



House of Commons
Home Affairs Committee

Student Visas

Seventh Report of Session 2010–11

Volume I



House of Commons
Home Affairs Committee

Student Visas

Seventh Report of Session 2010–11

Volume I: Report, together with formal minutes, oral and written evidence

Additional written evidence is contained in Volume II, available on the Committee website at www.parliament.uk/homeaffcom

*Ordered by the House of Commons
to be printed 15 March 2011*

HC 773

Published on 17 March 2011
by authority of the House of Commons
London: The Stationery Office Limited
£0.00

The Home Affairs Committee

The Home Affairs Committee is appointed by the House of Commons to examine the expenditure, administration, and policy of the Home Office and its associated public bodies.

Current membership

Rt Hon Keith Vaz MP (*Labour, Leicester East*) (Chair)
Nicola Blackwood MP (*Conservative, Oxford West and Abingdon*)
James Clappison MP (*Conservative, Hertsmere*)
Michael Ellis MP (*Conservative, Northampton North*)
Lorraine Fullbrook MP (*Conservative, South Ribble*)
Dr Julian Huppert MP (*Liberal Democrat, Cambridge*)
Steve McCabe MP (*Labour, Birmingham Selly Oak*)
Rt Hon Alun Michael MP (*Labour & Co-operative, Cardiff South and Penarth*)
Bridget Phillipson MP (*Labour, Houghton and Sunderland South*)
Mark Reckless MP (*Conservative, Rochester and Strood*)
Mr David Winnick MP (*Labour, Walsall North*)

The following members were also members of the committee during the parliament.

Mr Aidan Burley MP (*Conservative, Cannock Chase*)
Mary Macleod MP (*Conservative, Brentford and Isleworth*)

Powers

The Committee is one of the departmental select committees, the powers of which are set out in House of Commons Standing Orders, principally in SO No 152. These are available on the Internet via www.parliament.uk.

Publication

The Reports and evidence of the Committee are published by The Stationery Office by Order of the House. All publications of the Committee (including press notices) are on the Internet at www.parliament.uk/homeaffairscom.

Committee staff

The current staff of the Committee are Elizabeth Flood (Clerk), Joanna Dodd (Second Clerk), Sarah Petit (Committee Specialist), Eleanor Scarnell (Inquiry Manager), Darren Hackett (Senior Committee Assistant), Sheryl Dinsdale (Committee Assistant), Victoria Butt (Committee Assistant), and Alex Paterson (Select Committee Media Officer).

Contacts

All correspondence should be addressed to the Clerk of the Home Affairs Committee, House of Commons, 7 Millbank, London SW1P 3JA. The telephone number for general enquiries is 020 7219 3276; the Committee's email address is homeaffcom@parliament.uk.

Contents

Report	<i>Page</i>
1 Background	3
The Government's proposals	3
Public interest in the student immigration system consultation	5
2 International students in the UK	6
Student Visitor Visas	7
How the UK benefits from international students	8
Safeguarding the future of the UK knowledge economy	10
The UK and the international market in Higher Education	12
3 The Government's proposals	15
Increasing the required minimum level of English language ability from B1 to B2 on the Common European Framework	15
Requirement of a Secure English Language Test (SELT)	17
Academic progression	18
Requiring students to return home to apply for a different course.	18
The closure of the Post Study Work Route	20
Term time work	25
Work placements	27
Dependants	28
Low Risk/High Risk	29
Accreditation of language schools	30
Further recommendations	31
Discretion of Entry Clearance Managers	31
Accreditation of agents	32
Further recommendations received in evidence	33
Impact Assessments	34
4 Ensuring the future viability of the Student Immigration system	36
The International Passenger Survey	36
Exit Checks	37
5 Conclusions	40
Conclusions and recommendations	41
Appendix 1: Answers to Parliamentary Questions	47
Appendix 2: National Qualifications Framework	58
Appendix 3: List of Highly Trusted Sponsors	60
Appendix 4: Allocation of student visas by nationality 2005–10	86
Appendix 5: International students who studied in the UK	92

Appendix 6: Financial Times Global MBA Ranking Table 2010	95
Appendix 7: Number of International Students at UK Universities	97
Formal Minutes	109
Witnesses	113
List of printed written evidence	113
List of additional written evidence	114
List of Reports from the Committee during the current Parliament	116

1 Background

1. When we published our Report into the Government's proposals for an immigration cap on skilled workers from outside the European Economic Area, we noted the Government's intention of examining the criteria for admitting non-EEA students and we said that we would also inquire into this issue.¹ We announced our inquiry on 7 December 2010, the same day that the Government announced its public consultation on the student immigration system (technically Tier 4 of the points-based system for non-EEA migrants). Our terms of reference were as follows:

- Whether the cuts in student visas should be limited to certain types of courses (e.g. pre-degree level);
- The impact different levels of cuts might have on the various sectors;
- The impact, if any, that reductions in student visas might have on the UK's standing in the world;
- Whether cuts in student visas would have any effect on the decisions of highly qualified graduates to conduct research or take up teaching posts in the UK;
- Whether the post study work route should be continued;
- The educational routes through which students come to the UK to study at degree level; and
- International comparisons.

Many of these reflect the proposals in the Government's consultation document which are listed below.

2. We launched our inquiry at a roundtable discussion in Oxford on 13 December 2010 with representatives from the three sectors most likely to be affected by the consultation—higher education, further education and English language schools. During the course of the inquiry we also travelled to Brighton in order to meet staff and students in English language schools to discuss their particular concerns. We received 61 pieces of written evidence and held three oral evidence sessions. We took evidence from representatives from the three affected sectors—higher education, further education and English language schools. We also took evidence from MigrationWatch UK and Ministers from the Home Office, the Foreign and Commonwealth Office and the Department for Business, Innovation and Skills. We are grateful to all who submitted evidence or participated in our informal meetings.

The Government's proposals

3. Our inquiry focused on the main issues arising from the Government's proposals: we did not take evidence on each of the specific proposals. If a consultation proposal is not

1 First report, Home Affairs Committee, 2010–11

discussed below, it does not imply support or outright rejection of that proposal, rather it means that we do not express an opinion on it. The Government's consultation contained the following proposals:

- Raising the level of courses students can study. Only Highly Trusted Sponsors will be able to offer courses to adult students at National Qualification Levels 3, 4 and 5 (Scottish Credit and Qualifications Framework Levels 6, 7 and 8);
- Introducing tougher entry criteria for students other than child students;
- Ensuring students return overseas after their course;
- Limiting the entitlements to work and sponsor dependants;
- Simpler procedures for checking low-risk applications; and
- Stricter accreditation procedures for education providers in the private sector.²

4. Our predecessor Committee reported on the problem of bogus colleges.³ That problem has been tackled in recent years and the Government's focus may have somewhat shifted from bogus colleges to bogus students. This was reinforced by the Minister for Universities and Science:

I think that picture of a kind of PO Box with absolutely no education activity going on, or a single room above a fish and chip shop as the bogus college, I think the effective action by the UK Border Agency has made great progress in eliminating those. The attention is shifting more to people who maybe do not have the education or qualifications they claim to have, perhaps colleges that have rather lax procedures for checking qualifications. So it is the under-qualified or inappropriate student, which I detect from my conversations with the Home Office is increasingly the focus, rather than those absolutely unacceptable and absurd abuses where I believe, and the UK Border Agency say are probably diminishing now.⁴

There has clearly been considerable progress towards eliminating bogus colleges but it is important for the UK Border Agency to maintain vigilance and there has to be a simpler system of accreditation for colleges, particularly language colleges, in order to provide confidence that the system cannot be abused.

5. There has been a lack of clarity about whether the Government's principal aim is to place a cap on the number of student visas issued each year as it did previously with Tiers 1 and 2 of the migration system or to deter those seeking to abuse the student visa system in order to work and settle in the UK. The Government has stated it does not intend to place a cap on student visas, arguing that its proposals are aimed at tightening the system rather than cutting down on the number of genuine students. On 24 January 2011, the Minister for Immigration said in the House of Commons:

2 P7 *The Student Immigration System: A Consultation*, UKBA

3 *Bogus Colleges*, Eleventh Report of Session 2008—09, HC 595

4 Q337

It [student visas] is an extremely important part of the overall reduction that we need. Taking action on students is particularly important as they make up roughly two thirds of non-European economic area immigrants, and the number of student visas issued has been rising in recent years. Getting a proper grip on the out-of-control system that we inherited requires action on all the main routes of immigration, and that is precisely what the Government will do.⁵

On 8 February, during an adjournment debate on the issue the Minister said: “We want to encourage all those genuine students coming here to study at our world-class academic institutions.”⁶ This was reiterated on 9 February when the Prime Minister told the House: “I can tell the hon. Gentleman that we are not currently looking at limits on tier 4 immigration visas”⁷, emphasising instead the need to crack down on bogus colleges and students.

6. We are in agreement with the Government that any cap on student visas would be unnecessary and undesirable. Any cap could seriously damage the UK’s higher education industry and international reputation. We fully support the Government in seeking to eliminate bogus colleges and deterring bogus students from even attempting to enter the UK. Our predecessor Committee produced a Report on bogus colleges in the last Parliament and we note the Minister’s suggestion that the UK Border Agency has become more effective in closing them.

Public interest in the student immigration system consultation

7. The Government’s consultation received over 31,000 responses, including submissions from four foreign Governments—India, China, Japan and Canada have all raised concerns regarding the Government’s proposals.⁸ The number of respondents is high for a public consultation and far exceeds the number of organisations which would be directly affected by the proposals.

8. There has been press interest in these proposals and several reports have been published by think tanks and analysts on the issue.⁹ Appended to this Report are 22 answers to Parliamentary Questions asked under the heading of student visas since May 2010. We note that in addition to these, there were 200 Parliamentary Questions asked under the heading of ‘International students’, ‘Overseas students’ and ‘Tier 4’. As these are all publicly available, we have decided not to include these in this report but we feel that such a high number shows the depth of feeling which this issue inspires.

5 HC Deb 24 Jan 2011 : Column 8

6 HC Deb 8 Feb 2011 : Column 278

7 HC Deb 9 Feb 2011 : Column 291

8 Q369

9 For example, the Centre on Migration, Policy and Society (COMPAS) held a breakfast briefing under the heading of ‘What could be the economic impact of a cap on overseas higher education students?’ in October 2010 which highlighted the importance of international students to the economy.

2 International students in the UK

9. For the purposes of this Report, an international student is a student from outside the European Economic Area (EEA). A student from an EU Member State, Norway, Iceland or Lichtenstein¹⁰ does not have to apply for a visa to study here and pays the same fees as a UK student. As the rules governing Tier 4 currently stand, in order to study in the United Kingdom a student must have a Certificate of Acceptance from a sponsoring institution and prove that he or she has sufficient funds for fees and maintenance. For foundation degrees and courses at the National Qualification Framework (NQF) level of 6—degree level—and above there is currently no need to prove English Language ability (a table setting out the NQF levels is appended to this Report¹¹). For those below NQF level 6, there is a minimum requirement that they have reached Council of Europe Framework Reference (included later in this Report) level B1 for English which is :

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

We were told that this roughly equated to a GCSE level comprehension of English.¹² International students are not allowed to apply for public funds or housing whilst studying in the UK and can work for up to 20 hours a week but only in temporary positions: employers are not allowed to hire an international student to fill a permanent vacancy.¹³

10. Some 2372¹⁴ institutions are listed on the UK Border Agency's register of Tier 4 sponsors. These institutions are rated as A, B or Highly Trusted Sponsor. When institutions first apply they are given an A or B rating. B rating indicates that the UK Border Agency believes that an institution could pose a risk to immigration control or that it does not have all the correct systems in place to check the credentials of would-be students and ensure their compliance with immigration rules. B-rated sponsors must follow a sponsorship action plan designed to help them become A-rated, or they risk losing their licence. Any A-rated sponsor can apply for Highly Trusted Sponsor status which allows them to offer courses at below NQF level 3 and those courses below degree level that include a work placement. There are currently 791 Highly Trusted Sponsor institutions on the list of sponsors.¹⁵

11. A total of 334,815 visas were issued under Tier 4 in 2010, which represents a 2% decrease on the previous year.¹⁶ This total includes 49,195 student visitor visas which are

10 Which together comprise the EEA

11 Appendix 2

12 Q28

13 SV33

14 These figures are correct as of 1 March 2011. For more information please visit www.ukba.homeoffice.gov.uk

15 These figures are correct as of 1 March 2011. See Appendix 3 to this report

16 <http://rds.homeoffice.gov.uk/rds/pdfs11/control-immigration-q4-2010.pdf>

valid for 11 months and do not allow the student to work for any period of time whilst in the country. Appended to this report is a table which shows a breakdown of student visas issued between 2005 and 2010 by country.¹⁷ We have compiled a table of the top 20 source countries using the total number of visas issued in the previous six years.

	STUDENT VISAS ISSUED - Nationality	2005	2006	2007	2008	2009	2010	Grand Total
1*	INDIA	16592	20579	22018	27871	58158	42545	187763
2	CHINA	18182	21055	23727	27935	37235	44234	172368
3	PAKISTAN	8639	11517	10426	7960	12657	24485	75684
4	UNITED STATES	8930	9111	11200	14268	14760	14477	72746
5	NIGERIA	6856	7036	8385	9666	11205	10948	54096
6	SOUTH KOREA	8194	7297	6857	6556	5738	6488	41130
7	BANGLADESH	2961	3375	3443	3313	17449	8989	39530
8	TURKEY	7084	8531	8151	5302	5835	4212	39115
9	TAIWAN	9298	9601	6957	4337	3799	3535	37527
10	JAPAN	8423	8079	6864	5599	4375	3760	37100
11	SAUDI ARABIA	2643	3118	3027	6147	9443	8090	32468
12	MALAYSIA	4423	3392	3902	4142	6071	6284	28214
13	THAILAND	3379	4003	4005	4468	4706	5085	25646
14	COLOMBIA	2795	3041	4369	5379	4137	3556	23277
15	SRI LANKA	1779	2374	2503	3309	5546	7583	23094
16	RUSSIA	3341	4868	3832	3800	3123	3160	22124
17	BRAZIL	4474	3268	3926	4581	3023	2262	21534
18	KAZAKHSTAN	4906	5614	4187	1415	2020	2121	20263
19	PHILIPPINES	403	623	1245	5939	7700	3772	19682
20	HONG KONG	1981	2269	2476	2785	3532	5317	18360

Compiled from table produced on the basis of Home Office answers to Written Parliamentary Questions 40890 and 43770

** The ranking is assigned on the basis of total visas over the 2005–10 period, which is why India is rated as number 1 despite having fewer student visas issued than China in 2010*

Student Visitor Visas

12. The student visitor visa is aimed at those who wish to study English language at a school in the United Kingdom. The student visitor visa, a six-month visa, was extended to up to 11 months in December 2010. This extension is a pilot and was introduced in order to ensure that students are able to attain the Council of Europe Framework Reference level B1 which is currently required in order to study under the Tier 4 general student visa.

There is no minimum language requirement for the student visitor visa and those who have a student visitor visa cannot sponsor dependants or work. Some witnesses were confused whether student visitor visas are included in the net migration figures: in fact, they are not.

How the UK benefits from international students

13. International students make up 10% of first degree students and over 40% of postgraduate students at UK universities.¹⁸ It is important to note that international students do not take up places that could otherwise be taken up by UK students. They pay more than UK students for their courses and, in effect, subsidise the educational system in the UK—under current arrangements the average fee for a non EEA student was £8600 in comparison to £2200 for an EEA student¹⁹ and the Independent Migration Advisory Committee found that international students contribute 37% of the total university income from fees.²⁰ Most universities are educational charities and therefore any surplus in income is usually invested in improving facilities and increasing the size or pay of the work force.

14. International students are vital to the status of universities—the Higher Education World University rankings use the number of international students and staff as a measure of success. International students can form an important alumni network for universities and this can be especially important in research—not only may students introduce different research methods whilst at university but they may also develop links allowing them to continue to collaborate on projects with UK-based researchers when they return to their home country.²¹

15. Professor Steve Smith informed us that education is the UK's seventh largest export industry²², and a number of those who submitted evidence pointed out that after financial services, it is the second biggest contributor to the UK's net balance of payments.²³ International students are reported to contribute up to £12.5 billion²⁴ annually to the UK economy and the Education and Training export industry is estimated by the sector to be worth up to £40 billion²⁵ to the UK economy. The UK is the second most popular destination for international students (after the USA) and it has been estimated that for every ten international students, three full time equivalent jobs are created in the UK.²⁶ In their November 2010 report 'From austerity to prosperity: Seven priorities for the long term', McKinsey & Company cited higher education as an attractive growth industry for the UK on the basis that there is a large growth market, the UK has market leading brands,

18 UKCISA Higher Education Statistics – http://www.ukcisa.org.uk/about/statistics_he.php

19 Analysis of the Points Based System, Migration Advisory Committee, December 2009, para. 7.15

20 Analysis of the Points Based System, Migration Advisory Committee, December 2009, para. 7.14

21 SV8

22 Q62

23 SV12, 13, 36, 52, 54

24 SV33, 35, 39, 50

25 SV13, 36, 52, 54

26 http://www.compas.ox.ac.uk/fileadmin/files/pdfs/Non_WP_pdfs/Events_2010/COMPAS%20Breakfast%20Briefing%20Summary%20Sarah%20Crofts%2010%20December%20Amended.pdf

there is a competitive opportunity and it delivers benefit to all regions.²⁷ This is not disputed by Ministers or those involved in higher education.

16. As an ‘exporter’ of education (primarily educating international students in the UK) the UK is considered to be very strong with an average international student enrolment of up to 20%. By contrast, the UK is not a significant ‘importer’ of education as only 3% of UK students study abroad.²⁸ The 2010 CBI Education and Skills survey found that “over two thirds of employers (71%) are not satisfied with the foreign language skills of young people and over half (55%) perceive shortfalls in their international cultural awareness.”²⁹

17. Perhaps reflecting this, the Minister for Universities and Science highlighted the desirability of sending British students to study abroad:

I personally urge British students to do more to go and study abroad and I find that a very good way of having a conversation with, for example, the Indian Education Minister is to discuss how we can also increase—I think from memory it is—the 500 British students currently studying in India, because there are some excellent institutions in India and it is a great way of broadening people’s minds.³⁰

Recent reports have suggested that the fact that a growing number of foreign universities teach both degree and postgraduate courses in English and the introduction of top-up fees may well inspire a generation of students to study overseas.³¹

18. The benefit to the UK from international students continues when they return to their home countries. Many of the respondents to our inquiry suggested that the UK gained significant ‘soft power’—international influence—through the goodwill generated among international students who had studied in the UK.³² Simeon Underwood, Academic Registrar of the LSE told us that:

There are certain countries around the world—I think the recent examples ... would be Brunei, Singapore, Malaysia, Greece where I am afraid to say several of the recent Finance Ministers have been LSE graduates—where actually graduates of the LSE dominate public life. This is very much part of what an LSE or an Imperial is about. Our concern obviously is that that dries up over time. It is not just about, if you like, the drying up of the students we recruit or the drying up of alumni donations, but the drying up of influence, whether through the LSE or through Government.³³

Imperial College told us that 38% of their international students were from the BRIC nations (Brazil, Russia, India and China), the developing economies with which the Government has indicated it wishes to enhance links.³⁴

27 P51 *‘From austerity to prosperity: Seven priorities for the long term*, McKinsey & Company, November 2010

28 ‘Gee up the global vision’, *The Times Higher Education Supplement*, 10 February 2011

29 P23, CBI Education and Skills survey 2010

30 Q338

31 <http://www.guardian.co.uk/education/2011/mar/06/university-europe-no-debt>

32 SV18, 22, 36, 45

33 Q118

34 Q119

19. Ministers from both the Foreign and Commonwealth Office and the Department for Business, Innovation and Skills highlighted the importance of this ‘soft power’. David Willetts MP emphasised that:

you do come across ministers in other countries, business people, who have very fond memories of studying at university here and it is very hard to measure precisely, but I think it is a source of enormous good will.³⁵

Mr Jeremy Browne MP said that:

one of the greatest opportunities Britain has to project itself on the global stage, if you like, is the quality and reputation of our education, particularly our higher education, but right through to independent schools and elsewhere, and it has a substantial immediate financial benefit to those institutions and to our economy as a whole, but it has a longer-lasting reputational benefit, because there are extraordinarily large numbers of people right around the world in positions of influence in politics, business and elsewhere, who have studied at British institutions, and we are keen to use that opportunity to continue to have that kind of influence.³⁶

He underlined that:

Britain’s place in the world is not just a league table of GDP, and we have all kinds of influence, which is beyond our economic strength, and one of those, possibly the greatest of all, is the reputation of our universities and broader education sector, and this gives us a huge amount of influence and goodwill and friendship.³⁷

20. By educating the potential future leaders of these countries, the UK has an opportunity for a life-long advocacy. Former American President Bill Clinton studied at Oxford University and the current Indian Prime Minister Manmohan Singh studied at Cambridge University. Appended to this Report is an indicative list of some of the recent influential positions held by alumni from British Universities.³⁸

Safeguarding the future of the UK knowledge economy

21. During the course of our inquiry, it has become clear to us that there are certain sectors of higher education which rely heavily on international students, primarily business, science, technology, engineering, and mathematics.

22. As we discuss later, business schools are an extremely successful sector in the education export industry. With the London Business School rated as the number 1 business school in the world by the Financial Times and ten of the top 50 business schools in the world based in the UK, this sector ought to be considered a jewel in the UK’s crown. **We seek assurances from the Government that any proposed changes to the student visa regime are examined for their impact on the viability and success of UK business schools.**

35 Q357

36 Q386

37 Q400

38 Appendix 5

23. The submission from the Universities UK Working Group stated that in the fields of science, technology, engineering and mathematics, many courses are made viable only by a substantial proportion of enrolments from outside the UK and EU.³⁹ Professor Steve Smith reiterated this point when talking about international students working in the UK after graduation: “39% of international students study the very subjects that the CBI and everyone tells us are in high demand, namely the STEM subjects, the science subjects. It is hardly surprising that they stay, because the UK knowledge economy needs these graduates”⁴⁰

24. The future of the UK knowledge economy appears to be reliant on international students, at least in the short term. The Migrants Rights Network point out that in 2008, the Work Foundation published a report which emphasised the significance of international students “in building the UK’s position in the global knowledge economy – for which there is considerable competition among OECD countries.”⁴¹ The Work Foundation cited Lord Leitch’s 2006 report on long term skills needs which

found that whilst the UK’s skills profile had improved markedly against historical standards—the UK’s skills base has suffered from historic deficits—it still remained mediocre in comparison with other EU countries. The review concludes that, even if the current targets for skills are to be met, the UK’s skill base will still lag behind with severe consequences for international competitiveness.⁴²

This is further reinforced in the evidence submitted to us by Cancer Research UK:

Cuts to Tier 4 could significantly restrict recruitment of non-EU PhD students. This could prevent us from recruiting the best, most capable students, whatever their background, which in turn would have significant bearing on our research. The potential impact of this is that the quality of research will be lowered, and the UK’s standing as an international competitor in cancer research could be jeopardised. Cancer Research UK is committed to conducting the highest quality research. Our PhD Programmes are formal programmes in conjunction with leading universities. They are highly competitive, with large numbers of applications. Overseas students are in direct competition with UK and EU students, all of whom undergo an extensive selection process, which usually includes a face-to-face interview and collection of references.⁴³

We urge the Government to safeguard the UK knowledge economy when introducing any proposed changes to the student immigration system. We hope that, in the near future, we will reach a point where we are able to recruit the majority of the required skills from the domestic market but at present, we must rely on international students in order to ensure our international competitiveness.

39 SV45

40 Q66

41 SV35

42 P28 http://www.theworkfoundation.com/assets/docs/publications/30_globalisation.pdf

43 SV43

The UK and the international market in Higher Education

25. English is now seen as the international language in many fields, notably business, medicine, law and science. For that reason a degree taught in English is valued highly across the world. UK higher education is particularly lauded: according to some analysts, the UK is the home to three of the world's top 10 Universities (and five of Europe's top 10).⁴⁴ The UK has one in a hundred of the world's population but one in seven of the world's top 200 Universities.⁴⁵ The UK is also the home of some of the world's most highly rated business schools. The London Business School was rated the highest in the world, together with nine other UK business schools which made it into the *Financial Times* list of top 50 business schools 2010 (appended to this Report).⁴⁶ The combination of prestigious institutions and the English language makes the UK highly competitive in the international market place for higher education.

26. Higher education is estimated to be growing at 7% per year⁴⁷ and the UK's international competitors are becoming increasingly active in efforts to increase their market share. The United States is still the world leader in the export of higher education but between 2000 and 2008 its share of the market fell from 24% to 19% whereas the UK managed to increase its market share in the same period by 1%, to 11%.⁴⁸ The UK's main competitors are traditionally other Anglophone countries—the USA, Australia, Canada and New Zealand—but in recent years there are examples of non-Anglophone countries providing higher education in English including major competitors such as Germany (9% market share) and France (7% market share).⁴⁹ Moreover, governments are seeking to increase higher education provision in two of the main source countries—China and India.⁵⁰

27. Some witnesses were concerned that the very act of consulting about restrictions to student visas has already made the UK seem less welcoming to international students. Witnesses argued that two of our biggest competitors in the Higher Education sector—the USA and Australia—both suffered a decline in applications at the time they tightened up regulation of student visas in 2002 and 2010 respectively. Both countries have since made a number of adjustments in order to stimulate re-growth in the sector. In other words, UK universities are facing aggressive competition in a market which is vital for their future and for the UK economy. When we put this to the Minister for Immigration, however, he said that circumstances beyond the change of visa regulations needed to be taken into account when considering the cause of the decline, for example 9/11 in the USA and riots against Indian students in Australia.⁵¹

44 The Times Higher Education World University Rankings 2010-11

45 SV45

46 <http://rankings.ft.com/businessschoolrankings/global-mba-rankings>: See Appendix 6

47 P51 'From austerity to prosperity: Seven priorities for the long term, McKinsey & Company, November 2010

48 Table C2.7 Education at a glance 2010: OECD indicators

49 Q73

50 <http://www.eastasiaforum.org/2010/08/11/private-higher-education-in-china-and-india/>

51 Q319

28. The Australian Government has since published a report on its student visa programme in which it states that student visa applications fell by 18.9% between 2008-09 and 2009-10. The range of reasons given for the decline reflects the comments made by the Minister for Immigration:

the global financial crisis; escalated concerns about the welfare of international students studying in Australia; ongoing college closures creating uncertainty about the stability of Australian education providers; the rising value of the Australian dollar; and the introduction of a range of changes to visa processing to improve the integrity of the student visa program.⁵²

This report also contains a table showing student visa applications by region. In order, the five biggest source countries of international students to Australia are China, India, South Korea, Nepal and Vietnam. Whilst the steepest decline was in applications from Indian students, there was also a decline in applications from China, South Korea and Nepal. In fact the table listed the 15 biggest source countries and showed a decline in applications from 10 out of the 15.⁵³

29. This would indicate that whilst the riots, cited by the Minister for Immigration as the reason for the decline, were certainly a factor, they were not the only factor, and that ongoing college closures creating uncertainty about the stability of Australian education providers and the introduction of a range of changes to visa processing to improve the integrity of the student visa program should not be overlooked in considering the potential impact of changes to the UK student visa system. It must be remembered that any tightening of visa regulation would result in a headline reduction of student numbers even if the changes only affected bogus students.

30. We heard evidence that Australia were launching an aggressive marketing campaign in order to increase their share of the international education market at the expense of the UK. Tony Millns of English UK (a sector body, representing English language schools) told us that:

international education is a growth sector of the economy and likely to be a very important part of the knowledge economy of the future. I have here the *International Students Strategy for Australia* running up to 2014. It is Australia's third largest export sector. They have grown it from 47,000 students in 1990 to 500,000, i.e. more than 10 times, in 2009, and they are aggressively attacking us.⁵⁴

31. When we questioned the Minister of State for Foreign Affairs as to whether he had received representations concerning immigration, specifically student immigration, from the countries he was responsible for, he replied: "It gets raised in the course of conversations. I have to say it was raised more frequently when I first became a Minister in the first month of the Government than it does now."⁵⁵ When probed further he said "I

52 P7 Student Visa Program report 2010-11 to December 2010, Department of Immigration and Citizenship, Australian Government

53 P65 ibid

54 Q46

55 Q368

cannot remember it being raised specifically in the last month or two in a general conversation”⁵⁶, adding that

“I think as the Government’s proposals have become better understood and the consultation process has evolved, those concerns in some cases have been allayed, but obviously the final arrangements the British Government intends to put in place have not yet been announced.”⁵⁷

However, our sister committee, the Business, Innovation and Skills Committee, who have recently returned from China as part of an inquiry into trade and investment have told us of: “significant concerns from UK universities and businesses in China about the negative impact of the visa regime and proposed immigration cap on the UK economy.”⁵⁸ They also reported that there “was now a perception in China that Chinese students were “getting kicked out” of the UK”⁵⁹ and added that a number of UK universities had experienced difficulties in obtaining visas for Chinese students studying under joint UK/Chinese university programmes.

32. The international student market is estimated to be worth £40 billion to the UK economy. Education is a growth market and the UK is the second most popular destination in the world for international students. Some of the world’s leading institutions are based in the UK and we have a history of hosting international students who go on to promote Britain abroad. There is a highly competitive world market in attracting international students and as well as facing competition from English-speaking countries, many non-Anglophone countries are now providing higher education courses in English. The past experiences of the USA and Australia in reforming their visa systems highlight the sensitivity of the international market in education to countries’ student visa regimes, and it would be wise for the UK to bear this very much in mind.

56 Q368

57 Q369

58 SV60

59 SV60

3 The Government's proposals

Increasing the required minimum level of English language ability from B1 to B2 on the Common European Framework

33. The proposal to increase the required language level from B1 to B2 on the Common European Framework was one of the areas which excited most debate amongst our witnesses. At present the minimum level, B1, is roughly equivalent to a GCSE standard of English. According to Tony Millns of English UK the proposed level of B2 is equivalent to “very broadly, a high grade A level on to, perhaps, first year of a degree course.”⁶⁰

Level	Description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

34. There are a number of barriers to international students achieving B1 level without a period of UK study. Firstly, it is extremely difficult to become fluent in a language without living in a country where it is widely spoken. Furthermore, in many countries teaching is

didactic in style, based on whole classes learning by rote together, whereas in the UK, students in further education are expected to be able to engage in independent study. Also, the English education system is based on 13 years of schooling, in contrast to most Commonwealth countries which have a 12 year system. That is why a number of institutions run courses intended to ensure that students are capable of undertaking a British degree programme, which are known as pathway programmes or international foundation degrees.

35. The proposal to increase the minimum language level would mainly have an impact on those students coming to study the English language. English language schools contribute roughly £1.5 billion to the economy and are estimated to be responsible for 30,000 jobs. It is a sector which boosts tourism and provides a vital route for international students to achieve necessary language skills for UK degree courses. Under the current rules, a Tier 4 General Student visa has a minimum language level requirement at B1 and anecdotal evidence suggests that some students are studying English in other English speaking countries (especially Canada and Australia). However, the Government has recently extended the student visitor visa up to 11 months. This covers the majority of English Language course lengths. The Committee would like that extension to become permanent. The student visitor visa has no minimum language requirement and applicants cannot sponsor dependants, or work. It is unclear whether the Government intends to formalise these changes to the student visitor route but removing that route, while raising the entry language requirement, would have a potentially calamitous impact on the sector.

36. Pathway providers are either universities themselves or private contractors, often linked to a particular university, which teach a 'pathway programme' or 'international foundation year'—a course which can last up to 18 months. The course usually has three aspects: English language ability, study skills and subject knowledge. These courses are either formally validated or officially recognised by a partner university. Many pathway providers are based on the campuses of their partner universities and enjoy a very close working relationship. Universities UK estimate that in 2007-08, 46% of international students came via pathway providers.⁶¹ Several pathway providers estimate that roughly 70% of their students arrive in the UK with a language level of A1-B2.⁶² At present 50% of the pathway provision market is operated by five organisations in conjunction with universities.⁶³ All five organisations have Highly Trusted Sponsor status, as do 155 UK universities.

37. Witnesses repeatedly stressed to us the importance of pathway programmes to UK universities and all of them cited the increase of the required language level as a proposal which could significantly damage the recruitment of international students.⁶⁴ They also assured us that universities would not recruit students whose English was not good enough to enable them to follow the course for which they had registered.

61 P12 Universities UK's response to The Student Immigration System: A Consultation

62 SV 27, 38

63 SV52

64 Q29, 61, 102

38. In addition a number of those who submitted written evidence pointed out that implementing B1 as a minimum language level would impair recruitment in non-English speaking countries where there is little evidence of abuse of the current student visa system (such as Japan, Korea, Taiwan and Saudi Arabia) whilst not having an impact on higher risk countries which have a largely English medium (such as India, Pakistan and Nigeria).⁶⁵

39. We discussed pathway courses during our evidence session with English UK.

Nicola Blackwood: I just wanted to return to the language proficiency issue for a moment. If the level is increased to B2 I understand that the Government is currently proposing to allow a pre-sessional course of just three months. But if they extended that to one year to allow highly trusted sponsors to offer English language courses and foundation courses specifically for that route that you have mentioned, would that meet the requirements of the industry?

Tony Millns: That would certainly help, or leaving the level 4, NQF level 3, courses currently at B1 would be the other way of doing it. We have discussed both with the Border Agency.⁶⁶

40. We strongly recommend that the Government does not increase the minimum language level for Highly Trusted Sponsors at any course level. However, if the Government does implement the proposal of increasing the minimum language requirement for the Tier 4 general student visa then it should work with pathway providers to ensure that the student visitor visa is suitable for their courses. We therefore recommend that the student visitor visa is extended to 18 months, that English language and pathway students are entitled to use the route and that the extension is made permanent to ensure certainty for providers in this very important part of the higher education sector. However, if the student visitor route is expanded to accommodate pathway courses, we accept the need for close monitoring of the route.

Requirement of a Secure English Language Test (SELT)

41. To ensure the quality of the assessment of English-language skills, the Government proposes the use of secure English language tests (SELTs). The Russell Group told us that universities currently accept a number of different tests as examining to an appropriate standard. However, the Government's proposal appears to have the effect that only one test, known as IELTS, would meet the requirement. The Russell Group considered it important that the UK Border Agency did not pose unnecessary restrictions on the choice of language tests available to students or to universities.⁶⁷ Pearson Language Testing Division, which delivers the Pearson Test of English Academic (PTE Academic), one of the current UK Border Agency approved Secure English Language Tests, highlighted:

some of the misunderstandings of how test scores relate to the Common European Framework—for example, in the Student Immigration System Consultation Document, in paragraph 5.5 it states: "While education providers specify their own

65 SV16, 29

66 Q52

67 SV51

minimum language requirements for nationalities deemed to be lower risk, many universities require language proficiency at IELTS 6.5, which is approximately equivalent to C1 level." Cambridge ESOL (one of the IELTS partners) has recently adjusted this and, according to information on their website, an IELTS 6.5 is a B2 level.⁶⁸

There thus appears to be scope for confusion not only about which secure English language tests would be appropriate but also about the standard required. The Government must clarify these issues before introducing any change to language requirements.

Academic progression

42. The consultation paper suggested that international students who have completed their courses should not be permitted to start new courses without demonstrating that the subsequent course would be at a higher level—in other words, academic progression should be demonstrated.⁶⁹ We agree with this principle in so far as it is intended to tackle abuse of the system. However we note that, in some cases, students take back-to-back Masters courses for genuine reasons. This can be to furnish them with additional skills for future doctoral study or, as in the case of the Rhodes Scholarship, because they have a two year scholarship and there are very few two-year degrees at the required level of qualification.⁷⁰ In many instances doctoral students are originally registered for a Masters degree and formally transfer only late in the first year. **We therefore recommend that academic progression be required but that an exception be made available for those who can provide good reasons for studying for a second Masters degree.**

Requiring students to return home to apply for a different course.

43. The proposal to require that students return to their home country if they wish to apply for a further course⁷¹ is another attempt to ensure that academic courses are not used simply as a means of prolonging a stay in the UK, but it may raise practical difficulties. Students who are progressing from a pathway course to an undergraduate degree or from a masters degree to a doctorate will often have only a short period of time between the two. In some cases, the transfer from a masters to a doctorate is immediate following the successful completion of an exam.⁷²

44. One of our witnesses suggested that an enforced return home between courses could require students to “close their bank account, end their lease and accommodation, pack all their bags and go home and start again at the back of the queue.”⁷³ It would be especially difficult for those students accompanied by dependants attached to the student’s Tier 4 visa as all members of the family would have to return to the home country, possibly

68 SV55

69 P15 The Student Immigration System: A Consultation, UKBA

70 http://www.rhodescholar.org/get/11/2010_final_brochure_7_6_10.pdf

71 P15 The Student Immigration System: A Consultation, UKBA

72 SV56

73 Q203

interrupting their own work or education. As it is likely that this would take place during the peak summer period, this requirement could also have significant financial implications. Whilst we accept that it is possible to close a bank account or end a lease while based in another country, we do understand the difficulties involved.

45. Several witnesses said that requiring international students to return to their home country in order to apply for a new visa is likely to lead them to decide to study in a competitor country rather than re-applying to study in the UK.⁷⁴ This could have serious implications for the UK at postgraduate level where 40% are international students and fees tend to be much higher than those for undergraduate degrees, and the Government must carefully consider it.

46. The Government must also be assured that the UK Border Agency overseas system would be able to cope with the increase in demand should students return home in order to apply for a new visa⁷⁵—there have been 300,000 in-country Tier 4 visa applications since March 2009.⁷⁶ We note there is a financial implication for the UK Border Agency should such a policy be implemented. Following the recent changes to the charges for UK visas, the UK Border Agency loses £34 on each Tier 4 visa processed out of country whereas it makes an average profit of £92⁷⁷ on each Tier 4 visa processed in the UK.⁷⁸

47. We believe the Government should consider alternatives that still break the link between ending one visa and starting another while making some concessions to the financial and practical circumstances of international students. One such option may be simply requiring students to apply in country and leave the UK to finalise the visa application overseas in any location suitable to the student's budget and other circumstances. We have obtained information on the American system in which paperwork is completed in-country but the visa holder is required to travel outside the country in order to have the visa validated. We believe that such a requirement may satisfy the needs of the UK Border Agency without requiring a complete upheaval of the applicant's life.

48. We agree that students should not be allowed to accumulate visa after visa, merely to prolong their stay in the UK and we therefore understand the rationale of requiring a student to return to their home country in order to apply for a visa for a new course. However, given the practicalities involved and the financial implications for both the student and the UK Border Agency we consider the Government's proposal too onerous and likely to lead to a decline in the retention rate for the high quality students the UK's research facilities most desire. We note that applicants for other visas do not necessarily have to return to their home country in order to apply for a new or extended visa. We are not convinced of the need to change the status quo. However, if the Home

74 SV18

75 SV29

76 Information provided by UKBA

77 There are two Tier 4 visas applicable: Main and Dependent. A postal main visa is charged £70 above cost and a postal dependent visa at £123 below cost. A public enquiry office main visa is £386 above cost and a public enquiry office dependent visa is £35 above cost. To obtain the figure of £92, all four figures have been added together and divided by 4.

78 HC Deb: Col.9WS 28 Feb 2011

Office is determined to make a change, we suggest that it investigate the possibility of requiring that any new or extended visa be validated at a UK port of entry, although we regard this as an undesirable and bureaucratic approach.

The closure of the Post Study Work Route

49. The proposal to close the Post Study Work Route was highly unpopular amongst our witnesses. As it currently stands, any graduate who has received (a) a UK recognised bachelor or postgraduate degree, or (b) a UK postgraduate certificate in education or Professional Graduate Diploma of Education, or (c) a Higher National Diploma from a Scottish institution can apply for a Tier 1 Post Study Work Visa.⁷⁹ The qualification must have been obtained from a UK recognised or listed body⁸⁰ which is licensed as a Tier 4 sponsor. Therefore, a qualification from 757 UK institutions currently entitles the student to two years' post study work. The applicant must also demonstrate that he or she has the requisite English language competence and maintenance funds.⁸¹ Currently the Post Study Work Visa lasts for two years. It cannot be renewed or extended but the holder can move into one of the other tiers of the immigration system, for instance if recruited by a company willing to sponsor them under Tier 2.

50. In 2009, over 38,000 Post Study Work visas were granted.⁸² The Minister for Immigration said that “more than 50% of [those holding such visas] are going to unskilled jobs.”⁸³ The UK is currently experiencing severe economic problems and the latest unemployment rate amongst UK graduates is 20%, the highest in over a decade.⁸⁴ When we suggested to Aaron Porter, President of the NUS, that having foreign graduates doing unskilled work was not the purpose of the Post Study Work route he replied: “current economic conditions are meaning that is probably a little more prevalent now than it would have been a few years ago. I hope and I am sure that in years to come the volume of that problem should subside.”⁸⁵

51. The Post Study Work visa was introduced following a recommendation in a 2006 report from the then Trade & Industry Committee, *Trade and Investment opportunities with India*.⁸⁶ The Committee recommended that

two years is the minimum time that should be given to all overseas students of a particular calibre under any transitional scheme between studying in the UK and pursuing a full time career here, or returning to their home country. This certainty is crucial if we are to attract the brightest and the best students in the face of the financial incentives available elsewhere, especially in the US, that we cannot match at

79 <http://www.ukba.homeoffice.gov.uk/policyandlaw/immigrationlaw/immigrationrules/>

80 Recognised bodies have their own degree-awarding powers, whereas degrees from listed bodies are awarded by one of the 157 recognised bodies. As a general rule, recognised bodies are UK universities and listed bodies are HE institutions or colleges.

81 <http://www.ukba.homeoffice.gov.uk/policyandlaw/immigrationlaw/immigrationrules/>

82 P16 *The Student Immigration System: A Consultation* UKBA

83 Q299

84 <http://www.statistics.gov.uk/cci/nugget.asp?id=1162> (26 Jan 2011)

85 Q230

86 Third Report, Trade & Industry Committee, Session 2005–06

present. We recommend that the UK Government commission a study of the costs and benefits for the UK economy, and overseas students, of extending this period further in the future.⁸⁷

52. In 2009 the Independent Migration Advisory Committee examined the Post Study Work route. They recommended that the Post Study Work route remain open on the basis that closing it would significantly reduce the number of international students coming to study in the UK and there was no evidence that those on Post Study Work visas were displacing UK graduates in the job market.⁸⁸ They also recommended that the visa remain at its current duration of two years.⁸⁹

53. We received only one piece of evidence which was in favour of the closure of the Post Study Work scheme, although the respondent conceded that its abolition could result in a decrease of international students.⁹⁰ Simeon Underwood cited a study carried out by the London School of Economics in which 56% of international students said that the entitlement to Post Study Work was a factor in applying to study in the UK.⁹¹ For many international students, the Post Study Work scheme is seen not as an entry into the UK labour market but a way to recoup costs incurred by studying in the UK. This is especially important for students who are planning to return to countries which have less than favourable exchange rates. Newcastle University Student Union cited the cases of China and India as being particularly relevant.⁹²

54. In a number of subject areas graduates use the Post Study Work route to undertake a period of work which is required in order to gain qualification or registration. These degrees include Architecture⁹³, Law and Engineering⁹⁴. Oxford University gave the example of students who have completed their doctorates using the Post Study Work route to stay on in post-doctoral positions, often to continue highly specialised research for which most job-seekers in the UK would not be qualified to apply, adding: "If we cannot employ the graduate students we have so highly trained, we will deprive ourselves of a real asset to the research effort which sustains our leading international competitiveness."⁹⁵

55. The British Medical Association informed us that doctors who have finished their Foundation Programme make use of the Post Study Work Route in order to undertake speciality training. It suggests that the closure of the Post Study Work route:

will result in the NHS losing out on the benefits from its significant financial investment in doctors' training and that the NHS service delivery will be compromised due to a shortfall of speciality trainees. ... It costs the NHS in the region

87 Para 146, T&I Rep HC 881 2005-06

88 Para 7.32 MAC Dec 09

89 Para 7.43 MAC Dec 09

90 SV3

91 Q103

92 SV48

93 SV 9

94 SV51

95 SV21

of £250,000 to train a newly qualified doctor and in addition to this the NHS makes a significant contribution in terms of the salary paid to those who undertake the Foundation Programme (the Foundation Programme is a two-year postgraduate training programme, the first year of which is compulsory in order to gain full registration with the General Medical Council).⁹⁶

56. The Association of MBAs has also protested about the closure of the Post Study Work route which allows graduates to gain valuable work experience on the completion of their MBAs. In an open letter in the *House Magazine*, signed by representatives of 40 of the 47 UK business schools, they stated that:

If implemented, these plans would have a serious impact both on the competitiveness, finances and reputation of UK business schools but also on the wider economy. UK business schools will suffer a serious loss of fee income as overseas MBA students switch to other countries, UK businesses will find their recruitment pool of highly skilled and experienced individuals diminished and, over the longer term, they will lose the ambassadorial benefits that British educated MBAs bring to international business relationships.⁹⁷

We will further examine the importance of UK business schools later in this report.

57. A number of other countries have something similar to the Post Study Work route and the opportunity to work is seen as being a major recruitment tool. Below is a table compiled by the House of Commons Library which gives the details of similar options available in the main competitor countries.

Country	Visa comparable to Tier 1 (PSW)?	Main conditions and eligibility criteria
United Kingdom	Tier 1 (Post-study Work) For students who have been awarded a UK recognised bachelor's or postgraduate degree, or a PGCE or a PGDE or a HND	Must apply within 12 months of completing their studies. Entitles holder to live and work in the UK for up to two years in order to seek skilled work If they find skilled or highly skilled work during the two year period they can then 'switch' into Tier 1 or Tier 2 of the points-based system
New Zealand	Yes: For students who have completed a course of minimum of 3 years' completion time Graduate Job Search work visa WD2 (for students with no job offer) Practical Experience After Completion of Studies work visa	Must apply within 3 months of end of student visa Entitles holder to work for up to 12 months Minimum maintenance funds requirement: NZ\$2,100 Lasts 2 years (or 3 years if working towards membership of a NZ professional association)

96 SV 53

97 The House Magazine, Vol.36 7 Feb

	WD1 (for persons with an offer of employment relevant to their studies)	which requires over 2 years' relevant practical work experience)
Canada	<p>Yes: Post-Graduation Work Permit Program</p> <p>For students who graduated from a participating Canadian post-secondary institution having studied full-time and for longer than 8 months</p>	<p>Must apply within 90 days of receiving official confirmation of having completed the academic programme, whilst still in possession of a valid study permit</p> <p>Work permit cannot be valid for longer than the length of studies (and may be for shorter), up to a maximum of 3 years</p> <p>Various scholarship/exchange scheme students are ineligible</p>
Australia	<p>Yes: Skilled – Graduate (Temporary) visa subclass 485</p> <p>For students who have completed an eligible qualification due to at least two years of study</p>	<p>Must apply within 6 months of completing studies</p> <p>Subject to age restrictions</p> <p>Must have the skills and qualifications required to meet the terms of the skilled occupation list and nominate an eligible occupation on the Skilled Occupation List Entitles holder to remain for 18 months to travel, work, or study to improve English</p>
Germany	<p>Yes: Extension/change of residence permit⁹⁸</p> <p>For students who have successfully completed a full-time university course</p>	<p>Student residence permit can be extended for up to 1 year in order to look for a job appropriate to the degree</p> <p>If successful, can then apply for a residence permit for work purpose (subject to approval and some restrictions on the type of job they may take up)</p> <p>Persons in receipt of a scholarship or grant may be refused an extension of residence permit</p> <p>Graduates must have proof of sufficient maintenance funds for whilst seeking work Whilst looking for a job, graduates are subject to the same employment restrictions as were imposed during their studies (maximum 90 full days, etc)</p>
France	<p>Yes: Extension/change of residence permit⁹⁹</p> <p>Students who have earned a degree equivalent to a Master's or above</p>	<p>Can apply for a temporary, non-renewable residency permit valid for 6 months</p> <p>Entitles holder to work in any job 'at up to 60% of full employment'; persons who receive a contract related to their studies and with a salary of at least 150% of the minimum wage are then allowed to work full-time and must apply for a change of</p>

98 According to information from [German Academic Exchange Service](#)

99 According to information from [Campusfrance](#)

	Other students	<p>residence status (from student to employee)</p> <p>Can accept an offer of employment after graduation. Must request a change of residence status request, which will be assessed according to factors including the employer's motives, the applicant's background and the length of studies in France</p>
USA	<p>Yes: Extension of student visa for training/switching to work category</p> <p>Practical training (during or post-completion of studies) may be authorized to an F-1 student who has been lawfully enrolled on a full time basis, in an approved education provider for one full academic year M-1 visa holders may only engage in practical training after completion of studies</p> <p>Curricular Practical Training</p> <p>Optional Practical Training (For persons who have completed at least 1 full academic year of study in the US)</p> <p>'Cap-gap' extension of F-1 visa</p>	<p>Student may be entitled to 12 months practical training (with further entitlement if they change to a higher education level) English language students are ineligible</p> <p>For F-1 visa holders, for training which is an integral part of an established curriculum. Students who have received one year or more of full time curricular practical training are ineligible for post-completion academic training (with some exemptions)</p> <p>Must be directly related to the programme of study</p> <p>Practical training must be completed within 14 months of completion of studies</p> <p>F-1 STEM graduates in employment may request a further 17 month extension</p> <p>F-1 visa holders applying for an H-1B visa may have their F-1 visa automatically extended whilst the application is pending; some exemptions to the 'cap' on H-1B visas also apply for persons with a US Master's degree or above</p>

This table was produced by the House of Commons Library. This table seeks to identify immigration routes most directly comparable with the UK's Tier 1 (Post-study) Work visa. It does not consider in detail the further options which may be available to former students (i.e. after availing themselves of these options). Other visa options for foreign former students wishing to extend their stay in order to take up employment may also exist (particularly if they already have a job offer/sponsor).

Our witnesses suggested a number of different options to reform the Post-Study Work system. Universities UK said that the type of institutions and qualifications whose students can apply for Post Study Work visa ought to be examined.¹⁰⁰ Imperial College London also suggested that only graduates of Highly Trusted Sponsor institutions be allowed to apply for a Post Study Work visa, that the route be open to those who have completed a Masters degree or a Doctorate or that the route revert to its forerunner, the Science and

Engineering Graduate scheme.¹⁰¹ The Association of Independent Higher Education Providers also supported the limiting of the option to those pursuing a postgraduate qualification.¹⁰² NHS Employers suggested that a six month visa be introduced to allow graduates to look for work.¹⁰³ During informal meetings with members and executives from the Association of MBAs, they also supported this proposal. The 1994 Group supported the idea of restricting the route to graduates of institutions who have Highly Trusted Sponsor status and also suggested that there ought to be controls placed on the time allowed to search for a job or restricting the route to employment which relates to the qualification just gained.¹⁰⁴ We also received anecdotal evidence that a number of graduates set up their own companies. There were suggestions that any changes in the route ought to be implemented for those commencing courses in the next academic year so that those currently studying continue to enjoy conditions applicable when they were recruited.¹⁰⁵

58. We understand the reasoning behind the proposal to close the Post Study Work route but its importance in terms of attracting international students and its use as a method of gaining work experience for certain degrees should not be underestimated. We would ideally suggest that the system be maintained, in the light of the use of post-study work options to attract the best students by our main competitors in the higher education sector. However, if it is to be reformed, we recommend that the Government give careful consideration to either a) introducing a six month visa to look for work with the possibility of an extension of 18 months if the applicant has received the offer of skilled work or is a director of a company which has two full-time equivalent employees; b) limiting the number of institutions whose qualifications entitle the holder to post study work; and c) given concerns about maintaining UK competitiveness in STEM research, exempt STEM graduates from new restrictions until the domestic market is sufficiently robust.

59. We recommend that any changes to the Post-Study Work route be implemented for students arriving in the new academic year, and do not affect those students who already have visas; they had a legitimate expectation that the post-study work route would be available to them after their studies. We also recommend that the route is examined for its impact on UK employment rates by the Migration Advisory Committee on an annual basis. We further recommend an examination which includes scrutinising the number of institutions whose students are eligible to apply for a Post-Study Work visa.

Term time work

60. Rules governing the temporary employment of international students (no international student can be employed on a permanent contract) are complex. At present, those on foundation degree, Scottish Higher National Diploma, degree-level courses and above are

101 SV14

102 SV26

103 SV32

104 SV46

105 Q115 – Find more written!!!

allowed to work 20 hours per week during term time. Others studying below degree level can work up to 10 hours per week during term time. All international students are allowed to work full-time during vacation periods. The consultation proposals would limit international students, on courses of all levels, to working on campus Monday-Friday during term-time with no restrictions on employment at weekends and during vacations.

61. The consultation document makes clear the reason for the proposal:

the 2009 Labour Force Survey suggests that amongst non-EEA students, there is significant working in breach by those following courses at degree level and above, as well as by those studying below degree level. For those studying full-time at degree level and above, 30% reported working more than 21 hours per week, and for those studying below degree level, 53% reported working more than 21 hours per week.¹⁰⁶

62. As the Labour Force Survey is a snapshot and does not in itself prove endemic abuse of the system, we believe that reform of the system should be based on clear evidence in order to ensure that changes will be effective and not give rise to unintended consequences. We recommend that work is undertaken urgently to quantify and clarify the scale of any abuse and the extent to which overseas students simply work to support themselves during their course of study, as happens with UK students in the USA and other countries, for example.

63. There are a number of practical difficulties with the consultation proposals, such as the definition of both ‘campus’ and ‘term-time’. Term-times are not uniform. For instance, Oxford University terms are generally eight weeks and therefore shorter than most other universities, some of which have terms lasting up to 12 weeks. In addition, graduates studying research (ie non-taught) degrees do not adhere to term times in their work patterns. The concept of ‘campus’ is also problematic—when we questioned officials from the UK Border Agency, they defined it as buildings controlled by the university with the intention that the only jobs offered to international students should be those “that helped the university do its business. It was not about research and not about working in a WHSmith on the campus.”¹⁰⁷

64. We are particularly concerned that the introduction of these rules could adversely affect doctoral students. Both Oxford and Cambridge University Student Unions gave us examples of the specialised work undertaken by doctoral students:

for higher education institutions (teaching seminars, tutorials and lectures) other than their own, and under any proposals, we would be very concerned that this valuable opportunity for inter-institutional collaboration could be made illegal.¹⁰⁸

One student explained how he had supported his doctoral studies by working remotely, via the internet, for a consultancy firm in London, putting the knowledge and skills which he had as a doctoral student to productive use in the British

106 P17 The Student Immigration System: A Consultation, UKBA

107 Q313

108 SV20

economy. Another explained how he researched and wrote articles on climate change economics for a firm in London while pursuing his Master's at Oxford.¹⁰⁹

In its submission, Oxford University pointed out that this proposal could exclude students from valuable opportunities to work part-time in its large number of independent spin-off or partner companies and institutions conducting ground breaking research in scientific areas.¹¹⁰ This was reinforced in a submission from the BioIndustry Association which gave the example of Syntaxin, an Oxford SME which employed doctoral students. The BioIndustry Association stated that a weekend-only working policy would be completely impractical, explaining:

Student placements within industry are an important part of the skills development process, with short and long term benefits both for the students themselves and for industry, and others who rely on the provision of highly qualified and skilled researchers. The example of [Syntaxin] demonstrates the need for these placements to remain practical and flexible to industry needs with, if possible, light touch policy and regulation.

65. We agree that the system by which students are allowed to undertake paid employment off-campus ought to be more closely regulated in order to prevent abuse. Nevertheless, while intended to be clear and prescriptive, in fact the proposal to limit the ability of international students to work off-campus is likely to lead to anomalies and unintended consequences. We recommend that the UK Border Agency publish clearer definitions of both campus and term-time, and write to us before any change is implemented. Within these definitions, it would be better to replace the phrase 'term-time' with a maximum number of weeks per year, based on a realistic assessment of the needs of genuine students and generous enough to cater for different university requirements. We also recommend that students should not be restricted in undertaking work which relates to their degree.

Work placements

66. In relation to courses including work placements, we received very few submissions regarding the proposal to increase the minimum ratio of study to work from 50:50 to 66:33.¹¹¹ The BMA highlighted its significance in one area, however:

Clinical placements are vital for providing medical students with the requisite skills to graduate and enter the Foundation programme. It is through these placements that students have the opportunity to interact with patients from a range of social, cultural and ethnic backgrounds with a range of illnesses or conditions. ... The BMA is therefore extremely concerned about the proposal to raise the minimum ratio of study to work from 50:50 to 66:33 and the potential detrimental impact upon the quality of medical training in the UK. Whilst we recognise that the thinking behind it is to deter migrants seeking an easy route into employment, we would point out that

109 SV56

110 SV 21

111 P18 The Student Immigration System: A Consultation, UKBA

clinical placements are unpaid and are an educational component of the medical degree.¹¹²

67. We urge the UK Border Agency to ensure that if introduced, the proposal to increase the study to work ratio will not affect the clinical placements necessary for healthcare professionals and those in related disciplines. We also suggest it undertakes a separate study to ensure that such a ratio will not adversely affect any other key professions.

Dependants

68. The consultation document proposes that no student studying for less than 12 months ought to be accompanied by dependants and that dependants of students ought not to be able to work unless they qualify independently under Tier 1 or Tier 2.¹¹³

69. We received evidence from respondents who felt that these measures were unnecessary.¹¹⁴ In terms of the length of time, this may adversely affect Masters students whose courses are under 12 months. Respondents have also stated that such a prohibition may adversely affect women, especially those from cultures where it is considered unacceptable to live away from their spouse for an extended period. **Instead of prohibiting dependants based just on the length of course, we recommend that the level of the course be also taken into account. We recommend that those doing courses of under 12 months at Masters level or above be allowed to be accompanied by dependants, and agree with the Government that those doing courses over 12 months should be allowed to be accompanied by dependants.**

70. In terms of the right to work, we agree that dependants ought not to have unfettered access to the labour market. However, the University College London Union stated that

The Immigration Rules refer to employment rather than just work; further, the Immigration Rules include restrictions on both paid and unpaid employment including voluntary work or employment... Currently employment is prohibited for family members if the student's course is below degree level or if the student's course is for less than twelve months. We see no reason to change these restrictions.¹¹⁵

71. In light of the volume of evidence received we ask the Government to clarify what a dependant would and would not be able to do under the new rules. For instance, could they volunteer at a museum or in a school? We also recommend that, if the Government allows the dependants of international students to work only if they qualify in their own right under Tier 1 or 2, it should undertake a review of the impact within a year of the proposed changes being implemented, although it would be better to delay implementation until the situation has been researched more carefully and more robust proposals subjected to proper scrutiny.

112 SV53

113 P18 The Student Immigration System: A Consultation, UKBA

114 Q97, Q236, SV5, 8, 18, 29, 33, 41, 50, 51, 54, 56

115 SV41

Low Risk/High Risk

72. The consultation document proposes implementing differential requirements for high and low risk students using either the nationality of the student or the status of the sponsoring institution.¹¹⁶ If nationality is taken into account, it will use the incidences of forged and counterfeit documents in order to ascertain what can be considered high risk countries. The consultation document carried a table of top 10 posts at which Tier 4 applications were refused on the basis of the use of forged documents between January and the end of October 2010.

1. New Delhi (India)
2. Islamabad (Pakistan)
3. Dhaka (Bangladesh)
4. Mumbai (India)
5. Abu Dhabi (United Arab Emirates)
6. Chennai (India)
7. Abuja (Nigeria)
8. Colombo (Sri Lanka)
9. Beijing (China)
10. Guangzhou (China)¹¹⁷

The table is followed by a clarification:

This information is indicative only, as it lists refusals made on the basis of forged documents of all types, not just financial documentation used to earn points for maintenance. That said, more than half of all forged or fraudulently obtained documents detected and reported by overseas posts are forged or counterfeit bank documents. The visa post is estimated to be in the country of the applicant's nationality in at least 90% of cases, however, a small percentage of these applicants will be nationals of countries other than the one they applied in. Abu Dhabi is an exception to this rule as in 2010 (up to September), 78% of all Tier 4 applications at that post were made by Pakistani nationals, followed by Iranian nationals.¹¹⁸

73. The UK Council for International Student Affairs stated:

The proposal for a simplification of application processes in low risk countries appears entirely sensible. There would however be objections and concerns—in terms of foreign policy and a risk of racial stereotyping—if it appeared that all individuals from particular countries were being seen as high risk. It would, we believe, be preferable to support the second option of introducing a fast track and simplified process for students with offers from Highly Trusted Sponsors.¹¹⁹

116 P20 *The Student Immigration System: A Consultation*, UKBA

117 P21 *The Student Immigration System: A Consultation* UKBA

118 P21 *The Student Immigration System: A Consultation* UKBA

119 SV29

74. When we suggested that the introduction of such assessments may cause diplomatic rifts between the UK and its foreign partners, the Minister of State for the Foreign and Commonwealth Office, Jeremy Browne MP assured us that this was not a problem

In every case that I can recall, they have recognised that we have to have an immigration system, which is robustly enforced and is not abused, and they don't want their own citizens to be abusing it, and if we are taking measures to prevent their own citizens from abusing it, they fully understand that position.¹²⁰

75. The Government states that “such an approach is likely to require an exemption from the Race Relations Act”.¹²¹ **We note the assurances of the Minister that the introduction of differential requirements based on nationality will not harm diplomatic relations. However, given the fact that the Race Relations Act would need to be amended, we encourage the Government to take legal advice to ensure that such a decision will not be subject to legal or parliamentary challenge. The Government should work with relevant government authorities abroad to discourage fraud and with Highly Trusted Sponsors to make the system both simpler and more robust.**

Accreditation of language schools

76. The consultation document proposes to introduce stricter accreditation procedures for private education providers. Accreditation was an area in which all sectors of the industry agreed reform was needed. At present there are five accreditation bodies, which has led to weak accreditation, as Tony Millns of English UK explained

there are signs that there is still some abuse in the system and that accreditation procedures should certainly be tightened up ... there are signs that a centre can get accreditation withdrawn by one accrediting body and simply trot across the street, metaphorically, and get accreditation from another body. That indicates that standards are not consistent.¹²²

A number of those who submitted evidence felt that one accreditation body ought to be responsible for governing both public and private education,¹²³ ensuring that consistently high standards were required across the industry. At present, publicly-funded colleges are regulated by Ofsted, who were at one point convening a consistency and standards board which oversaw the accreditation bodies. Dominic Scott, Chief Executive of the UK Council for Student Affairs, claimed that the board has not met for more than a year.¹²⁴

77. We fully support the Government's intention to introduce stricter accreditation procedures and welcome the desire to work with the departments responsible for education to introduce a comprehensive accreditation system. We believe it is important that accreditation ought to be equally reliant on the levels of compliance and

120 Q393

121 P21 The Student Immigration System: A Consultation, UKBA

122 Q7

123 SV16a, 17, 22, 27, 36, 52

124 Q217

the quality of education provided. We also recommend that this accreditation be provided by one body to avoid the current confusion.

78. However, the inconsistency in standards did not seem to be the only flaw in the current system. During the course of our first evidence session we were informed that the approval for the five accreditation bodies had lapsed in 2009 and had not yet been renewed.

Tony Millns: The accrediting bodies were approved for an initial term, I believe, of two years. That approval has lapsed and, technically, none of the accrediting bodies, I believe, is currently actually approved by the Border Agency.

Chair: When did that happen?

Elizabeth McLaren: Part way through 2009.

Chair: Are you telling this Committee that those who are now doing accreditation are doing so without proper authority?

Tony Millns: Yes.

Chair: Does the Government know this?

Tony Millns: Yes.

Chair: What have they done about this?

Tony Millns: Nothing, in fact.¹²⁵

79. It would—to put it mildly—be inconsistent to introduce stricter accreditation procedures without re-approving at least one accreditation body, be it an existing body or a newly-created one. We are seeking urgent clarification on this issue and expect the Government to close any gap in regulation immediately and to improve the efficiency of its accreditation systems. We also expect that, in future, approval will not be allowed to lapse.

Further recommendations

Discretion of Entry Clearance Managers

80. Witnesses have talked about the rigid way in which the Points-Based System operates. The unintended consequence of this is that a student who does not have a bank account but has a sponsor who can support them financially does not receive enough points. It also means that, unlike in the USA for instance, once somebody has a visa, they cannot be refused entry at the border.

Mr Mehmet: The points-based system introduced the system whereby you acquired a certain number of points if you had a letter of acceptance.

Chair: Indeed. I think we understand that, as we wrote the report on this. We know the points. Tell us what is wrong with it.

Mr Mehmet: It was simply to emphasise the point that as a former immigration officer and entry clearance officer, that loss of discretion is crucial in determining the future intentions of an individual who is applying.

Chair: So bringing that back into the system would be very positive to tackling the issues of bogus colleges?

Mr Mehmet: If not in its entirety, certainly to a certain extent it would be a huge benefit.

Chair: There is nothing wrong with a student in Delhi or Mumbai being able to have a face-to-face interview with an ECO rather than arriving at Heathrow Airport, where they are asked questions—they are granted admission, aren't they, because once they have their visa, they have their visa.

Sir Andrew Green: Exactly, yes.

Chair: So this would help the system of shaking out who are bogus people.

Sir Andrew Green: Enormously.

Mr Mehmet: Very well put, if I may say so, Chairman.

We believe that it is essential that enough flexibility is introduced to allow Entry Clearance Managers discretion in exceptional cases where appropriate. This will also allow an Entry Clearance Manager to recommend refusal where a student is clearly bogus. Such changes would allow genuine students to come in and prevent the bogus students from entering, something the Points Based System does not allow for.

Accreditation of agents

81. During the course of our inquiry, it became evident that one of the weaknesses of the current system is in control of educational agents employed in source countries in order to attract international students into English institutions. We received anecdotal evidence that some were not interested in the intentions of students whereas others actively encouraged 'bogus students'. During a meeting with English Language schools, almost all of those present, representatives of some 50 schools, indicated that they had dismissed at least one educational agent. We are aware that English UK currently runs the 'Partner Agency Scheme' which it describes as

a form of accreditation based upon a) track record of being a reliable, efficient and honest agent (attested by references from a minimum of 5 member centres, plus our own database records) and b) a certain amount of 'knowledge' through the training scheme run by the British Council, with material we have provided covering English language courses. Agents have to sign up to a code of practice covering ethical

business practices ... There is more demand than we can at present accommodate for this, and it is clearly fulfilling a need.¹²⁶

Tony Millns of English UK further commented that it was:

in some ways easier for an association like ourselves to set up a scheme of this kind because it is our members who work with agents on a day to day basis, and know which ones are excellent and which merely adequate.¹²⁷

82. When we suggested that the British Council run an accreditation scheme for educational agents, Andrew Whyte, Director of Communication at the Foreign and Commonwealth Office replied that

it would be very costly to do it, they are not geared up to do it at the moment, they don't believe they have the capacity in their staffing at the moment; that is not what their role is, and it would be expensive to add that, and they see no way of recovering those costs.¹²⁸

He added that there were some legal issues with judging accreditation criteria in different countries as there was no international consensus on accreditation principles. He also pointed out that whilst the British Council ran online training detailing the due diligence required on the part of sponsoring institutions, there was no appetite from the UK higher education sector for them to play a role in the accreditation of agents.¹²⁹

83. Whilst we accept that the majority of educational agents are legitimate business people, the importance of the role within student immigration means that UK Border Agency ought to investigate options for tightening up the system. These options do not necessarily have to include further regulation but instead publicising available schemes such as the Partner Agency Scheme to Tier 4 sponsors.

Further recommendations received in evidence

84. We also received a number of recommendations that were not linked to government proposals. Professor Edward Acton, the head of the Universities UK working group on the UK Border Agency's proposed restrictions on Tier 4 visas, suggested that "it would be very wise for Britain to insist on significant deposits for all students entering the country."¹³⁰ When asked to clarify this point, Universities UK explained that:

Anecdotally some institutions report that the payment of deposits can help to filter out students who are not completely committed to taking up a place at the course to which they have applied, as well as providing some protection to the institution itself by reducing the risk of the student not turning up to the course. In addition some students welcome the payment of a deposit as additional security that they have a

126 SV17a

127 Ibid

128 Q383

129 Q383

130 Q63

confirmed place on a popular course. The payment of a deposit can be an indicator that a student is serious about coming to the UK to study.¹³¹

We are not convinced that a substantial deposit ought to be requested of every international student but recommend that the UK Border Agency commission some research, looking at the positives and negatives of having such a requirement. We are concerned that the implementation of such a system would result in only the wealthy being able to study in the UK, although we note that the cost of studying here would already be prohibitive to poorer students.

85. Kaplan International Colleges also suggested a number of initiatives that could be introduced. One was that students ought to pay fees in advance—100% of the fees for courses under six months duration and 66% of fees for the first year of any course over six months duration. In relation to this, they suggested a tuition assurance scheme which would safeguard fees in case of the closure of an institution (either forced or voluntary). They also proposed that the UK Border Agency impose a reasonable and mutually agreed levy on institutions, assessed per-head of each non-EU student, in order to provide the UK Border Agency with additional resources to ensure compliance measures were enforced.¹³²

86. There were also recommendations which focused on the way that migration data is collected and the classification of students as migrants.¹³³ We will examine this later in our report.

Impact Assessments

87. A number of our respondents highlighted the need for an impact assessment for the Government's proposals, both on the industry and the economy as a whole. Professor Edward Acton pointed out that whereas the Migration Advisory Committee was asked to undertake meticulous weighing of the economic and social pros and cons of economic migration, there has been no equivalent assessment of temporary student migration.¹³⁴ Million + also highlighted that in September 2010, the Department for Business, Innovation and Skills had

commissioned London Economics to establish a comprehensive estimate of the current total value of overseas trade and investment due to the UK Higher and Further Education sectors (including teaching, research, English language training and other training for adults, as well as businesses providing services to these sectors) and an estimate of the total value of the foreign direct investment that those sectors attract.¹³⁵

The Department confirmed that this paper was due to be published in the spring, by which time any proposed changes will have been announced. The UK Council for International Student Affairs emphasised that a full Impact Assessment should be undertaken on not just

131 SV

132 SV36

133 SV 47

134 SV45

135 SV57

migration numbers but on UK jobs, income and reputation and made publically available for proper scrutiny and debate prior to any rule changes.¹³⁶ The Minister for Universities and Science told us:

The impact assessment that is being prepared as part of the Government’s review of this policy will cover these economic impacts—it is intended to do so—and of course we will then release our overall impact assessment as part of the process when the decision is taken. So yes, the regulatory impact assessment is intended to capture those sorts of effects and it is being prepared as a shared analysis, agreed starting point for the discussions, that should be agreed between BIS and the Home Office.¹³⁷

88. We believe that any changes in student immigration policy ought to be accompanied by a publicly-available impact assessment. As we noted in our Report on the *Immigration Cap*¹³⁸: “There has been a consistent tendency, under both current and previous Governments, to rush through complex changes to the immigration system... Such unnecessary haste leads to poor decision-making”. We welcome the Minister’s commitment to the publication of an impact assessment when the policy is announced. We also recommend that the student immigration system be reviewed on a regular but infrequent basis—for instance, once a Parliament—in order to ensure that the system is suitable for requirements.

136 SV29

137 Q347

138 First Report of Session 2010–11, HC 361, paragraph 110

4 Ensuring the future viability of the Student Immigration system

The International Passenger Survey

89. The numbers of visas issued to international students has risen steadily over the past five years, peaking in 2009. The UN definition of a migrant is “a person who moves to a country other than that of his or her usual residence for a period of at least a year, so that the country of destination effectively becomes his or her new country of usual residence.” This means that international students will have been responsible for a part of the recent growth of the net migration figure. However, it is arguable that bona fide students who intend to stay in the UK for a few years to pursue a course of study and then return home are not a class of people who have a deleterious impact on the resident population. As one of our witnesses argued

I think they are a totally irrelevant target. I think the *Financial Times* put it more crisply in an article yesterday when they said, “They eat, they drink, they spend money, they do not drive down wages or weigh heavily on public services”. I think if we are looking at where real public concern is, it is about impact on public services.¹³⁹

Although we understand that students have to be classified as migrants for the purpose of the collection of internationally-comparable data, it doesn't follow that they have to be treated like other migrants who intend to settle in the UK.

90. Moreover, we have received evidence which suggests the data on which the net migration figures are based, the International Passenger Survey, is flawed and therefore over-inflates the figure of students who remain in country. The University of East Anglia summarised what it saw to be the issue:

The Consultation claims that, in 2009, the student route accounted for approximately 139,000 of a total net (non-EU) migration of 184,000. This is largely based on the International Passenger Survey (IPS) which surveys 0.2% of travellers, and is therefore subject to significant sampling errors as a consequence. Importantly, the Migration Advisory Committee Report “Limits on Migration” observes that the outflow of students completing their course and returning home as measured by the IPS is materially less than their own estimates. The statistical evidence is highly questionable and is likely to significantly over-state net migration and the contribution of the student route.¹⁴⁰

91. The Migration Advisory Committee, in its 2010 report, ‘Limits on Migration’ noted that:

In 2009, the largest inflows of long term migrants were the 163,000 students who came to the UK from outside the EU. 55,000 long-term migrants came to the UK

139 Q200

140 SV47

from outside the EU for work-related reasons, either with a definite job or looking for work, compared to 79,000 non-EU nationals who left the UK for work-related reasons. However, it is important to recognise that this does not mean that net migration of non-EU work-related migrants to the UK was negative. This is because the reason a migrant leaves the UK is likely to differ from the reason why he or she first came to the UK. For example, students will come to the UK for the reason of formal study, but once they graduate may leave the UK for work-related reasons, and be counted in the work related outflow.¹⁴¹

92. Professor Smith of Universities UK said: “ Our problem with all the data is that there is not the linkage shown between the methodology they are using through the International Passenger Survey to estimate students leaving. That is our major concern.”¹⁴² Professor Acton, referring to the 2001 census, added: “The IPS had undercounted young people leaving the country. They still are, massively.”¹⁴³ In their written evidence, Universities UK highlighted the lack of data about student visas:

We do not know how many visas and visa extensions were issued to students studying at UK universities, we do not know how many Post Study Work visas were issued to graduates from UK universities and we do not know how many dependants accompanied students at UK universities. Without this data it is very difficult to have a properly informed discussion about the Government’s proposals.

93. Any policy which is based on flawed data has the potential to create significant unintended consequences. We are broadly supportive of the Government’s policy of reducing immigration, but we believe that policy decisions ought to be based on the best possible information. We therefore urge the Government, as a matter of priority, to investigate whether a more reliable system of data collection than the International Passenger Survey can be used upon which to base immigration policy.

Exit Checks

94. At least two of our witnesses claimed that, in certain areas, the Australian system of immigration is superior to that in the UK. Dominic Scott of the UK Centre for International Student Affairs described it thus:

I think Australia has the most sophisticated intelligence on student movement of any country in the world. They will be able to tell you how many students came last month into the country. For the UK, we are quite often six months or a year behind.¹⁴⁴

This was further emphasised by Sir Andrew Green of MigrationWatch who stated that “the big difference with Australia is they do have a system that counts individuals in and individuals out.” In the Coalition Agreement, the Government pledged to reintroduce exit

141 P67, *Limits on Migration*, Migration Advisory Committee, November 2010

142 Q76

143 Q78

144 Q209

checks.¹⁴⁵ **We suggest the Government make the introduction of exit checks a priority. We recommend that the Government deliver a timetable for the reintroduction of exit checks as soon as possible.**

95. Several respondents questioned the introduction of, and ability of the UK Border Agency to cope with, another major set of changes within the student immigration system. INTO University Partnerships¹⁴⁶ called attention to the fact that

The [Highly Trusted Sponsor] Scheme has been operational for less than a year—and has already been reviewed and revised on three occasions. It has already resulted in the removal of 2000 colleges from the Register of Sponsors. The Sponsor Management System introduced in March 2010 enables much greater levels of control and the HTS (especially at University levels) operates at less than 2% non compliance rates – according to the UK Border Agency’s own research. We believe it should have a full operational cycle before we review and implement yet more changes to an over-stretched and under-resourced UK Border Agency.¹⁴⁷

The Immigration Law Practitioners’ Association identified several areas where the proposals would significantly increase the UK Border Agency’s workload:

It is proposed that the students return home between courses (question 8 in the UK Border Agency consultation paper). This has the potential to generate large numbers of applications to posts, requiring a quick turnaround, and peaking at particular times of year. Secure English language tests showing a level of B2 across all four components (questions 5 and 6 of the UK Border Agency consultation paper) would also appear to require of the UK Border Agency that it is able to produce and administer a scheme for mapping International English Language Testing System scores onto Common European Framework of reference for Languages. This would appear to be resource intensive and, based on experience to date, something that institutions are better placed to do than the Agency.¹⁴⁸

96. However, when we suggested that such an undertaking—at a time when the budget of the UK Border Agency is being cut by 20%¹⁴⁹—might be difficult for the Agency to cope with, the Minister assured us that this would not be a problem.

In the course of the next few years, we will be moving many more of our basic systems onto something that we would all recognise as modern technology. Essentially, the whole computer revolution has come late to the UK Border Agency, but it is now happening. Also, we will get smarter at differentiating. That is what a lot of this whole student consultation is about.¹⁵⁰

145 P21, The Coalition: Our programme for Government

146 A pathway provider

147 SV27

148 SV33

149 Her Majesty’s Treasury, Comprehensive Spending Review press notices, 20 October 2010, http://cdn.hm-treasury.gov.uk/sr2010_pressnotices.pdf

150 Q297

97. We welcome the Government's assurance that the UK Border Agency will be able to cope with the changes in the student immigration system. We regularly receive updates from the UK Border Agency as to their work and we will ensure that scrutiny of the student immigration system becomes a regular feature of our scrutiny of the agency.

98. The student immigration consultation was launched by the Home Office. Immigration is a Home Office issue but international students also fall within the remit of both the Department for Business, Innovation and Skills and the Foreign and Commonwealth Office. We commend the fact that there appears to have been cross-departmental consideration of the issues raised by the consultation paper. However, as the Minister for Universities and Science made clear, this cross-departmental work was carried out following the end of the consultation period:

It is absolutely right that this is put out for consultation so that all the outside bodies affected—and my understanding is that there has been 30,000 responses to the consultation—it is absolutely right to do a proper consultation, and now what is happening is there is a shared exercise by the Home Office and BIS working together now developing precise proposals in the light of that consultation.¹⁵¹

The consultation proposals ought to have been developed jointly by the Home Office, the Department for Business, Innovation and Skills and the Foreign and Commonwealth Office. If this had been done, a number of the problems with them that we have identified probably would have been avoided.

5 Conclusions

99. The review of the student immigration system is part of a concerted effort by the Government to reduce net migration figures. The Government has stated that it does not wish to target legitimate students but, at the same time, we would caution against measures which could be detrimental to a thriving, successful industry. The export of education is not only economically beneficial to this country but also vital to the UK's international relations.

100. Although the UN requires students to be included in migration figures, we are not persuaded that students are in fact migrants. Only if a student or former student seeks settlement—or the length of time they have spent in the country is excessive—should their status in the UK be regarded as that of a migrant rather than a student visitor. This is not to soften the approach to reducing immigration numbers but to recognise that not all students remain permanently, that those who do make a significant contribution to the economy, and that students who come to this country benefit us economically—through the payment of fees and wider spending—as well as contributing significantly to strengthening and enhancing Britain's place in the world.

101. Government policy ought to be evidence-based. We are concerned that a policy based on flawed evidence could damage the UK education sector and could have wider implications. We strongly urge the Government to examine the data which it currently uses to extrapolate migration figures. Whilst we are aware that it cannot do so in time to coincide with this policy announcement, we are convinced that it ought to be a priority for the near-future.

Conclusions and recommendations

1. We are in agreement with the Government that any cap on student visas would be unnecessary and undesirable. Any cap could seriously damage the UK's higher education industry and international reputation. We fully support the Government in seeking to eliminate bogus colleges and deterring bogus students from even attempting to enter the UK. Our predecessor Committee produced a Report on bogus colleges in the last Parliament and we note the Minister's suggestion that the UK Border Agency has become more effective in closing them. (Paragraph 6)

Safeguarding the UK knowledge economy

2. We seek assurances from the Government that any proposed changes to the student visa regime are examined for their impact on the viability and success **of UK business schools**. (Paragraph 22)
3. We urge the Government to safeguard the UK knowledge economy when introducing any proposed changes to the student immigration system. We hope that, in the near future, we will reach a point where we are able to recruit the majority of the required skills from the domestic market but at present, we must rely on international students in order to ensure our international competitiveness. (Paragraph 24)

International student market

4. The international student market is estimated to be worth £40 billion to the UK economy. Education is a growth market and the UK is the second most popular destination in the world for international students. Some of the world's leading institutions are based in the UK and we have a history of hosting international students who go on to promote Britain abroad. There is a highly competitive world market in attracting international students and as well as facing competition from English-speaking countries, many non-Anglophone countries are now providing higher education courses in English. The past experiences of the USA and Australia in reforming their visa systems highlight the sensitivity of the international market in education to countries' student visa regimes, and it would be wise for the UK to bear this very much in mind. (Paragraph 32)

Government proposals

Language level

5. We strongly recommend that the Government does not increase the minimum language level for Highly Trusted Sponsors at any course level. However, if the Government does implement the proposal of increasing the minimum language requirement for the Tier 4 general student visa then it should work with pathway

providers to ensure that the student visitor visa is suitable for their courses. We therefore recommend that the student visitor visa is extended to 18 months, that English language and pathway students are entitled to use the route and that the extension is made permanent to ensure certainty for providers in this very important part of the higher education sector. However, if the student visitor route is expanded to accommodate pathway courses, we accept the need for close monitoring of the route. (Paragraph 40)

Secure English language tests

6. There thus appears to be scope for confusion not only about which secure English language tests would be appropriate but also about the standard required. The Government must clarify these issues before introducing any change to language requirements. (Paragraph 41)

Academic progression

7. In many instances doctoral students are originally registered for a Masters degree and formally transfer only late in the first year. We therefore recommend that academic progression be required **but that an exception be made available for those who can provide good reasons for studying for a second Masters degree.** (Paragraph 42)

Requiring the student to return home to apply for a new visa

8. We agree that students should not be allowed to accumulate visa after visa, merely to prolong their stay in the UK and we therefore understand the rationale of requiring a student to return to their home country in order to apply for a visa for a new course. However, given the practicalities involved and the financial implications for both the student and the UK Border Agency we consider the Government's proposal too onerous and likely to lead to a decline in the retention rate for the high quality students the UK's research facilities most desire. We note that applicants for other visas do not necessarily have to return to their home country in order to apply for a new or extended visa. We are not convinced of the need to change the status quo. However, if the Home Office is determined to make a change, we suggest that it investigate the possibility of requiring that any new or extended visa be validated at a UK port of entry, although we regard this as an undesirable and bureaucratic approach. (Paragraph 48)

The Post Study Work route

9. We understand the reasoning behind the proposal to close the Post Study Work route but its importance in terms of attracting international students and its use as a method of gaining work experience for certain degrees should not be underestimated. We would ideally suggest that the system be maintained, in the light of the use of post-study work options to attract the best students by our main competitors in the higher education sector. However, if it is to be reformed, we recommend that the Government give careful consideration to either a) introducing

a six month visa to look for work with the possibility of an extension of 18 months if the applicant has received the offer of skilled work or is a director of a company which has two full-time equivalent employees; b) limiting the number of institutions whose qualifications entitle the holder to post study work; and c) given concerns about maintaining UK competitiveness in STEM research, exempt STEM graduates from new restrictions until the domestic market is sufficiently robust. (Paragraph 58)

10. We recommend that any changes to the Post-Study Work route be implemented for students arriving in the new academic year, and do not affect those students who already have visas; they had a legitimate expectation that the post-study work route would be available to them after their studies. We also recommend that the route is examined for its impact on UK employment rates by the Migration Advisory Committee on an annual basis. We further recommend an examination which includes scrutinising the number of institutions whose students are eligible to apply for a Post-Study Work visa. (Paragraph 59)

Term time work

11. As the Labour Force Survey is a snapshot and does not in itself prove endemic abuse of the system, we believe that reform of the system should be based on clear evidence in order to ensure that changes will be effective and not give rise to unintended consequences. We recommend that work is undertaken urgently to quantify and clarify the scale of any abuse and the extent to which overseas students simply work to support themselves during their course of study, as happens with UK students in the USA and other countries, for example. (Paragraph 62)
12. We agree that the system by which students are allowed to undertake paid employment off-campus ought to be more closely regulated in order to prevent abuse. Nevertheless, while intended to be clear and prescriptive, in fact the proposal to limit the ability of international students to work off-campus is likely to lead to anomalies and unintended consequences. We recommend that the UK Border Agency publish clearer definitions of both campus and term-time, and write to us before any change is implemented. Within these definitions, it would be better to replace the phrase 'term-time' with a maximum number of weeks per year, based on a realistic assessment of the needs of genuine students and generous enough to cater for different university requirements. We also recommend that students should not be restricted in undertaking work which relates to their degree. (Paragraph 65)

Work placements

13. We urge the UK Border Agency to ensure that if introduced, the proposal to increase the study to work ratio will not affect the clinical placements necessary for healthcare professionals and those in related disciplines. We also suggest it undertakes a separate study to ensure that such a ratio will not adversely affect any other key professions. (Paragraph 67)

Dependants

14. Instead of prohibiting dependants based just on the length of course, we recommend that the level of the course be also taken into account. We recommend that those doing courses of under 12 months at Masters level or above be allowed to be accompanied by dependants, and agree with the Government that those doing courses over 12 months should be allowed to be accompanied by dependants. (Paragraph 69)
15. In light of the volume of evidence received we ask the Government to clarify what a dependant would and would not be able to do under the new rules. For instance, could they volunteer at a museum or in a school? We also recommend that, if the Government allows the dependants of international students to work only if they qualify in their own right under Tier 1 or 2, it should undertake a review of the impact within a year of the proposed changes being implemented, although it would be better to delay implementation until the situation has been researched more carefully and more robust proposals subjected to proper scrutiny. (Paragraph 71)

High risk/low risk

16. We note the assurances of the Minister that the introduction of differential requirements based on nationality will not harm diplomatic relations. However, given the fact that the Race Relations Act would need to be amended, we encourage the Government to take legal advice to ensure that such a decision will not be subject to legal or parliamentary challenge. The Government should work with relevant government authorities abroad to discourage fraud and with Highly Trusted Sponsors to make the system both simpler and more robust. (Paragraph 75)

Accreditation

17. We fully support the Government's intention to introduce stricter accreditation procedures and welcome the desire to work with the departments responsible for education to introduce a comprehensive accreditation system. We believe it is important that accreditation ought to be equally reliant on the levels of compliance and the quality of education provided. We also recommend that this accreditation be provided by one body to avoid the current confusion. (Paragraph 77)
18. It would—to put it mildly—be inconsistent to introduce stricter accreditation procedures without re-approving at least one accreditation body, be it an existing body or a newly-created one. We are seeking urgent clarification on this issue and expect the Government to close any gap in regulation immediately and to improve the efficiency of its accreditation systems. We also expect that, in future, approval will not be allowed to lapse. (Paragraph 79)

Further recommendations

19. We believe that it is essential that enough flexibility is introduced to allow Entry Clearance Managers discretion in exceptional cases where appropriate. This will also allow an Entry Clearance Manager to recommend refusal where a student is clearly

bogus. Such changes would allow genuine students to come in and prevent the bogus students from entering, something the Points Based System does not allow for. (Paragraph 80)

20. Whilst we accept that the majority of educational agents are legitimate business people, the importance of the role within student immigration means that UK Border Agency ought to investigate options for tightening up the system. These options do not necessarily have to include further regulation but instead publicising available schemes such as the Partner Agency Scheme to Tier 4 sponsors. (Paragraph 83)
21. We are not convinced that a substantial deposit ought to be requested of every international student but recommend that the UK Border Agency commission some research, looking at the positives and negatives of having such a requirement. We are concerned that the implementation of such a system would result in only the wealthy being able to study in the UK, although we note that the cost of studying here would already be prohibitive to poorer students. (Paragraph 84)

Impact assessment

22. We believe that any changes in student immigration policy ought to be accompanied by a publicly-available impact assessment. As we noted in our Report on the Immigration Cap: “There has been a consistent tendency, under both current and previous Governments, to rush through complex changes to the immigration system... Such unnecessary haste leads to poor decision-making”. We welcome the Minister’s commitment to the publication of an impact assessment when the policy is announced. We also recommend that the student immigration system be reviewed on a regular but infrequent basis—for instance, once a Parliament—in order to ensure that the system is suitable for requirements. (Paragraph 88)

The International Passenger Survey

23. Any policy which is based on flawed data has the potential to create significant unintended consequences. We are broadly supportive of the Government’s policy of reducing immigration, but we believe that policy decisions ought to be based on the best possible information. We therefore urge the Government, as a matter of priority, to investigate whether a more reliable system of data collection than the International Passenger Survey can be used upon which to base immigration policy. (Paragraph 93)

Exit checks

24. We suggest the Government make the introduction of exit checks a priority. We recommend that the Government deliver a timetable for the reintroduction of exit checks as soon as possible. (Paragraph 94)

Future viability of Tier 4

25. We welcome the Government's assurance that the UK Border Agency will be able to cope with the changes in the student immigration system. We regularly receive updates from the UK Border Agency as to their work and we will ensure that scrutiny of the student immigration system becomes a regular feature of our scrutiny of the agency. (Paragraph 97)
26. The consultation proposals ought to have been developed jointly by the Home Office, the Department for Business, Innovation and Skills and the Foreign and Commonwealth Office. If this had been done, a number of the problems with them that we have identified probably would have been avoided. (Paragraph 98)

Conclusions

27. The review of the student immigration system is part of a concerted effort by the Government to reduce net migration figures. The Government has stated that it does not wish to target legitimate students but, at the same time, we would caution against measures which could be detrimental to a thriving, successful industry. The export of education is not only economically beneficial to this country but also vital to the UK's international relations. (Paragraph 99)
28. Although the UN requires students to be included in migration figures, we are not persuaded that students are in fact migrants. Only if a student or former student seeks settlement—or the length of time they have spent in the country is excessive—should their status in the UK be regarded as that of a migrant rather than a student visitor. This is not to soften the approach to reducing immigration numbers but to recognise that not all students remain permanently, that those who do make a significant contribution to the economy, and that students who come to this country benefit us economically—through the payment of fees and wider spending—as well as contributing significantly to strengthening and enhancing Britain's place in the world. (Paragraph 100)
29. Government policy ought to be evidence-based. We are concerned that a policy based on flawed evidence could damage the UK education sector and could have wider implications. We strongly urge the Government to examine the data which it currently uses to extrapolate migration figures. Whilst we are aware that it cannot do so in time to coincide with this policy announcement, we are convinced that it ought to be a priority for the near-future. (Paragraph 101)

Appendix 1: Answers to Parliamentary Questions

Parliamentary questions on 'Student Visas' from 7 May 2010 to 1 March 2011

Question	(Mr Keith Vaz) To ask the Secretary of State for the Home Department what bogus colleges have been closed in each year since 2007.								
Answer	<p>Prior to April 2009, the Department for Innovation, Universities and Skills (DIUS) and previously the Department for Education and Skills (DfES) was responsible for the register of education establishments able to bring in students from outside the European Economic Area (EEA). At the point it was replaced by the Points Based System register of licensed Tier 4 sponsors, the register listed a total of 14,838 establishments, of which approximately 4,000 regularly took non-EEA students. As of 1st February 2011 the Tier 4 register lists 2,313 licensed Tier 4 sponsors. Since 31 March 2009 the following total numbers of educational establishments' licenses have been revoked:</p> <table border="1"> <thead> <tr> <th></th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>16</td> </tr> <tr> <td>2010</td> <td>44</td> </tr> <tr> <td>2011</td> <td>3</td> </tr> </tbody> </table> <p>Revocation of an educational establishment's sponsor licence does not prevent it from operating. The UK Border Agency is unable to close education or training providers, but it can remove their ability to recruit students from outside the European Economic Area.</p>		Number	2009	16	2010	44	2011	3
	Number								
2009	16								
2010	44								
2011	3								
Date of answer	01.03.2011								
Question	(Mr Keith Vaz) To ask the Secretary of State for the Home Department what recent representations she has received from foreign governments on the Government's proposals for student visas.								
Answer	A consultation on the student immigration system closed on 31 January. Four submissions from overseas governments were received. In addition, the UK Border Agency officials have held meetings with a number of representatives from missions in the UK. Responses to the student consultation are being considered. The results of the consultation and an impact assessment, including details of those who have responded, will be published in due course.								
Date of answer	01.03.2011								
Question	(Mr David Amess) To ask the Secretary of State for Business, Innovation and Skills what estimate he has of the number of Israeli students studying in universities in (a) England and (b) Wales; what subject each is studying; what steps (i) he is taking and (ii) plans to take in each of the next two years to promote UK universities in Israel; and if he will make a statement.								
Answer	The latest available information from the Higher Education Statistics Agency (HESA) on the number of Israeli domiciled enrolments to English and Welsh Higher Education Institutions is shown in the table. Figures for the 2010/11 academic year will be available in January 2012. The Government are working through the British Council to promote the United Kingdom as a study destination for international students. With its network of offices across the world including in Israel, the British Council is well placed to help UK universities to recruit students and develop links with Israeli institutions. The Government have also supported the Britain Israel Research and Academic Exchange partnership scheme (BIRAX), managed by the British Council which enables researchers from Britain and Israel to work together								

	<p>on collaborative scientific projects.</p> <p>Israeli domiciled enrolments¹ by subject of study English and Welsh higher education institutions academic year 2009/10</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Location of institution</th> </tr> <tr> <th>England</th> <th>Wales</th> </tr> </thead> <tbody> <tr> <td>Subject of study</td> <td></td> <td></td> </tr> <tr> <td>Medicine and dentistry</td> <td>10</td> <td>—</td> </tr> <tr> <td>Subjects allied to medicine</td> <td>25</td> <td>0</td> </tr> <tr> <td>Biological sciences</td> <td>35</td> <td>—</td> </tr> <tr> <td>Veterinary science</td> <td>—</td> <td>0</td> </tr> <tr> <td>Agriculture and related subjects</td> <td>—</td> <td>0</td> </tr> <tr> <td>Physical sciences</td> <td>15</td> <td>0</td> </tr> <tr> <td>Mathematical sciences</td> <td>—</td> <td>0</td> </tr> <tr> <td>Computer science</td> <td>10</td> <td>0</td> </tr> <tr> <td>Engineering and technology</td> <td>25</td> <td>0</td> </tr> <tr> <td>Architecture, building and planning</td> <td>10</td> <td>—</td> </tr> <tr> <td>Social studies</td> <td>85</td> <td>—</td> </tr> <tr> <td>Law</td> <td>45</td> <td>—</td> </tr> <tr> <td>Business and administrative studies</td> <td>80</td> <td>—</td> </tr> <tr> <td>Mass communications and documentation</td> <td>10</td> <td>—</td> </tr> <tr> <td>Languages</td> <td>20</td> <td>—</td> </tr> <tr> <td>Historical and philosophical studies</td> <td>20</td> <td>0</td> </tr> <tr> <td>Creative arts and design</td> <td>60</td> <td>—</td> </tr> <tr> <td>Education</td> <td>65</td> <td>0</td> </tr> <tr> <td>Combined</td> <td>—</td> <td>0</td> </tr> <tr> <td>Total</td> <td>520</td> <td>15</td> </tr> </tbody> </table> <p>¹ Covers enrolments to full-time and part-time postgraduate and undergraduate courses.</p> <p>Note: Figures are based on a HESA standard registration population and have been rounded to the nearest five. Figures less than 5 are shown as '-', zero counts are shown as '0'. Due to rounding, columns may not sum to totals.</p> <p>Source: Higher Education Statistics Agency (HESA).</p>		Location of institution		England	Wales	Subject of study			Medicine and dentistry	10	—	Subjects allied to medicine	25	0	Biological sciences	35	—	Veterinary science	—	0	Agriculture and related subjects	—	0	Physical sciences	15	0	Mathematical sciences	—	0	Computer science	10	0	Engineering and technology	25	0	Architecture, building and planning	10	—	Social studies	85	—	Law	45	—	Business and administrative studies	80	—	Mass communications and documentation	10	—	Languages	20	—	Historical and philosophical studies	20	0	Creative arts and design	60	—	Education	65	0	Combined	—	0	Total	520	15
	Location of institution																																																																				
	England	Wales																																																																			
Subject of study																																																																					
Medicine and dentistry	10	—																																																																			
Subjects allied to medicine	25	0																																																																			
Biological sciences	35	—																																																																			
Veterinary science	—	0																																																																			
Agriculture and related subjects	—	0																																																																			
Physical sciences	15	0																																																																			
Mathematical sciences	—	0																																																																			
Computer science	10	0																																																																			
Engineering and technology	25	0																																																																			
Architecture, building and planning	10	—																																																																			
Social studies	85	—																																																																			
Law	45	—																																																																			
Business and administrative studies	80	—																																																																			
Mass communications and documentation	10	—																																																																			
Languages	20	—																																																																			
Historical and philosophical studies	20	0																																																																			
Creative arts and design	60	—																																																																			
Education	65	0																																																																			
Combined	—	0																																																																			
Total	520	15																																																																			
Date of answer	28.02.2011																																																																				
Question	(Mr Keith Vaz) To ask the Secretary of State for the Home Department how many student visas were granted to citizens of each non-EU country in each of the last five years.																																																																				
Answer	A table has been placed in the House of Commons Library showing the number of student visas issued to nationals of each non-EU country in each of the years 2005-10 (January to September).																																																																				
Date of answer	15.02.2011																																																																				
Question	(Mr Matthew Offord) To ask the Secretary of State for the Home Department how many people entered the UK on student and student family member visas in (a) 2000 to 2009 and (b) 1990 to 1999.																																																																				
Answer	The available statistics on the number of persons given leave to enter the United Kingdom as students, excluding EEA and Swiss nationals, 1990 to 2009, are given in the following table. It must be noted that there are discontinuities in the time series of this data due to student dependant figures not being available prior to																																																																				

2004 and the introduction of the student visitor category in 2007. Statistics on passengers given leave to enter the United Kingdom by purpose of journey are published annually in the Home Office Statistical Bulletin, "Control of Immigration: Statistics United Kingdom". These publications are available from the Library of the House and from the Home Office Research, Development and Statistics website at: "<http://www.homeoffice.gov.uk/rds/immigration-asylum-stats.html>"

Passengers^{1, 2} given leave to enter the United Kingdom for the purpose of study excluding EEA and Swiss nationals, 1990-2009

Number of journeys

	Total	Students	Tier 4 students	Student dependents ³	Student visitors ⁴
1990	202,000	202,000	5—	n/a	5—
1991	202,000	202,000	5—	n/a	5—
1992	222,000	222,000	5—	n/a	5—
1993	238,000	238,000	5—	n/a	5—
1994	249,000	249,000	5—	n/a	5—
1995	285,000	285,000	5—	n/a	5—
1996	298,000	298,000	5—	n/a	5—
1997	278,000	278,000	5—	n/a	5—
1998	266,000	266,000	5—	n/a	5—
1999	272,000	272,000	5—	n/a	5—
2000	312,000	312,000	5—	n/a	5—
2001	339,000	339,000	5—	n/a	5—
2002	369,000	369,000	5—	n/a	5—
2003	319,000	319,000	5—	n/a	5—
2004	307,000	294,000	5—	13,100	5—
2005	297,000	284,000	5—	13,200	5—
2006	326,000	309,000	5—	17,000	5—
2007	378,000	358,000	5—	17,100	3,400
2008	391,000	227,000	5—	20,300	143,000
2009 ⁶	489,000	82,100	188,000	21,100	198,000

n/a = Not available

¹ Nationals of EU accession countries are included or excluded according to their accession date

² Figures rounded to three significant figures. Figures may not sum to the totals shown because of independent rounding

³ Includes Tier 4 dependants in 2009.

⁴ The student visitor category provides for those persons who wish to come to the UK as a visitor and undertake a short period of study which will be completed within the period of their leave (maximum six months).

⁵ Not applicable.

⁶ Provisional figures.

	Source: Home Office, Migration Statistics
Date of answer	15.02.2011
Question	(Mr Matthew Offord) To ask the Secretary of State for the Home Department what assessment she has made of the effects of the new student visitor visa scheme on the capacity of language schools to provide relevant courses.
Answer	The new student visitor visa scheme, enabling non-EEA students to study English language for up to 11 months, was introduced on 10 January. No formal assessment has been completed. However, we will closely monitor this route and keep it under constant review.
Date of answer	15.02.2011
Question	(Mr Matthew Offord) To ask the Secretary of State for the Home Department what steps her Department plans to take to reduce the number of those entering the country on a student visa who settle in the UK permanently.
Answer	The Government's consultation on proposals to reform the student immigration system closed on 31 January. One of the proposals in the consultation sought views on how to ensure students return overseas on completion of their courses, rather than remain in the UK for extended periods, eventually becoming eligible to apply for settlement. We are currently considering the responses we received to the consultation and will publish the findings in due course.
Date of answer	15.02.2011
Question	(Mr Conor Burns) To ask the Secretary of State for the Home Department how many students from outside the EU were granted visas to study at a higher education institution (a) awarded and (b) not awarded highly trusted status by the UK Border Agency in the most recent year for which figures are available.
Answer	Information about visas issued for study at all institutions of higher education is not held centrally and could be obtained only at a disproportionate cost. However, the estimated total number of student visas issued in the 12 months in 2009 to non-EEA nationals for study at universities, of which all but three hold Highly Trusted Status, was 133,000. "Notes: " "1. The figures include visas issued under both (a) Tier 4 of the Points Based System and (b) the former provision in the Immigration Rules for students, where the application was lodged before 31 March 2009. " "2. This information is based on a sample of Management Information. It is provisional and subject to change. " "3. The data excludes dependents, sponsored students and child students. "
Date of answer	15.02.2011
Question	(Mr William Bain) To ask the Secretary of State for the Home Department what assessment she has made of the effects of her proposed restrictions on the number of student visas on levels of income of universities with courses attracting overseas students in (a) Scotland, (b) England, (c) Wales and (d) Northern Ireland in each of the next four years.
Answer	A consultation on the student immigration system closed on 31 January 2011. The consultation sought the views of all respondents on the effect of the proposals. The results of the consultation and an impact assessment will be published in due course.
Date of answer	10.02.2011
Question	(Mr Keith Vaz) To ask the Secretary of State for the Home Department how many

	student visas were granted to citizens of Bangladesh in each of the last five years.														
Answer	<p>The number of student visas issued to nationals of Bangladesh in each year since 2005 is shown in the following table. Those issued after 31 March 2009 were issued under tier 4 of the points based system.</p> <p>Student visas issued to Nationals of Bangladesh</p> <table> <thead> <tr> <th></th> <th>Visas issued</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>2961</td> </tr> <tr> <td>2006</td> <td>3375</td> </tr> <tr> <td>2007</td> <td>3444</td> </tr> <tr> <td>2008</td> <td>3314</td> </tr> <tr> <td>2009</td> <td>17303</td> </tr> <tr> <td>2010¹</td> <td>6732</td> </tr> </tbody> </table> <p>¹January to September 2010 only.</p> <p>These data are unpublished and are based on management information. They are provisional and subject to change. The steep rise in visas issued in 2009 is evidence of serious abuse of the student entry route following the introduction of tier 4. The Government are determined to stop this abuse and is therefore currently conducting a major review of student visas.</p>		Visas issued	2005	2961	2006	3375	2007	3444	2008	3314	2009	17303	2010 ¹	6732
	Visas issued														
2005	2961														
2006	3375														
2007	3444														
2008	3314														
2009	17303														
2010 ¹	6732														
Date of answer	02.02.2011														
Question	(Mr William Bain) To ask the Secretary of State for the Home Department what assessment she has conducted of the effect on the economy in (a) Glasgow, (b) Scotland and (c) the UK of the UK Border Agency's proposed restrictions on the conditions applicable to grants of student visas.														
Answer	The consultation on the student immigration system closes on 31 January. The consultation is seeking the views of all respondents on the effect of the proposals. The results of the consultation will be announced in due course.														
Date of answer	31.01.2011														
Question	(Fiona O'Donnell) To ask the Secretary of State for Scotland what discussions he has had with the Secretary of State for the Home Department on the effect on universities in Scotland of changes to student visas.														
Answer	The Secretary of State for Scotland and I [David Mundell] are in regular discussion with ministerial colleagues in the Home Office, including on how changes to the immigration system impact on Scotland.														
Date of answer	27.01.2011														
Question	(Fiona O'Donnell) To ask the Secretary of State for Scotland if he will publish each communication he has received on the Home Office consultation by the Home Office on changes to student visas.														
Answer	The Government's consultation on student immigration is currently under way and closes on 31 January. As was the case with previous Administrations, it is not standard practice to publish communications between Ministers on the development of Government policy.														
Date of answer	27.01.2011														
Question	(Mr Matthew Offord) To ask the Secretary of State for the Home Department whether her review of student visas will examine the ability of students to bring their dependents with them to the UK.														
Answer	On 7 December the Government launched a public consultation on reform of the student immigration system; copies are available in the House Library. Section 7 of the consultation considers limiting the entitlements of students to bring their														

	family members with them to the UK.																					
Date of answer	24.01.2011																					
Question	(Nicholas Soames) To ask the Secretary of State for the Home Department how many appeals against refusal of entry clearance were lodged by those who had applied for student visas in each year since 2000; and how many of those appeals were upheld in each year.																					
Answer	<p>The number of appeals against the refusal of student visas that were (a) lodged and (b) allowed, in each calendar year since 2004, is shown in the following table. This information is not available for previous years.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: right;">Appeals lodged</th> <th style="text-align: right;">Appeals allowed</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td style="text-align: right;">13,315</td> <td style="text-align: right;">478</td> </tr> <tr> <td>2005</td> <td style="text-align: right;">14,181</td> <td style="text-align: right;">2,202</td> </tr> <tr> <td>2006</td> <td style="text-align: right;">25,141</td> <td style="text-align: right;">6,562</td> </tr> <tr> <td>2007</td> <td style="text-align: right;">33,067</td> <td style="text-align: right;">7,452</td> </tr> <tr> <td>2008</td> <td style="text-align: right;">37,125</td> <td style="text-align: right;">8,052</td> </tr> <tr> <td>2009</td> <td style="text-align: right;">119,699</td> <td style="text-align: right;">29,645</td> </tr> </tbody> </table> <p>¹ Since March 2009, long-term student applications have been considered under tier four of the points-based system and do not attract a full right of appeal. However, an unsuccessful applicant is able to lodge an appeal on residual grounds, namely under provisions of the Human Rights Act 1998 and Race Relations Act 1976.</p> <p>² The figures show that in 2009, a total of 9,645 appeals in this category were allowed. Many of the decisions to which these appeals relate are likely to have been made in 2008 when there was a significant increase in long-term student applications prior to the introduction of the points-based system.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. This data is based on Management Information. It has not been published and should be treated as provisional. 2. The data before 2007 may not be complete. 		Appeals lodged	Appeals allowed	2004	13,315	478	2005	14,181	2,202	2006	25,141	6,562	2007	33,067	7,452	2008	37,125	8,052	2009	119,699	29,645
	Appeals lodged	Appeals allowed																				
2004	13,315	478																				
2005	14,181	2,202																				
2006	25,141	6,562																				
2007	33,067	7,452																				
2008	37,125	8,052																				
2009	119,699	29,645																				
Date of answer	20.01.2011																					
Question	(Mr Keith Vaz) To ask the Secretary of State for the Home Department how many student visa applications from each country were (a) accepted and (b) rejected for study for (i) English language courses, (ii) foundation courses, (iii) undergraduate degrees, (iv) postgraduate taught degrees and (v) postgraduate research degrees in each of the last three years.																					
Answer	A table has been placed in the Library showing the number of student visas that were (a) issued and (b) refused for each nationality in each of the last three years. The UK Border Agency is unable to break the figures down into type of course or level of study from central records. This information could be produced only by checking individual records which would incur disproportionate cost.																					
Date of answer	14.12.2010																					
Question	(Mr Gordon Marsden) To ask the Secretary of State for the Home Department if she will take into account the conclusions of the British Council's report on Global value training - the value of UK education and training exports: an update, when considering changes to the rules governing student visas.																					
Answer	[holding answer 13 December 2010]: This report focused on the value to the UK economy of UK education and training, but does not relate directly to the value of																					

	international students entering through Tier 4 of the points-based system. For example, it includes income generated for UK institutions by campuses overseas, and off-campus expenditure of business visitors to the UK who happen to be staying in university accommodation.								
Date of answer	14.12.2010								
Question	(Angie Bray) To ask the Secretary of State for the Home Department what plans she has for the future of the student visa system.								
Answer	On 7 December the Government launched a public consultation on reform of the student immigration system. A copy has been placed in the House Library.								
Date of answer	14.12.2010								
Question	(Mr David Blunkett) To ask the Secretary of State for the Home Department how many student visas for postgraduate study in England and Wales in the 2009-10 academic year were granted for citizens of Pakistan.								
Answer	Information about student visas issued specifically for postgraduate study in the UK is not held centrally by the UK Border Agency and could be obtained only by inspecting individual records at a disproportionate cost. This applies to all student visa applicants regardless of their nationality.								
Date of answer	13.09.2010								
Question	(Mr David Lammy) To ask the Secretary of State for the Home Department how many applications for student visas were refused in the academic year (a) 2009-10, (b) 2008-09 and (c) 2007-08.								
Answer	<p>The number of applications for student visas that were refused in the financial years 2009-10, 2008-09 and 2007-08 are given in the following table. I have given data for the financial years as most student visa applicants apply in the summer months, before the start of the academic year.</p> <p>Student visa applications¹</p> <table> <thead> <tr> <th>Financial year</th> <th>Refused</th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td>92,859</td> </tr> <tr> <td>2008/09</td> <td>96,850</td> </tr> <tr> <td>2009/10</td> <td>94,774</td> </tr> </tbody> </table> <p>¹ Excludes dependents and student visitors.</p> <p>Note: The data in this table are based on management information and as such have not been quality assured. They are provisional and subject to change.</p>	Financial year	Refused	2007/08	92,859	2008/09	96,850	2009/10	94,774
Financial year	Refused								
2007/08	92,859								
2008/09	96,850								
2009/10	94,774								
Date of answer	30.06.2010								
Question	(Joan Ruddock) To ask the Secretary of State for the Home Department how many applications for student visas were (a) granted and (b) refused in 2009; and how many such applications from each country of origin have been (i) granted and (ii) refused in 2010 to date.								
Answer	<p>The total number of student visas¹ issued and refused in 2009 was 303,635 and 104,536, respectively. The number of student visas issued and refused in the first Quarter of 2010 by nationality of the applicant is shown in the following table:¹</p> <p>Excludes student visitors</p> <p>Student visa applications: Main applicants January to March 2010</p> <table> <thead> <tr> <th>Nationality</th> <th>Applications Issued</th> <th>Refused</th> </tr> </thead> <tbody> <tr> <td>Afghanistan</td> <td>106</td> <td>66 45</td> </tr> </tbody> </table>	Nationality	Applications Issued	Refused	Afghanistan	106	66 45		
Nationality	Applications Issued	Refused							
Afghanistan	106	66 45							

Albania	84	45	41
Algeria	103	68	48
Andorra	0	0	0
Angola	63	53	21
Antigua and Barbuda	1	1	0
Argentina	28	28	7
Armenia	12	9	4
Australia	74	81	12
Azerbaijan	53	31	22
Bahamas	6	5	4
Bahrain	91	79	13
Bangladesh	7,558	5,024	2,617
Barbados	7	9	0
Belarus	19	13	7
Belize	1	1	1
Benin	2	2	0
Bhutan	4	3	3
Bolivia	13	11	5
Bosnia and Herzegovina	13	9	3
Botswana	25	18	6
Brazil	756	638	125
British national overseas	65	56	24
Brunei	29	25	3
Burkina	5	4	2
Burma (Myanmar)	150	65	133
Burundi	3	2	1
Cambodia	14	7	6
Cameroon	198	123	102
Canada	141	122	19
Cape Verde	2	0	2
Central African Republic	2	0	2
Chad	2	1	1
Chile	57	50	9
China	2,414	2,192	2,461
Colombia	1,229	957	2,52
Comoros	3	2	1
Congo	24	4	25
Costa Rica	3	3	0
Croatia	22	12	9
Cuba	2	1	1
Cyprus	0	1	1
Democratic republic of Congo	21	7	16
Djibouti	5	0	5
Dominica	3	2	1
Dominican Republic	5	5	0
Ecuador	51	37	19
Egypt	153	79	50
El Salvador	1	0	0
Equatorial Guinea	12	9	3
Eritrea	1	0	1
Ethiopia	13	11	4
Gabon	6	0	6
Gambia	75	44	30

Georgia	54	37	22
Germany	2	1	0
Ghana	137	78	88
Grenada	3	4	0
Guatemala	3	1	3
Guinea	21	9	12
Guyana	5	3	3
Haiti	2	0	1
Honduras	3	4	0
Hong Kong	119	102	24
Hungary	1	0	0
India	18,188	9,231	8,257
Indonesia	89	66	39
Iran	730	390	328
Iraq	70	37	30
Israel	30	16	13
Ivory Coast	25	6	22
Jamaica	11	8	3
Japan	945	871	73
Jordan	132	88	48
Kazakhstan	120	154	40
Kenya	131	72	69
Kosovo	19	8	11
Kuwait	144	129	23
Kyrgyzstan	38	13	31
Laos	1	1	0
Lebanon	52	38	26
Lesotho	11	5	6
Liberia	1	1	2
Libya	651	605	57
Macau	7	6	1
Macedonia	32	24	8
Madagascar	6	3	2
Malawi	29	15	17
Malaysia	390	300	101
Maldives	2	0	2
Mali	13	6	8
Mauritania	7	2	5
Mauritius	86	72	20
Mexico	149	106	82
Moldova	6	4	5
Mongolia	119	58	135
Montenegro	6	4	2
Morocco	135	88	45
Mozambique	4	4	0
Namibia	4	2	2
Nauru	3	0	1
Nepal	2,807	7,42	1,105
New Zealand	18	22	3
Nicaragua	2	2	0
Niger	3	1	2
Nigeria	2,468	1,716	1,082
Oman	72	70	7

Pakistan	9,195	5,154	4,585
Panama	2	1	2
Papua New Guinea	1	1	0
Peru	50	44	16
Philippines	3,481	1,071	1,002
Qatar	96	95	7
Russia	224	163	100
Rwanda	28	16	12
Sao Tome and Principe	0	0	0
Saudi Arabia	1,896	1,657	263
Senegal	62	36	26
Serbia	31	23	9
Seychelles	4	3	1
Sierra Leone	32	16	21
Singapore	53	40	16
Somalia	6	1	4
South Africa	99	60	35
South Korea	1,562	1,605	1,29
Sri Lanka	2,848	1,905	1,086
St Kitts and Nevis	0	1	0
St Lucia	8	7	3
St Vincent	4	4	0
Stateless (art one 1951 convention)	1	1	0
Sudan	38	21	18
Swaziland	2	1	1
Syria	88	43	53
Taiwan	276	272	24
Tajikistan	3	2	3
Tanzania	130	67	89
Thailand	747	565	129
Togo	9	3	5
Tonga	1	2	0
Trinidad and Tobago	29	19	12
Tunisia	20	14	8
Turkey	1,427	1,070	429
Turkmenistan	77	47	30
Uganda	56	37	35
Ukraine	72	56	33
United Arab Emirates	163	154	9
United nations	0	1	0
United states	748	788	98
Unspecified Nationality	3	2	3
Uruguay	3	3	1
Uzbekistan	82	37	68
Venezuela	85	59	36
Vietnam	369	262	106
Refugee 1951 Convention	11	4	6
Hong Kong	8	8	2
Palestinian Authority	45	25	24
Yemen	93	35	49
Yugoslavia	4	3	2
Zambia	60	26	29
Zimbabwe	32	17	19

	<p>Total 66,200 40,787 26,677</p> <p>The data in this table is based on Management Information and as such has not been quality assured. It is provisional and subject to change</p>
Date of answer	23.06.2010
Question	To ask the Secretary of State for the Home Department how many student visas have been issued to (a) EU and (b) non-EU students in academic year 2009-10.
Answer	<p>Under the Immigration (European Economic Area) Regulations 2006, EEA nationals and their family members have the right of free movement within the territory of EEA member states. They may therefore come to the UK to seek work, take up employment or study without applying for Leave to Enter. No student visas are therefore issued to EEA nationals. The total number of student visas issued to non-EEA nationals in the Financial Year 2009-10 was 288,010. This figure is based on the Control of Immigration: Quarterly Statistical Summaries which have been published on the UK Border Agency's website, www.ukba.homeoffice.gov.uk Most non-EEA nationals who were issued with visas in 2009 in order to study in the UK in the current academic year would have been issued with visas during the summer months, and would therefore be included in the total for the financial year given above.</p>
Date of answer	17.06.2010

Appendix 2: National Qualifications Framework

Level	Examples of NQF ¹⁵² qualifications	Examples of FHEQ ¹⁵³ qualifications	Examples of QCF ¹⁵⁴ qualifications
Entry	<ul style="list-style-type: none"> - Entry level certificates - English for Speakers of Other Languages (ESOL) - Skills for Life - Functional Skills at entry level (English, maths and ICT) 		<ul style="list-style-type: none"> - Awards, Certificates, and Diplomas at entry level - Foundation Learning Tier pathways at entry level - Functional Skills at entry level
1	<ul style="list-style-type: none"> - GCSEs grades D-G - BTEC Introductory Diplomas and Certificates - OCR Nationals - Key Skills at level 1 - NVQs at level 1 - Skills for Life 		<ul style="list-style-type: none"> - BTEC Awards, Certificates, and Diplomas at level 1 - Functional Skills at level 1 - OCR Nationals - Foundation Learning Tier pathways - NVQs at level 1
2	<ul style="list-style-type: none"> - GCSEs grades A*-C - BTEC First Diplomas and Certificates - OCR Nationals - Key Skills level 2 - NVQs at level 2 - Skills for Life 		<ul style="list-style-type: none"> - BTEC Awards, Certificates, and Diplomas at level 2 - Functional Skills at level 2 - OCR Nationals - NVQs at level 2
3	<ul style="list-style-type: none"> - A levels - GCE in applied subjects - International Baccalaureate - Key Skills level 3 - NVQs at level 3 - BTEC Diplomas, Certificates and Awards - BTEC Nationals - OCR Nationals 		<ul style="list-style-type: none"> - BTEC Awards, Certificates, and Diplomas at level 3 - BTEC Nationals - OCR Nationals - NVQs at level 3
4	<ul style="list-style-type: none"> - NVQs at level 4 - BTEC Professional Diplomas, Certificates and Awards 	<ul style="list-style-type: none"> - certificates of higher education - higher national certificates 	<ul style="list-style-type: none"> - BTEC Professional Diplomas Certificates and Awards - HNCs - NVQs at level 4
5	<ul style="list-style-type: none"> - HNCs and HNDs - NVQs at level 5 - BTEC Professional Diplomas, Certificates and Awards 	<ul style="list-style-type: none"> - diplomas of higher education - Foundation Degrees - higher national diplomas 	<ul style="list-style-type: none"> - HNDs - BTEC Professional Diplomas, Certificates and Awards - NVQs at level 5
6	<ul style="list-style-type: none"> - National Diploma in Professional Production 	<ul style="list-style-type: none"> - bachelors degrees - bachelors degrees with 	<ul style="list-style-type: none"> - BTEC Advanced Professional Diplomas, Certificates and

152 National Qualifications Framework

153 Framework for Higher Education Qualifications

154 Qualifications and Credit Framework (the framework for vocational, or work-related qualifications)

	Skills - BTEC Advanced Professional Diplomas, Certificates and Awards	honours - graduate certificates and diplomas - Professional Graduate Certificate in Education	Awards
7	- Diploma in Translation - BTEC Advanced Professional Diplomas, Certificates and Awards	- masters degrees - integrated masters degrees - postgraduate certificates - postgraduate diplomas	- BTEC Advanced Professional Diplomas, Certificates and Awards
8	- specialist awards	- doctoral degrees	- Award, Certificate and Diploma in strategic direction

Appendix 3: List of Highly Trusted Sponsors

5 E Ltd	London
A & S Training College Ltd	London
A+ English Ltd	Sheffield
Abacus College	Oxford
Abbey College Cambridge	Cambridge
Abbey College Manchester	Manchester
Abbey College	London
Abbey College	Birmingham
Aberdeen College	Aberdeen
Aberystwyth University	Aberystwyth
Abingdon and Witney College	Abingdon
Abingdon School	Abingdon
Academy Sju (St John's Wood School)	London
Accrington & Rossendale College	Accrington
Ackworth School	Pontefract
Adam Smith College	Kirkcaldy
Albemarle Independent College	London
Al-Maktoum Institute For Arabic and Islamic Studies	Dundee
Alpha Omega College	Cardiff
American Institute For Foreign Study	London
American University Of The Caribbean	Kingston-Upon-Thames
Amersham & Wycombe College	Amersham
Anglia Ruskin University	Chelmsford
Anglo European School Of English	Bournemouth
Anglo-Continental	Bournemouth
Anglolang Scarborough Ltd T/A Anglolang Academy Of English	Scarborough
Anniesland College	Glasgow
Aquinas College	Stockport
Architectural Association School Of Architecture	London

Ashbourne College	London
Ashridge (Bonar Law Memorial) Trust	Berkhamsted
Ashville College	Harrogate
Askham Bryan College	York
Aston University	Birmingham
Ayr College	Ayr
Azad University (Ir) In Oxford	Farmoor
Bales College	London
Bangor University	Bangor
Barnfield College	Luton
Barony College	Dumfries
Barry College	Barry
Basil Paterson College	Edinburgh
Basingstoke College Of Technology	Basingstoke
Bath Academy	Bath
Bath Spa University	Bath
Batley Grammar School	Batley
Bedford College	Bedford
Bedfordshire College	Luton
Beet Language Centre	Bournemouth
Belfast Metropolitan College	Belfast
Bellerbys College Brighton	Brighton
Bellerbys College Cambridge	Cambridge
Bellerbys College London	London
Bellerbys College Oxford	Oxford
Bethany School Ltd	Tonbridge
Bilborough College	Nottingham
Bilston Community College	Bilston
Birkbeck College, University Of London	London
Birmingham City University	Birmingham
Birmingham Metropolitan College	Birmingham

Bishop Grosseteste University College Lincoln	Lincoln
Blackburn College	Blackburn
Blackpool and The Fylde College	Blackpool
Blake College	London
BIs English	Bury St Edmunds
Bolton College	Bolton
Bootham School	York
Boston College	Boston
Boston University London Programme	London
Bosworth Independent College	Northampton
Bournemouth Business School International	Bournemouth
Bournemouth Montessori Centre	Bournemouth
Bournemouth University	Poole
Bournville College Of Further Education	Birmingham
Bracknell & Wokingham College	Bracknell
Bradfield College	Reading
Bradford College	Bradford
Brampton College	London
Bridgwater College	Bridgwater
Brigham Young University	London
Brighton College	Brighton
Bristol Grammar School	Bristol
Bristol Old Vic Theatre School Ltd	Bristol
British Study Centres London	London
British Study Centres	Oxford
Brockenhurst College	Brockenhurst
Bromley College Of Further and Higher Education	Bromley
Bromsgrove School	Bromsgrove
Brooke House College	Market Harborough
Brooklands College	Weybridge
Brooksby Melton College	Melton Mowbray

Brunel University	Uxbridge
Buckingham College Senior School	Harrow
Bucks New University	High Wycombe
Buckswood School	Near Hastings
Burgess Hill School For Girls	Burgess Hill
Cahro Limited	Braintree
Calderdale Colleges Corporation	Halifax
Cambridge Academy Of English	Cambridge
Cambridge Arts & Sciences	Cambridge
Cambridge Centre For Sixth-Form Studies	Cambridge
Cambridge Regional College	Cambridge
Cambridge Ruskin International College	Cambridge
Cambridge Seminars Tutorial College	Cambridge
Cambridge Tutors College	Croydon
Campbell Harris	London
Canford School	Wimborne
Canterbury Christ Church University	Canterbury
Canterbury College	Canterbury
Capernwray Missionary Fellowship Of Torchbearers	Carnforth
Capital School Of English	Bournemouth
Cardiff College International At Coleg Glan Hafren	Cardiff
Cardiff Sixth Form College	Cardiff
Cardiff University	Cardiff
Cardonald College Glasgow	Glasgow
Care In Hand Ltd	Saundersfoot
Carnegie College	Dunfermline
Carshalton College	Carshalton
Casterton School	Carnforth
Castle College Nottingham	Nottingham
Caterham School Ltd	Caterham
Cats Canterbury	Canterbury

Central Bedfordshire College	Dunstable
Central College Glasgow	Glasgow
Central School Of Ballet	London
Central Sussex College	Crawley
Centre Of English Studies	Worthing
Chelmsford College	Chelmsford
Chelsea Independent College	London
Cheltenham College	Cheltenham
Cherwell College	Oxford
Chesterfield College	Chesterfield
Chetham's School Of Music	Manchester
Chichester College	Chichester
Chigwell School	Chigwell
Chippendale School Of Furniture	Haddington
Christ College	Brecon
Christ The Redeemer College	London
Churchill House School Of English Language	Ramsgate
Cirencester College	Cirencester
Citizen 2000 Education Institute	London
City & Islington College	London
City Banking College Limited	London
City College Brighton and Hove	Brighton
City College Coventry	Coventry
City College Norwich	Norwich
City College Plymouth	Plymouth
City College, Birmingham	Birmingham
City Of Bath College	Bath
City Of Bristol College	Bristol
City Of Sunderland College	Sunderland
City Of Westminster College	London
City Of Wolverhampton College	Wolverhampton

City University	London
Clydebank College	Clydebank
Cobham Hall School	Nr Gravesend
Cokethorpe School	Witney
Colchester English Study Centre	Colchester
Colchester Institute	Colchester
Coleg Gwent	Usk
Coleg Menai	Bangor
Coleg Sir Gar	Llanelli
College Of International Education	Oxford
College Of North West London	London
Collingham Independent Gcse & Sixth Form College	London
Concorde International	Canterbury
Conservatoire For Dance and Drama	London
Contemporary Dance Trust	London
Cornwall College	St Austell
Cothill Educational Trust	Abingdon
Coulsdon College	Coulsdon
Courtauld Institute Of Art	London
Covenant School Of Ministries: School Of The Word	Manchester
Coventry University	Coventry
Cranfield University	Bedford
Craven College	Skipton
Crest Schools Of English	London
Croydon College	Croydon
Cumbernauld College	Cumbernauld
Darul Uloom Al Arabiya Al Islamiya	Holcombe
David Game College	London
Davies Laing and Dick College	London
De Montfort University	Leicester
Derby College	Derby

Devon School Of English	Paignton
Dollar Academy	Dollar
Doncaster College	Doncaster
Doncaster Deaf Trust	Doncaster
Dover College	Dover
D'overbroeck's College	Oxford
Downe House School	Thatcham
Dudley College	Dudley
Duff Miller & Co (London Tutors) Ltd	London
Dulwich College	London
Dumfries & Galloway College	Dumfries
Dundee College	Dundee
Durham School	Durham
Eac Language Centres (Uk) Ltd	Edinburgh
Ealing College Upper School	London
Ealing Hammersmith and West London College	London
Ealing Independent College	Ealing
East Durham College	Peterlee
East London College	London
East Surrey College	Redhill
Eastbourne College	Eastbourne
Ec Brighton (House Of English Ltd)	Brighton
Ec Cambridge (Cambridge Centre For English Studies Limited)	Cambridge
Eden House College	London
Edge Hill University	Ormskirk
Edinburgh College Of Art	Edinburgh
Edinburgh Napier University	Edinburgh
Edinburgh School Of English	Edinburgh
Edinburgh's Telford College	Edinburgh
Ef International Academy Torquay	Torquay
Ef International Language Schools	Oxford

Ejef Study Centre	High Wycombe
Ellesmere College Limited	Ellesmere
Elmwood College	Cupar
Elt Banbury Ltd	Banbury
Embassy Ces Hastings	St Leonards On Sea
Embassy Ces Oxford	Oxford
English In Chester	Chester
English Language Centre, York	York
Enhanced Care Training	Newport
Epsom College	Epsom
Excel College	Manchester
Excel English (Language School Ltd)	London
Exeter Academy	Exeter
Exeter College	Exeter
Farlington School Trust Ltd	Horsham
Farnborough College Of Technology	Farnborough
Filton College	Bristol
Finance & Business Training Ltd	Birmingham
Finborough School	Stowmarket
Forth Valley College	Falkirk
Foundationcampus London	London
Foyle Language School Ltd	Derry
Framlingham College	Framlingham
Frances King School Of English	London
Fulneck School	Leeds
Fyling Hall School	Whitby
Gateshead College	Gateshead
Gateshead Talmudical College	Gateshead
Gemological Institute Of America London (Gia England T/A Gia London)	London
Glasgow Caledonian University	Glasgow

Glasgow College Of Nautical Studies	Glasgow
Glasgow International College	Glasgow
Glasgow Metropolitan College	Glasgow
Gloucestershire College	Cheltenham
Glyndwr University	Wrexham
Goldsmiths University Of London	London
Gordonstoun Schools Limited	Elgin
Gorseinon College	Swansea
Grantham College	Grantham
Great Yarmouth College	Great Yarmouth
Greenacre School For Girls	Banstead
Greene's Tutorial College	Oxford
Greenwich Community College	London
Greenwich School Of Management	Greenwich
Gresham's School	Holt
Guildhall School Of Music & Drama	London
Haileybury and Imperial Service College	Hertford
Hampstead School Of English	London
Harper Adams University College	Newport
Harrogate Ladies' College	Harrogate
Harrogate Language Academy	Harrogate
Harrogate Tutorial College	Harrogate
Harrow Academy Uk	Harrow
Harrow College	Harrow Weald
Harrow School	Harrow On The Hill
Hartlepool 6th Form College	Hartlepool
Hartpury College	Gloucester
Havering College Of Further & Higher Education	Hornchurch
Henley College Coventry	Coventry
Heriot-Watt International Study Centre	Edinburgh
Heriot-Watt University	Edinburgh

Hethersett Old Hall School	Norwich
Heythrop College	London
Highbury College Portsmouth	Portsmouth
Highgate Academy For Professional Development	Newhaven
Hilderstone College	Broadstairs
Hove College	Brighton and Hove
Hull College Group	Hull
Hurtwood House	Dorking
Icmp (Uk) Ltd	Kilburn
Ils English	Nottingham
Imperial College London	London
Inchbald School Of Design	London
Inlingua Cheltenham	Cheltenham
Institute Of Education	London
Institute Of International Education In London (Registered As Humanet International Ltd)	London
Institute Of Ismaili Studies	London
Institute Of St Anselm	Cliftonville
Interlink College Of Technology & Bus.Studies	London
International Christian College	Glasgow
International House Aberdeen	Aberdeen
International House Belfast	Belfast
International House Bristol Ltd	Bristol
International House Newcastle	Newcastle Upon Tyne
International House Trust Limited (T/A International House London)	London
International School Of Corporeal Mime	London
International School Of Creative Arts	Wexham
Internexus At Regent's College	London
Into Manchester Limited	Manchester
Inverness College	Inverness
Isis Brighton	Brighton

Isis Greenwich	London
Isis Oxford School Of English	Oxford
Isle Of Wight College	Newport
Islington Centre For English	London
Itchen College	Southampton
James Watt College	Greenock
John Leggott College	Scunthorpe
John Ruskin College	South Croydon
Kaplan International College London	London
Kaplan International College Manchester	Manchester
Kaplan International Colleges Bournemouth	Bournemouth
Kaplan International Colleges Cambridge	Cambridge
Kaplan International Colleges Edinburgh	Edinburgh
Kaplan International Colleges London Covent Garden	London
Kaplan International Colleges London Leicester Square	London
Kaplan International Colleges Oxford	Oxford
Kaplan International Colleges	Torquay
Keele University	Newcastle-Under-Lyme
Kensington and Chelsea College	London
Kent College Canterbury	Canterbury
King Edward's School, Bath	Bath
King George V College	Southport
Kings Bournemouth	Bournemouth
King's College London	London
Kings London	Beckenham
Kings Oxford	Oxford
Kingsley School	Bideford
Kingston College Further Education Corporation	Kingston Upon Thames
Kingston University	Kingston Upon Thames
Kirklees College	Huddersfield
Klc School Of Design	London

Lake School Of English Oxford	Oxford
Lal Language Centres (UK) Ltd	Paignton
Lambeth College	London
Lancaster University International Study Centre	Lancaster
Lancaster University	Lancaster
Langside College	Glasgow
Language Link London Ltd.	London
Language Specialists International	Portsmouth
Language Studies International, London Central	London
Language Studies International	Cambridge
Language Studies International	Hove
Language Teaching Centres Uk Ltd (Amvic Uk Ltd)	Eastbourne
Language Upon Thames	Richmond
Languagues Plus/Sprachcaffe	Hove
Lansdowne College	London
Lathallan School	Montrose
Le Cordon Bleu Limited	London
Leeds City College	Leeds
Leeds College Of Art	Leeds
Leeds College Of Music	Leeds
Leeds English Language School	Leeds
Leeds Metropolitan University	Leeds
Leeds Trinity University College	Leeds
Leicester College	Leicester
Leicester Commercial College	Leicester
Leicester High School For Girls	Leicester
Leicester Montessori School	Leicester
Leiths School Of Food and Wine	London
Leo Baeck College	London
Lewisham College	London
Lime House School	Carlisle

Lincoln Christ's Hospital School	Lincoln
Lincoln College	Lincoln
Liverpool Community College	Liverpool
Liverpool Hope University	Liverpool
Liverpool International College	Liverpool
Liverpool International Language Academy	Liverpool
Liverpool John Moores University	Liverpool
Liverpool School Of Tropical Medicine	Liverpool
Llandovery College	Llandovery
Llandrillo College (Coleg Llandrillo Cymru)	Rhos-On-Sea
Lomond School Ltd	Helensburgh
London Academy Of Dressmaking & Design	London
London Academy Of Music and Dramatic Art	London
London Business School	London
London College Of Business Ltd.	Barking
London College Of International Business Studies	London
London Electronics College	London
London Hotel School	Chiswick
London International College Of Business and Technology (London Ibt Ltd)	Uxbridge
London International Study Centre	Tolworth
London Metropolitan University	London
London School Of Beauty & Make-Up	London
London School Of Business And Finance	London
London School Of Commerce (A Division Of St.Piran's School (Gb) Limited	London
London School Of Economics and Political Science	London
London School Of Law	London
London School Of Sound	London
London School Of Traditional Massage (Lstm)	Bromley
London South Bank University	London
London St. Andrew's College	London

London Study Centre	London
London Theological Seminary	London
Loughborough College	Loughborough
Loughborough University	Loughborough
Lowestoft College	Lowestoft
Loxdale English Centre/Swedish Folk High School	Brighton
Lucton School	Leominster
Magna Carta College	Oxford
Malvern College	Malvern
Malvern St James	Great Malvern
Manchester International College	Manchester
Manchester Metropolitan University	Manchester
Mander Portman Woodward Independent College	Birmingham
Mander Portman Woodward School	London
Mander Portman Woodward	Cambridge
Margate Language Centre	Margate
Maria Montessori Training Organisation (The)	London
Mayfair School Of English Ltd	London
Mayflower College	Plymouth
Melton College, York	York
Merchiston Castle School	Edinburgh
Meridian Business School	London
Met Film School	London
Middlesex University	London
Midlands Academy Of Business & Technology	Leicester
Mill Hill School Foundation	London
Milton Keynes College	Milton Keynes
Mm Oxford Study Services	Oxford
Moira House Girls School	Eastbourne
Moreton Hall Educational Trust Limited	Oswestry
Motherwell College	Motherwell

Moulton College	Northampton
Mount St. Mary's	Chesterfield
Myerscough College	Preston
Neath Port Talbot College	Neath
Nescot	Ewell
New College Durham	Framwellgate Moor
New College Nottingham	Nottingham
New College Stamford	Stamford
New Hall School Trust	Chelmsford
Newbury Hall School	Newbury
Newcastle College	Newcastle Upon Tyne
Newcastle Under Lyme College	Newcastle-Under-Lyme
Newcastle University	Newcastle Upon Tyne
Newham College Of Further Education	London
Newman University College	Birmingham
North Glasgow College	Glasgow
North Warwickshire and Hinckley College	Nuneaton
North West Kent College Of Technology Further Education Corporation	Dartford
North West Regional College	Londonderry
Northampton College	Northampton
Northamptonshire Independent Grammar School Charity Trust Limited	Northampton
Norwich University College Of The Arts	Norwich
Notre Dame Catholic Sixth Form College	Leeds
Nottingham Trent International College	Nottingham
Nottingham Trent University Registry	Nottingham
Oaklands College	St Albans
Oatridge College	Broxburn
Oise Bristol	Bristol
Olc (Europe) Ltd Incorporating Eettec Ltd.	Bolton
Oswestry School	Oswestry

Oundle School	Peterborough
Oxford and Cherwell Valley College	Oxford
Oxford Aviation Academy	Oxford
Oxford Brookes University	Oxford
Oxford House School Of English	Oxford
Oxford International College	Oxford
Oxford International Study Centre	Oxford
Oxford Language Centre	Oxford
Oxford Tutorial College	Oxford
P&M Training Solutions Ltd T/A Pitman Training Centre	Sutton Coldfield
Padworth College	Reading
Pembrokeshire College	Haverfordwest
Perth College	Perth
Peterborough Regional College	Peterborough
Petroc	Barnstaple
Pilot Ims Ltd	Birmingham
Pitman Training (Nottingham)	Nottingham
Plumpton College	Near Lewes
Plymouth College & St Dunstan's Abbey Schools Charity	Plymouth
Point Blank Music College	London
Polam Hall School	Darlington
Princes College School Of English	London
Prior's Field School	Godalming
Purley Language College	London
Queen Ethelburga's Collegiate Foundation	York
Queen Margaret University	Musselburgh
Queen Mary University Of London	London
Queen Mary's College	Basingstoke
Queen's College, Taunton	Taunton
Queen's University Belfast	Belfast
Ratcliffe College	Leicester

Ravensbourne	London
Ray Cochrane Cidesco International Beauty School	London
Redbridge College	Romford
Regent College	Harrow
Regent's College	London
Reid Kerr College	Paisley
Rendcomb College	Nr Cirencester
Richard Huish College	Taunton
Richmond Adult Community College	Richmond
Richmond The American International University In London	Richmond
Rikkyo School In England	Horsham
Rishworth School	Halifax
Riviera English School Ltd	Torquay
Rochester Independent College	Rochester
Roehampton University	London
Rose Bruford College	Sidcup
Rose Of York Language School	London
Rossall School	Fleetwood
Royal Academy Of Dance	London
Royal Academy Of Dramatic Art	London
Royal Academy Of Music	London
Royal College Of Art	London
Royal Holloway and Bedford New College	Egham
Royal Northern College Of Music	Manchester
Royal Scottish Academy Of Music and Drama	Glasgow
Royal Veterinary College, University Of London	London
Royal Welsh College Of Music & Drama Ltd	Cardiff
Ruthin School Charity	Ruthin
Rydal Penrhos	Colwyn Bay
Sac (The Scottish Agricultural College)	Scotland
Saint Felix Schools	Southwold

Saint Michael's College	Tenbury Wells
Salford City College	Manchester
Sandwell College	Smethwick
Sassoon Academy	London
Scarborough Sixth Form College	Scarborough
School Of Business And Law (Sbl) (A Division Of St Piran's School (Gb) Ltd)	London
School Of Oriental and African Studies	London
Sedbergh School	Sedbergh
Severnvale Academy	Shrewsbury
Shane Global Language Centres	London
Shebbear College	Beaworthy
Sheffield Hallam University	Sheffield
Sheffield International College	Sheffield
Sherborne School For Girls	Sherborne
Sherborne School	Sherborne
Shrewsbury College Of Arts and Technology	Shrewsbury
Shrewsbury School	Shrewsbury
Sidcot School	Winscombe
Skola English In Exeter	Exeter
Skola English In London	London
Solihull College	Solihull
Sophies Recruitment Services Ltd	Park Royal
South Birmingham College	Digbeth
South Cheshire College	Crewe
South Eastern Regional College	Lisburn
South Essex College Of Further & Higher Education	Southend On Sea
South London College	London
South Nottingham College	Nottingham
South Thames College	London
South Tyneside College	South Shields

Southampton City College	Southampton
Southampton Solent University	Southampton
Southern Regional College	Newry
Southgate College	London
Speak School	Lancashire
St Andrew's College	Cambridge
St Benedict's School	Ealing
St David's Catholic College	Cardiff
St George International	London
St George's School Ascot Trust Limited	Ascot
St George's, University Of London	Tooting
St Giles International Brighton	Brighton
St Giles International Eastbourne	Eastbourne
St Giles International London Highgate	London
St Giles London Central	London
St Helens College	St Helens
St John's College	Cardiff
St Joseph's College	Ipswich
St Lawrence College	Ramsgate
St Leonards-Mayfield School	Mayfield
St Martha's Senior School	Barnet
St Mary's School	Calne
St Mary's University College	Twickenham
St Teresa's School	Dorking
St. Bees School	St. Bees
St. Clare's, Oxford	Oxford
St. George's School, Edgbaston	Birmingham
St. Michael's School Limited	Llanelli
Stafford House School Of English	Canterbury
Staffordshire University	Stoke-On-Trent
Stanmore College	Stanmore

Stevenson College Edinburgh	Edinburgh
Stockton Riverside College	Thornaby
Stockton Sixth Form College	Stockton-On-Tees
Stow College	Glasgow
Stratford Upon Avon College	Stratford-Upon-Avon
Strathallan School	Perth
Strode College	Street
Students International Ltd	Melton Mowbray
Studio Cambridge	Cambridge
Suffolk New College	Ipswich
Surrey Language Centre	Farnham
Sussex Coast College Hastings	East Sussex
Sussex Downs College	Lewes
Sutton Valence School	Maidstone
Swansea College	Swansea
Swansea Metropolitan University	Swansea
Swansea University	Swansea
Swindon College	Swindon
T&L Training Ltd	Dagenham
Talbot Heath School Trust Ltd	Bournemouth
Tante Marie Limited	Woking
Tasis The American School In England	Egham
Teesside University	Middlesbrough
Teikyo University Of Japan In Durham	Durham
Telford College Of Arts & Technology	Telford
Tettenhall College	Wolverhampton
Thames Valley University	London
Thanet College	Broadstairs
The Abbey College	Malvern
The Arts University College At Bournemouth	Poole
The Bell Concord Educational Trust Ltd	Shrewsbury

The Blackpool Sixth Form College	Blackpool
The Bournemouth & Poole College	Poole
The Bristol Language Centre Ltd	Bristol
The Central School Of Speech and Drama	London
The Cheltenham Ladies' College	Cheltenham
The Chiltern College	Reading
The Circus Space	London
The College Of Haringey, Enfield and North East London	London
The College Of Practical Homeopathy	London
The College Of Richard Collyer	Horsham
The English Language Centre	Hove
The Glasgow School Of Art	Glasgow
The Godolphin School	Salisbury
The Grimsby Institute Of Further & Higher Education	Grimsby
The Hampstead Garden Suburb Institute	London
The Institute Of Cancer Research	Sutton
The Japan Royal Academy Of Homoeopathy	London
The King's School	Ely
The Liverpool Institute For Performing Arts	Liverpool
The London School Of English	London
The Manchester College	Manchester
The Mount School (York) Ltd	York
The Open University	Milton Keynes
The Park School (Yeovil) Ltd	Yeovil
The Proclamation Trust	London
The Purcell School	Bushey
The Read School	Selby
The Red Maids' School	Bristol
The Robert Gordon University	Aberdeen
The Royal Agricultural College	Cirencester
The Royal Ballet School	London

The Royal College Of Music	London
The Royal High School Gdst	Bath
The Royal School Dungannon	Dungannon
The Royal School	Haslemere
The School Of Pharmacy, University Of London	London
The Sheffield College	Sheffield
The Stephen Perse Foundation	Cambridge
The United World College Of The Atlantic Ltd	Llantwit Major
The University Of Bolton	Bolton
The University Of Buckingham	Buckingham
The University Of Cambridge	Cambridge
The University Of Northampton	Northampton
The University Of Salford	Salford
The University Of Sheffield	Sheffield
The University Of Winchester	Winchester
The University Of Worcester	Worcester
The Yorkshire College Of Beauty Therapy	Leeds
Torquay International School Ltd	Torquay
Totton College	Southampton
Tower Hamlets College	London
Trinity College Bristol	Bristol
Trinity College Carmarthen	Carmarthen
Trinity Laban	London
Trinity School Of Theology	Rugby
Truro and Penwith College	Truro
Tti School Of English Ltd	London
Twin Towers English College	London
Uhi Millennium Institute	Inverness
United Church Schools Trust	Kettering
United International College	London
University Campus Suffolk	Ipswich

University College Birmingham	Birmingham
University College London	London
University College Plymouth St Mark & St John	Plymouth
University For The Creative Arts	Farnham
University Of Aberdeen	Aberdeen
University Of Abertay Dundee	Dundee
University Of Bath (The Registry)	Bath
University Of Bedfordshire	Luton
University Of Birmingham	Birmingham
University Of Bradford	Bradford
University Of Brighton	Brighton
University Of Bristol	Bristol
University Of Central Lancashire	Preston
University Of Chester	Chester
University Of Chichester	Chichester
University Of Derby	Derby
University Of Dundee	Dundee
University Of Durham	Durham
University Of East Anglia	Norwich
University Of East London	London
University Of Edinburgh	Edinburgh
University Of Essex	Colchester
University Of Exeter	Exeter
University Of Glamorgan	Pontypridd
University Of Glasgow	Glasgow
University Of Gloucestershire	Cheltenham
University Of Greenwich	Greenwich
University Of Hertfordshire Higher Education Corporation	Hatfield
University Of Huddersfield Isc	Huddersfield
University Of Huddersfield	Huddersfield
University Of Hull	Hull

University Of Kent	Canterbury
University Of Leeds	Leeds
University Of Leicester International Study Centre	Leicester
University Of Leicester	Leicester
University Of Lincoln	Lincoln
University Of Liverpool	Liverpool
University Of London	London
University Of Manchester	Manchester
University Of Northumbria At Newcastle	Newcastle Upon Tyne
University Of Nottingham	Nottingham
University Of Oxford	Oxford
University Of Plymouth	Plymouth
University Of Portsmouth	Portsmouth
University Of Reading	Reading
University Of Southampton	Southampton
University Of St Andrews	St Andrews
University Of Stirling International Study Centre (Isc)	Stirling
University Of Stirling	Stirling
University Of Strathclyde	Glasgow
University Of Sunderland	Sunderland
University Of Surrey Isc	Guildford
University Of Surrey	Guildford
University Of Sussex Isc	Brighton
University Of Sussex	Brighton
University Of The Arts London	London
University Of The West Of England	Bristol
University Of The West Of Scotland	Paisley
University Of Ulster	Coleraine
University Of Wales Institute, Cardiff	Cardiff
University Of Wales, Lampeter	Lampeter
University Of Wales, Newport	Newport

University Of Warwick	Coventry
University Of Westminster	London
University Of Wolverhampton	Wolverhampton
University Of York	York
Uxbridge College	Uxbridge
Varndean College	Brighton
Victoria College Nottingham	Nottingham
Vision College Of Theology and Business Studies	London
Wakefield College	Wakefield
Wales Isc	Newport
Walsall College	Walsall
Waltham Forest College	London
Warminster School	Warminster
Warwickshire College	Leamington Spa
Washington International Studies Council	Oxford
Wessex Academy School Of English	Poole
West Buckland School	Barnstaple
West Cheshire College	Chester
West Dean College - The Edward James Foundation Ltd	Chichester
West Nottinghamshire College	Mansfield
West Suffolk College	Bury St Edmunds
West Thames College	Isleworth
Westbourne Academy	Bournemouth
Westbourne School	Penarth
Westfield House	Cambridge
Westminster Academy	London
Westminster Kingsway College	London
Weston College	Weston Super Mare
Westonbirt School Ltd	Tetbury
Weymouth College	Weymouth
Whitgift School	South Croydon

Wigan and Leigh College	Wigan
Wiltshire College	Chippenham
Wimbledon School Of English	London
Winchester College	Winchester
Winchester School Of English	Winchester
Windlesham House School T/A (The Malden Trust Ltd)	Pulborough
Wirral Metropolitan College	Cheshire
Woodard Schools Taunton Ltd	Taunton
Woodbridge School	Woodbridge
Woodhouse Grove School	Bradford
Worcester Sixth Form College	Worcester
Worthing College	Worthing
Wrekin Old Hall Trust Ltd	Telford
Writtle Agricultural College Higher Education Corporation	Chelmsford
Wycliffe College	Stonehouse
Wyggeston and Queen Elizabeth I College	Leicester
Wyke Sixth Form College	Hull
Yale College Of Wrexham	Wrexham
Yeovil College	Yeovil
York College	York
York St John University	York
Ystrad Mynach College	Hengoed
Zen School Of Shiatsu Ltd	London

Appendix 4: Allocation of student visas by nationality 2005–10

STUDENT VISAS ISSUED - Nationality	2005	2006	2007	2008	2009	2010	Grand Total
AFGHANISTAN	67	101	91	99	172	354	884
ALBANIA	290	463	559	240	339	359	2250
ALGERIA	197	254	356	317	296	333	1753
ANDORRA	1	4	4	1	3	2	15
ANGOLA	305	367	415	206	223	233	1749
ANGUILLA			0	0	1		1
ANTIGUA AND BARBUDA	10	22	20	31	10	12	105
ARGENTINA	188	188	219	196	143	142	1076
ARMENIA	141	186	182	93	90	104	796
AUSTRALIA	669	730	859	990	1001	1035	5284
AZERBAIJAN	475	521	610	227	341	432	2606
BAHAMAS	81	89	84	69	75	53	451
BAHRAIN	540	542	593	590	581	643	3489
BANGLADESH	2961	3375	3443	3313	17449	8989	39530
BARBADOS	168	163	135	127	126	112	831
BELARUS	649	188	222	237	135	135	1566
BELIZE	15	17	17	15	14	14	92
BENIN	34	40	27	23	26	22	172
BERMUDA	1	1					2
BHUTAN	15	16	17	9	22	19	98
BOLIVIA	104	139	101	83	68	44	539
BOSNIA AND HERZEGOVINA	160	126	130	70	64	53	603
BOTSWANA	230	327	410	326	194	230	1717
BRAZIL	4474	3268	3926	4581	3023	2262	21534
BRITISH NATIONAL OVERSEAS	3323	3069	2796	2649	2390	1816	16043
BRITISH OVERSEAS CITIZEN	6	7	4	6	1	1	25
BRUNEI	456	168	183	146	983	1034	2970
BULGARIA	586	714	1	1			1302
BURKINA	19	14	11	20	12	10	86

BURMA (MYANMAR)	324	321	392	334	636	257	2264
BURUNDI	6	8	10	7	9	5	45
CAMBODIA	27	32	42	34	62	41	238
CAMEROON	425	445	561	293	483	665	2872
CANADA	2423	2549	2904	3266	3201	3503	17846
CAPE VERDE	8	3	51	9	0	2	73
CAYMAN ISLANDS	2	0	1	1			4
CENTRAL AFRICAN REPUBLIC	1	4	5	4	4	0	18
CHAD	7	8	15	5	6	2	43
CHILE	245	266	350	346	326	348	1881
CHINA	18182	21055	23727	27935	37235	44234	172368
COLOMBIA	2795	3041	4369	5379	4137	3556	23277
COMOROS	5	3	1	0	2	4	15
CONGO	50	65	90	52	28	15	300
COSTA RICA	16	19	26	30	27	25	143
CROATIA	783	210	194	190	159	155	1691
CUBA	43	57	44	39	16	8	207
CYPRUS*	28	18	15	20	23	11	115
DEMOCRATIC REPUBLIC OF CONGO	53	54	63	43	37	23	273
DJIBOUTI	7	10	12	3	1	4	37
DOMINICA	33	30	20	16	18	14	131
DOMINICAN REPUBLIC	34	34	39	47	23	22	199
EAST TIMOR (TIMOR-LESTE)				2	3	3	8
ECUADOR	228	271	296	325	292	145	1557
EGYPT	440	465	575	498	731	660	3369
EL SALVADOR	20	17	10	10	17	16	90
EQUATORIAL GUINEA	14	11	33	40	1	13	112
ERITREA	13	17	12	3	16	7	68
ETHIOPIA	144	124	132	116	105	80	701
FIJI	17	14	19	14	13	11	88
GABON	34	46	47	22	10	4	163
GAMBIA	449	427	392	477	327	181	2253
GEORGIA*	230	249	327	420	396	218	1840

GHANA	1063	1160	974	833	782	832	5644
GRENADA	40	41	30	40	36	20	207
GUATEMALA	17	16	17	26	15	21	112
GUINEA	83	77	58	44	33	45	340
GUINEA-BISSAU	6	21	15	6	0	1	49
GUYANA	91	86	69	44	38	31	359
HAITI	14	13	11	8	7	4	57
HONDURAS	12	9	13	9	6	14	63
HONG KONG	1981	2269	2476	2785	3532	5317	18360
ICELAND	1		0	2			3
INDIA	16592	20579	22018	27871	58158	42545	187763
INDONESIA	682	629	624	736	708	907	4286
IRAN	1514	1979	2246	2360	1969	2483	12551
IRAQ	172	285	317	326	386	356	1842
ISRAEL	2014	731	330	315	257	208	3855
IVORY COAST	123	145	132	78	71	33	582
JAMAICA	200	165	206	152	129	104	956
JAPAN	8423	8079	6864	5599	4375	3760	37100
JORDAN	818	894	918	822	863	765	5080
KAZAKHSTAN	4906	5614	4187	1415	2020	2121	20263
KENYA	819	983	880	1022	954	916	5574
KIRIBATI	1	1			1		3
KOREA (NORTH)	7	4	3	3	3	2	22
KOSOVO			0	2	75	62	139
KUWAIT	683	700	1005	1101	1074	1130	5693
KYRGYZSTAN	267	342	307	150	177	81	1324
LAOS	13	5	3	7	5	1	34
LEBANON	380	387	324	311	265	370	2037
LESOTHO	8	24	9	8	13	17	79
LIBERIA	8	5	15	10	6	22	66
LIBYA	2318	1213	781	596	2010	2440	9358
LITHUANIA			1				1
MACAU	81	86	102	131	130	165	695

MACEDONIA	84	168	203	175	155	77	862
MADAGASCAR	30	26	25	21	13	15	130
MALAWI	563	337	450	247	185	166	1948
MALAYSIA	4423	3392	3902	4142	6071	6284	28214
MALDIVES	78	94	75	83	51	69	450
MALI	14	27	41	30	24	22	158
MAURITANIA	18	21	29	16	10	9	103
MAURITIUS	1502	1181	927	836	803	733	5982
MEXICO	1211	1117	1261	1455	1065	1068	7177
MICRONESIA			1				1
MOLDOVA	143	153	81	97	97	64	635
MONACO	2	3	2	4	2	3	16
MONGOLIA	164	265	887	297	305	135	2053
MONTENEGRO			1	30	48	48	127
MOROCCO	376	442	347	238	390	490	2283
MOZAMBIQUE	57	27	33	32	28	31	208
NAMIBIA	34	43	32	28	37	30	204
NAURU				0		0	0
NEPAL	405	791	1114	581	10104	2333	15328
NEW ZEALAND	145	135	195	207	184	212	1078
NICARAGUA	3	8	9	9	6	8	43
NIGER	14	17	18	8	5	6	68
NIGERIA	6856	7036	8385	9666	11205	10948	54096
OMAN	1029	1216	1122	874	718	645	5604
PAKISTAN	8639	11517	10426	7960	12657	24485	75684
PALESTINIAN AUTHORITY	81	100	91	3		2	277
PANAMA	26	20	30	52	27	21	176
PAPUA NEW GUINEA	8	5	1	3	11	12	40
PARAGUAY	14	18	25	12	5	4	78
PERU	401	411	425	435	281	214	2167
PHILIPPINES	403	623	1245	5939	7700	3772	19682
QATAR	475	543	739	658	689	895	3999
ROMANIA	775	740	2	3	0		1520

RUSSIA	3341	4868	3832	3800	3123	3160	22124
RWANDA	54	59	69	69	55	58	364
SAN MARINO	1	3	2	1	1	2	10
SAO TOME AND PRINCIPE	51	52	8	7	2	0	120
SAUDI ARABIA	2643	3118	3027	6147	9443	8090	32468
SENEGAL	71	103	164	137	118	116	709
SERBIA			42	25	243	232	542
SEYCHELLES	58	45	28	17	56	54	258
SIERRA LEONE	189	260	218	145	130	108	1050
SINGAPORE	841	766	732	961	1463	1846	6609
SLOVAKIA	0	1					1
SOLOMON ISLANDS	5	2	2	2	2	1	14
SOMALIA	3	3	5	3	3	7	24
SOUTH AFRICA	436	492	477	533	479	495	2912
SOUTH KOREA	8194	7297	6857	6556	5738	6488	41130
SOVIET UNION					1		1
SRI LANKA	1779	2374	2503	3309	5546	7583	23094
ST KITTS AND NEVIS	13	17	14	10	11	12	77
ST LUCIA	96	82	71	73	60	47	429
ST VINCENT	50	63	43	35	46	40	277
Stateless (Art 1 1951 Convention)	34	30	19	14	20	14	131
SUDAN	273	264	264	208	257	188	1454
SURINAM	4	4	3	5	1	1	18
SWAZILAND	28	20	21	13	13	13	108
SYRIA	699	863	611	395	450	395	3413
TAIWAN	9298	9601	6957	4337	3799	3535	37527
TAJIKISTAN	78	76	38	54	39	40	325
TANZANIA	720	887	882	947	582	476	4494
THAILAND	3379	4003	4005	4468	4706	5085	25646
TOGO	14	28	22	14	12	16	106
TONGA	5	3	6	3	4	3	24
TRINIDAD AND TOBAGO	388	432	478	393	376	359	2426
TUNISIA	99	109	131	86	89	57	571

TURKEY	7084	8531	8151	5302	5835	4212	39115
TURKMENISTAN	453	211	176	204	334	212	1590
TURKS AND CAICOS ISLANDS			1				1
TUVALU	1		0		0		1
UGANDA	569	508	582	619	467	399	3144
UKRAINE	935	1688	935	758	850	839	6005
UNITED ARAB EMIRATES	926	745	550	348	885	913	4367
UNITED NATIONS	1	3	11	8	8	11	42
UNITED STATES	8930	9111	11200	14268	14760	14477	72746
Unspecified Nationality	96	88	221	164	47	39	655
URUGUAY	16	20	28	31	23	22	140
UZBEKISTAN	746	1075	829	465	219	138	3472
VANUATU			0		0	1	1
VENEZUELA	332	469	763	778	433	303	3078
VIETNAM	1389	1452	1833	1862	2059	2719	11314
WESTERN SAMOA	3	0	1	0		1	5
XXB (Refugee 1957 Convention)	5	7	13	29	16	8	78
XXC (Northern Cyprus)			4	8	3	5	20
XXH (Hong Kong SAL)	3	4	5	90	97	80	279
XXP (Palestinian Stateless)	92	102	67	159	195	214	829
YEMEN	234	264	246	287	185	159	1375
YUGOSLAVIA	1425	1080	1147	346	64	5	4067
ZAMBIA	398	433	545	384	252	230	2242
ZIMBABWE	652	461	367	263	222	248	2213
Grand Total	171695	184167	186454	194738	270922	254005	1261981

Table compiled on the basis of Home Office answers to Written Parliamentary Question [40890] and [43770]

Appendix 5: International students who studied in the UK

Heads of state who studied in Britain

Head of State	Country
King Hamad ibn Isa Al Khalifa	Bahrain
King Jigme Khesar Namgyel Wangchuck	Bhutan
President Ian Khama	Botswana
Sultan Hassanal Bolkiah	Brunei
Queen Margrethe II	Denmark
President Nicholas Liverpool	Dominica
President John Atta Mills	Ghana
President Ólafur Ragnar Grímsson	Iceland
King Abdullah II	Jordan
President Anote Tong	Kiribati
King Letsie III of Lesotho	Lesotho
Henri, Grand Duke of Luxembourg	Luxembourg
Yang di-Pertuan Agong Mizan Zainal Abidin of Terengganu	Malaysia
President Mohamed Nasheed	Maldives
President Anerood Jugnauth	Mauritius
Prince Albert II	Monaco
King Harald V	Norway

Sultan Qaboos bin Said al Said	Oman
President Aníbal Cavaco Silva	Portugal
Emir Hamad bin Khalifa Al Thani	Qatar
King Mswati III	Swaziland
President Bashar al-Assad	Syria
King George Tupou V	Tonga
President George Maxwell Richards	Trinidad and Tobago
President Abdullah Gül	Turkey
President Iolu Abil	Vanuatu
President Rupiah Banda	Zambia

Indicative list of international alumni who studied in British universities

Alumnus	Country of origin
Tariq Ali, author	Pakistan
Benazir Bhutto, Pakistani politician	Pakistan
Baruch S Blumberg, Nobel Prize-winning scientist	United States of America
Justice Stephen Breyer, Associate Justice, Supreme Court of the United States	United States of America
General Wesley Clark, NATO Supreme Allied Commander Europe, 1997-2000	United States of America
Rupert Murdoch, Director, News International	Australia
Cornelia Sorabji, India's first female lawyer	India
Aung San Suu Kyi, Burmese politician	Burma
Rabindranath Tagore, Nobel prize-winning author	India
Sir Yang Ti-liang, former Chief Justice of Hong Kong	China
Jomo Kenyatta , founding father of Kenya	British East Africa (Kenya)

Idris Kutigi, Chief Justice of the Supreme Court of Nigeria	Nigeria
Johnnie Carson, US Assistant Secretary of State for African Affairs	United States of America
Hoshiyar Zebari, Minister of Foreign Affairs of Iraq	Iraq
Nahed Taher, first woman to head a Saudi investment bank (Gulf One Investment Bank)	Saudi Arabia
Professor Jianhua Zhang , scientist ranked in 2008 by Nature as one of the five agricultural scientists who could 'change the world'	China
Dr Barham Salih, Prime Minister of Kurdistan	Iraq
Haruhiko Kuroda, President of the Asian Development Bank	Japan
Michèle Flournoy, US Under Secretary of Defense	United States of America
Dr Fred Goesmann, scientist who worked on Beagle 2 at the Max Planck Institute for Solar System Research	Germany

Appendix 6: Financial Times Global MBA Ranking Table 2010

Current rank	School name	Country
1	London Business School	U.K.
2	University of Pennsylvania: Wharton	U.S.A.
3	Harvard Business School	U.S.A.
4	Stanford University GSB	U.S.A.
5	Insead	France / Singapore
6	Columbia Business School	U.S.A.
6	IE Business School	Spain
8	MIT Sloan School of Management	U.S.A.
9	University of Chicago: Booth	U.S.A.
9	Hong Kong UST Business School	China
11	Iese Business School	Spain
12	Indian School of Business	India
13	New York University: Stern	U.S.A.
13	Dartmouth College: Tuck	U.S.A.
15	IMD	Switzerland
16	Yale School of Management	U.S.A.
16	University of Oxford: Saïd	U.K.
18	HEC Paris	France
19	Esade Business School	Spain
20	Duke University: Fuqua	U.S.A.
21	University of Cambridge: Judge	U.K.
22	Ceibs	China
22	Northwestern University: Kellogg	U.S.A.
24	Lancaster University Management School	U.K.

25	Rotterdam School of Management, Erasmus University	Netherlands
26	Cranfield School of Management	U.K.
27	Nanyang Business School	Singapore
28	Chinese University of Hong Kong	China
28	University of Michigan: Ross	U.S.A.
28	University of California at Berkeley: Haas	U.S.A.
31	University of Virginia: Darden	U.S.A.
32	Imperial College Business School	U.K.
33	UCLA: Anderson	U.S.A.
34	Emory University: Goizueta	U.S.A.
34	Carnegie Mellon: Tepper	U.S.A.
36	Cornell University: Johnson	U.S.A.
36	Australian School of Business: AGSM	Australia
38	Georgetown University: McDonough	U.S.A.
38	SDA Bocconi	Italy
40	Manchester Business School	U.K.
41	City University: Cass	U.K.
42	Warwick Business School	U.K.
43	University of Maryland: Smith	U.S.A.
44	Rice University: Jones	U.S.A.
45	University of Toronto: Rotman	Canada
46	University of North Carolina: Kenan-Flagler	U.S.A.
47	Boston College: Carroll	U.S.A.
48	University of Rochester: Simon	U.S.A.
49	University of Western Ontario: Ivey	Canada
49	Washington University: Olin	U.S.A.

Appendix 7: Number of International Students at UK Universities

Students at UK higher education institutions by region of domicile, 2008/09

Institution	Proportion of students from Non-EU countries	Non European Union	United Kingdom	Other European Union	Postgraduate study - Proportion of students from Non-EU countries	Undergraduate study - Proportion of students from Non-EU countries
Total	10.5%	251,310	2,027,085	117,660	26%	6%
Aberystwyth University	5.8%	590	8,760	855	15%	4%
Anglia Ruskin University	6.2%	1,235	17,250	1,350	16%	5%
Aston University	23.6%	2,480	7,385	630	47%	15%
Bangor University	9.6%	1,075	9,700	420	25%	5%
Bath Spa University	1.6%	130	7,945	85	1%	2%
Birkbeck College	4.4%	800	16,675	810	8%	4%
Birmingham City University	6.9%	1,685	22,195	475	24%	4%
Bishop Grosseteste University College Lincoln	1.1%	25	2,175	0	3%	0%

Bournemouth University	7.0%	1,260	16,000	710	33%	3%
Brunel University	18.1%	2,725	11,570	790	42%	9%
Buckinghamshire New University	7.0%	665	8,165	630	28%	5%
Canterbury Christ Church University	2.8%	475	15,470	805	4%	2%
Cardiff University	12.5%	3,485	23,345	1,110	30%	6%
Central School of Speech and Drama	9.4%	80	720	55	19%	4%
Conservatoire for Dance and Drama	10.0%	115	870	170	11%	10%
Courtauld Institute of Art	20.2%	85	280	55	31%	3%
Coventry University	14.2%	2,855	15,995	1,270	42%	7%
Cranfield University	25.3%	1,345	2,700	1,275	25%	-
De Montfort University	6.1%	1,270	19,220	420	20%	3%
Edge Hill University	0.3%	85	24,125	130	0%	0%
Edinburgh College of Art	11.9%	185	1,205	160	38%	8%
Edinburgh Napier University	11.0%	1,495	10,425	1,730	31%	7%

Glasgow Caledonian University	8.5%	1,565	16,435	410	36%	3%
Glasgow School of Art	17.6%	310	1,265	190	30%	15%
Glyndŵr University	9.6%	740	5,030	1,960	42%	5%
Goldsmiths College	9.3%	715	6,260	680	19%	6%
Guildhall School of Music and Drama	11.3%	85	490	175	20%	6%
Harper Adams University College	2.7%	120	4,255	65	29%	2%
Heriot-Watt University	21.6%	2,250	7,025	1,150	33%	12%
Heythrop College	7.3%	65	790	40	10%	5%
Imperial College of Science, Technology and Medicine	24.8%	3,505	8,765	1,880	24%	25%
Institute of Education	11.4%	825	5,950	480	12%	6%
King's College London	13.5%	3,015	17,405	1,855	21%	9%
Kingston University	10.9%	2,815	21,495	1,480	25%	6%
Leeds College of Music	2.9%	20	645	15	13%	2%
Leeds Metropolitan University	4.7%	1,320	25,790	685	19%	2%

Leeds Trinity University College	2.8%	95	3,310	40	5%	2%
Liverpool Hope University	4.7%	325	6,435	185	17%	2%
Liverpool John Moores University	9.2%	2,385	22,900	715	23%	6%
London Business School	56.9%	1,010	490	275	57%	-
London Metropolitan University	13.3%	3,520	20,570	2,290	27%	9%
London School of Economics and Political Science	49.6%	4,745	3,025	1,805	57%	41%
London School of Hygiene and Tropical Medicine	39.1%	465	600	125	39%	-
London South Bank University	7.8%	1,865	21,050	1,090	17%	5%
Loughborough University	15.1%	2,430	13,060	640	38%	7%
Middlesex University	15.7%	3,350	16,540	1,455	39%	9%
Newman University College	0.0%	0	2,730	45	0%	0%
Norwich University College of the Arts	0.8%	10	1,290	20	4%	0%
Oxford Brookes University	11.3%	2,045	15,060	1,060	19%	9%
Queen Margaret University, Edinburgh	10.3%	520	4,165	360	22%	7%

Queen Mary and Westfield College	16.2%	2,270	10,890	860	31%	12%
Ravensbourne College of Design and Communication	7.2%	85	1,045	45	29%	7%
Roehampton University	6.5%	575	8,045	290	16%	3%
Rose Bruford College	6.7%	65	845	60	22%	6%
Royal Academy of Music	25.2%	180	405	130	25%	25%
Royal Agricultural College	10.3%	100	840	30	31%	5%
Royal College of Art	15.6%	155	600	240	16%	-
Royal College of Music	21.9%	140	365	135	29%	17%
Royal Holloway and Bedford New College	19.1%	1,670	6,170	920	33%	16%
Royal Northern College of Music	15.5%	115	575	50	33%	9%
Scottish Agricultural College	3.7%	30	720	60	23%	1%
Sheffield Hallam University	10.8%	3,650	29,550	630	28%	5%
Southampton Solent University	8.8%	1,030	9,930	790	36%	7%
St George's Hospital Medical School	4.8%	210	4,120	85	16%	4%

St Mary's University College	0.0%	0	965	25	0%	0%
St Mary's University College, Twickenham	0.7%	30	3,875	265	1%	1%
Staffordshire University	9.2%	1,570	15,040	385	32%	3%
Stranmillis University College	0.0%	0	1,245	35	0%	0%
Swansea Metropolitan University	4.7%	275	5,405	190	6%	4%
Swansea University	10.0%	1,400	12,285	335	29%	7%
Teesside University	6.3%	1,710	24,675	590	18%	5%
Thames Valley University	9.4%	1,610	14,260	1,240	23%	8%
The Arts University College at Bournemouth	5.4%	125	2,075	95	25%	5%
The City University	16.0%	3,485	16,385	1,855	29%	10%
The Institute of Cancer Research	10.5%	30	230	25	11%	-
The Liverpool Institute for Performing Arts	14.7%	135	745	40	6%	16%
The Manchester Metropolitan University	5.5%	1,890	31,335	1,105	11%	4%
The Nottingham Trent University	7.6%	1,905	22,450	550	23%	4%

The Open University	0.1%	115	193,585	130	1%	0%
The Queen's University of Belfast	5.5%	1,245	20,365	1,205	12%	3%
The Robert Gordon University	14.8%	2,015	10,695	915	41%	3%
The Royal Scottish Academy of Music and Drama	13.1%	100	615	50	31%	8%
The Royal Veterinary College	6.5%	130	1,785	90	8%	6%
The School of Oriental and African Studies	28.7%	1,405	2,765	720	36%	24%
The School of Pharmacy	15.1%	210	1,135	50	17%	14%
The University of Aberdeen	13.4%	1,995	11,460	1,405	34%	6%
The University of Bath	18.3%	2,450	9,690	1,235	30%	13%
The University of Birmingham	14.7%	4,295	23,640	1,255	28%	7%
The University of Bolton	6.1%	495	7,475	200	13%	5%
The University of Bradford	18.2%	2,315	9,440	985	39%	11%
The University of Brighton	5.4%	1,125	18,485	1,365	12%	4%
The University of Bristol	13.7%	2,875	17,025	1,100	30%	7%
The University of Buckingham	51.9%	550	430	80	45%	54%

The University of Cambridge	15.5%	3,535	17,385	1,895	32%	8%
The University of Central Lancashire	9.4%	2,650	24,760	720	20%	8%
The University of Chichester	1.5%	75	4,875	60	1%	2%
The University of Dundee	8.1%	1,265	13,545	715	18%	3%
The University of East Anglia	11.9%	1,825	12,875	590	27%	8%
The University of East London	14.1%	3,715	21,590	1,010	32%	8%
The University of Edinburgh	13.8%	3,390	19,035	2,095	26%	9%
The University of Essex	18.0%	2,210	9,025	1,065	36%	13%
The University of Exeter	14.2%	2,305	13,150	735	27%	9%
The University of Glasgow	8.1%	1,965	21,060	1,220	25%	3%
The University of Greenwich	17.7%	4,635	20,565	920	49%	9%
The University of Huddersfield	3.7%	805	20,205	580	11%	2%
The University of Hull	10.0%	2,235	19,300	835	34%	6%
The University of Keele	7.2%	750	9,335	285	17%	5%
The University of Kent	9.8%	1,795	15,285	1,215	23%	8%

The University of Lancaster	13.9%	1,770	9,990	935	30%	8%
The University of Leeds	13.9%	4,510	26,680	1,180	38%	5%
The University of Leicester	13.8%	2,280	13,445	780	23%	8%
The University of Lincoln	2.1%	245	10,580	640	11%	1%
The University of Liverpool	10.5%	2,090	17,175	685	29%	7%
The University of Manchester	17.9%	6,845	29,390	1,955	33%	12%
The University of Newcastle-upon-Tyne	15.7%	3,065	15,575	935	34%	9%
The University of Northampton	7.6%	965	11,515	200	25%	4%
The University of Northumbria at Newcastle	15.1%	4,875	26,640	775	34%	10%
The University of Nottingham	18.7%	6,145	25,025	1,755	40%	11%
The University of Oxford	17.4%	4,140	17,740	1,885	40%	6%
The University of Plymouth	3.7%	1,130	28,910	890	9%	3%
The University of Portsmouth	9.7%	2,080	18,275	1,025	24%	6%
The University of Reading	12.7%	2,025	12,945	990	26%	7%
The University of Salford	11.9%	2,385	16,660	1,050	36%	5%

The University of Sheffield	17.0%	4,200	19,425	1,090	40%	8%
The University of Southampton	13.2%	3,000	18,385	1,300	31%	7%
The University of St Andrews	29.4%	2,725	5,545	1,005	46%	25%
The University of Stirling	12.4%	1,255	8,370	500	37%	4%
The University of Strathclyde	8.8%	1,875	18,855	570	17%	5%
The University of Sunderland	15.6%	3,120	16,200	715	41%	11%
The University of Surrey	15.9%	2,510	11,520	1,725	32%	7%
The University of Sussex	9.7%	1,205	10,270	890	27%	5%
The University of the West of Scotland	3.1%	555	16,970	370	17%	2%
The University of Wales, Lampeter	16.7%	1,030	4,725	400	48%	8%
The University of Wales, Newport	6.0%	540	8,390	135	25%	1%
The University of Warwick	17.6%	5,005	21,350	2,085	30%	12%
The University of Westminster	14.4%	3,335	17,740	2,085	28%	9%
The University of Winchester	2.9%	170	5,660	75	3%	3%

The University of Wolverhampton	8.7%	1,885	18,645	1,240	25%	5%
The University of Worcester	1.6%	135	7,960	225	2%	1%
The University of York	15.7%	2,120	10,660	710	34%	8%
Trinity Laban Conservatoire of Music and Dance	7.9%	70	685	130	15%	5%
Trinity University College	1.5%	35	2,265	45	6%	1%
UHI Millennium Institute	1.8%	135	7,425	105	6%	1%
University Campus Suffolk	1.4%	65	4,575	25	2%	1%
University College Birmingham	16.6%	715	3,285	295	68%	10%
University College Falmouth	3.1%	95	2,830	100	5%	3%
University College London	22.3%	4,740	14,085	2,385	24%	21%
University College Plymouth St Mark and St John	2.3%	95	3,950	35	2%	3%
University for the Creative Arts	4.9%	260	4,640	385	30%	4%
University of Abertay Dundee	8.3%	335	3,135	580	53%	2%
University of Bedfordshire	20.6%	3,555	12,115	1,610	58%	9%
University of Chester	1.4%	195	13,105	190	4%	1%

University of Cumbria	0.4%	50	12,785	270	1%	0%
University of Derby	5.1%	875	15,385	775	10%	4%
University of Durham	16.2%	2,730	13,395	720	37%	6%
University of Glamorgan	10.0%	2,085	17,020	1,800	27%	7%
University of Gloucestershire	4.5%	420	8,605	230	8%	3%
University of Hertfordshire	15.0%	3,780	20,795	545	33%	10%
University of London (Institutes and activities)	22.6%	95	265	60	23%	-
University of the Arts, London	24.8%	3,915	10,065	1,835	31%	23%
University of the West of England, Bristol	5.2%	1,635	28,935	1,070	11%	4%
University of Ulster	2.5%	575	20,160	2,420	7%	1%
University of Wales Institute, Cardiff	21.5%	2,375	8,415	255	59%	8%
Writtle College	5.0%	50	920	30	-	5%
York St John University	1.3%	85	6,370	75	4%	1%

Source: Higher Education Statistics Authority student record

Formal Minutes

Tuesday 15 March 2011

Members present:

Rt Hon Keith Vaz, in the Chair

Nicola Blackwood
Michael Ellis
Dr Julian Huppert
Lorraine Fullbrook

Steve McCabe
Rt Hon Alun Michael
Bridget Phillipson
Mr David Winnick

Paragraphs 1 and 2 read and agreed to.

Paragraphs 3 to 9 read, amended and agreed to.

Paragraph 10 read and agreed to.

Paragraphs 11 to 13 read, amended and agreed to.

Paragraph 14 read and agreed to.

Paragraphs 15 to 17 read, amended and agreed to.

Paragraphs 18 and 19 read and agreed to.

Paragraph 20 read, amended and agreed to.

Paragraphs 21 to 24 read and postponed.

Paragraphs 25 to 28 (now paragraphs 21 to 24) read and agreed to.

Postponed Paragraph 21 (now paragraph 25) again read, amended and agreed to.

Postponed Paragraph 22 (now paragraph 26) read and agreed to.

Postponed Paragraphs 23 to 25 (now paragraphs 27 to 29) read, amended and agreed to.

A paragraph— (*Rt Hon Alun Michael*)—brought up, read the first and second time and inserted (now paragraph 30).

Another paragraph— (*The Chair*) — brought up, read the first and second time and inserted (now paragraph 31).

Postponed Paragraphs 26 to 28 (now paragraphs 32 to 34) read, amended and agreed to.

Another paragraph—(*Nicola Blackwood*)—brought up, read the first and second time and inserted (now paragraph 35).

Postponed Paragraph 29 (now paragraph 36) read and agreed to.

Postponed Paragraph 30 (now paragraph 37) read, amended and agreed to.

Postponed Paragraphs 31 and 32 (now paragraphs 38 and 39) read and agreed to.

Postponed Paragraph 33 (now paragraph 40) read.

Amendment proposed, in line 4, to leave out the first sentence.—(Nicola Blackwood).

Question put, That the amendment be made.

The Committee divided.

Ayes, 3	Noes, 4
Nicola Blackwood	Steve McCabe
Michael Ellis	Rt Hon Alun Michael
Lorraine Fullbrook	Bridget Phillipson
	Mr David Winnick

The Amendment negatived.

Other amendments made.

Paragraph, as amended, agreed to.

Postponed Paragraphs 34 to 40 (now paragraphs 41 to 47) read, amended and agreed to.

Postponed Paragraph 41 (now paragraph 48) read.

Amendment proposed, in line 9, leave out from “desire.” to end of paragraph and insert: “We would recommend that if the UKBA is satisfied that the person has genuinely studied here, with all the supporting evidence from the college, etc, and the amount of time spent in studying here is not considered unreasonable, the application for extending the stay should be decided in this country. If, however, this is not so, applications for further courses should be made overseas.” —(Mr David Winnick)

Question put, That the Amendment be made.

The Committee divided.

Ayes, 1	Noes, 3
Mr David Winnick	Nicola Blackwood
	Michael Ellis
	Lorraine Fullbrook

The Amendment negatived.

Other amendments made.

Paragraph, as amended, agreed to.

Postponed Paragraph 42 (now paragraph 49) read, amended and agreed to.

Postponed Paragraphs 43 to 49 (now paragraphs 50 to 56) read and agreed to.

Postponed Paragraph 50 (now paragraph 57) read, amended and agreed to.

Postponed Paragraph 51 (now paragraph 58) read and amended.

Amendment proposed, in line 19, to leave out from start of line to “either” and insert “We would ideally suggest that the system be maintained, in the light of the use of post-study work options to attract the best students by our main competitors in the higher education sector. However, if it is to be reformed, we recommend that the Government”.—(Dr Julian Huppert)

Question put, That the amendment be made.

The Committee divided.

Ayes, 5	Noes, 3
Dr Julian Huppert	Nicola Blackwood
Steve McCabe	Michael Ellis
Rt Hon Alun Michael	Lorraine Fullbrook
Bridget Phillipson	
Mr David Winnick	

The Amendment made.

Other amendments made.

Paragraph, as amended, agreed to.

Postponed Paragraph 52 (now paragraph 59) read, amended and agreed to.

Postponed Paragraph 53 (now paragraph 60) read and agreed to.

Postponed Paragraph 54 read, divided, amended and agreed to (now paragraphs 61 and 62).

Postponed Paragraphs 55 to 57 (now paragraphs 63 to 65) read, amended and agreed to.

Postponed Paragraphs 58 to 60 (now paragraphs 66 to 68) read and agreed to.

Postponed Paragraph 61 (now paragraph 69) read, amended and agreed to.

Postponed Paragraph 62 (now paragraph 70) read and agreed to.

Postponed Paragraph 63 (now paragraph 71) read.

Amendment proposed, in line 19, after “implemented” to add “although it would be better to delay implementation until the situation has been researched more carefully and more robust proposals subjected to proper scrutiny.”—(Rt Hon Alun Michael)

Question put, That the amendment be made.

The Committee divided.

Ayes, 4	Noes, 3
Steve McCabe	Nicola Blackwood
Rt Hon Alun Michael	Michael Ellis
Bridget Phillipson	Lorraine Fullbrook
Mr David Winnick	

The Amendment made.

Paragraph, as amended, agreed to.

Postponed Paragraph 64 (now paragraph 72) read and agreed to.

Postponed Paragraph 65 (now paragraph 73) read, amended and agreed to.

Postponed Paragraph 66 (now paragraph 74) read and agreed to.

Postponed Paragraphs 67 and 68 (now paragraphs 75 and 76) read, amended and agreed to.

Postponed Paragraph 69 (now paragraph 77) read and agreed to.

Postponed Paragraph 70 read, divided, amended and agreed to (now paragraphs 78 and 79).

Postponed Paragraphs 71 to 77 (now paragraphs 80 to 86) read and agreed to.

Postponed Paragraph 78 read, divided, amended and agreed to (now paragraphs 87 and 88).

Paragraphs 83 to 85 (now paragraphs 89 to 91) read and agreed to.

Paragraphs 86 to 88 (now paragraphs 92 to 94) read, amended and agreed to.

Paragraphs 89 to 93 (now paragraphs 95 to 99) read and agreed to.

Paragraphs 94 and 95 (now paragraphs 100 and 101) read, amended and agreed to.

Resolved, That the title of the Report be changed as follows, *Student Visas.— (The Chair.)*

Resolved, That the Report, as amended, be the Seventh Report of the Committee to the House.

Ordered, That the Chair make the Report to the House.

Ordered, That embargoed copies of the Report be made available, in accordance with the provisions of Standing Order No. 134.

Several papers were ordered to be appended to the Report.

[Adjourned till Tuesday 22 March at 11.15 am

Witnesses

Tuesday 1 February 2011	<i>Page</i>
Tony Millns , English UK and Elizabeth McLaren , British Council	Ev 1
Professor Steve Smith , Universities UK and Professor Edward Action , University of East Anglia	Ev 7
Professor David Ward FRS , Imperial College London/Rutherford Appleton Laboratory and Mr Simeon Underwood , London School of Economics	Ev 12
Tuesday 8 February 2011	
Martin Doel and John Mountford , Association of Colleges	Ev 18
Dominic Scott , UKCISA and Aaron Porter , NUS	Ev 24
Sir Andrew Green KCMG and Mr Alper Mehmet , MigrationWatch UK	Ev 31
Damian Green MP , Minister of State for Immigration, Home Office, Glyn Williams , Director of Immigration Policy and Jeremy Oppenheim , Regional Director, National Lead Temporary Migration	Ev 35
Thursday 3 March 2011	
Rt Hon David Willetts MP , Minister of State, Department for Business, Innovation and Skills	Ev 45
Jeremy Browne MP , Minister of State, Fiona Clouder , Acting Director Migration and Andrew Whyte , Director of Communication, Foreign and Commonwealth Office	Ev 51

List of printed written evidence

1	MigrationWatch UK (SV3 and SV3a)	Ev 60: 80
2	Imperial College London (SV14)	Ev 62
3	Association of Colleges (SV16 and SV16a)	Ev 63: 64
4	English UK (SV17 and SV17a)	Ev 65: 67
5	Universities UK (SV28 and SV28a)	Ev 67: 77
6	UK Council for International Student Affairs (SV29)	Ev 72
7	National Union of Students (SV50)	Ev 78

List of additional written evidence

(published in Volume II on the Committee's website www.parliament.uk/homeaffairscom)

1	St Clare's, Oxford (SV1)	Ev w
2	Mr Rhodi Llewellyn (SV2)	
3	University for the Creative Arts (SV4)	
4	University of Huddersfield (SV5)	
5	Nazarene Theological College (SV6)	
6	Queensland College London (SV7)	
7	London School of Hygiene and Tropical Medicine (SV8)	
8	University of Sheffield Students' Union (SV9)	
9	Tilsley College (SV10)	
10	Forth Valley College (SV11)	
11	The Northern Consortium (SV12)	
12	Study Group UK (SV13)	
13	Flying Time Aviation (SV15)	
14	University of Warwick (SV18)	
15	University of Cambridge ESOL Examinations (SV19)	
16	Cambridge University Students' Union (SV20)	
17	University of Oxford (SV21)	
18	London School of Business and Finance (SV22)	
19	Association of Business Executives (SV23)	
20	University of Manchester Students' Union (SV24)	
21	Middlesex Academy of Business and Management (SV25)	
22	Association of Independent Higher Education Providers (SV26)	
23	INTO University Partnerships (SV27)	
24	Institute of Administrative Management (SV30)	
25	NHS Employers (SV32)	
26	Immigration Law Practitioners' Association (SV33)	
27	Aldwych Group (SV34)	
28	Migrants Rights Network (SV35)	
29	Navitas (SV36)	
30	University of Exeter Students' Guild (SV37)	
31	Kaplan International Colleges (SV38)	
32	Goldsmiths Students' Union (SV39)	
33	British Accreditation Council (SV40)	
34	University College London Union (SV41)	
35	University of Sheffield (SV42)	
36	Cancer Research UK (SV43)	
37	London School of Commerce (SV44)	
38	Universities UK Working Group (SV45)	
39	1994 Group (SV46)	
40	University of East Anglia (SV47)	
41	Newcastle University Students' Union (SV48)	

- 42 Association of MBAs (SV49)
- 43 The Russell Group (SV51)
- 44 Cambridge Education Group (SV52)
- 45 British Medical Association (SV53)
- 46 Joint Council for the Welfare of Immigrants (SV54)
- 47 Pearson Language Testing Division (SV55 and SV55a)
- 48 Oxford University Students' Union (SV56)
- 49 Million+ (SV57)
- 50 University of Sunderland (SV58)
- 51 Cardiff University (SV59)
- 52 Business Innovation and Skills Committee (SV60)
- 53 BioIndustry Association (SV61)

List of Reports from the Committee during the current Parliament

The reference number of the Government's response to each Report is printed in brackets after the HC printing number.

Session 2010–11

First Report	Immigration Cap	HC 361
Second Report	Policing: Police and Crime Commissioners	HC 511
Third Report	Firearms Control	HC 447
Fourth Report	The work of the UK Border Agency	HC 587
Fifth Report	Police use of Tasers	HC 646
Sixth Report	Police Finances	HC 695