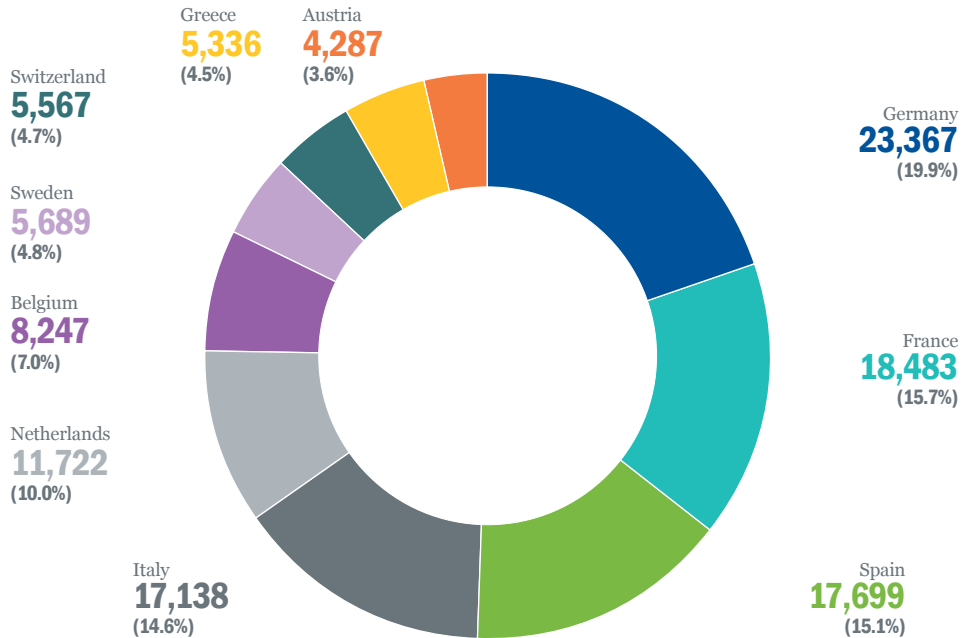
The UK's most frequent partners, Germany, France and Spain, together account for

50.7%

of collaborative links

Horizon 2020, the EU's flagship €80 billion research and innovation programme, has continued to help the UK to establish and strengthen pre-existing links with European research partners. The UK's most frequent partners under Horizon 2020 are Germany, France and Spain – accounting for 19.9%, 15.7% and 15.1% of collaborative links respectively. The UK has seen an increase in its number of collaborative links of 30.7% overall from 2017–18 to 2018–19.

FIGURE 27: UK COLLABORATIVE LINKS UNDER HORIZON 2020



Source: <https://h2020viz.vinnova.se/> as of December 2019

WHICH COUNTRIES ARE THE UK'S TOP FUNDING PARTNERS TO HORIZON 2020?

Horizon 2020 is an EU Research and Innovation programme with nearly

€80bn

of funding available over seven years (2014 to 2020).

The UK has secured

€5.5bn

of funding to date (13.5% of the total).

FIGURE 28: TOP PARTNERS AS DEFINED BY H2020 FUNDING RECEIVED AND PARTICIPATIONS

COUNTRY	H2020 FUNDING RECEIVED	H2020 PARTICIPATIONS
 Germany	€ 7,654,683,910	15,815
 United Kingdom	€ 6,423,779,462	14,198
 France	€ 5,590,626,136	12,915
 Spain	€ 4,631,022,179	13,824
 Italy	€ 4,231,512,226	12,561
 Netherlands	€ 3,954,869,554	8,249
 Belgium	€ 2,502,692,463	6,167
 Sweden	€ 1,743,859,652	3,994
 Switzerland	€ 1,643,105,585	3,745
 Austria	€ 1,418,323,372	3,740
Total:	€ 39,794,474,539	95,208

Source: Horizon 2020 dashboard as of February 2020

WHAT ARE THE SOURCES OF UK RESEARCH FUNDING?

In 2018–19, 23.8% of UK research funding came from international sources. EU funding, which makes up more than half of the UK's international funding, has increased by 7.2%, with non-EU other funding increasing by 20.3%, since 2017–18.

FIGURE 29: TOTAL RESEARCH FUNDING BY SOURCE, 2018–19

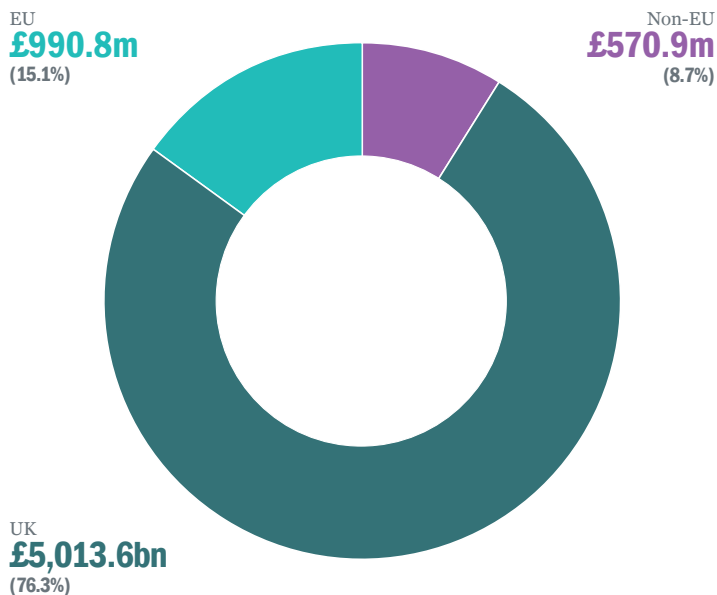
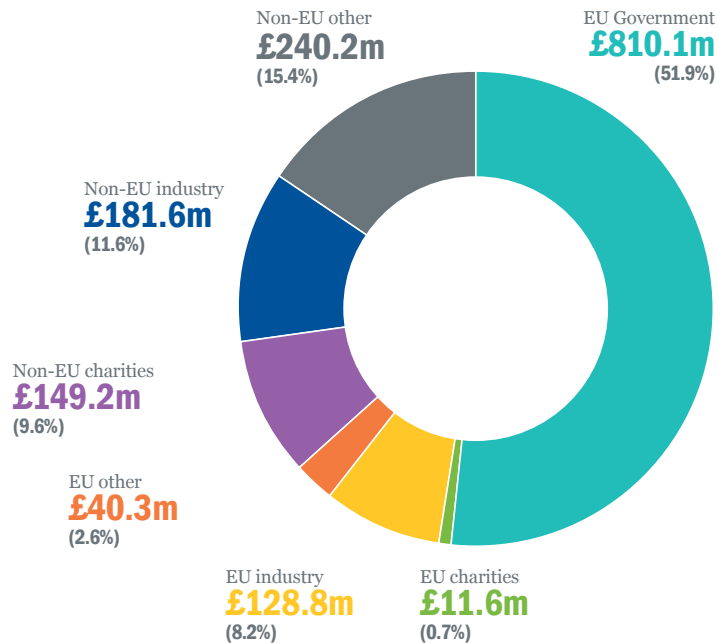


FIGURE 30: INTERNATIONAL RESEARCH FUNDING BY SOURCE (EU AND NON-EU), 2018–2019



Source: HESA Finance Record 2018–19, accessed April 2020

REGIONAL PROFILES

UK higher education institutions have partnerships with countries worldwide. While some parts of the world have well-established relationships with the UK, others have expanded significantly in recent years. This section provides a snapshot of current regional and country levels of engagement, including data on international students, international staff, TNE, outward mobility and research collaborations.

Data sources: HESA student record (2016–17, 2017–18), HESA staff record (2016–17, 2017–18), HESA aggregate offshore record (2016–17, 2017–18), SciVal, accessed April 2019.

Note: In this section the student mobility data is in-year data, which include all students across all years enrolled in UK universities during 2018–19.

Note: Analysis relating to Europe includes countries which fall under the following HESA categories: Other European Union; Other EEA countries; Other Europe.

AFRICA

Although Nigeria continues to represent the most significant sender of students to the UK, student numbers from Ghana (17.6%) and South Africa (13.4%) have grown significantly over the past academic year. There has also been a large increase in the number of African academics working at UK institutions, up by almost 13.0% annually. The growing significance of African research partners is reflected in a substantial increase in the number of co-authored publications from the region over the last five years. Kenya, Egypt and Uganda have seen the highest percentage growth in publications; however, South Africa, Egypt and Nigeria remain the main UK research partners in terms of the number of co-authored publications. UK TNE student numbers in Africa continue to decrease, with Mauritius proving an exception. TNE student numbers appear to be stabilising in Egypt, the continent's largest TNE market.

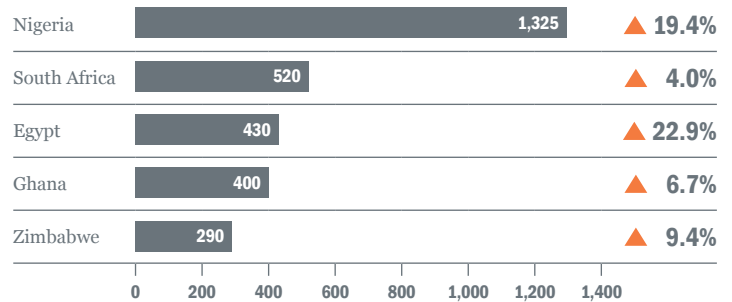
INTERNATIONAL STAFF

Total number of international staff from Africa in the UK in 2018–19:

4,445

▲ 12.8% since 2017–18

FIGURE 32: TOP FIVE AFRICAN STAFF NATIONALITIES IN THE UK, 2018–19



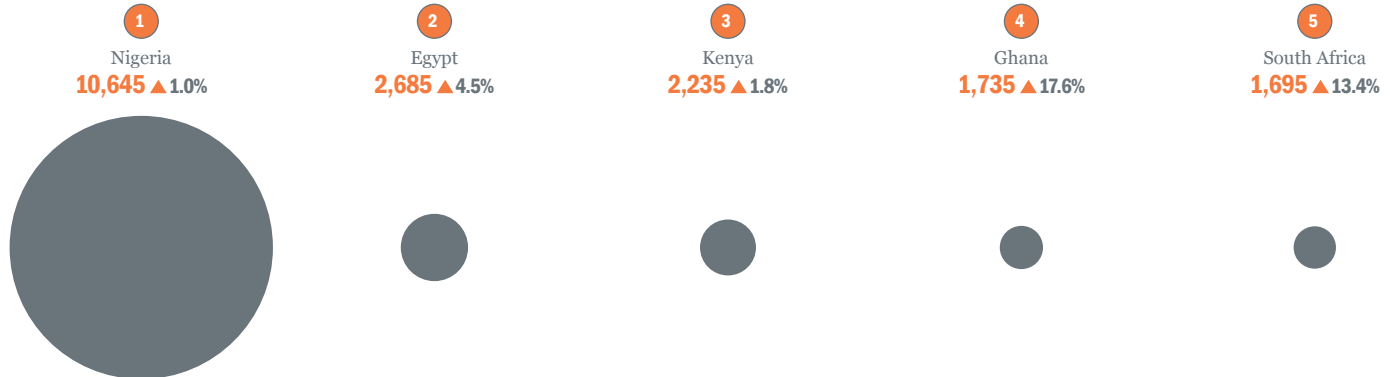
INTERNATIONAL STUDENTS

Total number of international students from Africa in the UK in 2018–19:

28,695

▲ 3.2% since 2017–18

FIGURE 31: TOP FIVE AFRICAN STUDENT DOMICILES IN THE UK, 2018–19



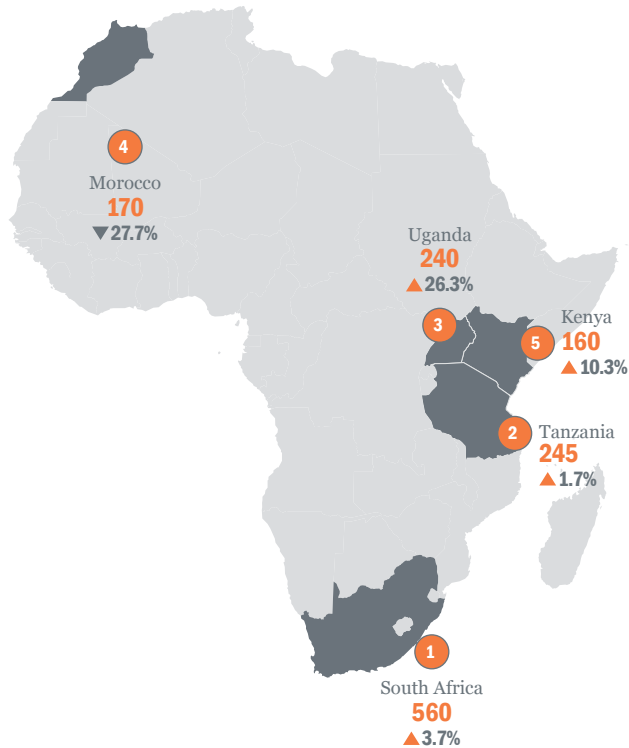
OUTWARD MOBILITY

Total instances of mobility to Africa,
2017–18:

2,395

▲ 15.7% since 2016–17

FIGURE 33: TOP FIVE AFRICAN DESTINATIONS FOR MOBILE UK STUDENTS, BY MOBILITY INSTANCES, 2017–18



TRANSNATIONAL EDUCATION*

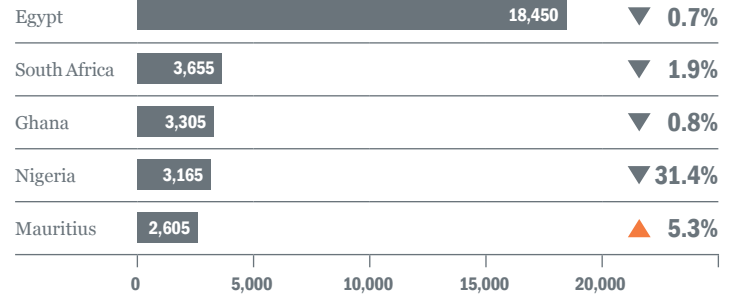
Total number of students on UK HE TNE
in Africa, 2018–19:

40,005

▼ 7.8% since 2017–18

FIGURE 34: TOP FIVE UK HE TNE HOST COUNTRIES IN AFRICA, 2018–19

Main type of TNE provision: Other arrangements including collaborative provisions



*excluding the three main providers

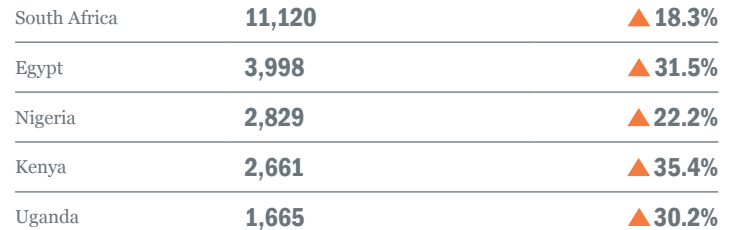
CO-AUTHORED PUBLICATIONS

Total UK publications with an African
co-author, between 2016 and 2019:

28,793

FIGURE 35: TOP FIVE TOTAL PUBLICATIONS WITH AN AFRICAN CO-AUTHOR BY COUNTRY, 2016–2019

% CHANGE
2016–2019



ASIA

Asia is a distinctly important region for student recruitment. The total number of Chinese students continues to increase rapidly: for the past two years, almost one-third of all non-EU students have come from China. The UK has historically been a popular destination for Indian students, and numbers are rising again, after a period of decline. India has seen an increase in visa approvals of over 90.0% according to latest data. Asia is the third most popular destination for mobile UK students. Research collaboration continues to grow, with the number of co-authored publications with China growing by over 41.0% in the period of 2016–19. Asia remains by far the largest market for UK TNE, with rising student numbers in China, Sri Lanka, Myanmar and Nepal driving growth. Countries outside of the traditional host markets in Asia, such as Vietnam, Thailand, Indonesia and the Philippines, have recently passed new legislation which could present an opportunity for UK TNE.

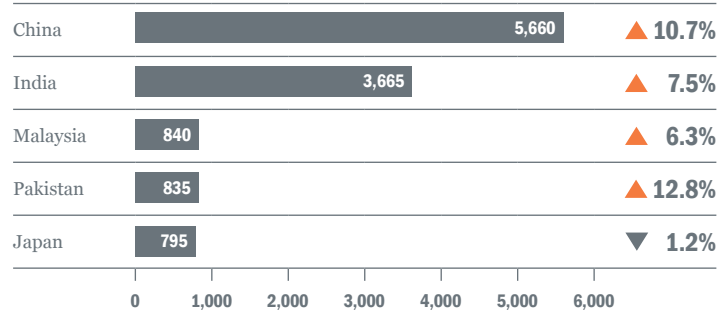
INTERNATIONAL STAFF

Total number of international staff from Asia in the UK in 2018–19:

14,870

▲ 8.1% since 2017–18

FIGURE 37: TOP FIVE ASIAN STAFF IN THE UK 2018–19

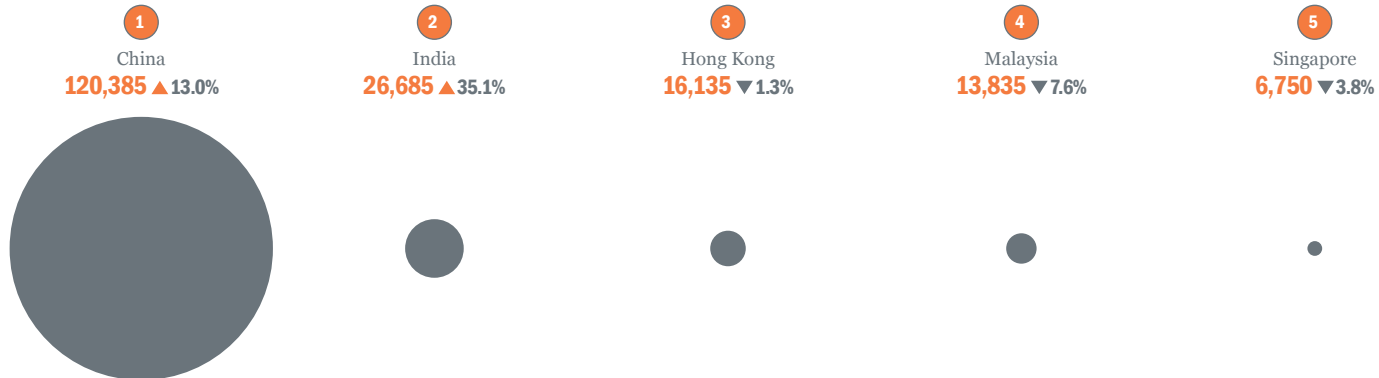


INTERNATIONAL STUDENTS

Total number of international students from Asia in the UK in 2018–19:

224,610 ▲ 9.9% since 2017–18

FIGURE 36: TOP FIVE ASIAN STUDENT DOMICILES IN THE UK, 2018–19



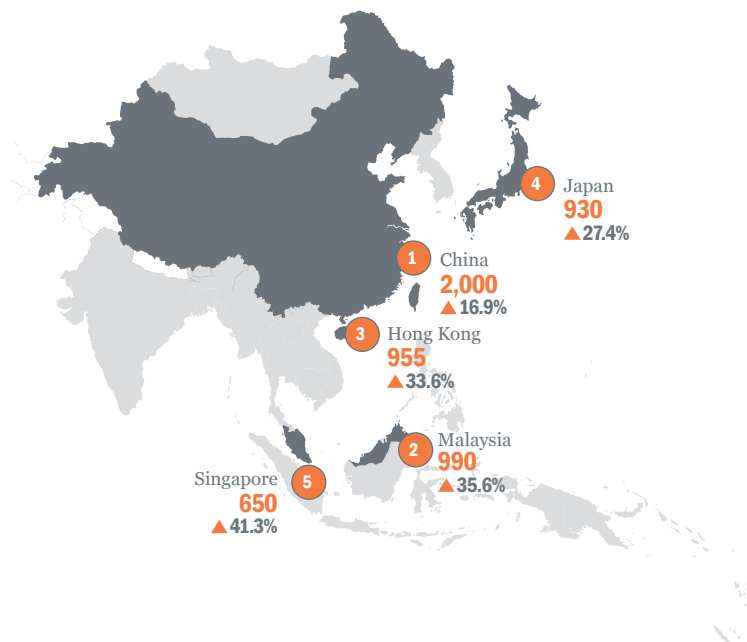
OUTWARD MOBILITY

Total instances of mobility to Asia, 2017–18:

8,680

▲ 24.2% since 2016–17

FIGURE 38: TOP FIVE ASIAN DESTINATIONS FOR MOBILE UK STUDENTS, BY MOBILITY INSTANCES, 2017–18



TRANSNATIONAL EDUCATION*

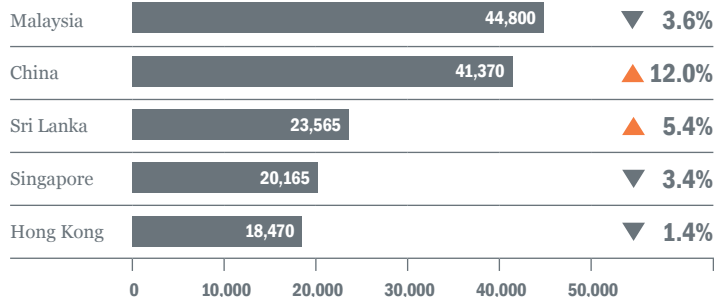
Total number of students on UK HE TNE in Asia, 2018–19:

178,900

▲ 3.1% since 2017–18

FIGURE 39: TOP FIVE UK HE TNE HOST COUNTRIES IN ASIA, 2018–19

Main type of TNE provision: Other arrangements including collaborative provision



*excluding the three main providers

CO-AUTHORED PUBLICATIONS

Total UK publications with an Asian co-author, between 2016 and 2019:

145,815

FIGURE 40: TOP FIVE TOTAL PUBLICATIONS WITH AN ASIAN CO-AUTHOR BY COUNTRY, 2016–2019

Country	Total Publications	% Change 2016–2019
China	56,556	▲ 41.9%
Japan	17,634	▲ 11.8%
India	13,695	▲ 22.4%
South Korea	8,131	▲ 22.1%
Singapore	8,016	▲ 15.8%

AUSTRALASIA

The number of students from Australia and New Zealand coming to the UK has marginally increased; however the number of students studying for a UK TNE decreased considerably. UK TNE provision in Australasia is heavily online and distance learning based, with the majority of students in Australia and New Zealand.

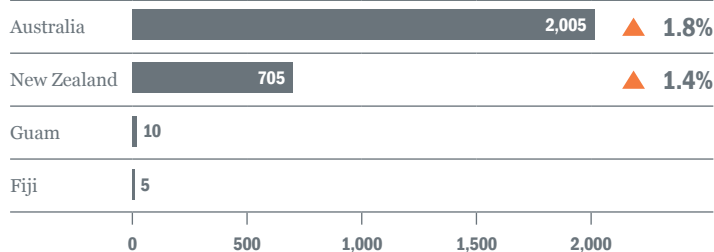
INTERNATIONAL STAFF

Total number of international staff from Australasia in the UK in 2018–19:

2,725

▲ 1.7% since 2017–18

FIGURE 42: TOP FOUR AUSTRALASIAN STAFF NATIONALITIES IN THE UK, 2018–19



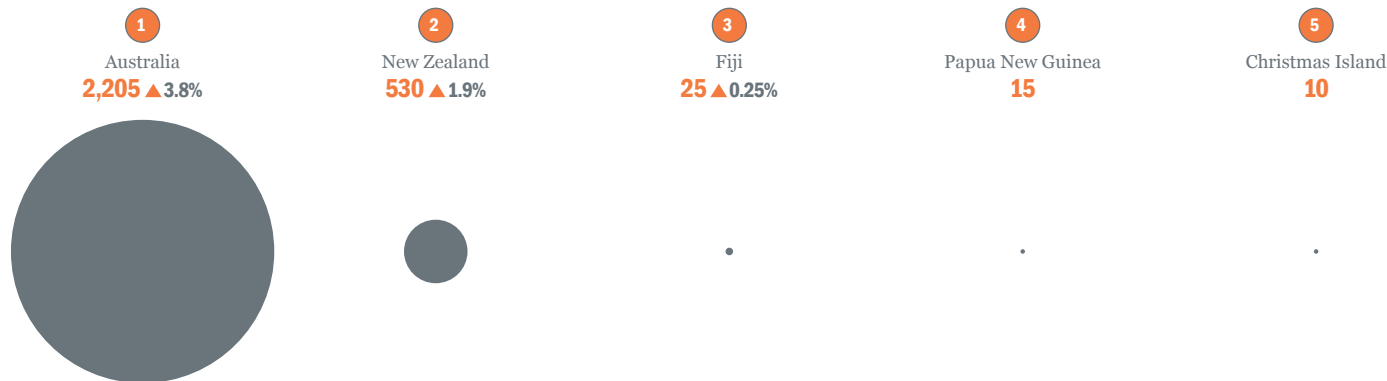
INTERNATIONAL STUDENTS

Total number of international students from Australasia in the UK in 2018–19:

2,835

▲ 4.0% since 2017–18

FIGURE 41: TOP FIVE AUSTRALASIAN STUDENT DOMICILES IN THE UK, 2018–19



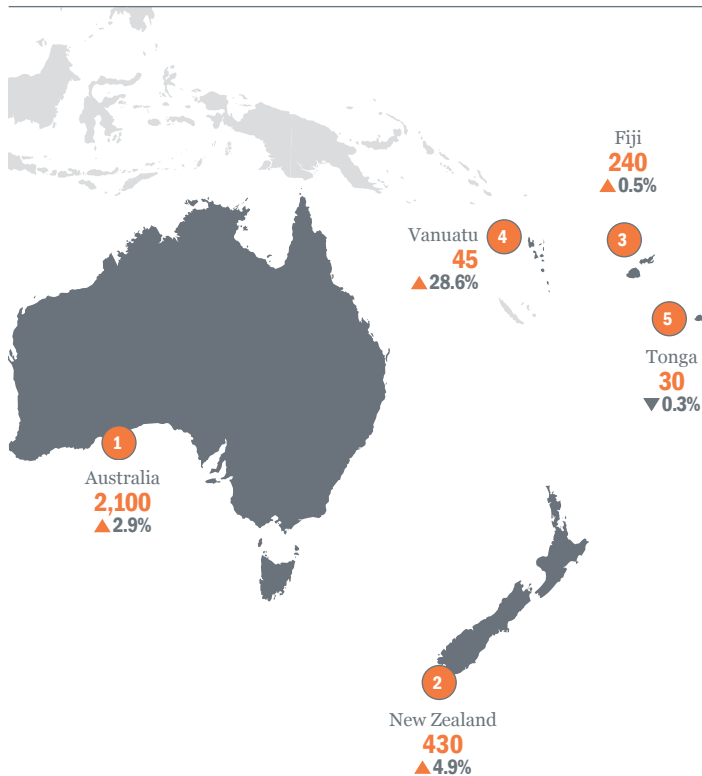
OUTWARD MOBILITY

Total instances of mobility to Australasia, 2017–18:

2,910

▲ 6.2% since 2016–17

FIGURE 43: TOP FIVE AUSTRALASIAN DESTINATIONS FOR MOBILE UK STUDENTS, BY MOBILITY INSTANCES, 2017–18



TRANSNATIONAL EDUCATION*

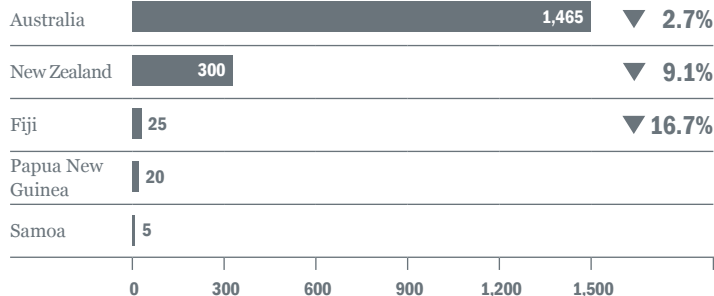
Total number of students on UK HE TNE in Australasia, 2018–19:

1,845

▼ 12.8% since 2017–18

FIGURE 44: TOP FIVE UK HE TNE HOST COUNTRIES IN AUSTRALASIA, 2018–19

Main type of TNE provision: Other arrangements including collaborative provisions



*excluding the three main providers

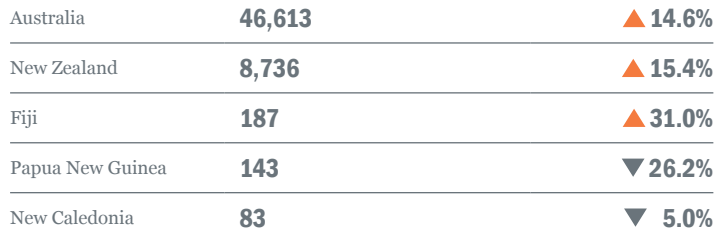
CO-AUTHORED PUBLICATIONS

Total UK publications with an Australasian co-author, between 2016 and 2019:

56,010

FIGURE 45: TOP FIVE TOTAL PUBLICATIONS WITH AN AUSTRALASIAN CO-AUTHOR BY COUNTRY, 2016–2019

% CHANGE 2016–2019



EUROPE

Despite the UK's departure from the EU, there has been a slight increase (up 2.3%) in the number of European students choosing to study in the UK, and also a small increase (3.6%) of European staff working at UK universities. The UK remains the most popular amongst students from Italy, France and Germany despite having seen a small decrease in the number of Italian and German students enrolled in 2018–19. Europe continues to see strong growth in UK TNE student numbers (it is the second largest market behind Asia with 62,930 students, up 9.5% since 2017–18). The number of instances of outward mobility has increased by 18.1% despite uncertainty around the UK's continued participation in the Erasmus+ programme.

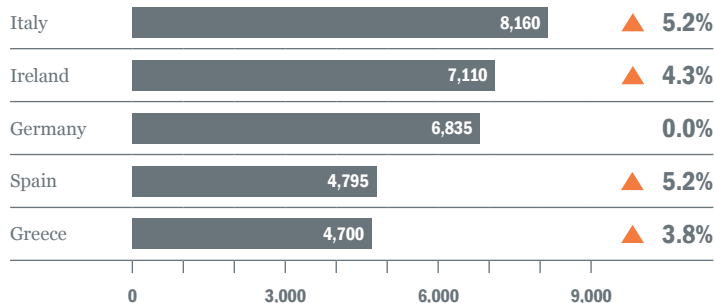
INTERNATIONAL STAFF

Total number of international staff from Europe in the UK in 2018–19:

56,105

▲ 3.6% since 2017–18

FIGURE 47: TOP FIVE EUROPEAN STAFF NATIONALITIES IN THE UK, 2018–19



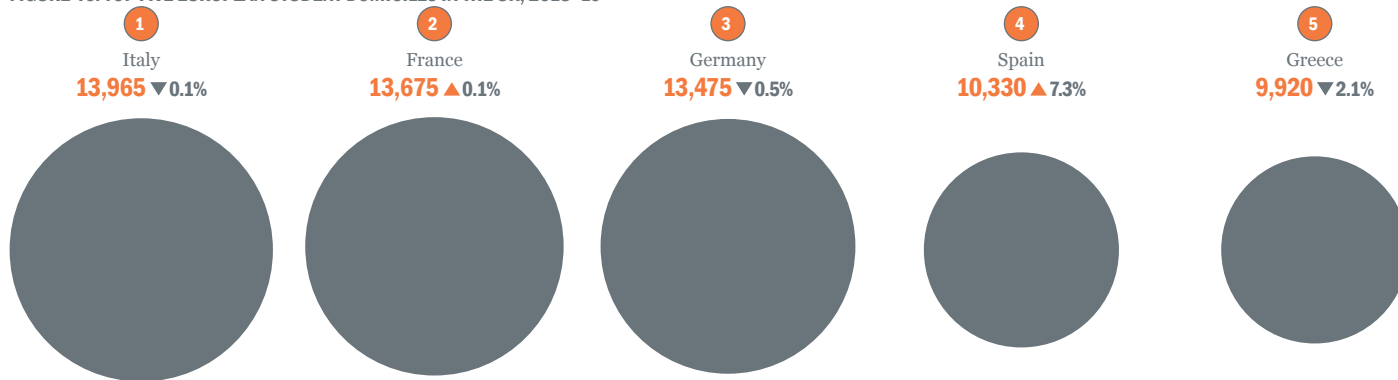
INTERNATIONAL STUDENTS

Total number of international students from Europe in the UK in 2018–19:

161,510

▲ 2.3% since 2017–18

FIGURE 46: TOP FIVE EUROPEAN STUDENT DOMICILES IN THE UK, 2018–19



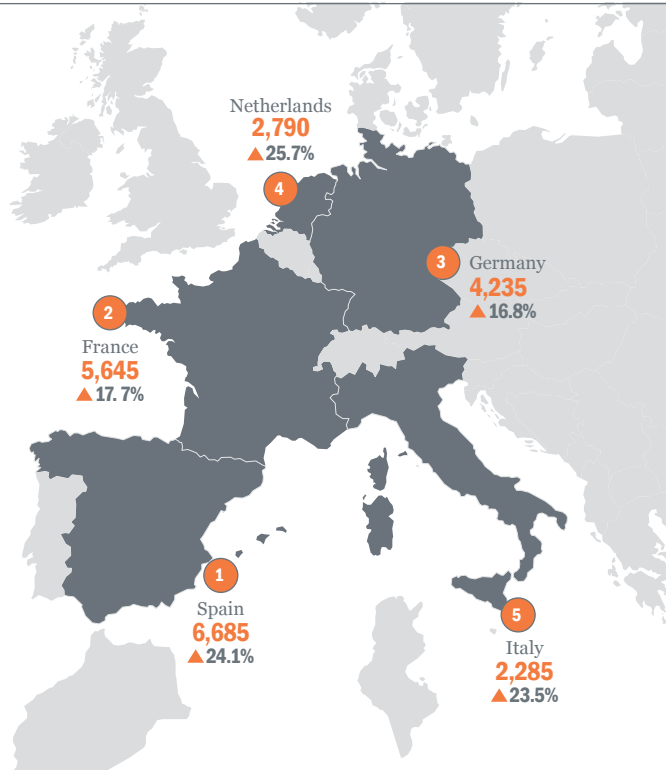
OUTWARD MOBILITY

Total instances of mobility to Europe, 2017–18:

30,080

▲ 18.1% since 2016–17

FIGURE 48: TOP FIVE EUROPEAN DESTINATIONS FOR MOBILE UK STUDENTS, BY MOBILITY INSTANCES, 2017–18



TRANSNATIONAL EDUCATION*

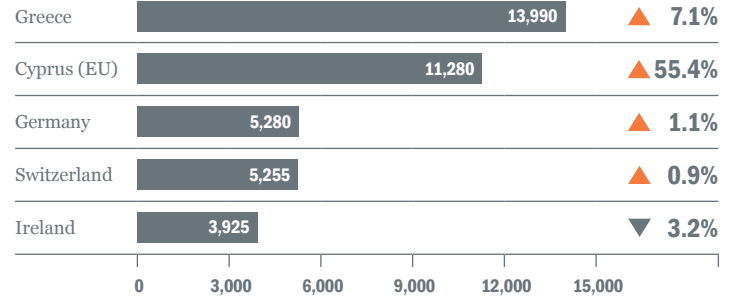
Total number of students on UK HE TNE in Europe, 2018–19:

62,930

▲ 9.5% since 2017–18

FIGURE 49: TOP FIVE UK HE TNE HOST COUNTRIES IN EUROPE, 2018–19

Main type of TNE provision: Overseas partner organisation



CO-AUTHORED PUBLICATIONS

Total UK publications with a European co-author, between 2016 and 2019:

251,645

FIGURE 50: TOTAL UK PUBLICATIONS WITH A EUROPEAN CO-AUTHOR, BETWEEN 2016 AND 2019

		% CHANGE 2016–2019
Germany	67,572	▲ 9.6%
Italy	49,224	▲ 13.7%
France	47,976	▲ 10.7%
Netherlands	39,474	▲ 12.0%
Spain	37,933	▲ 11.4%

MIDDLE EAST

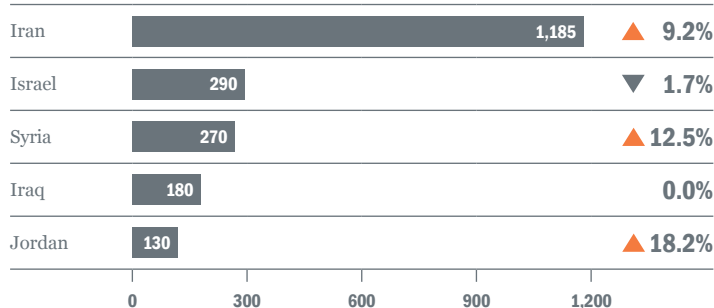
In the Middle East, Saudi Arabia has traditionally been a major partner for student recruitment, but in recent years, the largest increase in student numbers has been from Kuwait, which showed a 16.0% increase from 2017–18 to 2018–19. While the region remains a hub for UK TNE, especially the UAE and Oman, TNE student numbers decreased by 5.6% from 2017–18. The number of international staff from the region has continued to increase by almost 9.0% since 2017–18, with most staff coming from Iran and the Levant. The primary research partner in the region is Israel, closely followed by Turkey, but collaborations with Iran and the UAE increased the most by around 35.0% between 2016 and 2019.

INTERNATIONAL STAFF

Total number of international staff from the Middle East in the UK in 2018–19:

2,380
▲ 8.7% since 2017–18

FIGURE 52: TOP FIVE MIDDLE EASTERN STAFF NATIONALITIES IN THE UK, 2018–19

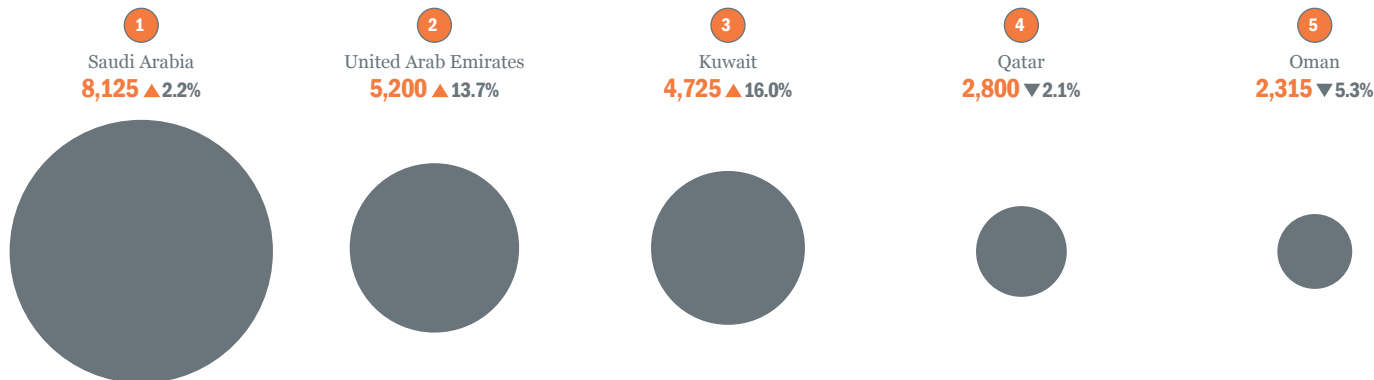


INTERNATIONAL STUDENTS

Total number of international students from the Middle East in the UK in 2018–19:

30,790
▲ 3.8% since 2017–18

FIGURE 51: TOP FIVE MIDDLE EASTERN STUDENT DOMICILES IN THE UK, 2018–19



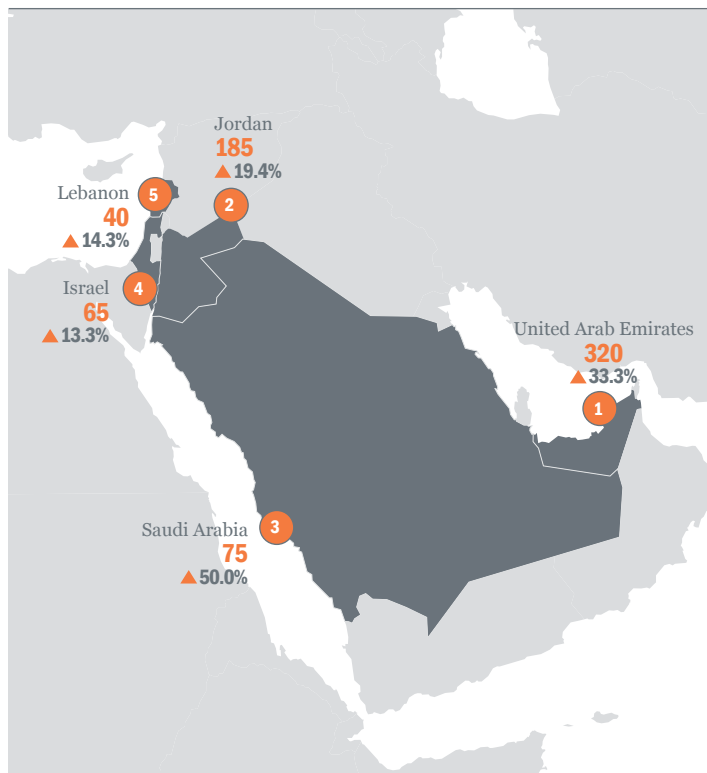
OUTWARD MOBILITY

Total instances of mobility to the Middle East region, 2017–18:

825

▲ 15.4% since 2016–17

FIGURE 53: TOP FIVE MIDDLE EAST DESTINATIONS FOR MOBILE UK STUDENTS, BY MOBILITY INSTANCES, 2017–18



TRANSNATIONAL EDUCATION*

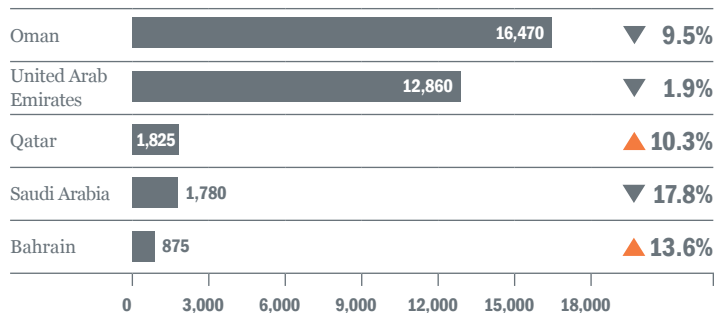
Total number of students on UK HE TNE in the Middle East, 2018–19:

35,760

▼ 5.6% since 2017–18

FIGURE 54: TOP FIVE UK HE TNE HOST COUNTRIES IN THE MIDDLE EAST, 2018–19

Main type of TNE provision: Other arrangement including collaborative provision



*excluding the three main providers

CO-AUTHORED PUBLICATIONS

Total UK publications with a Middle Eastern co-author, between 2016 and 2019:

31,713

FIGURE 55: TOP FIVE TOTAL PUBLICATIONS WITH A MIDDLE EASTERN CO-AUTHOR BY COUNTRY, 2016–2019

Country	Total Publications	% Change 2016–2019
Israel	6,911	▲ 20.7%
Turkey	6,623	▲ 14.2%
Saudi Arabia	6,211	▲ 16.8%
Iran	5,193	▲ 34.0%
United Arab Emirates	2,638	▲ 35.7%

NORTH AMERICA

The number of international students coming from North America has increased by almost 5.0% between 2017–18 and 2018–19, with the vast majority coming from the US. The UK has long-standing research relationships in North America, and the number of research collaborations is growing across the US, Canada and Mexico. North America is a popular destination for outward student mobility. Although there was an overall drop in North American TNE students in the last year (6.6% decrease since 2017–18), the United States continues to grow as the largest market in the region. The scale of UK TNE provision in North America is small compared to other regions in the world. The main type of TNE provision is distance, flexible or distributed learning.

INTERNATIONAL STAFF

Total number of international staff from North America in the UK in 2018–19:

8,670

▲ 2.6% since 2017–18

FIGURE 57: TOP FIVE NORTH AMERICAN STAFF NATIONALITIES IN THE UK, 2018–19



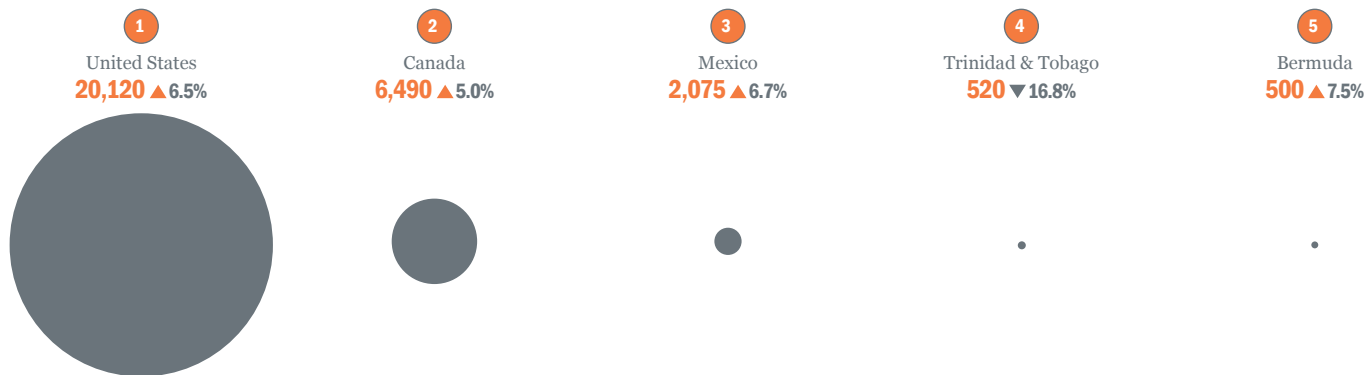
INTERNATIONAL STUDENTS

Total number of international students from North America in the UK in 2018–19:

31,975

▲ 4.6% since 2017–18

FIGURE 56: TOP FIVE NORTH AMERICAN STUDENT DOMICILES IN THE UK, 2018–19



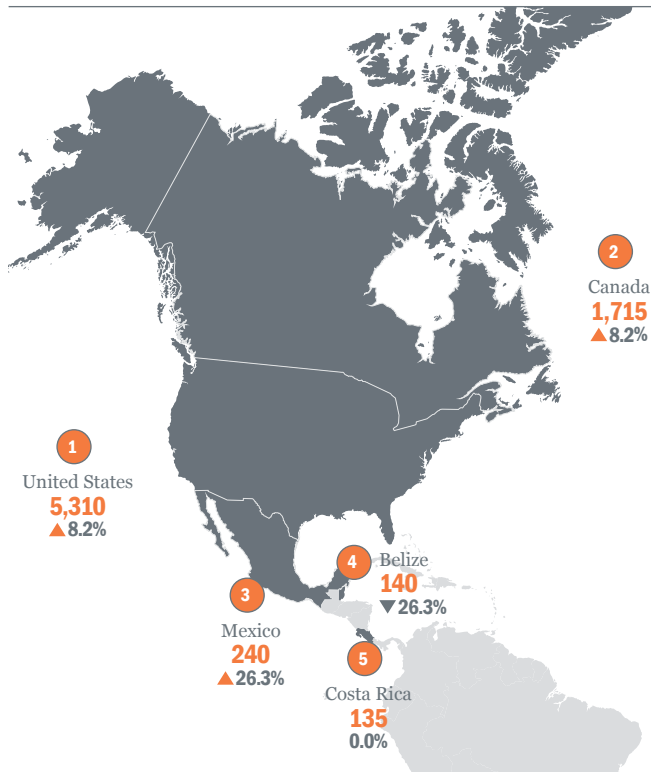
OUTWARD MOBILITY

Total instances of mobility to North America, 2017–18:

8,065

▲ 8.3% since 2016–17

FIGURE 58: TOP FIVE NORTH AMERICAN DESTINATIONS FOR MOBILE UK STUDENTS, BY MOBILITY INSTANCES, 2017–18



TRANSNATIONAL EDUCATION*

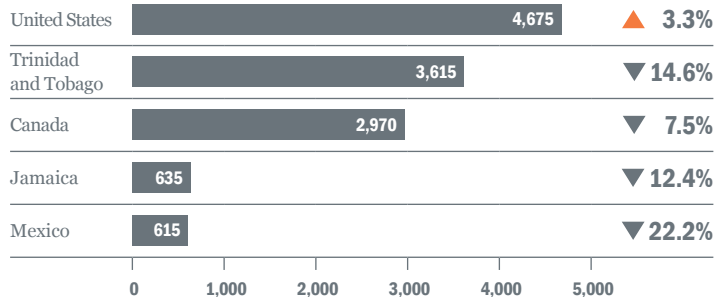
Total number of students on UK HE TNE in the North America, 2018–19:

14,660

▼ 6.6% since 2017–18

FIGURE 59: TOP FIVE UK HE TNE HOST COUNTRIES IN NORTH AMERICA, 2018–19

Main type of TNE provision: Distance, flexible or distributed learning



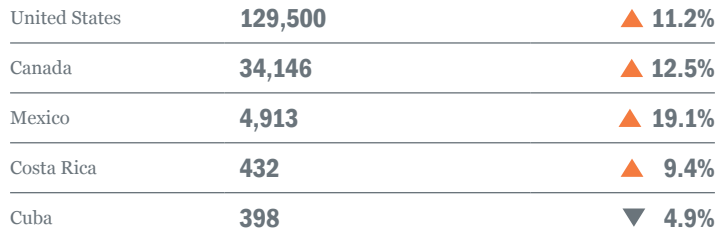
*excluding the three main providers

CO-AUTHORED PUBLICATIONS

Total UK publications with a North American co-author, between 2016 and 2019:

150,368

FIGURE 60: TOP FIVE TOTAL PUBLICATIONS WITH A NORTH AMERICAN CO-AUTHOR BY COUNTRY, 2016–2019



SOUTH AMERICA

The number of international students from South America is small compared to other regions, and decreased by 2.2% since 2017–18. However, research collaborations have grown significantly (up 11.2%), particularly in Peru where the number of co-authored publications increased by over 27.0% between 2016 and 2019. The number of staff from South America working at UK higher education institutions has also increased. While the scale of TNE provision in the region is still relatively small, South America continues to see the fastest growth rate in terms of numbers of students globally, especially in Guyana.

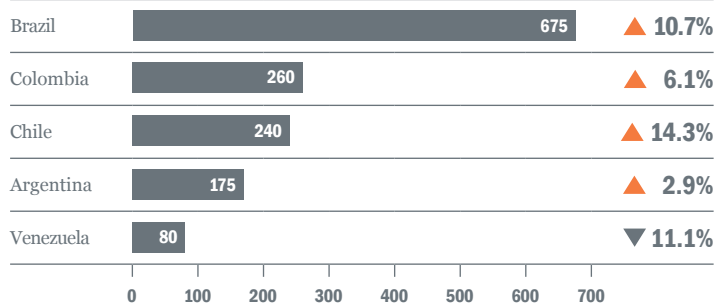
INTERNATIONAL STAFF

Total number of international staff from South America in the UK in 2018–19:

1,675

▲ 7.7% since 2017–18

FIGURE 62: TOP FIVE SOUTH AMERICAN STAFF NATIONALITIES IN THE UK, 2018–19



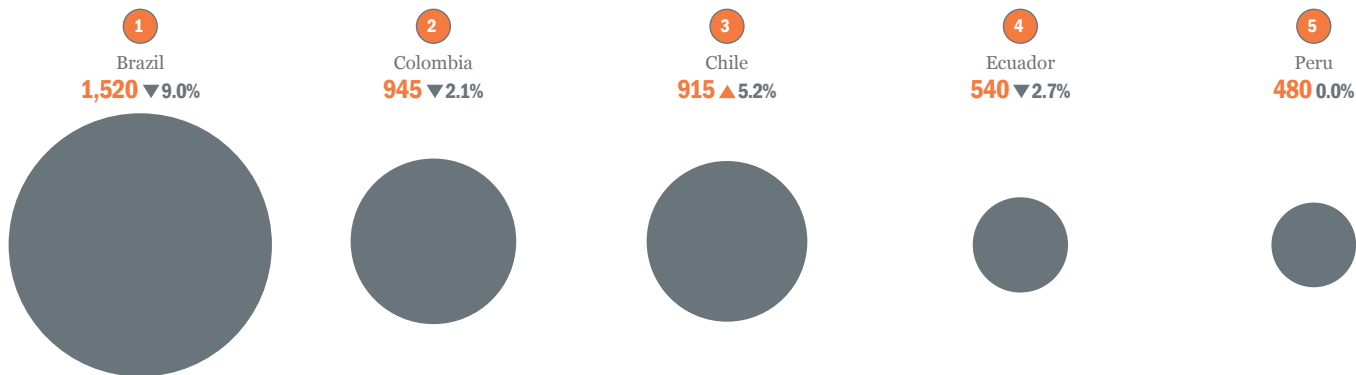
INTERNATIONAL STUDENTS

Total number of international students from South America in the UK in 2018–19:

5,255

▼ 2.2% since 2017–18

FIGURE 61: TOP FIVE SOUTH AMERICAN STUDENT DOMICILES IN THE UK, 2018–19



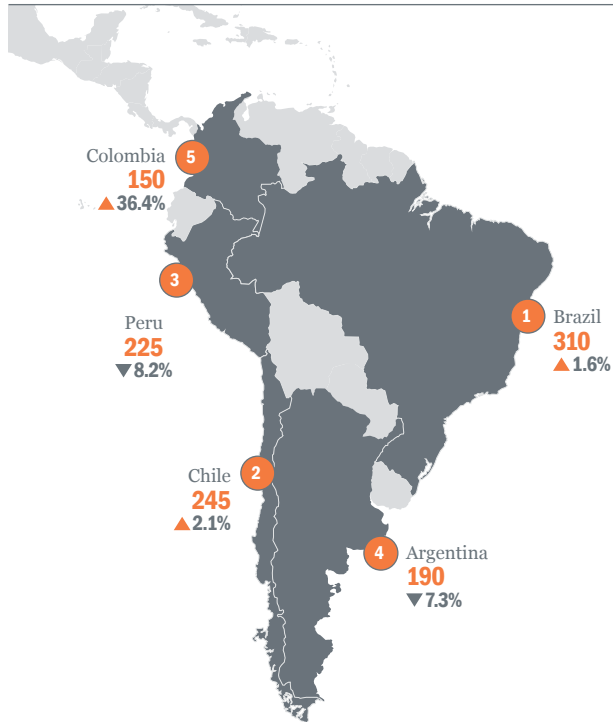
OUTWARD MOBILITY

Total instances of mobility to South America, 2017–18:

1,260

▲ 0.4% since 2016–17

FIGURE 63: TOP FIVE SOUTH AMERICAN DESTINATIONS FOR MOBILE UK STUDENTS, BY MOBILITY INSTANCES, 2017–18



TRANSNATIONAL EDUCATION*

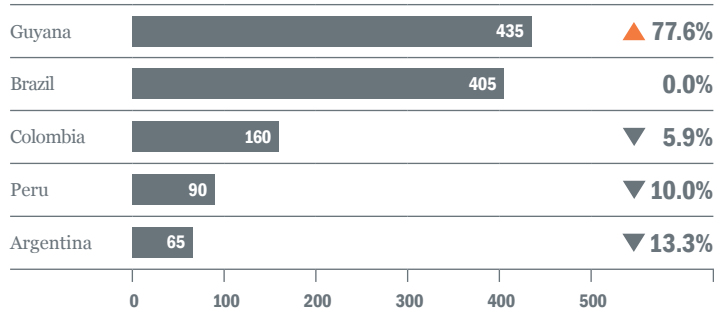
Total number of students on UK HE TNE in South America, 2018–19:

1,360

▲ 12.2% since 2017–18

FIGURE 64: TOP FIVE UK HE TNE HOST COUNTRIES IN SOUTH AMERICA, 2018–19

Main type of TNE provision: Distance, flexible or distributed learning



*excluding the three main providers

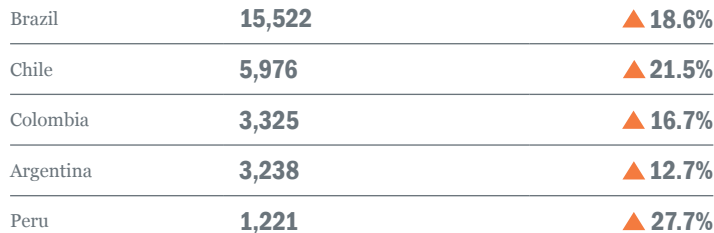
CO-AUTHORED PUBLICATIONS

Total UK publications with a South American co-author, between 2016 and 2019:

25,132

FIGURE 65: TOP FIVE TOTAL PUBLICATIONS WITH A SOUTH AMERICAN CO-AUTHOR BY COUNTRY, 2016–2019

% CHANGE 2016–2019



NOTES ON DATA

In 2017–18, there were 165 higher education institutions in the UK that returned data to the Higher Education Statistics Agency (HESA). This webpage includes data from these institutions, plus the University of Buckingham. For further information on higher education institutions visit HESA's website: <https://www.hesa.ac.uk/support/providers>

HESA Student, Staff, Finance and Agregate Offshore Records, as well as the DLHE survey, are copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

All HESA figures quoted in the publication that relate to student, staff, mobility and TNE numbers have been rounded to the nearest five in accordance with HESA data protection protocols. Unknown domiciles and nationalities were excluded from HESA figures and percentages.

All percentages have been calculated using raw figures and rounded, therefore rounded figures may not sum precisely.

GLOSSARY

COLLABORATIVE PROVISION

A type of TNE provision. Students register at a UK-based higher education provider study overseas for the provider's award. This includes, for example, joint and dual degrees, but does not cover studying at an overseas campus of the provider.

COST CENTRE

The cost centre describes where resources deployed to teach the student are located and is similar to the academic department of a university.

DISTANCE, FLEXIBLE OR DISTRIBUTED LEARNING

A type of TNE provision. Students register at a UK-based higher education provider but study in-country via distance, flexible and/or distributed learning for the provider's award.

DLHE

The Destinations of Leavers from Higher Education (DLHE) survey asks leavers from higher education what they are doing six months after graduation. About three-quarters of leavers complete the survey.

DOMICILE

A student's permanent country of residence.

EEA

The European Economic Area (EEA) comprises the 27 EU countries plus Norway, Iceland and Liechtenstein.

ERASMUS+ PROGRAMME

Erasmus+, or Erasmus Plus, is the EU's programme to support education, training, youth and sport in Europe. It has been running since 2014 and, with a budget of €14.7 billion, it provides opportunities for Europeans to study, train, and gain experience abroad.

HESA

Higher Education Statistics Agency.

HORIZON 2020

The Horizon 2020 programme was established by the European Union (EU) as a collaborative financial instrument that would help secure Europe's global competitiveness in research and innovation. The programme – running from 2014 to 2020 – offers an open, simple structure for accessing funding in order to remove barriers to collaborative innovation, get new projects off the ground quickly and achieve results faster. Funding calls are based on three areas: excellent science, industrial leadership and societal challenges.

INSTANCES OF MOBILITY

Some students have a number of mobility experiences as part of their course outside of the UK. These are counted separately and not aggregated together.

NATIONALITY

The country of legal nationality of staff or students.

OECD

The Organisation for Economic Co-Operation and Development (OECD) is an intergovernmental economic organisation with 36 member countries, founded in 1961 to promote policies that will improve the economic and social well-being of people around the world.

OTHER ARRANGEMENT

A type of TNE provision. Applies to students studying overseas for an award of the reporting provider in a manner not covered in other TNE types of provision. For example, via multiple UK or international partners delivering a programme, or through a combination of other types of provision.

OVERSEAS PARTNER ORGANISATION

A type of TNE provision. Students register with an overseas partner organisation in order to study overseas for an award of the reporting UK provider. The majority of teaching is delivered in-country; this arrangement includes validation and franchise arrangements.

SCIVAL

SciVal is a research information tool that offers easy access to the research performance of 7,500 research institutions and 220 nations worldwide. Produced by Elsevier it uses bibliometric information from the Scopus database from 1996 onwards.

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