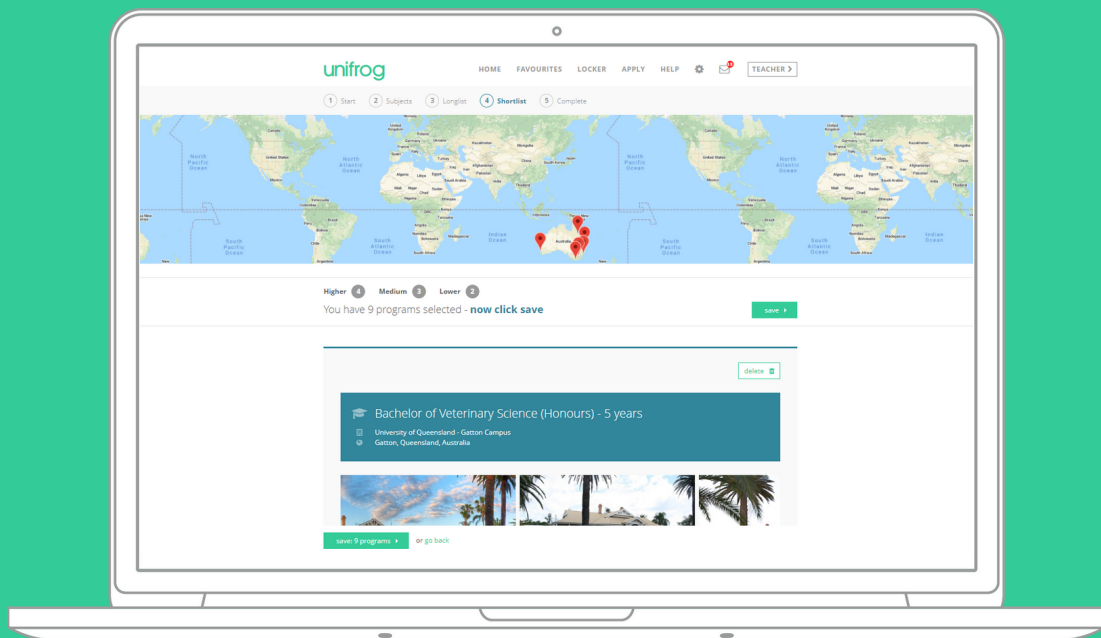


# Global Higher Education



A report on students' wellbeing and attitude  
towards studying abroad

## THE REPORT'S SIX KEY FINDINGS

1

**Year 13 students** are the only year group to report their happiness over the last week as **less than 5 out of 10**.

2

Students who feel they have **good levels of support** from their teachers are **happier and more motivated** than those who feel they do not.

3

Girls are **twice as likely** as boys to report feeling **'very concerned'** about their future exams.

4

Students value in-person teaching. **85%** would apply to a university offering **all teaching in-person** whereas only **18%** would apply somewhere offering **online-only teaching**.

5

Over the **past 18 months**, the proportion of students **interested in studying abroad has fallen** from 37% to 12%.

6

**54%** of students who **no longer want to apply for university abroad** cite the **COVID-19 pandemic** as a reason why, with **26%** **blaming Brexit**.

CONTENTS

Foreword.....4

Introduction.....5

1	Student wellbeing.....6
2	Higher Education.....15
3	Global Higher Education.....22



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## FOREWORD

After the many challenges that students have faced, the summer results and confirmation period reinforced the importance of guidance on post-secondary options. Whether students are considering a degree, apprenticeship, or one of many other routes, it's vital that they get access to high-quality guidance.

To use an analogy, those of us guiding students to make their choices and their applications for life beyond school are 'building the plane while we're flying it'. We need to remember that while we are doing so we have our learners and their supporters strapped in at the back, trusting us to do a good job and help them to make as soft a landing as possible.

It's also clear from this report that the pandemic will push students towards what they feel are 'safer' destinations choices. For some, stepping away from their home community to aspire to university – be it down the road or the other side of the planet – will bring worry.

For others, a retreat to a degree with a clear vocational path or a university with brand-name cachet may be that safety net. Here again, advisers are key.

For us with our focus on supporting schools and students with global applications, it's concerning to see the drop in international university shortlists. But perhaps given the seismic shifts going on right now it is completely understandable.

So, this report gives us all much to think about, and some challenges to ponder. But it's also a call to action. Young people need guidance. Young people need to aspire. Most importantly, young people need committed advisers who have their best interests at heart to dig in, stand behind them, and show them a path to a brighter future.



**David Hawkins**

Director and Founder, The University Guys



## INTRODUCTION

Our COVID-19 Impact report, published in May 2020, looked at the impact of the first six weeks of the pandemic hitting the UK. With the majority of students now back in the classroom, we look at the longer-term impact of the extended period of distance learning. We explore the effects it has had on students' wellbeing, motivation, and their attitudes towards higher education and studying abroad.

At Unifrog, we're in a privileged position to do this. We surveyed 6,562 students in schools across the UK and analysed the behaviour of over 985,000 active UK students on the platform. We also spoke to teachers in schools across the UK, admissions staff at universities around the world, and international applications experts, The University Guys.

The first chapter looks at the ongoing impact the pandemic is having on students' mental wellbeing. While still feeling demotivated and concerned about upcoming exams, they're finding it easy to adjust to being back in the classroom, and support from teachers continues to have a

positive effect on reported levels of happiness and motivation.

We then look at how the pandemic has affected higher education. The number of university shortlists continues to fall but those students still planning on applying seem to be increasingly aspirational, with the number of Oxbridge shortlists increasing. It's clear that the experience of prolonged online learning has made students appreciate the value of in-person teaching with an overwhelming majority keen to apply for universities where this is on offer.

In the third chapter we come to the ways that both the pandemic and Brexit have changed students' attitudes towards global higher education. The trend for aspirational applications continues with the most prestigious, well-known universities far more shortlisted than other institutions in their respective university systems. We also explore which countries have been the winners and the losers in the rapidly changing global HE space.



# 1 Student wellbeing





## CURRENT STATE OF MIND

Our survey of over 6,500 students found that the COVID-19 pandemic continues to be a challenging time for students and that it's having a clear impact on their mental wellbeing.

We asked students how happy they had felt over the last week, on a scale of 1 to 10. The average response was just 5 out of 10. When we split this by gender, only 50% of boys scored 6 or more and this fell even lower for girls, with only 25% of girls scoring 6 or more.

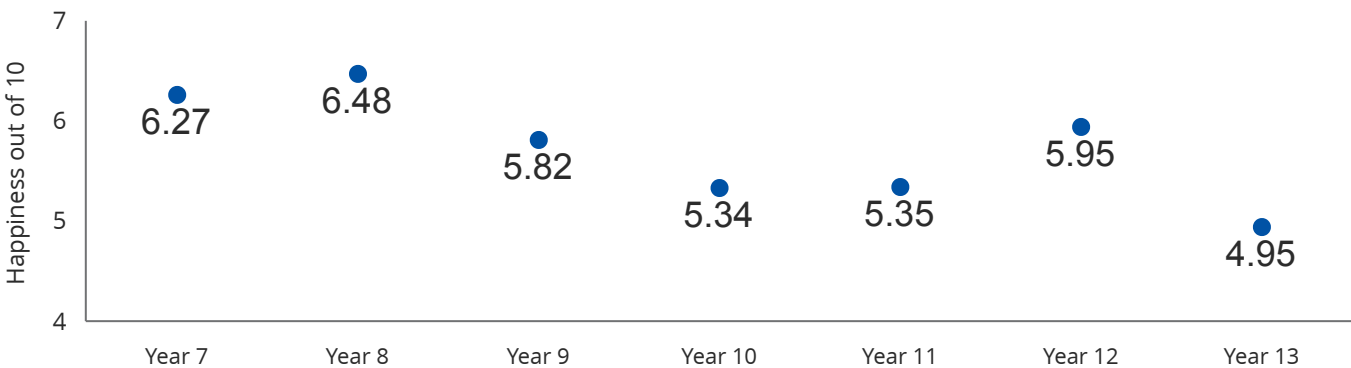
More than any other year group, students in their final year of school seem to feel apprehensive about this academic year. After watching the previous Year 13's experience with A-level results and the impact on university places, they're understandably wary of how a similar scenario this summer could affect them. Out of all the year groups, Year 13 is the only one with an average reported happiness over the last week below 5 out of 10.



**Figure 1.1** What proportion of students score their happiness over the past week as 6 out of 10 or higher?



**Figure 1.2** How happy have students felt (out of 10) over the last week?





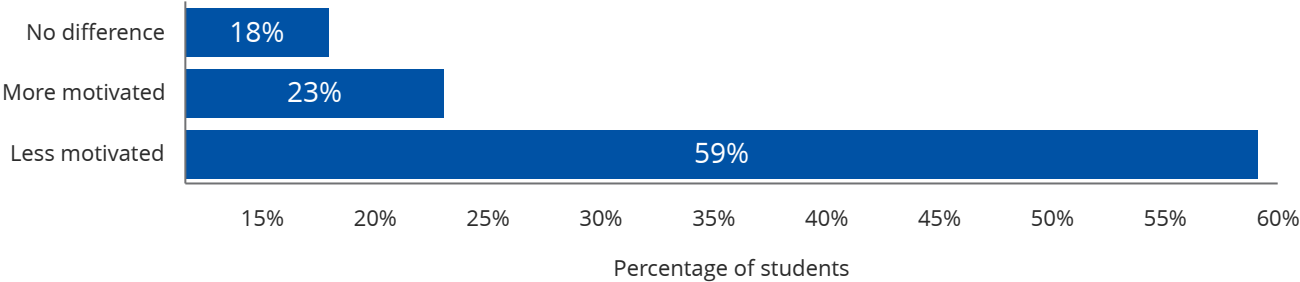
MOTIVATION LEVELS

With considerable uncertainty around the future of higher education and employment during the COVID-19 pandemic, it’s unsurprising that students’ motivation has taken a hit. Over half the students surveyed (59%) said the pandemic had made them less motivated to study and do well.

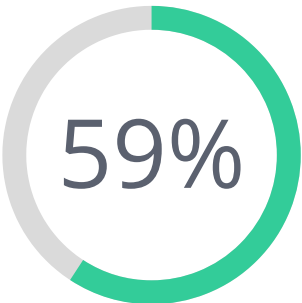
The impact on motivation is most pronounced among students who report finding it more difficult to concentrate at home than at school. When we look at students who struggle to concentrate at home, the percentage who feel less motivated to study and do well increases from 59% to 68%.

For these students, the extended period of learning from home and its impact on their ability to concentrate seems to have had an ongoing effect on their motivation. The hope is that, with the majority of students now back in school full time, motivation levels can start to increase.

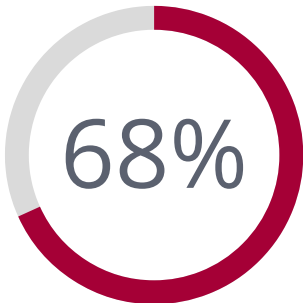
**Figure 1.3** How has the COVID-19 pandemic affected students' motivation to study and do well?



**Figure 1.4** What proportion of students say that the COVID-19 pandemic has had a negative impact on their motivation to study and do well?



All students surveyed



Students who find it more difficult to work at home



## SUPPORT FROM TEACHERS: IMPACT ON MOTIVATION

In our last report we identified support from teachers as one of the key protective factors for students’ mental wellbeing. This continues to be the case.

Fortunately, 62% of students currently feel they have good levels of support from their teachers, an increase of 4% from the start of the pandemic, when almost all students were learning from home.

Students who feel they have good levels of support from their teachers have a one in two chance (52%) of reporting that the pandemic has made them less motivated to study and do well. For students that don’t feel like they have good levels of support, this rises to 72%.



Figure 1.5

What proportion of students feel they have good levels of support from their teachers, compared to at the start of the pandemic?

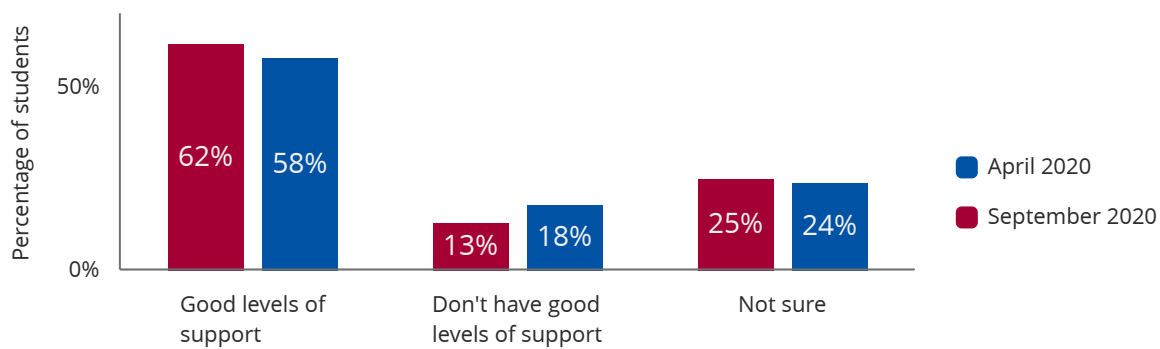
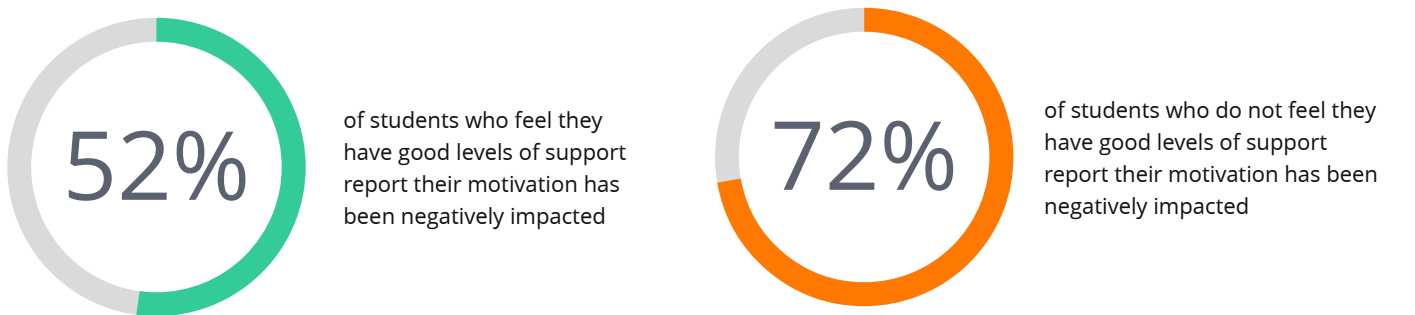


Figure 1.6

How likely are students to say that the pandemic has had a negative impact on their motivation?



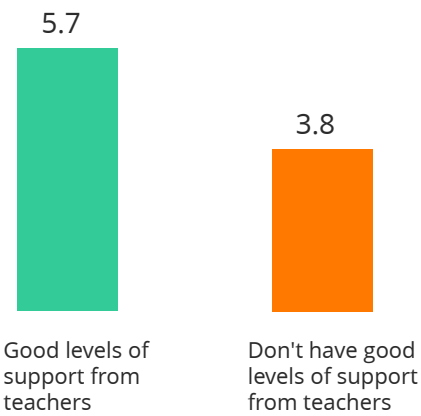
## SUPPORT FROM TEACHERS: IMPACT ON HAPPINESS

Support from teachers also has a positive effect on students' happiness. On average, students with good levels of support report their happiness over the past week as 5.7 out of 10. This is almost two points higher than those who don't feel as though they have good levels of support. These students report their happiness over the past week as just 3.8 out of 10.

This highlights how important it is for students to feel as though they have good levels of support from their teachers. As students navigate the ongoing changes to their lives and education, those with good levels of support from their teachers are likely to cope much better than their peers who feel they lack this support.

Figure 1.7

How happy (out of 10) are students who do and don't have good levels of support from their teachers?



## BEING BACK IN SCHOOL

After almost six months of schools being closed, 81% of the students we surveyed were back in the school building full time, with a further 12% back some of the time.

On the whole, students seem positive about being back. We asked them how easy they were finding it to adjust to three different aspects of being back in the school building - having lessons in a classroom, social distancing, and wearing a mask.

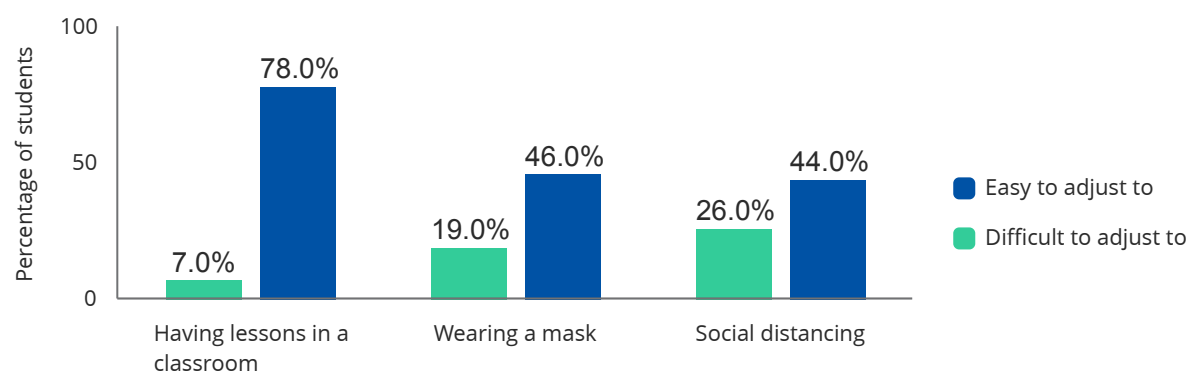
Students are finding having lessons in a classroom again the most straightforward aspect to get used to, with 78% finding it easy to adjust to. When it comes to wearing masks, just under half (46%) are finding it easy to adjust to, with 19% saying they're finding it difficult. The aspect students are finding most challenging is social distancing. 44% are finding

it easy to adjust to new social distancing restrictions in school and just over a quarter (26%) say they're finding it difficult.

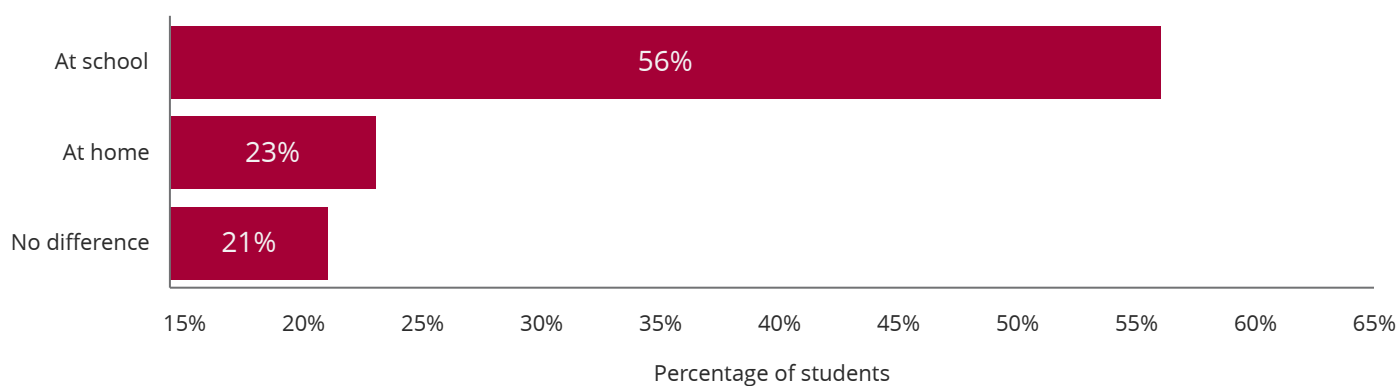
One reason students are finding it easy to adjust to having lessons back in the classroom is that the majority find it easier to concentrate in a classroom setting. Over half the students surveyed (56%) say they find it easier to concentrate in school, compared to only 23% who find it easier to concentrate at home.

It's important schools consider this and the additional support many students need to learn from home effectively. This will become particularly relevant if schools face partial school closures, or if individual students need to learn from home for an extended period of time.

**Figure 1.8** How easy are students finding it to adjust to different aspects of being back in the school building?



**Figure 1.9** Where do students find it easier to concentrate, at home or at school?





## EXPERT VIEW



### Zoe Armitage

**Deputy Headteacher**  
**Stanborough School**

Stanborough School are an 11-18 state school in Hertfordshire. Their focus on student wellbeing during lockdown has helped them have a relatively smooth transition back to live learning.

### Back to school blues?

The vast majority of our students have loved being back at school. They had missed their friendship groups and were desperate for some of the old routine.

### A smooth transition

We had worked hard to maintain student's routines during lockdown, so the transition back into live learning was relatively smooth. For those who had struggled more during lockdown, we had set up a pastoral wellbeing support programme. Our pastoral leads would regularly check in on those students, making sure that they were out of bed and able to access the curriculum. This regular contact between home and school really supported those that had struggled with their mental health during lockdown.

### Recovery curriculum

For us, a lot of time has been spent nurturing the students and listening to their concerns and how they're feeling. This has been at the heart of all we have done and will continue to do. We have made sure that we know what every child has experienced during lockdown so that we can best support them all moving forwards.

### Increased access to CEIAG

We have made sure that students have full access to the curriculum, including for CEIAG. We have had to be a bit creative with some of these areas and it's been fantastic to use Unifrog's Blended Learning Year Plan to support with this.

We were forced back into remote learning very early – Year 8 had only been back three days before they were all forced to self-isolate – but the systems we had put into place allowed us to transition quickly into remote lessons. Year 8 had already been completing careers work online via Unifrog Interactions, so they were able to pick up where they had left off. In fact, through the use of Unifrog alongside all the other amazing speakers and webinars that have been offered to schools, some students have never had so much access to careers guidance.

### Tech savvy students and staff

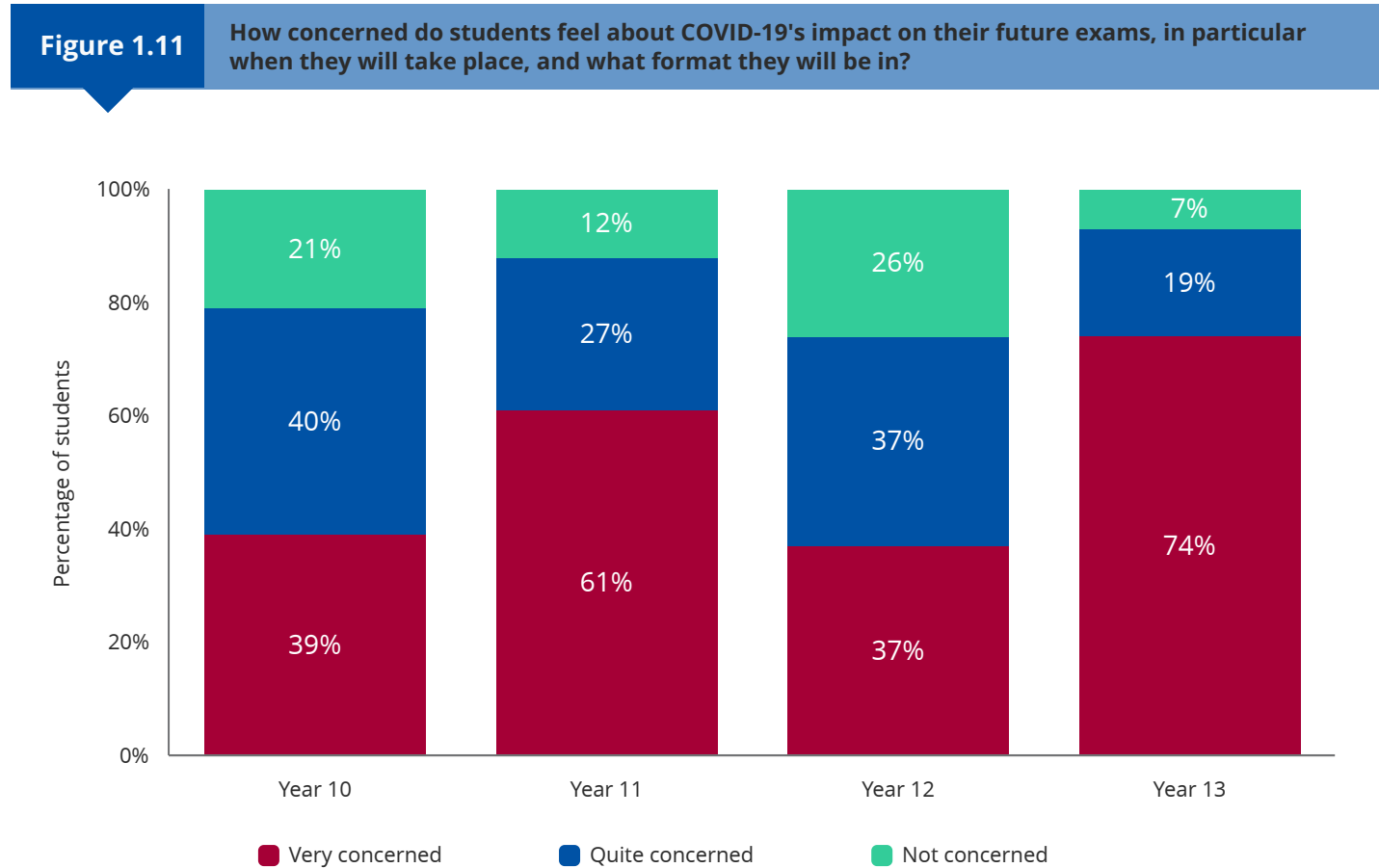
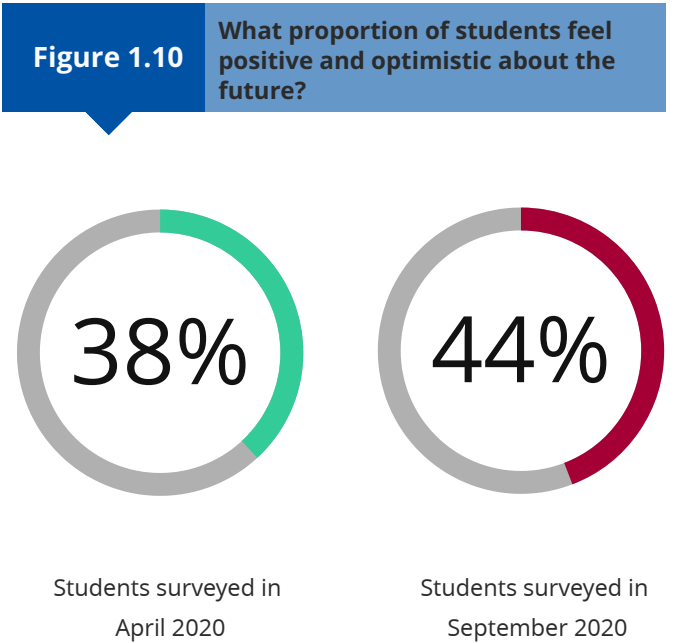
The one big positive in all of this is how tech savvy both students and teachers have become. We have a whole new language in school and are working in ways we would never have thought possible only 6 months ago. This can only be of huge benefit to a whole generation of students as they move into their future pathways. Not to mention for us teachers who have found new ways to improve our workload!

LOOKING FORWARD

In addition to feeling positive about being back at school, students feel slightly more optimistic about the future, compared to when we surveyed them at the start of the pandemic.

When we asked students how they felt about the future at the start of this academic year, 44% reported feeling optimistic, compared to 38% back at the start of the pandemic. It's encouraging that there has been an improvement, but a clear majority of students still don't feel positive or optimistic about the future.

One possible reason for students' pessimism is the ongoing uncertainty around the exams at the end of this academic year. 65% of students said they feel 'very concerned' about their future exams, with girls more than twice as likely to report feeling 'very concerned' as boys.



## KEY ACTIONS FOR TEACHERS AND ADVISORS

---

### 1

Prioritise the mental wellbeing of Year 13s. Reassure them that you're listening to their concerns around this summer's exams and the continued uncertainty surrounding higher education.

### 2

Speak to students to identify those who found it difficult to concentrate while learning from home. Work with them to put steps in place to mitigate the impact of future periods of distance learning.

### 3

Continue to offer one-to-one support to students, wherever possible. Students who feel as though they have good levels of support from their teachers are happier and more motivated.

### 4

Encourage students to record and reflect on the digital skills they've developed learning online, these might be useful in future university and job applications.



## 2

# Higher Education



## UNIVERSITY SHORTLISTS CONTINUE TO FALL

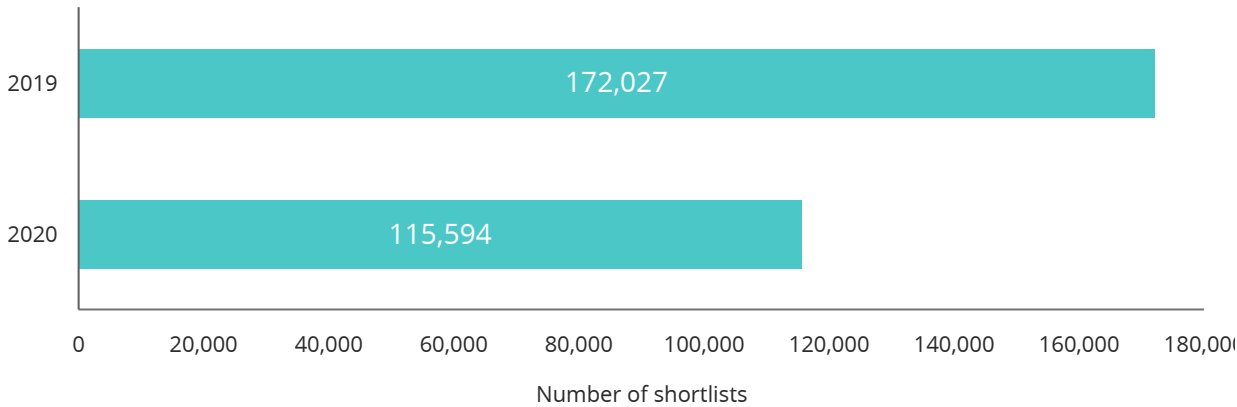
We continue to see students’ lack of motivation reflected in a fall in the number of university shortlists created on Unifrog. The number of shortlists is down across all our university search tools - with the exception of the Australasia and Oxbridge tools. This is despite an increased number of students active on the platform, with 18% more visits to the student homepage than during the same period last year.

Across all the search tools, the UK has seen the biggest drop off. Students created 33% fewer shortlists on the UK universities search tool compared to during the same period last year. However the survey paints a more complex picture.

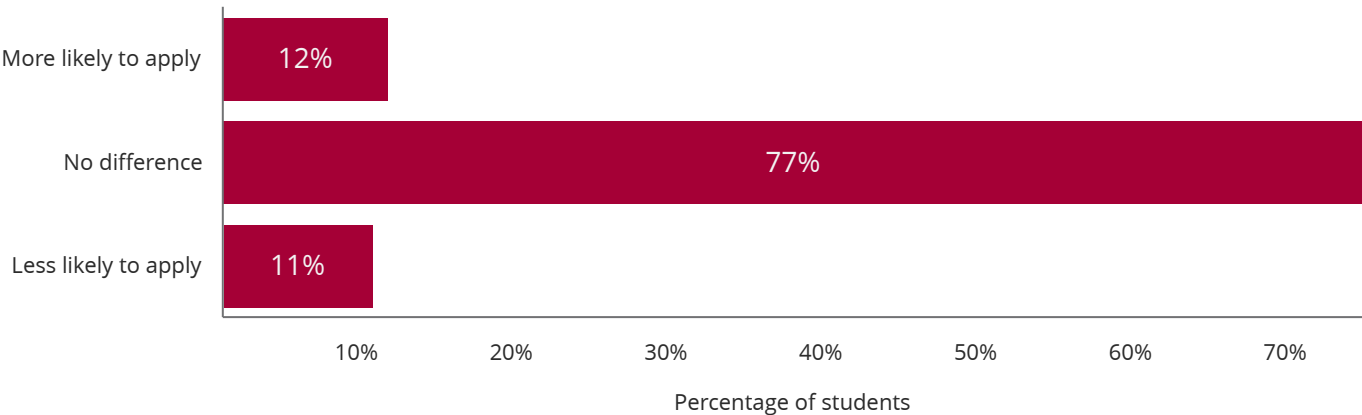
We asked over 6,500 students whether the COVID-19 pandemic has made them more or less likely to apply to university. What we saw is that overall, the number of students who want to apply to university is stable, but that one in five students has changed their mind about university as a result of the pandemic. 11% say they’re now less likely to apply to university, with another 12% saying they’re now more likely to apply.

This suggests that the pool of applicants for the 2020/21 applications cycle is made up slightly different students than it would have been had the pandemic not happened.

**Figure 2.1** How many shortlists were made on Unifrog's UK universities search tool from 16 March - 31 August 2019, compared to the same period in 2020?



**Figure 2.2** Has the COVID-19 pandemic made students more or less likely to apply to university?



THE NEW GENDER GAP CONTINUES

During the first six weeks of the pandemic, boys’ shortlisting behaviour seemed to be more negatively affected than girls. This trend has continued.

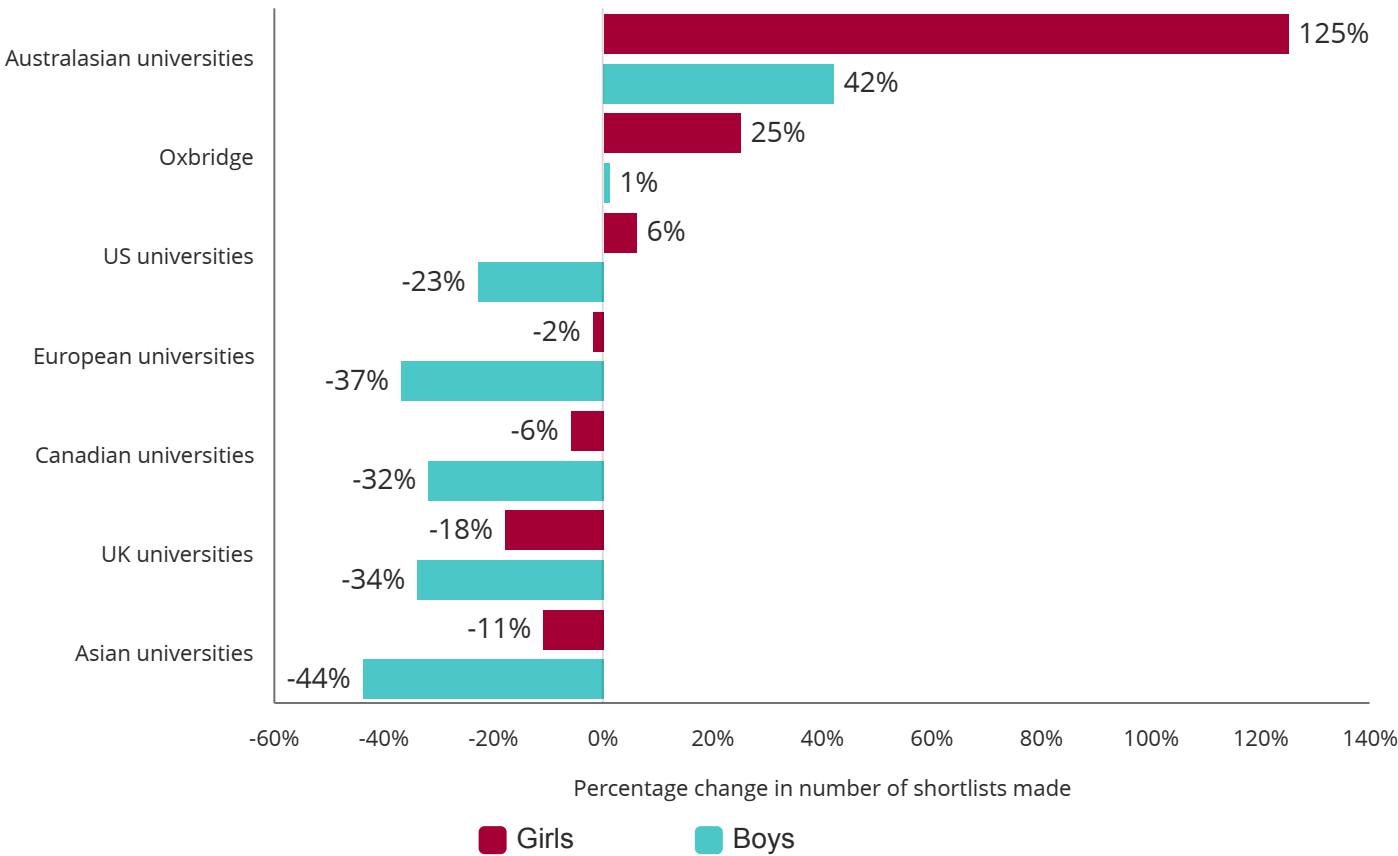
Across all the university search tools, the number of shortlists made by girls between March 16 and August 31 2020 fell by just 6%. For boys, the decrease was 29%. When we look at shortlists made on the UK apprenticeships search tool, boys made about half the number of shortlists (-47%) that they did in the same period last year, compared to a decrease of 27% for girls.

On the UK universities search tool, the number of shortlists made by boys fell by 34%, compared to 18% for girls.



Figure 2.3

What has been the percentage change in the number of shortlists made on Unifrog’s university search tools from 16 March - 31 August, compared to the same period in 2019, for girls and boys?





## RISING ASPIRATIONS

Students that are making university shortlists appear to be increasingly aspirational in their choices. Alongside the Australasian universities tool, the only other tool to buck the downward trend is the Oxbridge tool, which allows students to compare different colleges at Oxford and Cambridge.

The increase in the number of Oxbridge shortlists is largely driven by girls, who are making 25% more Oxbridge shortlists than in the same period last year. This is significantly higher than for boys, for whom the increase is just 1%. Interestingly for both boys and girls, Oxford is slightly more popular, appearing in 4% more shortlists than Cambridge.

This aspirational behaviour can also be seen when we look at the most shortlisted institutions across all the university search tools. The top spots are dominated by highly competitive, well-known universities.

## SPECIAL OPPORTUNITIES

This trend continues on our Special opportunities tool where the most shortlisted institutions are also all internationally-renowned universities. The Special opportunities tool allows students to search for 'special' opportunities they may not otherwise be aware of such as scholarships, contextual offers, and summer schools.

Some of the most popular opportunities include contextual offers and scholarships at Oxford and Cambridge, and summer schools at UCL, King's College London and Imperial College London.

It may be that students, especially girls, are aware of the challenges they're likely to face when they enter the job market as a result of the COVID-19 pandemic's long-term economic repercussions. They understand the advantages that come with a degree from a leading university and are motivated to seek opportunities to enhance their applications and boost their chance of getting in.

**Figure 2.4**

**What are the 5 most shortlisted institutions on the UK universities tool from 31 Aug 2019 - 31 Aug 2020?**

Rank	University	No. times shortlisted
1	University of Exeter	58,902
2	University of Manchester	57,813
3	University of Leeds	51,669
4	University College London (UCL)	51,089
5	University of Bristol	50,600

**Figure 2.5**

**What are the 5 most shortlisted institutions on the Special opps tool from 31 Aug 2019 - 31 Aug 2020?**

Rank	University	No. times shortlisted
1	University College London (UCL)	7,870
2	University of Cambridge	5,507
3	University of Oxford	3,414
4	King's College London	3,236
5	Imperial College London	2,547



## UNIVERSITY'S NEW NORMAL

Another factor likely to be contributing to the overall drop in the number of shortlists is students' apprehension about what their university experience will look like.

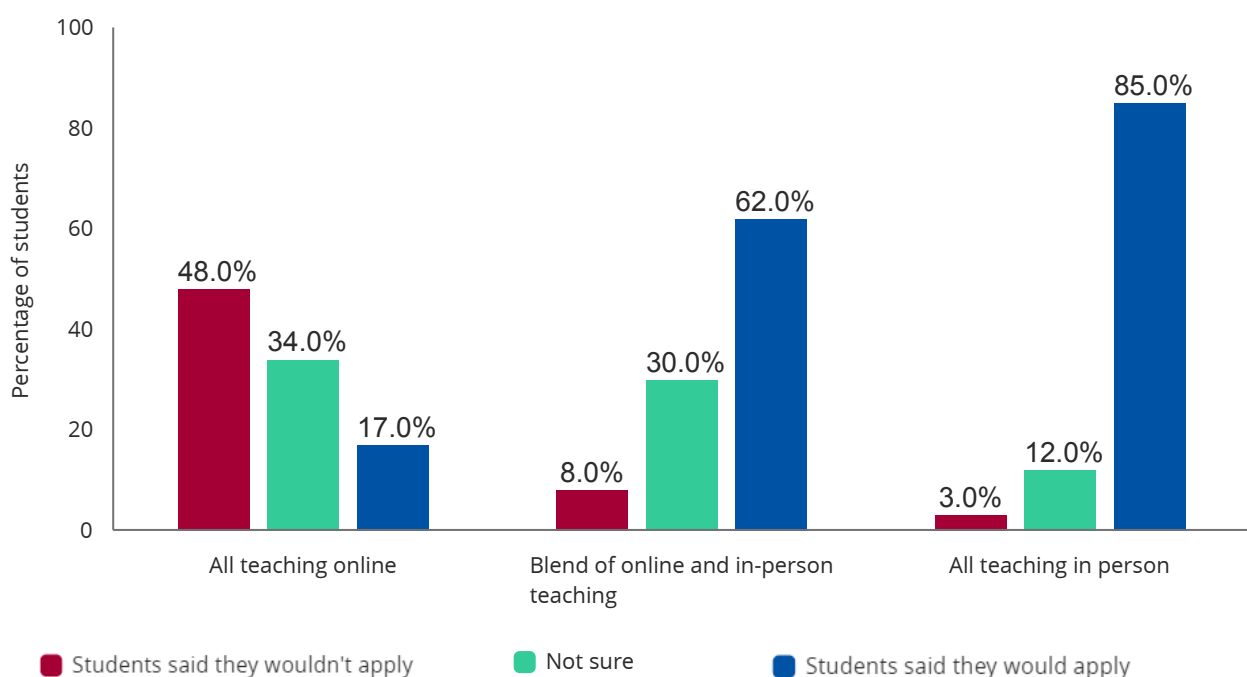
We saw earlier that students report finding it easier to concentrate at school than at home, and they're keen to experience in-person teaching at university.

When asked which universities they would apply to, just 17% said they would apply to a university offering online teaching only. 62% would apply to a university offering a blended model of teaching and well over three quarters of students (85%) would apply to a university offering all teaching in person.

For the majority of students, the experience of distance learning during lockdown seems to have made them realise the value of in-person teaching and made them more likely to apply to universities where this is on offer.

**Figure 2.6**

**What proportion of students would apply to a university offering the following learning experiences?**



## FINDING INFORMATION

When it comes to how students research different universities in the absence of in-person open days, the resource they find most useful is a university’s website. 42% of students report that they find university websites ‘very useful’.

This is compared to 18% who find virtual open days ‘very useful’ and just 11% who say the same about webinars. However, one in five students responded that webinars were ‘not applicable’ to them, which may suggest that students are simply not aware of them.

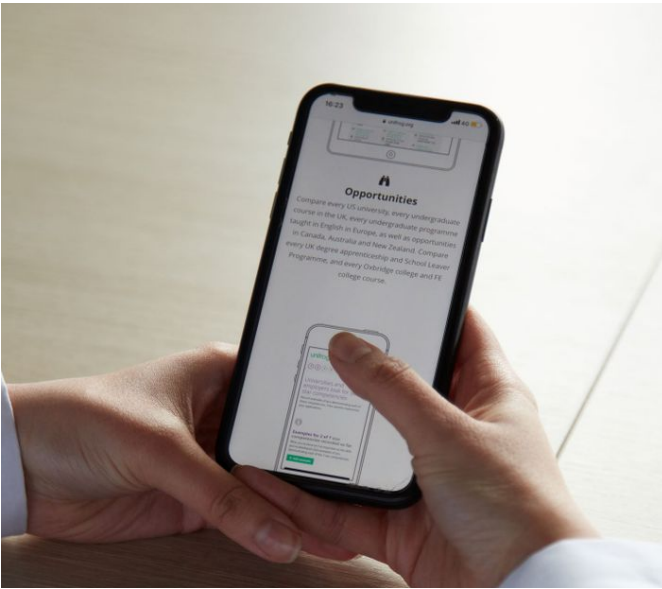
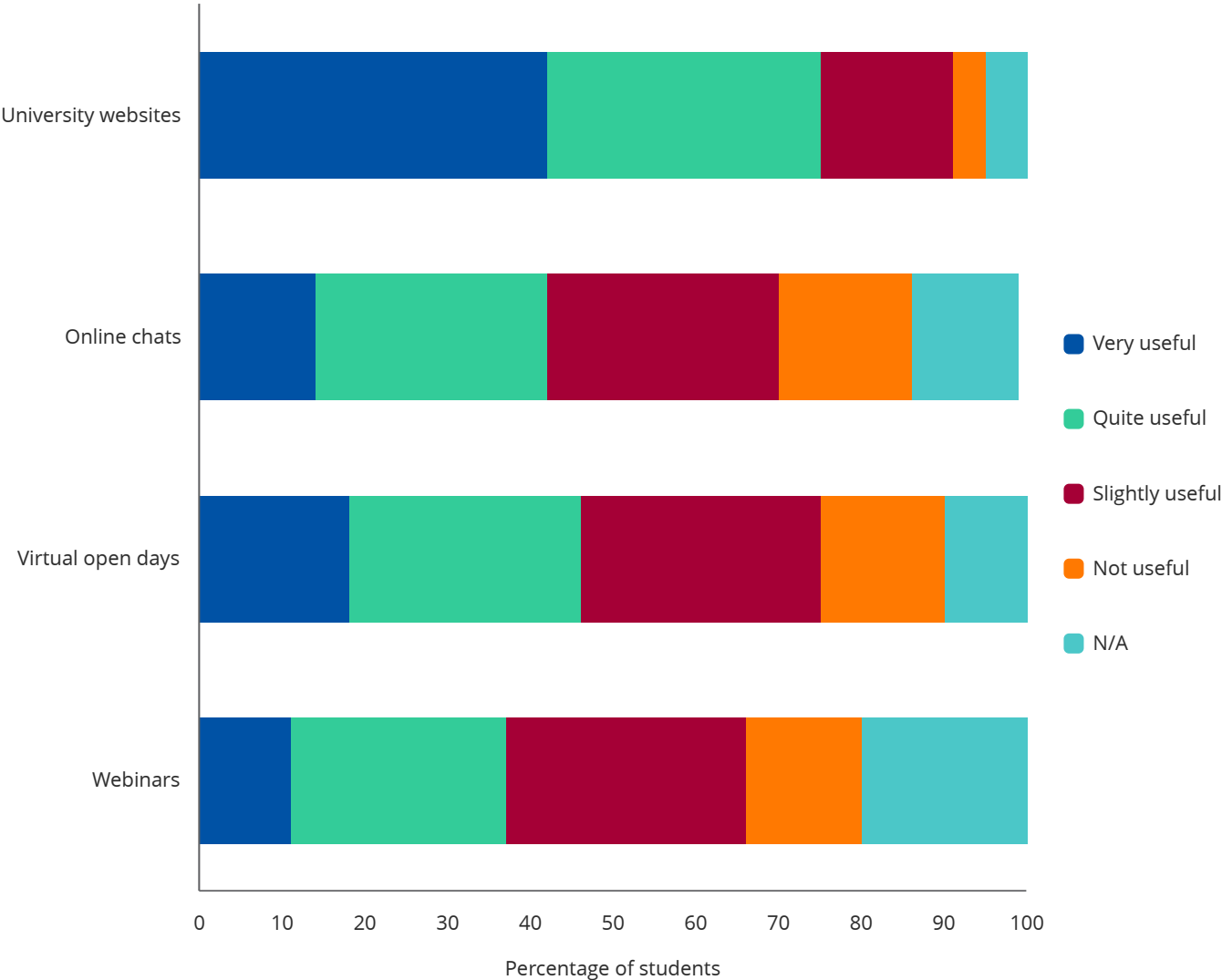


Figure 2.7

How useful do students find these different online resources when deciding where to apply to university?





## KEY ACTIONS FOR TEACHERS AND ADVISORS

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### 1

Encourage students to create a university shortlist. This will give them a goal to work towards and help boost their motivation to study and do well.

### 2

Provide extra support to boys who continue to be more negatively impacted by the pandemic in terms of the number of university shortlists created.

### 3

Make students aware of the wide range of special opportunities out there such as contextual offers, scholarships, and summer schools. These will boost their chances of gaining a place on a competitive university course.

### 4

Encourage students to make use of all the online resources that universities provide in addition to their websites such as webinars, virtual open days, and one-to-one or small group online chats.

# 3

# Global Higher Education



## STUDYING ABROAD

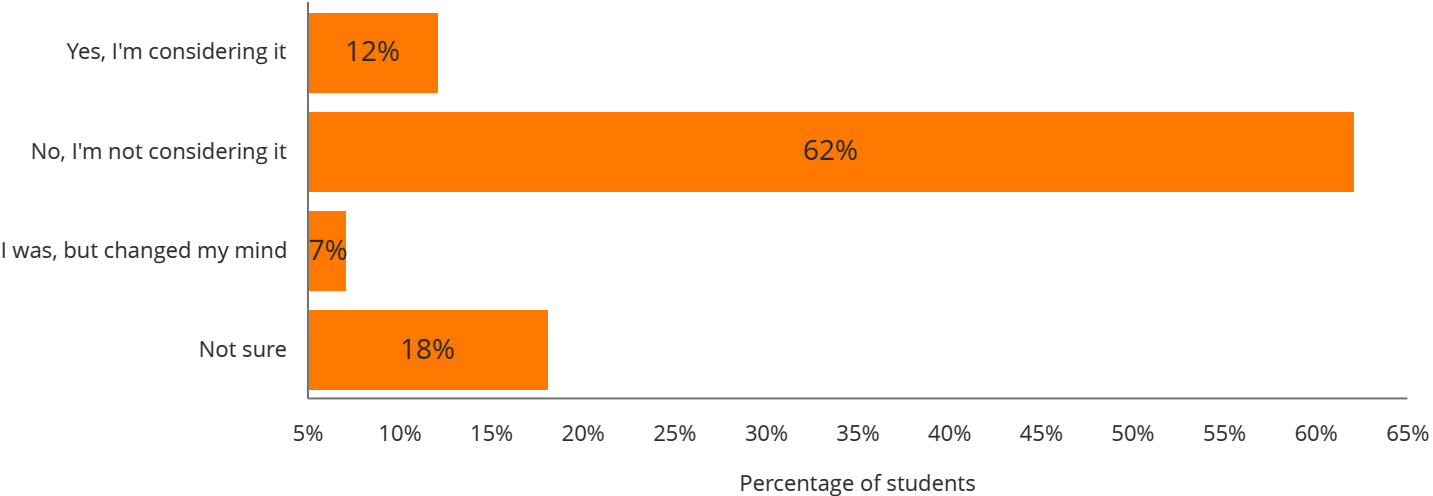
When we last asked students in the UK about global higher education as part of our Horizons report in May 2019, over a third said they were considering studying their first degree abroad.

Our survey in September 2020 painted a very different picture. Now, only 12% of students are thinking about applying to university abroad. A further 7% of students say they had been considering applying abroad, but have since changed their mind.

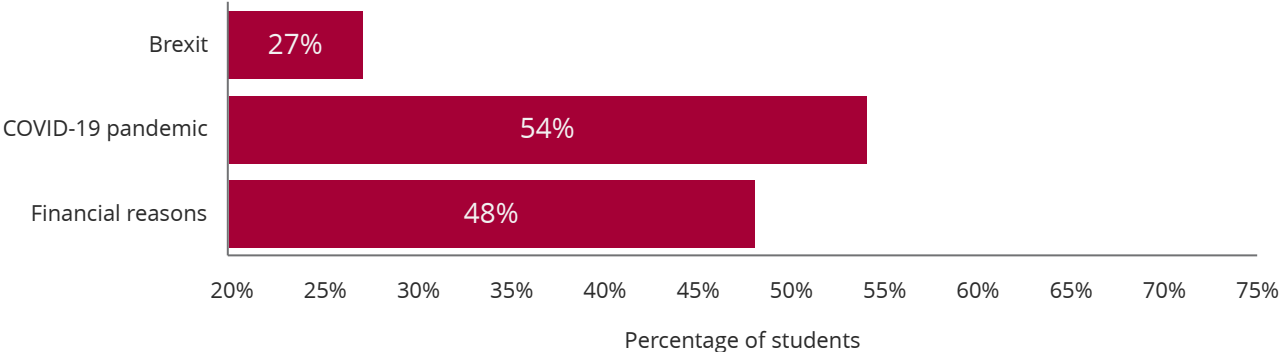
Of the students who changed their mind, over half (54%) say they did so as a result of the COVID-19 pandemic. Just under half (48%) say they no longer want to apply abroad because of financial reasons and just over a quarter (26%) cite Brexit as the reason for changing their plans.

It's not surprising that students are hesitant about applying to university abroad given the continued lack of clarity over the fees UK students will pay to attend university in the EU post Brexit, and given the disruption caused by COVID-19.

**Figure 3.1** What proportion of students surveyed in September 2020 said they were considering studying abroad?



**Figure 3.2** What made students change their mind about studying abroad?



## DESTINATIONS

When we look at which destinations the students who still want to apply abroad are interested in, the top five most shortlisted countries are the same for both boys and girls - the US, Canada, Ireland, Australia, and The Netherlands.

It's notable that four out of five of these are English speaking with the only exception - The Netherlands - being well known for high levels of English proficiency. It seems that when UK students are thinking about where to apply, the ability to live and study in a country where they can already speak the language is a big draw.

Outside of the top five destinations, we see a slight difference between the countries that girls and boys shortlist. Girls show a slight preference for European countries, ranking Italy, France, and Spain higher than boys.

This is most marked for Italy which, while the sixth most popular country for girls, ranks only fifteenth for boys. Universities in Asia are more popular for boys, who rank Hong Kong, Singapore, and India higher than girls do.

**Figure 3.3** What are the most shortlisted countries, across all tools, for girls and boys?

Ranking	Countries shortlisted by girls
1	USA
2	Ireland
3	Canada
4	Australia
5	The Netherlands
6	Italy
7	Hong Kong
8	France
9	Spain
10	Singapore
11	Germany
12	Cyprus
13	India
14	Poland
15	Denmark

Ranking	Countries shortlisted by boys
1	USA
2	Canada
3	Ireland
4	Australia
5	The Netherlands
6	Hong Kong
7	Singapore
8	Germany
9	India
10	Denmark
11	France
12	Belgium
13	Spain
14	Cyprus
15	Italy



## EXPERT VIEW



### Denise Nijhuis

**Coordinator Student Recruitment and Admissions**

**University Centre Roosevelt**

University College Roosevelt is a Liberal Arts and Sciences college located in Middelburg, The Netherlands.

### “Top-notch education”

University in the Netherlands is so popular among students from the UK because it offers a top-notch education. The quality of education is similar to that in the UK and the US, but much more affordable.

I think the COVID-19 pandemic and global political factors have had an impact but I think it's really the quality of education at an affordable rate that is the main reason why the Netherlands has been increasing in popularity over the last few years.

### Hyper multi-cultural environment

Universities in the Netherlands are highly international. At most English-taught programmes, international students make up 30-80% of the student population. This means that not only will students receive an international education, but they'll be in a hyper multi-cultural environment, meeting people from all over the world.

### Hybrid teaching model

COVID-19 restrictions vary across the Netherlands. At the moment, most universities are on a hybrid model of teaching with around 20-40% of classes in-person.

### English speaking

The ability to experience a wide scope of English-taught programmes in a country with high levels of English proficiency is another big draw for international students. They're able to settle into life in the Netherlands without the added challenge of having to learn a new language.

### Ease of travel

Not only is the Netherlands a remarkably safe country, it's also super easy to get to from other countries. This makes it a great choice for UK students who want to study somewhere that's not too far away from home but also want to explore Europe while they're studying here.

PANDEMIC WINNERS  
 AND LOSERS

The COVID-19 pandemic seems to have caused a shift in where students from the UK want to apply to university. As we saw earlier, the university search tool that has seen the biggest increase in shortlists made is the Australasian universities tool, with 66% more shortlists created than in the same period last year.

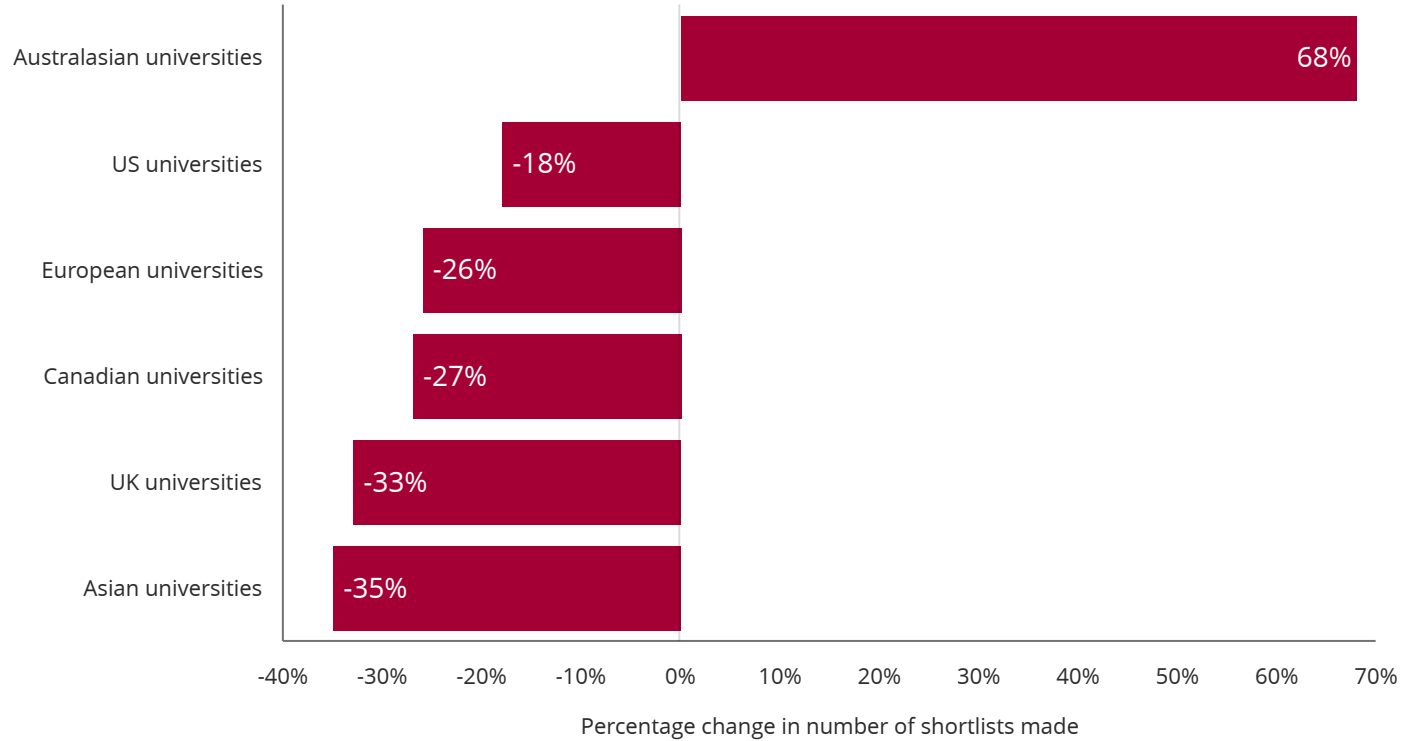
This is likely a reflection of how well Australia, and in particular New Zealand, are perceived to have managed the COVID-19 pandemic.

In contrast, there's been an 18% decrease in the number of shortlists made on the US universities tool. Media reports of the US government's handling of the pandemic, coupled with the political situation in the country, appear to have made the US a less attractive place for UK students to study.



Figure 3.4

Which destinations have seen the biggest percentage change in the number of shortlists made from 16 March - 31 August 2020, compared to the same period in 2019?



## EXPERT VIEW



### Natasha Bijelich

**Assistant Director, International Student  
Recruitment**

**University of Toronto**

The University of Toronto is a public research university in Ontario, Canada,

## Why Canada?

There are several key reasons why students find Canada an attractive destination to study:

- Canada consistently ranks as one of the safest and best places in the world to live, with a high standard of living across the country.
- Our education system is recognized internationally and Canada is one of only a handful of countries where public investment in the post-secondary sector is above the global average.
- International students are encouraged to stay in Canada after they graduate, with a generous post-graduation work permit program that allows eligible students to stay in Canada for up to three years after graduation.
- Our education system offers students tremendous flexibility and experiential learning opportunities. Students can combine majors and minors across different subject areas and tailor their academic experience to their unique interests, including paid work experience and meaningful undergraduate research.

## Cautious COVID-19 approach

Canada has taken a cautious approach to the COVID-19 pandemic. Our government officials have heeded the advice of public health officers, and our nationwide strategy has helped to slow the spread of the virus. The University of Toronto has adopted the same prudent approach.

This fall, our students could choose to take online courses, with both synchronous and asynchronous options, or to take part in carefully monitored in-person classes. Other on-campus activities have also slowly resumed, in a limited fashion.

During the pandemic, we provided over \$4M in COVID-19 emergency grants to more than 4,000 undergraduate students to cover unexpected costs arising from the pandemic – everything from overdue rent to last-minute flight costs.

## Tips for teachers and counselors

For teachers and counselors working with students who may be interested in pursuing their university degree in Canada, here are a few pieces of advice:

- Check us out online! Many of us are offering regular webinars, for students and counselors, to keep you up-to-date on any changes.
- Encourage students to apply early, giving them more time to submit any required documents for admission.
- Reach out if you have any questions! Our staff continue to be available, as always, to help you and your students navigate the application process.



TOP INTERNATIONAL INSTITUTIONS

When we look at which international universities UK students want to apply to, the preference for prestigious, well-known institutions detailed in the previous chapter continues.

The most shortlisted universities on Unifrog are all highly regarded, highly competitive institutions such as Harvard University, the University of Toronto, and Trinity College Dublin.

In addition, all but one of the top five most shortlisted European institutions are in Ireland, underscoring its popularity for UK students looking to study abroad. This term our new Irish universities search tool will go live to help students find courses at Irish universities even more easily.

Figure 3.8

What are the top five most shortlisted institutions in the most popular countries for students on Unifrog - Canada, Ireland, and the US?

Top 5 Canadian institutions	Top 5 Irish institutions	Top 5 US institutions
University of Toronto	Trinity College Dublin	Harvard University
University of Alberta	University College Dublin	Yale University
University of British Columbia	Dublin City University	Stanford University
University of New Brunswick	National University of Ireland Galway	Columbia University
University of Calgary	University College Cork	California Institute of Technology



WHAT TO STUDY

When it comes to which subjects students are interested in studying abroad, the most popular subjects are relatively consistent across all the international university search tools.

When broken down by gender, we see a preference for girls to apply for Psychology and Medicine whereas boys favour Business and Computer Science related degrees. On the US universities search tool, ‘undeclared’ is the fourth most popular option for girls and only the tenth most selected subject choice for boys.

As ‘undeclared’ is the most common way to apply to university in the US, this may indicate that girls are more aware of the US application process.

Figure 3.9

What are the most shortlisted majors on the US universities tool?

Girls	Boys
Law	Business
Medicine	Computer Science
Psychology	Economics
Undeclared	Aerospace Engineering
Biology and Biological Sciences	Accounting

Figure 3.10

What are the most shortlisted subjects on the Canadian tool?

Girls	Boys
Psychology	Business and Management
Medical and health sciences	Accounting
Law and law studies	Computer science and AI
Criminology	Economics
Biology and Biological sciences	Aerospace engineering and Aviation

Figure 3.11

What are the most shortlisted subjects on the European tool?

Girls	Boys
Psychology	Business and Management
Medicine	Economics
Law and law studies	Computer science and AI
Business and Management	Medicine
Politics and International relations	Aerospace engineering and Aviation

## KEY ACTIONS FOR TEACHERS AND ADVISORS

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### 1

Get students to explore international opportunities and broaden their horizons by creating a shortlist on one of the Unifrog international university search tools.

### 2

Encourage students to make use of all the ranking factors on the university search tools - such as the QS and Times world rankings - to identify highly-regarded universities they may not have heard of.

### 3

Direct students who express an interest in studying abroad to the Unifrog Know-how library. It contains 100s of guides on what it's like to study in all the top international destinations, as well as information on fees, visas, and how to apply.

### 4

Highlight the resources available to help students learn more about the options for global higher education such as webinars and virtual open days run by international universities.

