

## **British Irish Council Demography Work Sector**

### **Higher Education Student Migration Flows**

#### **KEY POINTS**

- Most students attend higher education institutions in the British-Irish Council (BIC) Member Administration of their domicile, although the proportion studying outside their domicile varies for each of the Member Administrations.
- Within 6 months of the completion of studies around 60% of full time UK-domiciled students were in employment in the UK. A further 12% were either in employment overseas or in a combination of employment and study in the UK. Of those in employment in the UK, the vast majority entered employment in the BIC Member Administration of original domicile. Similarly, the vast majority entered employment in the BIC Member Administration of the institution attended. However, there were variations in the proportions for each.
- The payment of student loans for tuition fees and maintenance varies across the BIC Member Administrations. The details of the loans available may affect the choice of university for some students. This is an area that is changing rapidly at the moment.
- Various policy initiatives exist to encourage international students to study in the UK and Ireland. There are also schemes to encourage home students to study abroad, and to attract graduates back to their original BIC Member Administration of domicile.
- The UK is mainly a destination for international students, rather than a source of students for other countries.
- Because of the different policies in relation to student flows and the rapidly changing agendas, there is little scope for collaborative work between BIC Member Administrations at present.

## **INTRODUCTION**

The purpose of this paper is to provide a brief summary of the number of students at higher education institutions (HEIs), and the initiatives and policies that affect the flow of students for each of the eight BIC Member Administrations.

Those included are: England, Guernsey, Ireland, Isle of Man, Jersey, Northern Ireland, Scotland and Wales.

The data in this paper refer to the academic year 2009/10.

Student mobility is an important component of the migration flows of the BIC Member Administrations. Each year a substantial number of young people will leave home to take up a place at university. At the end of the course many will move again, usually to take up employment or to continue their studies at another higher education institution.

International student mobility has become an increasingly important aspect of migration, especially in the UK where there is a large imbalance in the flow of international student migrants (with more international students coming to the UK than UK students going abroad to study), and which, after the United States, is one of the most important destinations for international students.

Some BIC Member Administrations (Guernsey, Isle of Man and Jersey) have limited higher education provision. So students have little option but to leave their domicile to attend university, and these administrations will have little need for some policy initiatives that affect student migration flows (for example, encouraging international students).

Some government and academic research into student migration and mobility has been carried out, and a summary of some of this work is provided at the end of this report.

## **STUDENTS ENTERING HIGHER EDUCATION<sup>1</sup>**

In 2009/10, around 1.1 million first-year students enrolled on courses at HEIs in the UK (Table 1). Of these, 79% were UK-domiciled students, 6% were EU students (including Ireland), and 15% were from the rest of the world.

Nearly all (97%) first-year English-domiciled students went to HEIs in England, compared with about three-quarters of students domiciled in Northern Ireland (75%) and Wales (77%) who went to institutions in their home BIC Member Administration. Around one-fifth of students domiciled in Northern Ireland (19%) and Wales (22%) went to HEIs in England.

### **England**

Around 890,000 first-year students enrolled on courses at HEIs in England. Of these, 79% were UK-domiciled students, 6% were EU students (including Ireland), and 15% were from the rest of the world.

Around 704,000 English-domiciled first-year students enrolled on courses at HEIs in the UK. Nearly all (97%) of these students went to English institutions.

### **Northern Ireland**

Around 23,000 first-year students enrolled on courses at HEIs in Northern Ireland. Of these, 87% were UK-domiciled students, 10% were EU students (mostly from the Republic of Ireland), and 3% were from the rest of the world.

Around 25,000 Northern Ireland-domiciled first-year students enrolled on courses at HEIs in the UK. Three-quarters (75%) of these students went to Northern Ireland institutions, around one-fifth (19%) went to English institutions, while about 5% went to Scottish institutions.

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<sup>1</sup> Figures do not include the Open University.

## **Scotland**

Around 100,000 first-year students enrolled on courses at HEIs in Scotland. Of these, 76% were UK-domiciled students, 9% were EU students (including Ireland), and 15% were from the rest of the world.

Around 72,000 Scottish-domiciled first-year students enrolled on courses at HEIs in the UK. 92% of these students went to Scottish institutions, while a further 8% went to English institutions.

## **Wales**

Around 66,000 first-year students enrolled on courses at HEIs in Wales. Of these, 76% were UK-domiciled students, 7% were EU students (including Ireland), and 17% were from the rest of the world.

Around 46,000 Welsh-domiciled first-year students enrolled on courses at HEIs in the UK. Over three-quarters (77%) of these students went to Welsh institutions, and around one-fifth (22%) went to English institutions.

## **Ireland**

Around 9,000 Irish-domiciled first-year students enrolled on courses at HEIs in the UK. Half (50%) of these students went to English institutions, around a quarter (24%) went to Northern Ireland institutions, while about a fifth (19%) went to Scottish institutions.

## **Channel Islands**

About 1,130 students from the Channel Islands<sup>2</sup> took up places at UK universities. Of these, over 90% enrolled on courses at English institutions.

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<sup>2</sup> HESA data does not distinguish between the separate administrations within the Channel Islands.

## **Isle of Man**

474 first-year students from the Isle of Man took up places at UK universities. Of these, almost 90% enrolled on courses at English institutions.

## **POST-STUDY MIGRATION**

Students will often move at the end of their course – for example, to take up employment or to continue studying at a different institution.

For UK and other EU domiciled students who graduated from UK HEIs in 2009/10, around 60% took up employment only<sup>3</sup> in the UK, and between 15% (Northern Ireland) and 19% (Scotland) went on to do further study only (Table 3). For graduates of UK HEIs who were domiciled in the Republic of Ireland, 41% took up employment in the UK and 37% went on to do further study.

For the UK countries, the proportion of graduates who went on to take up employment in the country of original domicile ranged from 98% (England) to 73% (Wales). The corresponding figures for the Channel Islands (56%) and Isle of Man (40%) are based on small survey sample sizes, so should be treated with caution (Table 4).

Similarly, the proportion of graduates who went on to take up employment in the country of the HEI attended ranged from 98% (England) to 64% (Wales).

## **England**

60% of full-time qualifiers from HEIs in England took up employment only in the UK within 6 months of graduating.

A very high proportion of graduates either stayed in or returned to England to take up employment at the end of their studies

Of those who took up employment:

- 98% of graduates from HEIs in England took up employment in England.
- 98% of English-domiciled students took up employment in England.

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<sup>3</sup> 'Employment only' in this section refers to graduates who did not combine employment with further study.

## **Northern Ireland**

58% of full-time qualifiers from HEIs in Northern Ireland took up employment only in the UK within 6 months of graduating.

Of those who took up employment:

- 93% of graduates from HEIs in Northern Ireland took up employment in Northern Ireland.
- 76% of Northern Ireland-domiciled students took up employment in Northern Ireland.

These figures suggest that, while Northern Ireland retains most of the graduates from its HEIs, only a small proportion of those attending HEIs outside the country are attracted back after graduating (assuming 75% of Northern Ireland-domiciled graduates attend HEIs in Northern Ireland).

## **Scotland**

60% of full-time qualifiers from HEIs in Scotland took up employment only in the UK within 6 months of graduating.

Of those who took up employment:

- 85% of graduates from HEIs in Scotland took up employment in Scotland.
- 88% of Scottish-domiciled students took up employment in Scotland.

These figures suggest that, while Scotland retains most of the Scottish and some of the non-Scottish graduates from its HEIs, there is no evidence that those attending HEIs outside the country are being attracted back after graduating (assuming 92% of Scottish-domiciled graduates attend HEIs in Scotland).

## **Wales**

60% of full-time qualifiers from HEIs in Wales took up employment only in the UK within 6 months of graduating.

Of those who took up employment:

- 64% of graduates from HEIs in Wales took up employment in Wales.
- 73% of Welsh-domiciled students took up employment in Wales.

These figures suggest that most non-Welsh graduates do not stay in Wales to take up employment, and that, while most Welsh students who attend HEIs in Wales will stay to take up employment there, not many of those attending HEIs outside the country are attracted back after graduating (assuming 78% of Welsh-domiciled graduates attend HEIs in Wales).

### **Channel Islands**

Of those graduates who entered employment and whose original domicile was in the Channel Islands, an estimated 56% returned to the Channel Islands to work. However this estimate is based on small survey sample sizes, so should be treated with caution.

### **Isle of Man**

Of those graduates who entered employment and whose original domicile was the Isle of Man, an estimated 40% returned to the Isle of Man to work. However this estimate is based on small survey sample sizes, so should be treated with caution.

## **STUDENT FUNDING**

Student migration flows can be influenced by the availability of funding to pay for tuition fees and student support. Financial considerations are important to school-leavers when deciding whether to go to university and where to go. For example, EU students attending Scottish institutions have their tuition fees paid by the Scottish Government. This may explain the slightly higher proportion of EU students at Scottish institutions than at English or Welsh institutions. However, it is difficult to draw any firm conclusions or to quantify the effect that policies towards tuition fees and student support has on the migration flows of students.

The financial support available to students can be complex and, because of the political importance of this issue at the moment, it can change from year to year in many of the BIC Member Administrations. Factors that can affect the level of student support are:

- The BIC Member Administration of domicile of the student.

- The BIC Member Administration of the higher education institution.
- The year the student entered higher education.
- The parental income of the student.

Student funding award payments for each BIC Member Administration are summarised in Table 6.

## **POLICY INITIATIVES**

International student mobility has been increasing in recent years. Estimates put the number of UK students studying abroad at 33,000, while 370,000 foreign students were studying in the UK<sup>4</sup>. The UK is the second most important destination for international students, after the United States. Many UK initiatives and policies are aimed at attracting international students. International students are also an important source of income for HEIs. The source of income can vary between BIC Member Administrations (see Table 5). For example, nearly half (46%) of tuition fee income for Scottish HEIs comes from non-EU students, compared with a third (33%) for English institutions, about a quarter (24%) for Welsh institutions, and under a tenth (9%) for Northern Ireland institutions.

Because of the growing appreciation of the value of UK graduates with overseas experience to the economy, there are also initiatives and exchange programmes that encourage home students to study abroad. Schemes such as Erasmus are widely available to all students in BIC Member Administrations but other initiatives are specific to each separately.

Education departments in the UK and Ireland work closely to promote international initiatives throughout the world, including Europe, America, China and India.

### **England**

Government promotes UK education and international students recruitment through a range of activity and channels, working closely with the education sector. For example through: The Education UK website, active promotion by UKTI and the British Council, ministerial engagement with our overseas counterparts and the development of key government to government partnerships

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<sup>4</sup> See King R., Findlay A., Ahrens J., [International Student Mobility Literature Review](#). HEFCE 2010.

## **Northern Ireland**

Campaigns, such as 'Choose Northern Ireland' and 'Come on over', have been aimed at wider groups, including students and graduates, to come to or return to Northern Ireland.

## **Scotland**

The Scottish Government has set a population target and is targeting many groups, such as international students, skilled workers and graduates (through the 'Fresh Talent' scheme), and the Scottish diaspora in general, to come to or return to Scotland.

Specific initiatives for students include the provision of bursaries for Scots studying elsewhere in the UK and the extension of tuition fees support for students in exchange programmes.

## **Wales**

The administration in Wales works with a number of organisations on initiatives to encourage international students to come to Wales (for example, the Holocaust Educational trust) and to encourage Welsh students to study abroad (such as the Lesotho TPP).

## **Ireland**

The ['National Strategy for Higher Education to 2030'](#) sets out the policies of the Irish administration, including its support for the continuing internationalisation of the higher education system.

## **Channel Islands and Isle of Man**

The lack of higher education institutions limits the policy initiatives that can be developed, but funding is available for students leaving home to study. Future policies and strategies for encouraging graduates and skilled workers to return to the islands will be informed by surveys (Jersey) and 2011 Census data (Isle of Man).

**Table 1 : First year student enrolments on higher education courses by location of institution and domicile, 2009/10 (a) (b)**

Location of institution	Location of domicile													All
	England	N. Ireland	Scotland	Wales	UK un-known	UK total	Isle of Man	Guernsey	Jersey	Channel Islands – Unknown	Republic of Ireland	Other EU	Non-EU	
England	681,575	4,720	5,680	10,170	2,785	<b>704,930</b>	424	45	20	985	4,305	44,685	134,805	<b>890,465</b>
Northern Ireland	445	18,930	65	20	200	<b>19,665</b>	5	*	*	*	2,070	160	760	<b>22,655</b>
Scotland	8,370	1,415	66,325	270	175	<b>76,555</b>	25	*	*	30	1,650	7,005	14,835	<b>100,100</b>
Wales	13,910	235	180	35,520	250	<b>50,095</b>	20	*	*	40	615	3,870	11,325	<b>65,975</b>
<b>UK total</b>	<b>704,300</b>	<b>25,300</b>	<b>72,255</b>	<b>45,980</b>	<b>3,410</b>	<b>851,240</b>	<b>474</b>	<b>50</b>	<b>25</b>	<b>1,055</b>	<b>8,635</b>	<b>55,720</b>	<b>161,725</b>	<b>1,079,200</b>

(a) Figures exclude students studying at the Open University.

(b) Figures are rounded to the nearest five. Figures less than 3 are suppressed and shown as “\*”.

**Table 2 : Number of Higher and Further Education Institutions, 2009/10**

	Number of HEIs	Number of FEIs
UK	165	300
England	131	232
Wales	11	21
Scotland	19	41
Northern Ireland	4	6
Republic of Ireland <sup>5</sup>	33 aided by the Department of Education and Science 2 aided by other Departments 17 non aided by DES	Not available
Jersey	0	1
Guernsey	0	1
Isle of Man	0	1

Sources : Higher Education Funding Council for England; Scottish Funding Council; Higher Education Funding Council for Wales; Department for Employment and Learning, Northern Ireland; Education statistics database, Republic of Ireland ([www.education.ie](http://www.education.ie)).

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Notes:

<sup>5</sup> Number of institutions funded by the HEA, DES and other departments. Privately funded institutions are not included.

**Table 3 : Destination of full time UK and other EU domiciled graduates from Higher Education, by institution region, 2009/10 :-**

Percentages	UK employment only	Overseas employment only	Combination of employment and study	Further study only	Not available for employment	Assumed to be unemployed	Others	Total number = 100%
England	60%	4%	8%	16%	3%	8%	1%	253,025
Wales	60%	3%	8%	17%	3%	8%	1%	16,575
Scotland	60%	4%	7%	19%	3%	7%	1%	26,135
Northern Ireland	58%	4%	9%	15%	3%	10%	0%	6,630
Republic of Ireland <sup>6</sup>	41%	7%		37%	4%	11%		Percentages are survey based
Jersey <sup>7</sup>				6.6%				

Sources : [HESA - Higher Education Statistics Agency - Statistics - Destinations of Leavers from Higher Education \(DLHE\)](#)

Notes:

<sup>6</sup> Figures for ROI Graduates are based on Table 1.1 of the First Destination Report 2009.

<sup>7</sup> No data, other than 'Further study only', are available. The figure provided relates only to the proportion of students that are funded by Jersey, it is highly probable that others are continuing with further study but have not sought funding.

**Table 4 Proportions of graduates entering employment 2009/10**

**Proportion of full-time qualifiers employed in the UK only entering employment in region (or BIC Member Administration) of original domicile, 2009/10 (a)**

Administration of domicile	Employed in administration of original domicile (%)
England	98
Wales	73
Scotland	88
Northern Ireland	76
Channel Islands	56
Isle of Man	60

Source:HESA

(a) Being part of the DLHE survey, care must be taken when looking at Channel Islands and Isle of Man domiciles as the base population in each case is relatively small.

**Proportion of full-time qualifiers (UK and EU domicile) employed in the UK only, entering employment in administration of HEI attended, 2009/10**

Institution administration	Employed in administration of HEI attended (%)
England	98
Wales	64
Scotland	85
Northern Ireland	93

Source: HESA

**Table 5 Tuition fee income 2009/10**

Tuition fee income by country of institution and source of fee income (per cent [%]), 2009/10

	% Home and EU domicile	% Non-EU domicile
English HEIs	67	33
Welsh HEIs	77	23
Scottish HEIs	54	46
Northern Ireland HEIs	91	9

Source: HESA

**Table 6 Award payments**

<p>England/ UK</p>	<p><b><u>Summary of Full-time student finance arrangements for 2012/13</u></b></p> <p><i>Students starting their courses from September 2012 onwards:</i></p> <ul style="list-style-type: none"> <li>• Maximum tuition fees for full-time and full-time distance learning courses are £6,000 or, where a university has met conditions on widening participation set by the Office for Fair Access (OFFA), £9,000.</li> <li>• Maximum tuition fee loans for full time and full-time distance learning courses are £9,000 (or for designated courses at private institutions, £6,000).</li> </ul> <p>Students attending full-time courses (including those offered by privately funded institutions) can also apply for support towards their living costs. Grants and loans for living costs are not available for most EU students or for students undertaking full-time distance learning courses.</p> <ul style="list-style-type: none"> <li>• Maximum maintenance grant of £3,250 for full-time students on incomes of £25,000 or less.</li> <li>• Students from families with incomes up to £42,600 are entitled to a partial grant.</li> <li>• Maximum loan for living costs of up to £5,500 for students living away from home and studying outside London, up to £7,675 for students living away from home and studying in London and up to £4,375 for students living at their parents' home.</li> <li>• Other grants may be available for students with disabilities and those with children and/or adult dependants: Childcare Grant, Adult Dependants' Grant, Parents' Learning Allowance and Disabled Students' Allowance.</li> </ul> <p><i>Students starting their courses before September 2012:</i></p> <ul style="list-style-type: none"> <li>• Maximum tuition fees for full-time courses are £3,465.</li> <li>• Maximum tuition fee loans for full time courses are also £3,465.</li> </ul> <p>Students attending full-time courses (including those offered by privately funded institutions) can also apply for support towards their living costs. Grants and loans for living costs are not available for most EU students.</p> <ul style="list-style-type: none"> <li>• Maximum maintenance grant of £2,984 for full-time students on incomes of £25,000 or less.</li> <li>• Students from families with incomes up to £50,695 will be entitled to a partial grant.</li> <li>• Maximum loan for living costs of up to £4,950 for students living away from home and studying outside London, up to</li> </ul>
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	<p>£6,928 for students living away from home and studying in London and up to £3,838 for students living at their parents' home.</p> <ul style="list-style-type: none"> <li>• Other grants may be available for students with disabilities and those with children and/or adult dependants: Childcare Grant, Adult Dependants' Grant, Parents' Learning Allowance and Disabled Students' Allowance.</li> </ul>
Wales	<p>Up until 2009 entry, students who normally lived and chose to study in Wales got a Tuition Fee Grant* (TFG) to top-up from the pre 2006/07 fee level to the higher fee level of approximately £3,300. Students who normally lived in Wales and chose to study elsewhere in the UK were not eligible for the grant, but were eligible for fee loans.</p> <p>For 2010 entry, TFG was no longer available so students domiciled in Wales and studying in Wales received the same support as a Welsh domiciled student studying elsewhere in the UK; they were eligible for a fee loan of up to £3,290.</p> <p>For 2012 entry, Universities in Wales are currently setting fee levels up to £9,000 subject to an approved fee plan being in place and up to £4,000 in the absence of an approved fee plan.. The difference between the current fee level of approximately £3,300 and the future fee level will be covered by a new Tuition Fee Grant, no matter where in the UK Welsh domiciled students study (or EU students studying in Wales).</p> <p><u>Summary of Full-time student support package for 2012/13</u></p> <ul style="list-style-type: none"> <li>• a non means-tested tuition fee loan up to £3,465 (a 2.7% up rating); no upfront fees payable</li> <li>• a non means-tested <b>new tuition fee grant</b> to cover the difference between the maximum tuition fee loan available and the tuition fee actually charged by the UK university (a maximum grant of £5,535 if a tuition fee of £9,000 is charged); introduction of the new fee grant from 12/13 will ensure that no full-time Welsh student entering HE will need to pay more for the increased tuition fees introduced by Whitehall. It is a significant policy decision and is based on the Welsh Government's belief that students should enter higher education on the basis of being able to benefit rather than on the basis of being able to pay.</li> <li>• a means-tested Assembly Learning Grant (maintenance grant) of up to £5,000 depending on household income; students from household incomes of £18,370 or less will receive the full non repayable grant</li> <li>• a means tested maintenance loan (up to £3,673 if living at parents' home, up to £4,745 if living away from parents' home, and up to £6,648 if studying in London) and,</li> <li>• a partial cancellation of maintenance loan up to £1,500 once repayment has begun - helping to offset student debt.</li> <li>• where appropriate, other grants may be available, including the Childcare Grant, Adult Dependants' Grant, Parents'</li> </ul>

	<p>Learning Allowance and Disabled Students' Allowance.</p> <p>*EU domiciled students studying in Wales are eligible to apply for the TFG.</p>
Scotland	<ul style="list-style-type: none"> <li>▪ Students from Scotland and the EU (but not rest of UK) have their tuition fees paid by Scottish Ministers. Students from the rest of UK have to pay tuition fees, currently £1,820 per year for a undergraduate degree course. Student support is available to Scottish resident students. The support available is complex and details are available at - <a href="http://www.saas.gov.uk">www.saas.gov.uk</a> Tuition fees for rest of UK students have been de-regulated and changes will be introduced for academic year 2012-13. The average fee is <b>£6,841</b> per annum, although the actual cost drops to an estimated <b>£6,270</b> after means-tested bursary support is accounted for.</li> <li>▪ The Scottish Government is committed to introducing a simplified system of student support from 2012-13, based on a minimum income guarantee of £7,000 for the poorest students</li> </ul>
Northern Ireland	<p>For academic year 2011/12, NI domiciled students will be entitled to the following:</p> <p><b><u>1. Students entering HE on or after 1 Sept 2006 (“current system” students)</u></b></p> <ul style="list-style-type: none"> <li>(a) <b>Tuition Fee loan</b> – to meet full costs of variable fees – up to £3,375</li> <li>(b) <b>Maintenance loan</b> – 3 rates depending on where they are studying; at home, up to £3,750; away from home, up to £4,840; away from home London rate, up to £6,780.</li> <li>(c) <b>Maintenance grant</b> - up to £3,475. Full amount available to those with household incomes up to £19,203, partial grants up to household income of £41,065.</li> </ul> <p><b><u>2. Students entering HE before 1 Sept 2006 (“old system” students)</u></b></p> <ul style="list-style-type: none"> <li>(a) <b>Tuition Fee grant and/or Tuition fee contribution loan</b> – up to £1,345 in aggregate.</li> <li>(b) <b>Maintenance loan</b> – 3 rates depending on where they are studying; at home, up to £3,750; away from home, up to £4,840; away from home London rate, up to £6,780.</li> <li>(c) <b>Higher Education Bursary</b> – up to £2,000. Full amount available for incomes up to £11,805; partial grant available up to household income of £23,605</li> </ul> <p>Note: The Department’s consultation entitled “Future policy on higher education tuition fees and student finance</p>

	arrangements in Northern Ireland” closed on 10 June 2011 therefore no decisions have been taken yet in relation to the student support package that will be available for NI domiciled students in academic year 2012/13.
Republic of Ireland	Irish Students and EU students studying in the Republic of Ireland receive free fees. They do pay a student contribution fee of €2,000 for the academic year 2011/12 rising to €2,250 for 2012/13 and €2,500 for 2013/14. More details on the financial support available to further and higher education students in Ireland can be found at <a href="http://www.studentfinance.ie">www.studentfinance.ie</a> .
Jersey	In 2011 Jersey students were eligible for a means tested grant towards maintenance (maximum £5200) and fees (the total tuition fee minus £1500). Students can obtain a loan of up to £1500 from commercial banks with repayments becoming due 12 months after graduation. Students will receive the maximum support with parental income levels < £26750. The support for both maintenance and tuition reduces as income increases. Jersey students, as those from the other Islands, face tuition fees ranging from approximately £6000 - £22000 which are negotiated with Universities UK. The level of tuition fees and the status of Island students is yet to be agreed for 2012 onwards.
Guernsey	Guernsey has a means-tested awards system. The maximum contribution to tuition fees by a parent is currently £6,094. This varies year to year. Tuition fees range from £6,000-£22,000. An undergraduate student receiving a full grant would be awarded his or her full fee costs and a maintenance grant of £5,848 for a standard 31 week course outside of London.
Isle of Man	In the 2011 academic year IOM students were eligible for a means tested grant towards maintenance (30 week course) ranging from £4,500 to £4,990 (London), based on family income levels starting at £17,348 (maximum grant) Tuition fees are currently paid in full for eligible students for a maximum of three years with a contribution (currently £1,000 pa) payable towards fees for the fourth and subsequent years. The level of tuition fees and the status of Island students are yet to be agreed for 2012 onwards.

**Table 7 : Policy initiatives**

	Encourage international students	Encourage home students to study abroad	Encourage return graduates	Encourage skilled workers	Cap on home students	Cap on non EU students
England/UK	<p>Major partnerships include: UK India Education Research Initiative (UKERI); Science without Borders (with Brazil) and UK China Partners in Education (UKCPIE)</p> <p>Also engage through bilateral contact various other international partners</p>	<p>Support for the EU's Erasmus Scheme</p> <p>Tuition fee waivers for students that take a year abroad under Erasmus; and tuition fee caps for other students that take a year abroad</p> <p>Access to maintenance loans and grants for all undergraduate students that take mobility placements</p>		<p>Graduates from UK HEIs with a job offer can transfer into Tier 2 (not included in the Tier 2 cap). New initiative - UKTI will recruit international students in their final year of study at the world's leading business and tech schools (e.g. MIT, INSEAD, Harvard) to set up their first business in the UK. 1000 new places in Tier 1 have been allocated to MBA graduates wishing to set up business in the UK.</p>	<p>Student number controls manage the level of demand on student finance budgets by controlling the number of HEFCE-fundable full-time undergraduate and full-time HEFCE-fundable PGCE entrants.</p> <p>Institutions that exceed their number controls are liable for a reduction in their HEFCE grant at an amount that represents the cost to government. The allocation of student numbers is made dependent on factors such as type of courses taught and demand for courses. Institutions receive an allocated number of places and under the tariff policy introduced from 12/13 HEIs can recruit an unlimited number of</p>	<p>No cap on the number of genuine students that can come to the UK</p>

					students with grades at a specified threshold and above . Additional places are made available for institutions to bid for, against HEFCE criteria. In 2012/13 this measured quality and value for money.	
Wales	UKIERI, PMI2, and Chinese Postgrads Holocaust Educational Trust WIC	Lesotho TPP British Council			HEFCW will be putting a cap in place for the 2011/12 academic year applying to all home and EU domiciled students.	No cap in place on recruitment of international students. Response has been submitted to the UKBA Tier 4 Consultation. First Minister has written to Home Secretary
Scotland	International students are targeted as part of the population target, and as part of wider internationalisation agenda. Range of measures in place to attract international students to Scotland and enhance their experience.	Working with National Union of Students Scotland to promote uptake of outward mobility programmes. Tuition fees support extended to all exchange programmes from 2010-11. Bursary introduced in 2006-07 for Scots studying elsewhere in the UK.	The diaspora are targeted as part of the population target	Fresh Talent Working in Scotland Scheme	In place for a number of years, to manage demand on student support budgets. Flexibilities for universities to enrol home student above the allocated places tightened in 2010-11 in the face of high demand for places, although de-regulation of rest of UK fees means that cap no longer applies to non-Scots UK.	No cap in place at the moment for international students. Regional flexibilities being sought in relation to post study work; meeting requested with UKBA Minister to discuss.

Northern Ireland	DEL supported the Choose NI initiative between 2008- 2010. The Department also works closely with other UK administrations in promoting international initiatives in India, China, Africa, Europe and the USA. International Higher Education development is one of five key areas within the Departments Higher Education Strategy.	Erasmus, Transversal IAESTE, Study USA, Study India and Study China	Come on over' campaign		The number of full-time undergraduate places is restricted as a means of controlling the cost, to Government, of student support.	No cap in place on recruitment of international students.
Republic of Ireland	Investing in Global Relationships: Ireland's International Education Strategy 2010-15  National Strategy for Higher Education to 2030  EU Youth on the Move Strategy 2010.	Investing in Global Relationships: Ireland's International Education Strategy 2010-15  National Strategy for Higher Education to 2030  EU Youth on the Move Strategy 2010	National Strategy for Higher Education to 2030	National Strategy for Higher Education to 2030		
Jersey	Limited local higher education provision which is currently aimed at the local market.	Equivalent funding for equivalent courses anywhere in the world. Contact recently made with European universities.	Graduate survey being undertaken in 2011 to inform policy.	Strategy determined by Population Office.		
Guernsey	Only limited local higher education opportunities are available on Island.	Students are funded up to the cost of an equivalent course in England.	No incentives offered to returning	Guernsey is a high skills economy. All students encouraged	N/A	N/A

			graduates in particular. Population controls also exist.	to have high level qualifications which is why awards system exists. Skills strategy being developed by Island government.		
Isle of Man	Limited local higher education provision which is currently aimed at the local market. . There are however some new initiatives which may encourage overseas students to attend niche courses.	Equivalent funding for equivalent courses anywhere in the world. Contact recently made with non UK universities.	2011 Census information will inform policy.	2011 Census information will inform policy.	No policy to cap support for home students.	N/A

## **Current research and key messages:-**

### **National and international graduate migration flows**

#### Key findings:-

- For UK-domiciled graduates there is a considerable amount of movement between country of domicile and country of study.
- Of those graduates who are employed six months after graduation, the majority are employed in the same BIC Member Administration where they studied.
- Graduates of English HEIs have the lowest migration rates while graduates of Welsh HEIs have the highest. Graduates of Northern Ireland HEIs have the highest international migration rates.
- London is not the main destination of graduates who move nationally, although it is the single most common destination.
- Migration rates are generally much higher for graduates who did not study in their BIC Member Administration of domicile, since many return to their region of domicile after graduation.
- The European Union is the most popular destination region for international movers, with the United States also being important.
- A multinomial regression analysis suggests that migration is a selective process with graduates with certain characteristics having considerably higher probabilities of migrating both to other regions of the UK and abroad. Characteristics that appear to be important include class of degree, subject studied, type of institution attended and age at graduation

Source : <http://www.statistics.gov.uk/cci/article.asp?ID=2581>

### **The Migrant Journey**

#### Key findings :-

Those who entered the UK under the family route tended to stay in the immigration system. After the two-year qualifying period for the family route most of those still in the system had applied for and been granted settlement. There was also evidence that migrants who entered the UK through the work (leading to citizenship) route tended to apply for settlement immediately after the end of their five-year qualifying period. Few migrants in the student and work (not leading to citizenship) routes had been granted settlement after five years in the immigration system. The vast majority of migrants in these groups were no longer in the immigration system after five years.

The backward-view analysis also confirms the results from the forward-view analysis. The majority of migrants granted settlement in 2009 entered the UK via either a family route or a work (leading to citizenship) route, and did not move through any other immigration categories. Unsurprisingly, migrants who entered the UK via the temporary work (not leading to citizenship) route tended to switch into one other route if they later applied for settlement, primarily the family route indicating marriage or the establishment of a civil partnership. Student visas do not normally have a direct route to settlement, and therefore those who initially arrived as students and achieved settlement had switched into

another category – generally either through employment or marriage. A greater proportion of these migrants switched into the work (leading to citizenship) route than the family route, despite the latter route providing a faster path to settlement.

Source : <http://rds.homeoffice.gov.uk/rds/pdfs10/horr43c.pdf>

## **Future Track**

Key findings :-

This report presents analysis of information collected via the second longitudinal questionnaire of the Futuretrack project, which 2006 UCAS applicants were invited to complete in summer and autumn 2007, a little over a year after most had embarked on their full-time higher education (HE) careers.

Key issues and themes included

- the heterogeneity of the HE population and the HE process, and the importance of taking this into account in evaluating policies, performance and outcomes;
- the interaction and pervasiveness of the key demographic, socio-economic and educational attributes in determining/influencing early career trajectories;
- the impact of policy-driven shifts in the management and funding of HE on the structure of HE on the choices made by students in the ways in which these affect the nature of their cumulative HE experience;
- the unintended consequences of changes in student funding and attitudes to debt on participation and behaviour while students; and
- the need to map HE so that inequalities in access to information about it can be reduced and the quality and outcomes of widely different kinds of undergraduate HE packages can be evaluated in their own terms, to produce better evidence on which to base future HE policies and provision and, maybe most importantly, individuals to make decisions about the implications of HE choices in terms of their own career development

Source : <http://www2.warwick.ac.uk/fac/soc/ier/research/glmf/futuretrack/>

## **Impact of HEIs in regional economies**

The IMPACT website for the Impact of Higher Education Institutions on regional economies is an initiative which runs for 3 years from 2007-2010. The overall aim of the initiative is to promote better understanding of the key economic and social impacts generated by UK higher education institutions on their host regions and on other regions of the UK. The website includes various discussion papers and project reports.

It also hosts a research brief series which is intended to provide overviews of different strands of research associated with the Impact of Higher Education Institutions on Regional Economies research initiative.

Source : <http://www.impact-hei.ac.uk/Home.aspx>

### **Scottish Graduate Migration and Retention**

This research sought to identify which features are associated with graduates who are more (or less) likely to stay in Scotland, the reasons why they may choose to stay or leave, and the relative influence of economic and non-economic factors upon such decisions. These objectives were met through the analysis of existing data concerning student and graduate migration; a survey of year 2000 graduates from the University of Edinburgh; and a series of 80 interviews with selected respondents to this survey.

Existing data shows that HEIs in Scotland attract a relatively large number of students from other parts of the UK and overseas. While a high proportion of graduates from Scottish HEIs take up employment in Scotland in the immediate period following graduation, this applies to only a minority of those who migrate to Scotland to study. In addition, the 2001 Census shows that around 4,000 more graduates moved from Scotland in the previous 12 months than moved to Scotland from other parts of the UK.

The survey indicated that five years after graduation a majority (70%) of graduates who had originated from Scotland were living there compared to only 21% of those who had not originated from Scotland. While these overall proportions were similar to patterns of residence around six months after graduation, this apparent stability conceals two important types of migration. As well as those who had left Scotland in the immediate period after graduation and not returned, and those who had not left Scotland for any significant period over the five years since graduation, there are significant minorities who leave Scotland after a substantial delay, and who leave Scotland for a significant period of time but subsequently return. As well as national origins, migration status was also associated with graduates' regional and social origins. Most notably, graduates who originated from the south of England and those who came from relatively affluent backgrounds were the most likely to leave Scotland.

Source : <http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/ViewAwardPage.aspx?AwardId=4045>

### **Welsh Graduate Mobility**

This research sought to establish the extent to which Wales retains its graduate labour in employment; to estimate the labour market outcomes for 'Welsh' graduates (i.e. those born in Wales); and to investigate whether and how these may change and what factors may become more significant over time. In so doing, the report focuses on analysing the location and employment outcomes of successive 'young' graduate

cohorts since the 1992 expansion of higher education. It does this by augmenting the widely used graduate first destinations data produced by the Higher Education Statistics Agency (HESA) with detailed analysis of Labour Force Survey (LFS) and Annual Population Survey (APS) data to provide new insights into the patterns of and returns to graduate mobility.

The report finds that whilst Wales is a net loser of graduates each year, notions of a clear and unequivocal 'brain drain' are too simplistic. Instead, it finds complex patterns of graduate mobility which reflect the complex push and pull forces shaping graduate movements and their evolution with graduate life cycles. The findings have a number of implications for economic development and higher education policy.

Source: <http://www.skope.ox.ac.uk/events/2011/10/27/stakeholder-launch-skope-wiserd-report-welsh-graduate-mobility>

### **Gaps in information**

Numbers and location of UK students studying overseas

Destination of all graduates

Destination of graduates studying outside the UK