

Studying Abroad: The Draw of the UK for Postgraduate Studies in the Humanities  
and Publishing Studies

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**Introduction:**

In today's climate, where unemployment in the United States has reached almost eight million – 4.9% of the population ([US Gov](#), 2016). Recent university and college graduates in the Humanities are facing a job market that requires students to have more education and more hands on experience in the workplace. As a result, many students of US higher education are looking to gain extra qualifications to bolster their chances of employment. With the recent change in outward looking policy in the US, brought on in part by a Republican government, there is an opportunity for students from America to take advantage of the experiences of studying abroad to expand their cultural understanding – sometimes in defiance of the current incumbent party.

The United Kingdom is well placed to encourage American students to study abroad. It offers a distinctly different, yet familiar culture, it has many transport links to the US and onward to Europe, the lack of prohibitive postgraduate testing, the benefits of cost and time for UK postgraduate studies, teaching opportunities, the application process, and the life experiences for students – who traditionally do not take a gap year – to use their time abroad to explore varying cultures and take that knowledge back to the US after their studies are complete. It's a popular destination for American students with over 9,600 applying to study here in 2016. But what it comes down to is a mix of three key things, two of which are discussed in detail: the lack of standardised tests to apply to a programme in the UK, the weight of time and costs, and the benefits of a postgraduate degree from abroad in the wider job market. In all of these areas, the United Kingdom surpasses the United States as the best places for an American student to undertake postgraduate studies in Publishing.

# I. Testing

## 1. The GRE<sup>1</sup>

“The GRE General Tests and the GRE Subject tests are taken by individuals applying to graduate programs in natural sciences, engineering, social sciences, business, humanities and arts, education and other fields” ([GRE Bulletin](#), 2017, p.3).

In 2015, there were over 1.78 million graduate students enrolled in 776 colleges and universities<sup>2</sup> [surveyed](#) by the Counsel of Graduate Schools in the United States. Each student has to take the Graduate Record Exam (GRE) and earn an adequate score on the general and/or subject test to be accepted for entry into a postgraduate program in the United States or its affiliates worldwide. The GRE is divided into two main tests: the General Test and the Subject Test, which is further divided into eight separate areas of specialty that further narrow down the pool of acceptable applicants.

### 1.2 GRE General Test

“The GRE General Test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills—skills that have been developed over a long period of time and are not related to a specific field of study” (GRE Bulletin, 2017, p.3). The test was designed by, and is still under the jurisdiction of, the Educational Testing Service. It began as general aptitude test given to gauge skills in vocabulary and mathematics. In 1985, the analytical writing section was added and in 1992 the test went digital, with most tests being given on computers at registered testing centers worldwide.<sup>3</sup> The test itself is administered as a comparative tool for universities in addition to the applicant’s grade point average, recommendations,

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<sup>1</sup> In discussing the tests required by most graduate programs in the United States, my arguments are restricted to only the Graduate Records Examination as it pertains specifically to the Humanities and publishing. There are other post graduate testing frameworks such as the MCAT, LSAT, and more which are not covered in this paper.

<sup>2</sup> Of the 776, 617 took part in the survey (giving 80% results).

<sup>3</sup> Page four.

and standing in their graduating class or field. It consists of a writing section and two multiple choice sections.

The following is from the Educational Testing Service's website and gives a brief description of what the GRE General Test encompasses.

**Verbal Reasoning** — The skills measured include the test taker's ability to

- analyze and draw conclusions from discourse; reason from incomplete data; identify author's assumptions and/or perspective; understand multiple levels of meaning, such as literal, figurative and author's intent
- select important points; distinguish major from minor or relevant points; summarize text; understand the structure of a text
- understand the meanings of words, sentences and entire texts; understand relationships among words and among concepts

**Quantitative Reasoning** — The skills measured include the test taker's ability to

- understand, interpret and analyze quantitative information
- solve problems using mathematical models
- apply basic skills and elementary concepts of arithmetic, algebra, geometry and data analysis

**Analytical Writing** — The skills measured include the test taker's ability to

- articulate complex ideas clearly and effectively
- support ideas with relevant reasons and examples
- examine claims and accompanying evidence
- sustain a well-focused, coherent discussion
- control the elements of standard written English

(ETS, 2017, [Test Content and Structure](#)<sup>4</sup>)

Taking the GRE takes around four hours, not including the optional tutorial time on the testing center's computers, broken down as follows (ETS. Test Content):

**Verbal Reasoning:** two 30-minute sections – 20 questions per section

**Quantitative Reasoning:** two 35-minute sections – 20 questions per section

**Analytical Writing:** one section with two separately timed writing tasks—  
30 minutes per task

**Experimental Section** (either verbal or quantitative): of questionable time and not included in score

(ETS, GRE Bulletin, 2017, p.4)

### **1.3 Scoring**

Taken as the computer-based test the GRE is scored based on performance on given questions and the amount answered in the allotted time frame. The questions in the verbal and quantitative sections are scored adaptively, meaning the computer testing uses 'statistical characteristics of the questions (difficulty), required variety of question types and appropriate coverage of content' as a basis for scoring (Interpreting Your Scores. Pg. 1).

The analytical writing section is scored by an approved and trained reader on a six point scale on .5 point increments, that is then checked by an E-rater computer program which is capable of identifying features that relate to proficiency. The final score given is an average of the human and e-rater score. If the computer and human score differs by much, a second human marker is employed and the final give score is the average of the two human scores. The scores for both the verbal and quantitative reasoning to be given on a scale of 130 to 170 in 1 point increments.

Interpreting the scores is based on the chart of averages provided by ETS and is as follows:

### **Chart 2**

<b>Table 1: General Test Mean Scores</b> (Based on the performance of all individuals who tested between July 1, 2012, and June 30, 2015)			
	<b>Number of Test Takers</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Verbal Reasoning</b>	1,694,715	150.22	8.45
<b>Quantitative Reasoning</b>	1,697,401	152.47	8.93
<b>Analytical Writing</b>	1,689,069	3.50	0.87

Once the GRE General Test is taken, the scores are sent to the universities that were chosen by the test taker prior on the day of the test. The average GRE scores are:

Currently, the average GRE scores are:

- Verbal: 150.22
- Quantitative: 152.47
- Analytical Writing: 3.5

While the averages are over an entire cohort of test-takers, an applicant would need to look further to the average scores by individual programme to which they plan to apply. There is often some flexibility in the score ratio between the Verbal, Quantitative, and Analytical, depending on the programme and university standards. For instance, a humanities applicant can expect to have lower quantitative scores and higher verbal and AW scores than the general applicant, or one going into a science-based field.

#### **1.4 GRE Subject Test**

In some areas of study, an applicant might be required to take a GRE Subject Test in addition to the GRE General Test. The Subject Test is broken down into eight separate testing<sup>5</sup> options as follows:

Biochemistry, Cell and Molecular Biology

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<sup>5</sup> As the topic of this paper is limited to the realm of publishing and more broadly, Humanities, it only takes into account the Literature in English Subject Test.

Biology  
Chemistry  
Literature in English  
Mathematics  
Physics  
Psychology

The Literature in English Subject Test is comprised of 230 multiple choice questions on poetry, drama, biography, the essay, the short story, the novel, criticism, literary theory and the history of language (ETS, [Literature in English Test](#), 2017). The questions are drawn from English language literature worldwide and emphasize authors, works, genres and movements. The test is broken down into four sections which are: Literary Analysis (40-55%), Identification (15-20%), Cultural and Historical Contexts (20-25%) and History and Theory of Literary Criticism (10-15%). Furthermore, the test is divided into five areas of literary-historical scope such as: Continental, Classical and Comparative Literature through 1925 (5-10%), British Literature to 1660 (25-30%), British Literature 1660-1925 (25-35%), American Literature through 1925 (15-25%) and American, British and World Literature after 1925 (20-30%) (ETS, [English in Literature](#), 2017).

#### **1.4.1. Subject Test Scoring**

The Subject Test is scored in a 200 to 990 scale with ten-point increments with the average score being 544 and a standard deviation of 100 (ETS, [Interpretive Data Used on Score Reports](#), 2016, p.1).

#### **1.4.2 Interpretation**

Each college or university places a different emphasis on the interpretation of GRE Test scores, and almost all postgraduate institutions rely on the GRE scores as a factor in deciding whether or not to accept an applicant at the Masters level<sup>6</sup>. One of

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<sup>6</sup> Some universities no longer require GRE scores for doctoral research applications.

the main flaws of the studies conducted on the validity of GRE scores are the omitted scores of those who were not accepted into graduate programs. Therefore, it is 'not known if the test is being used to deny admission to those [applicants] who would have been successful'(Orlando, 2005). Even in the more detailed breakdown of the sub-tests, there were anomalies between testing scores and the success of graduate studies. A Nelson and Nelson study indicates that there was no real variance between the scores of those who completed postgraduate studies and those who did not. Furthermore, it was shown that many of those applicants who scored better were more likely to fail once in a program.

In addition to the above discrepancies, which have only been touched upon, there is the bias of the institution in regards to test scores. While most of the universities contacted in the research process said that they 'judge applications holistically'(Sabino, 4 May 09), many went on to admit that GRE scores 'plays something of a role for MA and [to a lesser extent now] PhD admissions'(Leavitt, 04 May 09). Harvard University says that 'high scores in the Verbal (166) and Subject test (650)" are positive additions to the application (Harvard, [English](#), 2017). Some programmes, such the Publishing Masters at NYU, have the GRE as an optional (but potentially required) extra for applicants. Others, such as the University of Alabama's Book Arts programme require a composite GRE score of 300. If the candidate has a strong enough application without the GRE scores, the department can petition the graduate school and usually allow admission – depending on the individual university and their policies.

On the wider scale, what this looks like for applicants for postgraduate work in publishing in the USA, is a system where there are limits imposed on who can apply to the programme. Limits which can inhibit the growth of the industry by relying on standardised testing systems that only indirectly relate to the subjects covered. In addition, the fees for taking the GRE is currently \$205 for the GRE General Test and \$150 for the subject tests.

### **1.5 GRE in the United Kingdom**



In the United Kingdom, American GRE scores are generally not required as a part of the admission process into graduate programmes in Publishing. The universities in the UK which are members of the Association of Publishing Education do not require GRE or standardised test results for a student, international or domestic, to apply to their programmes.

This is not to say that the universities in the United States apply always over-emphasize the weight of the scores of standardized testing, but it does bring out the questions of what makes a good graduate student: predictive test scores or the quality of the works presented in the application and aptitude for future creation? I believe that the colleges and universities in the United States place too much emphasis on the numerical scores of the GRE General and Subject Tests and often overlook the quality of the student and the talent they can bring into the programme.

It is for this reason that the United Kingdom has a distinct advantage in MA and PhD recruitment in Publishing Studies. In the United Kingdom, without the threat of repercussions for accepting a student with low GRE scores, the applicant can be evaluated based on their sample work, personal statement, interview, and previous degree, which are what should be the foundation of the selection process into a practical and skills-focused programme.

## **II. Distance Learning/E-Learning**

It is important to note that distance learning and e-Learning are not the same thing, though they often overlap. In her article in the book *Higher Education*, entitled “‘Distance Education’ and ‘E-Learning’: Not The Same Thing’, Sarah Guri-Rosenblit explains that:

distance learning, instead of assembling students from dispersed locations in one place, it reaches out to students wherever they live or wish to study (Guri-Rosenblit 1999). E-Learning, on the other hand, is a relatively new phenomenon and relates to the use of electronic media for a variety of

learning purposes that range from add-on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters (pp. 469).

According to Antony and Gnanam, when these two terms converge it can be called 'distributed learning'. In the following sections I will discuss the use of distributed learning in the United States and United Kingdom postgraduate environment, specifically in relation to Publishing programmes where the implementation of distance learning options are beginning to play a larger role in the institution.

## **2.1 In the US**

In the United States, the MA student in Publishing, much like the first two years for a doctoral student, is required to take taught courses before writing their dissertation or embarking on their original research. Therefore, it is expected that the student be a resident of the area near the university so that they can have continual access to classes and campus for the duration of their degree<sup>7</sup>. Some programmes, such as George Washington University, offer distance learning options, but many, including NYU, Portland State, and Drexel do not.

## **2.2 In the United Kingdom**

In the United Kingdom, many universities offer the option of distance learning. This enables the student to be absent from the university setting during the duration of the degree and still keep on track for receipt of a one year MA or a three year PhD. In most cases, unless the student is overseas gathering research, the student must make arrangements to meet with their advisors regularly, usually on a bi-monthly basis. Some United Kingdom universities are pro-active and have taken an initiative in distance learning, for instance, Oxford Brookes which, for their MA in Publishing, is "the only one in Europe, is taught to students at a distance and does not involve being resident on campus in Oxford" ([Brookes](#), 2017).

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<sup>7</sup> Some leeway is allowed for on-site/off-campus research.

### **2.3 Residency Policies in the United Kingdom**

While many programs across the United Kingdom often offer opportunities for distance learning, some universities have maintained a traditional residency policy. One such university is the University of Edinburgh, where the candidate ‘must remain in residence in Edinburgh throughout the period of study prescribed unless authorized leave of absence has been granted’.

A different, and more readily observed in universities nationwide, example of a ‘period of residency’ is found in Loughborough University’s postgraduate handbook which states, ‘You are required to be in attendance at the University for teaching and assessment weeks’<sup>8</sup>. While this is more pertinent to masters students on a taught course, it also applies to the first semester of the PhD program at universities such as Oxford Brookes, where students are required to attend meetings and mandatory postgraduate courses to ensure they are working to gain the widest range of experience in and out of the research programme.

While an applicant from within the United Kingdom may balk at the insistence of location in the cases of some United Kingdom universities that implement a residency requirement, if an applicant moves to the United Kingdom from the United States they are most likely going to move to the city where the university is located, negating the issue.

## **III. Industry Opportunities**

One aspect of the publishing industry that is the same across both the US and UK is the need for placements and internships during and following postgraduate work in Publishing Studies. Universities in both countries can be well-placed for setting up internships and placements for students. Geographically, in locations such as New York, London, and Oxford, there is a concentration of publishing industry which may lead to universities based in those locations to develop closer ties with companies – ties which could potentially help students.

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<sup>8</sup> Details are found in section 7 of the handbook.

For the most part, those universities in the UK have good relationships with publishers across the country. Those like Oxford Brookes have close ties across the industry and often bring in experts to speak to students, as well as giving them info on opportunities for work experience. Others, such as the University of Derby have their own publishing house where postgraduate students gain real, hands-on experience of developing a publishing product from start to finish. Most programmes in the UK have links to industry and introduce students to a variety of roles and positions, giving them networking opportunities that will put them in good stead both in the UK and when they return to the US.

#### **IV. Culture**

It would be a vast oversight if culture and inspiration were left out of the mix when it comes to deciding where to attend a postgraduate programme in Publishing. While any graduate program one chooses will have its own campus life and feel, the culture itself remains relatively steady across the United States. If a student so chooses, they can road trip from Georgia to California in thirty-six hours with little planning needed. But, a trip home from ‘across the pond’ requires a bit more forethought and consideration of flights, costs and visas. The change in country is often worthwhile for those willing to immerse themselves in a different culture and be open-minded. The British Council says that, ‘Although television and the internet have made us all more aware of how other people live, it’s not until you actually experience a different culture that you realise how diverse the world is’ (Studying Abroad. 2009).

In addition to the culture a student would receive by studying for their postgraduate degree in the UK, they would also have ease of access to several of the world’s most distinguished research libraries such as: the British Library in London, the Bodleian Library in Oxford, and the National Library of Scotland in Edinburgh. And, for students in the UK, they are free to join and just a train ride away.

In addition to the compact size of the UK enabling American students to travel widely within the country, they are closer to Europe. This presents an opportunity for them to attend book festival and book fairs from Bologna to

Amsterdam and Frankfurt. In addition, they can take advantage to lower travel costs to explore the culture around mainland Europe in a move that “can be responsible for an enduring role in development by maintaining and updating existing skills” ([Campos, J., Anderson, D., et.al.](#), 2000, p1).

## V. Time and Costs

### 5.1 The Application Timescale

Another factor that cannot be overlooked when comparing the pros and cons of studying for a postgraduate degree in publishing studies in the United States versus the United Kingdom is the time allotted for the application process and the deadlines adhered to by many programmes in the United States in addition to the cost of applying. In the United Kingdom, for the most part, the universities adhere to a rolling admission scheme which:

Enables candidates to receive an admission decision within a predetermined period after submitting an application.

Typically, the decision arrives about two months after the application process is complete and often far sooner.

[Whereas] Colleges without Rolling Admission usually have a specific deadline, and no applications are evaluated before this deadline, no matter how early they are received. All decision letters are then mailed to candidates on the same day, which is generally in late March or early April (College Confidential).

While the process of a rolling admission may seem like the lazy student’s way to get around the deadlines imposed by strict American universities, it reduces stress for applicants who find out earlier if they have been accepted and can plan accordingly. On the other side, if institutions still have spaces on courses, rolling admission policies allow them to fill those places with students up until much closer to the

start date for the programmes. A sample of deadlines for US universities that offer publishing courses at MA level are:

**NYU** – Rolling admissions

**George Washington University** – Feb 1 (priority) and April 1 (final)

**Columbia University** – Deadline in early part of the year

**Portland State** – April for fall start, Sept. for January start, and Nov. for spring start

**Drexel University** – Sept. 1<sup>st</sup> for US based students for fall start, Nov. 23<sup>rd</sup> for winter (Jan.) start

Candidates at institutions that do not offer rolling admissions often do not discover whether they have been successful in their applications until late spring or summer. By that time they may have already missed every deadline to apply to other universities in the United States, and would thus have to wait to apply for the next round of open applications or start at a later time in the year, depending on their choice of institution.

## **5.2. Time Involved in Pursuit of Degree**

Once the hoops have been jumped through and a student is selected for admission into the postgraduate publishing programme of their choice, they must then weigh out the balance between costs of tuition and living versus the time it takes to complete the degree. In the following sections, I will take a comparative look at these factors and highlight the pros and cons of pursuing a postgraduate degree in the United Kingdom as opposed to the United States.

### **5.2.1. Degrees in Years**

In the United States, college students often do not take a gap year before or after their college careers. Instead, students tend to extend the process itself by making their undergraduate careers last as long as possible. In a blog posting for the Center for College Affordability and Productivity, Richard Vedder says that ‘today, undergraduates seldom finish before 22, and PhD's seldom receive their degree before the age of 27 or 28’ (2008). Colleges have been able to get away with keeping

productive resources under their control for longer and longer periods (collecting tuition all the while), despite no demonstrated evidence that this has sizable positive learning effects' (Vedder, 2008).

The United Kingdom is a member of the Bologna Process, which governs the process of higher education in 46 European countries and provides guidelines for the standards of higher education and the years allotted for a student to complete their degree. In the United Kingdom, in accordance to the Bologna Process, the standard undergraduate degree lasts three years. The master's degree, both the MA or MsC, not an MPhil, should be completed in one year unless taken on a part-time basis. In the United States 'a full time student can acquire a master's degree in two years. A PhD usually requires at least five to six years and many people take seven to nine years'(Gradschools.com. 2009 & [Admissiontable](#), 2017). Jaschik writes about the length of time involved in US postgraduate degrees for *Inside Higher Education*:

While taking a decade to finish a Ph.D. may seem unthinkable to academics in disciplines (generally in the sciences) where half that time is the norm, decade-long Ph.D.'s are actually common in the humanities... Recent data from the Council of Graduate Schools, for example, show that only 36.7 percent of humanities students have finished their dissertations by year 8, and only 49.1 percent have done so by year 10.

According to the 2005 Bergen Communiqué, in the United Kingdom a doctoral degree in the Humanities 'the normal workload of the third cycle in most countries corresponds to 3-4 years full time'.

### **5.3 Costs**

Cost is a factor in the selection of a graduate program and cannot be overlooked as a major draw for studying abroad. The charts and calculations below are based from the point of view of an American citizen as a resident in the United States and as an

international student in the United Kingdom. In the following graphics, a selection<sup>9</sup> of universities with postgraduate courses in Publishing in both America and the United Kingdom are compared by costs of tuition and living expenses based on a generous (considering how long many PhDs take in the US) four year plan in the United States and a three year plan in the United Kingdom. Each price is listed in the native currency and then exchanged using XE.com. The exchange rate used was the current rate for June 12, 2017 is 1 USD = .70 GBP. These two charts include the cost of tuition and suggested cost of living expenses calculated on an annual basis and multiplied by the number of years the programme usually runs<sup>10</sup>. These costs are as close to accurate as possible at the time of this study. The ‘international totals’ section is relevant where the programme has different costs for out of state or international students.

### Total Cost for Full MA in Publishing 2 years USA, 1 Year UK

	Resident/EU Totals		International Totals	
	GBP £	USD \$	GBP £	USD \$
<b>USA</b>				
NYU	£110,282.40	\$139,204.00	£110,282.40	\$139,204.00
George Washington University	£95,768.32	\$121,530.00	£95,768.32	\$121,530.00
Portland State University	£55,535.25	\$70,402.00	£49,256.14	\$62,442.00
Drexel University	£115,065.08	\$145,888.00	£87,738.42	\$111,226.00
<b>UK</b>				
Oxford Brookes University	£23,511.00	\$29,835.45	£29,655.00	\$27,632.19
Anglia Ruskin	£18,600.00	\$23,603.40	£23,339.00	\$29,617.19
Univeristy of Derby	£20,066.00	\$25,463.75	£23,495.00	\$29,815.15
Stirling University	£16,850.00	\$21,382.65	£24,139.00	\$30,632.39
University College London	£29,690.00	\$37,676.61	£40,844.00	\$51,831.03

<sup>9</sup> The selection was made to include a college or university that represented the best programs for graduate studies in Publishing.

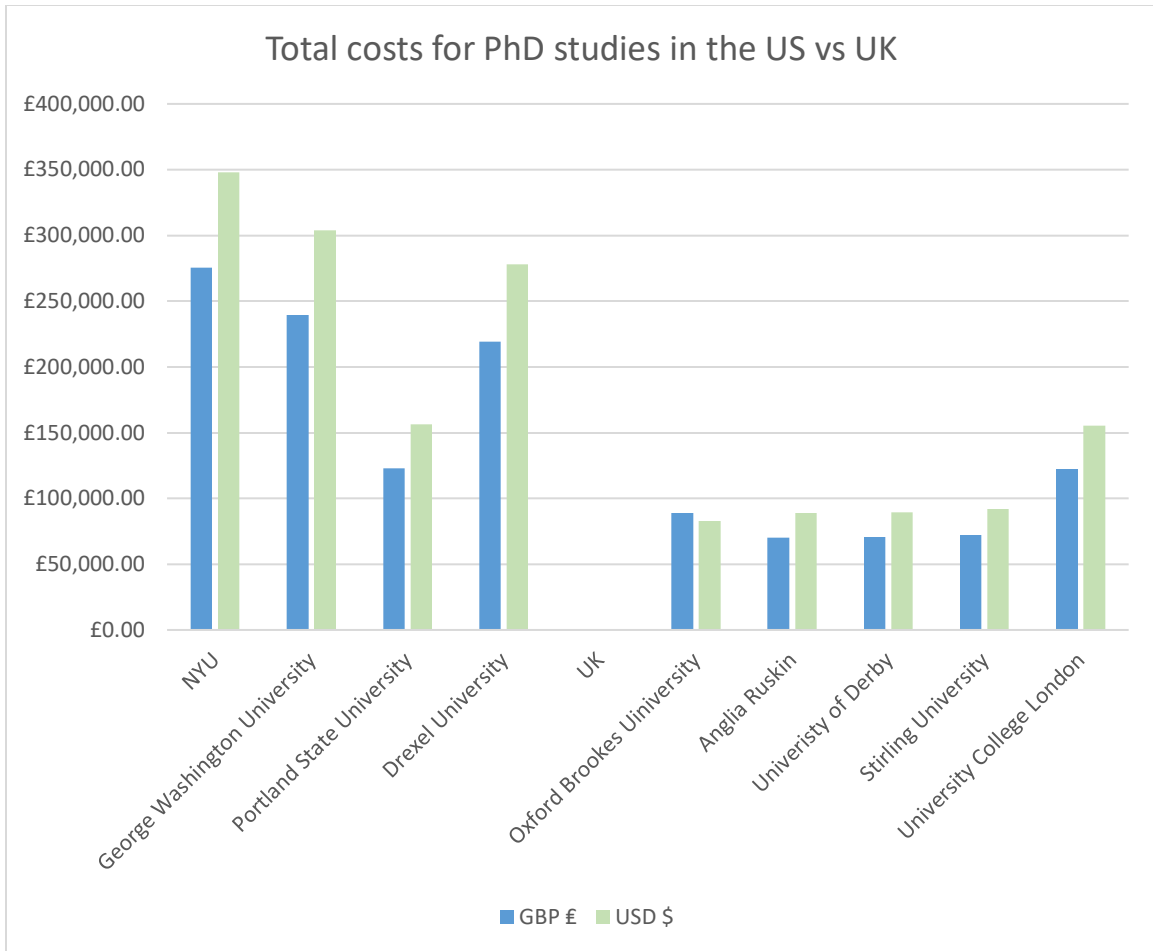
<sup>10</sup> Please see the appendices for full spreadsheet of costs for these courses.



<b>Total Cost for Full PhD in Publishing 5 years USA, 3 Years UK</b>				
	<b>Resident/EU Totals</b>		<b>International Totals</b>	
<b>USA</b>	<b>GBP £</b>	<b>USD \$</b>	<b>GBP £</b>	<b>USD \$</b>
NYU	£275,706.00	\$348,010.00	£275,706.00	\$348,010.00
George Washington University	£239,420.80	\$303,825.00	£239,420.80	\$303,825.00
Portland State University	£138,838.12	\$176,005.00	£123,140.35	\$156,105.00
Drexel University	£287,662.70	\$364,720.00	£219,346.05	\$278,065.00
<b>UK</b>				
Oxford Brookes University	£70,533.00	\$89,506.35	£88,965.00	\$82,896.57
Anglia Ruskin University	£55,800.00	\$70,810.20	£70,017.00	\$88,851.57
University of Derby	£60,198.00	\$76,391.25	£70,485.00	\$89,445.45
Stirling University	£50,550.00	\$64,147.95	£72,417.00	\$91,897.17
University College London	£89,070.00	\$113,029.83	£122,532.00	\$155,493.09

As indicated in the above charts, if an American student were to attend a standard public university, such as Portland State University, to pursue their MA in Publishing it would cost them in excess of \$70,402 (£55,535.25), and it would take an two years. However, if that same student chose to do their MA in the United Kingdom, attending Oxford Brookes University would cost \$27,632.19 (£29,655). If a student was to choose to live in a large and bustling city such as New York or London, the costs would show that attending NYU would be \$139,204 (£110,282.40), and the costs of University College London would be \$51,831.03 (£40,844).

In a similar fashion, when the years of time vs the costs are weighed up in relation to the PhD, for an American student, studying in the UK is cheaper and more cost effective across the board, as can be seen from the graph below:



#### 5.4 Weighing Costs vs. Time

For those cost-conscious American students who are looking to do postgraduate work in Publishing Studies, and are lucky enough to live in the same state as the programmes offered, they may be charged an in-state fee which is lower. But, as there are thirty-one listed courses (both short and postgraduate), I have worked under the assumption that most students will have to move out of state to attend.

When looking at courses, as an American student, a lot of the decision comes down to the cost per year, per programme. In the United States, there is a five year standard PhD. In the United Kingdom, that standard is three years. The three years spent in the United Kingdom will cost less.

## VI. Advantages of a Postgraduate Degree from Abroad

What does all the aforementioned information actually mean when applied to the real concerns of a PhD student in creative writing, such as job placement and publication? For the American postgraduate and PhD candidate, whether they want to return to the United States or remain abroad, having a post graduate degree from their non-native country indicates ambition. ‘Employers and graduate school committees will take note of an international study experience. Studying abroad helps students become more mature, resilient, and interpersonally adept, and all of these qualities are priceless in the workplace’ (Rockler-Gladen, 2007). Furthermore, “67% of employers think international experience is important for recruitment” ([Erasmus](#), 2013) and the experience of studying abroad will help prepare American students for life as well as a career in Publishing.

The qualities of the university itself and the clout that the degree carries is a factor that can make or break a CV and job application. The colleges and universities that have been elected for closer examination in this paper were chosen as a subsection of the public and private four year colleges in both the United States and the United Kingdom. By undertaking a postgraduate course in Publishing in the United Kingdom, the student stands out in the job application process due to their initiative as an international candidate. The publishing programmes in the UK are some of the best globally and MA and PhD level. Oxford Brookes is home to the Oxford International Centre for Publishing Studies, University College London is based in the heart of a world leading city, the University of Derby is a new programme with a forward thinking team, among many others such as Stirling, Anglia Ruskin and more.

The difference in numbers of colleges and universities in the United States and the United Kingdom offering postgraduate programmes in Publishing isn’t that different from one another. Compared to size, the UK has more programmes, while the US offers more across the country, but not substantially. The closeness to a variety of major cities and publishing hubs in affordable areas, makes the UK a more viable choice, especially when cost vs. time are considered as they are in the following section.

## Conclusion

Ultimately, there are pros and cons for American Students when considering pursuing a postgraduate degree abroad. Issues such as cost vs. time vs. experience vs. teaching experience have to be weighed carefully before an informed decision can be reached. Another consideration is the acceptance process. In the United States, almost all graduate programs require the GRE, and though the department itself may ignore the scores or not use them for applicant decisions, usually the university has minimum score standards that must be met before the department can consider the candidate, or otherwise an appeal must be launched on behalf of the student. The United Kingdom does not require the GRE to be taken and rely more on writing samples, the application, and interview process.

The biggest factors in deciding to do postgraduate work abroad is the balance between time and costs, the culture around the university, and the potential for employment after the programme. In all of these accounts, the UK is a better choice for an American student. In one year, they can obtain an MA in Publishing from a reputable UK programme, it will cost considerably less than the US counterpart, and they have much more affordable access to explore the culture of the UK and further into Europe. Finally, obtaining a postgraduate degree in Publishing in the UK will set students up with an advantage in the workplace back home and abroad, giving them the skills obtained from the programme and access to gain experience in Book Fairs and publishing houses.

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