David Willetts
Championing Technology

- Broad-Based Learning Method
- HE Students, Generic Skills & Employability
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Prof. Mohammed Farmer
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Associate Editor

Dr. Brian-Vincent Ikejiaku
Principal Lecturer and Programme Leader in Law
British Institute of Technology, England
Co-Editor

Nick Richards
Production Designer
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Time = \frac{Now}{Future}
DAVID WILLETTS
Championing Technology Award Winner

Championing Technology Award
BITE, in association with Rolls Royce, recognises individuals who have shown continued and effective commitment to the leadership, creativity and dissemination of technological advances for the benefit of the wider community and economy, the 'Champions' of technology rather than the inventors of an individual discovery.

This award has been received in person by, among others, the 11th President of India Dr A F J Abdul Kalam; the Rt. Hon. Lord Sainsbury of Turville, Tony Weeresinghe, the CEO of Millennium Information Technologies Ltd; Professor Zhores Alferov the Nobel Laureate for Physics for his outstanding work in Nanotechnology; and Dr Richard Noble, director of the Bloodhound Project who aims to inspire the next generation of scientists and engineers.

The most recent recipient of the award was David Willetts, a Conservative politician and former MP who is now a member of the House of Lords, which is also where he received the honour at a gala dinner hosted by the BBC’s Nick Ross. for his creativity and leadership as the minister for state for universities and science. Lord Willetts was Minister of State for Universities and Science from 2010 until 2014, and Shadow Minister for Universities and Skills from 2007 to 2010.

He is currently a visiting professor at King’s College London, a board member of the Institute for Fiscal Studies and a visiting fellow at Nuffield College, Oxford, and is also the author of several books.

As a former science minister Lord Willetts was instrumental in setting Britain on the path to sending Tim Peake into space, and arrived at the dinner to receive his award directly from Kazakhstan where he was among guests to see the launch.

He said: “This is something that is going to be part of the future of space exploration. Britain should be part of it and now we are. This is a landmark moment for Britain and our reputation as a leading science nation. Not only will we have the first UK astronaut for over two decades, but Tim Peake will be the first ever Briton to carry out ground-breaking research on the International Space Station.

Tim represents the very best of British. He will become a powerful role model for the young people we need to bolster this country’s science and engineering workforce.”
David Willetts giving a speech on receiving his award, to guests including Lord Ahmed, Lord Erroll and Stephen Timms MP.
1. Introduction
There has been a rare kind of continued confusion, worries, and challenges within the teaching and learning academic world or environment since the last two decades. The worries centre on how to develop or find out the most practical and comprehensive learning system, educational curriculum and teaching practice that will help provide the student(s) with relevant knowledge and all-round skills, in order to become ‘real employable graduate(s)’ after their studies in the current globalising world. This article proffers that the broad-based learning method – a framework for adopting a holistic approach to teaching and learning, is the antidote or panacea for these worries and challenges.

Faculties globally are faced with determining how to develop the academic curriculum and present course material so that students not only gain knowledge of the discipline, but also become self-directed learners who develop relevant skills they can apply in future careers. Broad-based method as educational practice takes a holistic and comprehensive approach to teaching and learning. Broad based methods does not agree with the assumption that various important aspects of benefits that could be acquired from the pursuit of graduate studies, such as academic knowledge, civility behaviours, transferable skills and others cannot be possible because there is no single available teaching and learning method or technique to achieve this.

1.1. What broad-based methods involve or does not involve
Broad-based method does not involve splitting the curriculum into different segments of learning and teaching practice. It is basically an approach which is more about learning to learn, which emphasises on learning through experiment, practical exercise, and experience. Thus, by employing the method, the students are encouraged to try things to prove to themselves what works, rather than be told. The students are also encouraged to engage in group work learning activities.

2. Benefits of broad-based methods
Contrary to educational techniques that adopt teaching and learning pedagogical practice which lays emphasis on the students gaining the theoretical knowledge and principles in the various fields of their studies; the broad-based method emphasises on the students to gaining not only the theoretical knowledge and principles in the fields of their studies, but also to acquire transferable skills that is very vital for the students employability after graduation. In this respect, broad-based educational curriculum integrates work based learning (WBL) into the teaching and learning curriculum.

It accepts the approach of combining different teaching and learning pedagogies, as a technique for achieving positive or successful learning outcomes. For example, broad-based method allows the Teacher a combination of teaching pedagogies such as, student/learner-centred, problem-based, teacher-centred, research-led etc, with the aim of delivering outstanding teaching and learning. The use of the broad-based method gives room for inspirational and innovative teaching and learning, including stimulating and promoting effective teaching and learning among diverse and challenging learners; as well as challenging ideas, fostering debate, inspiring and encouraging students to develop skills in critical discourse and rational thinking in order to improve their academic standards. It involves teaching in a range of contexts: individual, small/large groups, lab classes and auditorium, and through combination of methods: lectures, tutorials, coursework, seminars, and interactive (research-led) teaching presentations.
It also encourages teaching within the framework of student-centred pedagogy, including employing both formative and summative assessment methods (e.g. take home-work, time-constrained, traditional exam methods, quiz, presentations etc) in order to contribute in helping students involve actively and develop critical and independent skills to learning. This includes emphasis on innovative curriculum development incorporating relevant work-based learning and employability to engage and enthuse students.

The Dutch make use of this type of method in their educational system – they argue that the advantage of broad-based method seems to be that it involves real education; not rote learning or teaching to the test and, that the classes seems to be small, but effective because group project are encouraged. In the UK, the Department of Anthropology in the University College London (UCL) is well known for offering broad-based method in anthropological teaching in Biological, Material Culture and Social Anthropology. They have continued to receive very high ratings in the Research and Assessment Exercise (RAE). The Department's goal is continually to strengthen this broad-based approach by promoting the highest quality of research in each subfield.

3: Conclusion
Broad-based learning education involves the integration of the three aspects of teaching, learning, and evaluation of students – sometimes, inappropriate academic curriculum and/or inappropriate student evaluation is the ‘tail that wags the dog.’ Education is broad-based when it is based not merely on the one pillar of knowledge, but is balanced also on the other ‘three pillars’, which are doing, being and living together; only such broad-based education can meet the needs of students and society in terms of an enriched personal life, wider and future career aspirations. Even if academic knowledge is somewhat de-emphasized & the other three pillars of education are given some importance in the teaching-learning process, it would still not achieve the desired results if a matching change does not also occur in the evaluation process.


1. Group work helps develop learning communities in which students feel comfortable developing new ideas and raising questions about the material (Allen, Duch, & Groh, 1996). In addition, group work enhances communication skills and students' ability to manage group dynamics. Group work is interesting and motivating for students and students' ability to manage group dynamics.

2. Student-centred learning is both a mind-set and culture within higher education institutions, which is an approach to teaching and learning that involves students directly in the production of knowledge, and transforms students' perceptions and understandings by empowering them to apply knowledge in their own contexts and grow or develop to becoming independent learners - QS Top Universities, Student-Centred Learning: What is it and What Next? Available at http://www.topuniversities.com/blog/student-centered-learning-what-it-what-next (11/02/2016).

3. Problem-based learning (PBL) courses, students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills. These problems also help to maintain students interest in course materials because students realize that they are learning the skills needed to be successful in the field – See CTL (2001). Speaking of Teaching, Stanford University Newsletter on Teaching Winter Vol. 11, No.1.

4. Generally, teacher-centred pedagogy is, simply put, a system in which most of the meaningful course information comes from the instructor. This approach places a significant amount of responsibility on the instructor to provide the 'right' information, in the 'right' way, regardless of learning/teaching styles. However, teacher-centered pedagogy should not be seen to imply a one-size-fits-all approach; or one that emphasizes low levels of student empowerment, or one that revolves around experts lecturing on topics they know well. Rather these are three different ways to should determine the right definition of the term teacher-centered, in different context and, more so, the definition one uses will color how one perceives any attempts to appreciate or disapprove teacher-centered instruction – See C.F.T (2010), the Perils of Terminology: Teacher-Centered and Student-Centered Pedagogy: Center for Teaching, Vanderbilt University available at https://cft.vanderbilt.edu/2010/07/the-perils-of-terminology-teacher-centered-and-student-centered-pedagogy/ (09/02/2016).

5. Research-led teaching reflects and makes use of the teacher's disciplinary research to benefit student learning and outcomes. Trowler, P. & Wareham, T. (2008). The research has to fit the teaching, it will involve how we pack-age our disciplinary theories, methods, concepts, norms for student learning, including emphasizing development of students as active researchers that is of great value. However, research led teaching should not be reduced to making research fit our teaching and learning; research led teaching should also effect development of researchers – See Cook, P., and Sweeney, D., (2011), research-Led Teaching: Theory, Practice and Policy: Academic Unit, University of Leicester.


HE Students, Generic Skills & Employability

1: Generic skills and employability
There has been much emphasis about higher education, particularly in the UK on the prospect for it (HE) to contribute to economic well-being. This builds on higher education developing academic programmes that will promote relevant practical and transferable skills. In order to appreciate the potential for higher education to contribute to economic flourishing, it is imperative to distinguish between developing of subject specific theoretical understandings and the promotion of relevant and valued skills, qualities and dispositions. While the labour market and employers had previously been comfortable or happy with disciplinary understanding obtained by graduates; however, recently (in the past 5 to 15 years) there has been in addition to disciplinary understanding, the need for acquisition of what have been termed ‘generic skills’, such as communication, self-awareness, team-working, presentation ability, time-management and others.¹

It appears there is less preparedness of graduates concerning their satisfaction in acquiring the so-called generic skills regarding their readiness for the labour market or world of work. Accordingly, initial findings from a survey of new graduates funded by the Higher Education Council for England (HEFCE) suggest that graduates do experience difficulty with verbal communication, time management and task juggling.² Obviously, broad based method emphasises the incorporation of these generic skills (now commonly referred to as employability skills)³ into academic curriculum. In this sense, while the students will acquire a good working knowledge and expertise within their respective subject areas, they are expected to develop more generic graduate skills that are widely valued in the workplace and which will contribute greatly to their successes in their future careers and lives generally.⁴

2: Determinants of graduate’s employability
Though some definitions of employability focus on graduate’s abilities to synthesise personal and academic skills,⁵ almost two-thirds of graduate advertised positions are open to graduates from any disciplinary background.⁶ It is likely that, in addition to the quality of degree and level of transferable skills possessed by graduates, other factors come into play when determining employability. Such as transferable key skills and competences, which have featured in the literature, which may be summarised as follows: professionalism; reliability; ability to cope with uncertainty; ability to work under pressure; ability to plan and think strategically; ability to communicate and interact strategically; ability to communicate and interact with others, either in teams or through networking; good written and verbal communication skills; information and communication technology skills; creativity and self-confidence; good self-management and time-management skills; and willingness to learn and accept responsibility.⁷

3: Disciplinary reflections
Generic skills could be incorporated and applied in different disciplinary academic curriculum, which is capable of forming the students to be employable; some exemplary illustrations reflecting few disciplines (medicine, law, business, and IT programming) are provided below.

### Table 1: Generic Skills

<table>
<thead>
<tr>
<th>Skill/Competency</th>
<th>Example Activities</th>
<th>Example Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication/ Presentation Skills</td>
<td>Oral, written and graphic presentations, Writing/refining, Listening, Explaining and reasoning, Interacting basis, Communicating precise information, Working with committees, Public speaking, Proof reading, Negotiating, Persuading, Motivating, Teaching/Training</td>
<td>Conference/Poster presentations, Publications/ Monograph, Letters/leaflets/Reports, Providing feedback or resolving conflicts, Giving Lecture/Teach/Training, Patent</td>
</tr>
<tr>
<td>IT Skills</td>
<td>Microsoft Word, PowerPoint, Access, Excel, Internet, Email, Rhythmic, Front Page, Photo Share, Print Shop, Hyper Studio, Java Script, HTML, DHTML, Cold Fusion, C++, Microtech, PC, Microsoft Outlook, Publisher, Adobe Acrobat, SPSS, Other specialist packages</td>
<td>Set up budget using excel, Created an access database of customers, Created webpages, Statistical analysis</td>
</tr>
<tr>
<td>Organising and Planning Skills</td>
<td>Planning, Organizing, Scheduling, Assigning/Delivering work, Creating/Setting standards and monitoring progress, working with others, analyzing &amp; evaluating, activities, Problem solving, Decision making, Program planning, negotiating strategies</td>
<td>Manage research and teaching workload, Ensuring project deadlines are met, Responsible for organizing events, etc.</td>
</tr>
<tr>
<td>Leadership/Teamwork/ Interpersonal Skills</td>
<td>Team leader, member of a team, Project leader, Head of a work area/ service</td>
<td>Supervising PhD students, Leading on project, Supervisor, Part of work/sports team, Leadership</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>Preparation, nucleic acids, protein isolation and separation by gel filtration, molecular modelling, microscopic investigation, aseptic technique and facial isolation and cultivation, Cell breakage, ELISA, immunoassays, spectroscopy, enzyme assays, protein purification, gene cloning, Stereo microbiological techniques, cell cultures, UV mutagenesis, western blot analysis, agarose gel electrophoresis, DNA and RNA extraction and spectrophotometry</td>
<td>Use of a particular technique as part of a research project, Supervising PhD students using skills</td>
</tr>
<tr>
<td>Customer Service Skills</td>
<td>Understanding and responding to customer needs, Analysing service usage and customer feedback</td>
<td>Review and adapt service in line with customer feedback, Implemented standards, Customer feedback provided on your service</td>
</tr>
<tr>
<td>Financial/Budgeting skills</td>
<td>Analysing, Calculating, Projecting, Budgeting, understanding of accounting procedure, Record keeping, Financial concepts, Investment principles, Fund raising, Bookkeeping</td>
<td>Establishing and maintaining budget, Financial forecasting, Developing a Business Case</td>
</tr>
<tr>
<td>Personal Skills</td>
<td>Assertive, Adaptable, Confident, Cooperative, Dependable, Relate well with others, develop rapport, Listening, Trustworthy, Motivated, Talented, Reflective</td>
<td></td>
</tr>
</tbody>
</table>

³: Determinants of graduate’s employability
Generic skills under medicine, psychiatric, and paediatrics is a structured to help doctors who have successfully completed the Foundation Programme, providing six-month placements in four specialties to allow broader experience before applying for speciality training.

The programme that integrates generic skills has the tendency prepare practitioners for employment career in health industry and to deliver a practitioner who is likely to be able to bring a wider perspective to healthcare provision both at the present and for the future NHS. It develops practitioners who are adept at managing complexity within patient presentations and the associated risk assessment and management. It will promote greater integration and understanding within the specialist involved in the programme for both trainers and trainees. It develops trainees who are well equipped to progress successfully into any of the specialties concerned. It allows trainees to develop conviction in their choice of career pathway. It provides the service an opportunity to recruit trainees into potentially under subscribed or expanding specialties. It is likely to ensure that trainees have a firm
grounding in the provision of patient focused care. Generic-skills integrated programme in medicine, psychiatric, and paediatrics is designed to give trainees broad experience of specialities that have complementary aspects and if such programme is properly implemented, there will be a synergism in the training that will promote the learning processes across the specialities.

3.2: Generic skills, employability, and law

Generic skills in the law discipline feature as work-based learning activities, which supports the personal and professional development of the law students, in order to put their law studies and knowledge into practice in real life cases.

(a) Law Clinic / Pro Bono: In law clinic, students involve mainly on pro bono basis. It gives opportunity as an initial stand-point to provide practical professional advice work with real-life clients and a unique way to put legal skills and knowledge into practice. The approach is to give students the responsibility and confidence to manage own project and equip them with real-world experience and skills to demonstrate to employers. It provides advice on a range of business and legal matters covering a whole range spectrum of legal work (civil, immigration, criminal, JR, prominently in Mooting Society and International Society competitions; invitation of eminent Judges, Barristers from reputable firms and others to Guest lecturers; students’ visit to Court proceedings; developing links with local law firms in major UK cities such as Manchester and other cities such London, Birmingham and Liverpool. The practical experience gained in legal work-based learning are of immense benefit in the BPTC & LPC.

(c) Work Placement and Apprenticeship:

Placement is (legal related) work experience and may mean informal work experience of shadowing at law firm, charity or company. Legal work experience is the essential part of the staple diet of any future lawyer; it is the protein to the fruit and veg. of legal qualifications. Practically connecting students to potential employers is providing them with distinct advantage in their early stage of law career.

An apprentice is an individual who will join a law firm straight from school, rather than going to university, to work in a role similar to that of a paralegal. Most apprentices will also receive on-the-job training that takes them towards a formal qualification, for example as a legal executive through the Chartered Institute of Legal Executives (CILEx).

Clearly the emphasis here is on helping young people get into work, in combination with training them to continue their way up the career ladder. There is no denying it – apprenticeships in the legal sector are gaining momentum. The traditional route to being a lawyer has been challenged by among other things - the rise of legal executives, increasing paralegal numbers, and alternative business structures (ABS). Combine this with university tuition fee hikes, which further increase the appeal of starting a career in law without the need for an expensive degree, and it's plain to see that the legal landscape is in the grip of a massive shake-up.

Placements and apprenticeships can be undertaken in law firms: Duncan Lewis, Eversheds, ELAS, DAC Beachcroft, Brian-Vincent Legal Outfit Ltd, Clifford Chance, Hogan Hovells, Allen & Overy, Jones Day, and Reed Smith etc; or legal team in ITV , local council and private organisations etc.

3.3: Generic skills, employability, and Technology Courses

Generic skills are mostly incorporated in the higher education for technology courses; in technology related courses, the easiest
way to learn something like programming is to be given a ‘project’. The students themselves would learn by trial and error which programming languages to use. In this practical learning setting, the students are encouraged to work in small groups or teams. This is a great way to learn, but it is hard to manage and relatively expensive because of the equipment and facilities required. A lot of curricula for gifted and talented students have been developed along these lines. The students graduate, being well equipped for the competition in the job market.

3.4: Generic skills, employability, and business courses
As a result of the recent quest in the higher education for academic programmes that match an increasingly global labour-force and work-environment. Thus, the requirement for graduates to possess high quality, transferable ‘employability’ skills is becoming increasingly important. Likewise, the need for higher and vocational education to offer high quality business and management programmes which create highly competent, innovative and qualified graduates is also vital if education is to continue to meet the needs of the contemporary society. By focusing on the link between education and employment, and by taking into account the quality of business and management education, most Business Schools have adopted a distinctive approach to employability.¹⁴

Conclusion
One of the key outcomes of employability project is the creation of a list of key employability skills that are relevant and pertinent to the students. It is usually developed and designed based on the working knowledge of the students and individual institutions. For example, ‘emotional intelligence’ is not a personal quality that is possible to teach; also written communication and numeracy as a core skill set cannot necessarily be develop independent of one another. The employability skills set - a more succinct and targeted set of competencies that are more effective tool for use in curriculum development or design than the exhaustive approach taken in the QAA.¹⁴

Sources:
1. Higher Education and Employability www.mheducation.co.uk/openup/chapters/033521228X.pdf
3. Table 1 and Table 2 provide most of the relevant generic skills and employability skills that are helpful to the students in their future careers and employment. Generic skills sometimes may be seen as employability skills and vice-versa.
12. Work-based learning has increasingly become an area of interest for the higher education (HE) sector. It is seen as a means by which to support the personal and professional development of students who are already in work and the focus of the learning and development ‘tends to be on the student’s workplace activities’ (Brennan and Little, 2006). Also, the driving force of WBL agenda could be seen in Brown (2008) view that ‘Our economy needs more people in the workforce with higher level skills.’
The Fate of International Students in UK Higher & Further Education

There is no doubt the fact that international students enrich UK Universities and colleges – and UK society – academically, culturally, and through their contribution to the economy. The wholesale changes in UK higher education have left a sour taste with extremely large-scale changes planned for the future. The reform in immigration has serious consequences to different groups and, there are further effects these changes will bring that are still largely unknown. One group that faces increasing uncertainty over their standing in the systemic changes are the international students.

Businesses are feeling the pinch in finding the higher skilled person for growth forecast in the UK economy. For example, due to the changes; on 24 June 2014, the Home Office took actions against three Universities and 57 private colleges that impacted on their ability to recruit new international students. Since then a number of institutions have also had actions taken against them that they no longer able to teach international students, and their students need to find a new place of study.

While critics of the rules or changes said that they would discourage international students – who are worth as much as over £10bn a year in the UK Universities, many feel that overseas students are being marginalised. In his recent first speech as the Minster for Universities and Science, Jo Johnson, said: “We are committed to increasing education exports from £18 billion in 2012 to £30 billion by 2020” (HEPI Report 76, July 2015). This is evidenced by the level of paucity of high-skilled workers and the effects on businesses in the UK.

The challenges facing international students in the UK have been manifold in character; including among others:

- international student visas becoming harder to obtain – obtaining a visa as an international student to come and study in the UK has become a nightmare. The harsh and penetrating words of Theresa May puts it this way: "We will reform the student visa system with new measures to tackle abuse and reduce the numbers of students overstaying once their visas expire. Our action will include clamping down on the number of so-called ‘satellite campuses’ opened in London by universities located elsewhere in the UK, and reviewing the highly trusted sponsor system for student visas. And as the introduction of exit checks will allow us to place more responsibility on visa sponsors for migrants who overstay, we will introduce targeted sanctions for those colleges or businesses that fail to ensure that migrants comply with the terms of their visa.”

- charging of increased fees to international and EU students – International students pay huge amounts to attend UK universities. On some courses, such as medicine, those from outside the EU are charged up to four times as much as UK and EU students – £35,000 a year. And fees can often rise part-way through courses.

- students facing tougher questions about their destination and other issues made them feel that they are not welcome in the UK – Over half of the 3,100 international students surveyed by the NUS in 2013 said they felt unwelcome – and 19% wouldn’t recommend the UK to a friend or relative as a good place to study. In 2012-13, there was a 25% reduction in the number of Indian students recruited to the UK compared with 2011-1, with many choosing Canada and Australia instead.

- limits on their ability to work – The post-study work visa was scrapped in 2012. This had allowed non-EU students to stay in the UK and work for up to two years after graduation. Students are now able to stay up to four months after the completion of their course. Many students studying are not allowed to work part-time, as it used to be the case. Theresa May had planned to expel international students from Britain immediately after graduation, but this move was scrapped after opposition from business leaders – including James Dyson – and key Tory figures.

- tighter rules on their English-language capability – under the Tier 4 regime; there have been series of changes and harsher regulations on the level of English language qualification required for international students admissions into the UK Universities.

- far-reaching arrest, detention and deportation – it is now the practice in most, if not all institutions in the UK that admit international students to ensure that the break in international student studies will be noted on the student record and will be required to notify UK Visas and Immigration (UKVI) of the change if you applied for your Tier 4 visa using a Confirmation of Acceptance for Studies (CAS), in line with our Tier 4 Sponsor licence responsibilities. The ugly consequences are that most of the students have faced illegal arrest, detention, and subsequent deportation, with the least regard to their human rights.

- closures of numerous private colleges, leaving students high and dry with no qualifications, no refunds and no alternative plans to study – this is a situation which worry international students since they are not in control and are between the devil and deep blue sea. The fact that a Home Office had once referred the students as experiencing ‘collateral damage’ (JCWI.org.uk).
An examination into the number of international or overseas students studying in the UK suggests that the students decide to study in the UK for so many varied reasons. It has been put forward that British education institutions have a long history of welcoming international students. Each year, some 250,000-300,000 students come to the UK to study programmes ranging from English Language courses to University degrees. Research shows that after the United States, the UK is the most popular destination in the world for international students.

Some of the various reasons why international students opt to study in the United Kingdom include:

**Improvement of student employment prospects:**
British qualifications are recognized internationally and valued by employers throughout the world. There are also different academic qualifications that the prospective international students could choose – this range from a wide spectrum of vocational that career-based courses, many designed and awarded by recognized industry bodies and world class companies. The student while studying in the UK will have opportunity to improve their CV by working and improving their English Language (both written and spoken). More so, most of the students live on their own; living on their own in a new country like the UK will provide them the much cherished opportunity to experience a new culture and develop personal skills, such as independence, flexibility, confidence, and adaptability, as well as acquire interpersonal skills – all of which are highly valued by employers nationally and internationally.

**The UK is one of the global leaders in international education:**
Recent global education surveys and ranking suggests that the UK Universities are second to only American Universities. According to the Times Higher Education World University Rankings (2014), the UK clinched seven out of the top 10 University in Europe and the Universities of Oxford, Cambridge and London (Imperial College) are ranked amongst the top 10 in the World. Also in the QS World University Rankings 2015/16 shows that the UK’s Universities of Cambridge, Oxford, UCL, and Imperial College occupied the top 10 in the World. This is no doubt an outstanding achievement considering the fact that the UK has only 1% of the world's population. It conducts approximately 5% of the world scientific research and produces 14% of the world’s most highly cited academic papers. The student by opting to study in the UK will have the opportunity to graduate from one of the best education system in the world.

**Financial benefits and value for money:**
There is an advantage on the time-frame spent in studying in the UK; most undergraduate degrees in the UK take three (3) years and masters degrees take one year, compared to
four (4) years and two (2) years respectively in many countries. Thus, the student could save time and money by studying in the UK. Furthermore, if the student course is longer than 6 months, your student visa will permit you to work in the UK up to 20 hours per week to support your studies. There used to be free health care for the students on the National Health Service (NHS), however, since 2015 the government has introduced the Health Surcharge for any student granted more than six (6) months leave to remain in the United Kingdom for their studies.

There are so many Universities in London, which offer admissions to larger and greater numbers of international students, including the London Metropolitan, University of East London, London South Bank, Middlesex University, Greenwich University, University of London institutions (SOAS, UCL, Birkbeck, Goldsmith, Queen Mary etc), London School of Economics and others. Yet, there are many of the UK’s leading institutions that are based outside London where the cost of living is much lower. Cities in the North of England, in particular, are considerably less expensive and harbour many good Universities, such as Durham University, University of Leeds, University of York, University of Manchester, and University of Sheffield among others.

**Broden your horizons:**
There is no doubt Britain is a multicultural, multi-faith, and diverse ethnic-grouped oriented country that has always welcomed migrants and visitors from abroad – although, the recent robust immigration control in the UK has been a matter of concern. For the international students who were allowed to enter the UK, by living in the UK, you will have the opportunity to experience new culture and meet people from different backgrounds who hold different views and values. And, because the UK is seen as a popular destination for international students, you are sure to meet people from all over the world during your time in the UK.

**Improve your English:**
English is the international language of business, science and technology. By studying and living in the UK and, to that effect integrating in the UK, you will be immersed in the language, which provide you with the opportunity to perfect or master your English Language communication skills. Ability on written and verbal English Language is an asset in the international employment or global labour market.
Learning that develops highly marketable skills

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