

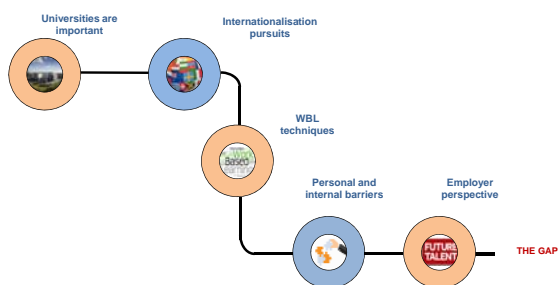
SRHE 2018
International Graduate Employability



Try Before You Buy: An employer perspective of International student mobility in England

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The International Student Mobility Conundrum



The Task



Researchable question


“is to better understand the barriers impacting international student mobility, particularly from an employer’s perspective”

Part 1: The theoretical basis for this study

Part 2: The data collection process and research findings


Part 3: Significance of this research

**Part (1):
The Theoretical Need**




The diagram consists of three main boxes connected by curved arrows. On the left is a box titled 'Strength of WBL Initiatives' containing: 'The growth of short-term internships', 'Overwhelming evidence that WBL benefits both students and firms', 'Yet, there is a need to understand better.', 'Employer responses to hosting students', and 'International students experience of WBL programmes'. In the center is a box titled 'International Students' containing: 'International students have an appetite for WBL', 'Yet, international students face significant challenges', and 'Universities need to play a stronger role in supporting better international students'. On the right is a box titled 'THE WAY FORWARD!' containing: 'Perceptual discourses of international students', 'The role universities have in preparing international students for employment', and 'The impact this has on international student employability'. Arrows indicate a clockwise flow from Strength of WBL Initiatives to International Students, then to THE WAY FORWARD!, and finally back to Strength of WBL Initiatives.

**Part (2):
Research Methodology**



- **18 Small Business Owners**
North-East of England
- **Recruited from existing professional network**
Bi-gendered participants
Represented multiple age groups
Range of industries
Size of organisations
Experience of recruiting international students
- **Hermeneutic process of data analysis**

**Part (2):
Research Findings**



The diagram is a pyramid with three levels. The top level is 'International students and their fit in British HE and work-based learning' with sub-points: 1. Skills and traits, 2. Social-cultural-legal barriers, 3. Miss-aligning expectations. The middle level is 'British higher education institutes and their commitment to international students' with sub-points: 1. Motivations of British universities for recruiting international students, 2. How they recruit them, 3. How they prepare and promote these students for WBL opportunities. The bottom level is 'Implications to international student mobility in British higher education system' with sub-points: 1. Limiting employer incentives to recruit international students, 2. Restricting employer access to international students, 3. Challenging employers in managing international students upon recruitment.

**Part (3):
To Summarise**



Employers view university as big business models

Dissatisfaction and irritation amongst international students

More at an SME level

Unwillingness amongst staff to leave academic circles

New approach needed, driven by support services to bridge the gap between universities and employers
