



The All-Party Parliamentary
University Group

25 October 2016

Agenda

The subject of the meeting of the All-Party Parliamentary University Group is Brexit and next steps for the university sector.

- 6.30pm** **Roberta Blackman-Woods MP**, Chair of the All-Party Parliamentary University Group, welcome and introductions.
- 6.35pm** **Professor Derrick Wyatt QC**, Emeritus Professor of Law
- 6.45pm** **Professor Paul O'Prey**, Vice-Chancellor, University of Roehampton
- 6.55pm** **Professor Philippe Moreillon**, Université de Lausanne
- 7.05pm** Questions, comments, and discussion with university leaders, MPs and Peers.
- 7.30pm** Speaker meeting concludes.

Speaker biographies

Professor Derrick Wyatt QC

Derrick Wyatt has been a Fellow of St. Edmund Hall Oxford since 1978, received the title of Professor in the Oxford Law Faculty in 1996, and retired in 2009. He has practised as a barrister (Queen's Counsel 1993) from Brick Court Chambers, specialising in litigation before the EU Courts, and in giving legal advice to businesses and governments. He has appeared in approximately 100 cases before the EU Courts, and has represented and/or advised businesses in the UK, Ireland, USA, Germany, and Iran, and the Governments of the UK, Northern Ireland, and Cyprus.



He gave evidence to the Foreign Office, on Subsidiarity and Proportionality, and Enlargement of the EU, in 2014, as part of the UK Government's Balance of Competences Review. In March 2016 he appeared as an expert witness before the House of Lords EU Select Committee giving evidence on the process by which a Member State may withdraw from the EU, and in May 2016 he addressed the Irish Centre for European Law in Dublin on the potential impact of Brexit on the border between the UK and Ireland. In the aftermath of the UK referendum on Brexit, he has briefed the media on some of the legal issues which have arisen in consequence, and given lectures to lawyers and bankers on the likely course of future trade negotiations between the UK and the EU. He gave evidence to the House of Lords EU Select Committee in September 16 on the need for Parliamentary Scrutiny of the Brexit negotiations, and on the impact of Brexit on the border between the UK and Ireland.



Professor Paul O'Prey

Professor Paul O'Prey took up his post as Vice-Chancellor of the University of Roehampton in 2004. He was formerly Director of Academic Affairs at the University of Bristol, and played a major role in the development and implementation of academic strategy at Bristol, in both research and education.

Professor O'Prey's publications include several books and articles on writers of the nineteenth and twentieth century, notably Graham Greene and Robert Graves and his circle, as well as translations of Spanish literature. He translated with Lucia Graves the first English translation of the Spanish nineteenth century classic novel, *The House of Ulloa* by Emilia Pardo Bazan, for Penguin Classics. *First World War, Poems from the Front* was published by the Imperial War Museum in 2014 to mark the centenary of the war. He has edited the poems of American suffragette Mary Borden and of British war poet Lawrence Binyon.

Professor O'Prey serves on a number of bodies including the Universities UK Board and Sport England Higher Education Stakeholder Group. He is also Chair of the UUK Longer Term Strategy Group and the Editorial Board of *Despatches*, journal of the Imperial War Museum, as well as a trustee of the Edward James Foundation and the Froebel Trust.

Professor Philippe Moreillon

Holding a Doctorate in internal medicine and infectious diseases from the University of Lausanne and a PhD in microbiology from the Rockefeller University, New York, Philippe Moreillon became Associate Professor of Medicine in 2000 and full Professor and Director at the Institute of Fundamental Microbiology at the University of Lausanne in 2002. Following this, he held the positions of Vice-Dean of the Faculty of Biology and Medicine from 2002-06 and Vice-Rector of the University for Research and International Relations until 2016. During his ten years at the university he has actively promoted interdisciplinary research between quantitative sciences and humanities at the national and international levels.



His own research interests encompass pathogenesis and ecology of Gram-positive bacterial, microbial-induced inflammation and antibiotic resistance. He currently concentrates on revisiting antimicrobial resistance and developing new antimicrobial strategies such as bacteriophage therapy.

Briefing: Brexit and the next steps for the university sector

Prepared for members of the All-Party Parliamentary University Group

This is not an official publication of the House of Commons or the House of Lords. It has not been approved by either House or its committees. All-Party Groups are informal groups of Members of both Houses with a common interest in particular issues.

This briefing document has been produced by Universities UK which provides the Secretariat for the University APPG.

The impact of universities on the UK economy

Universities are engines of growth and anchor institutions in towns, cities and regions across the UK economy. Universities play a central role in the UK economy – creating jobs, driving innovation, supporting business growth and are a major export industry.

British universities:

- Generate annual output of £73bn for the UK economy
- Contribute 2.8% of UK GDP
- Generate 757,268 full-time jobs via their economic output
- Generate around £11bn of export earnings for the UK

Universities support regional growth, by encouraging local entrepreneurship and business development, attracting investment and talent, and providing and creating jobs across the UK.

They are in an ideal position to take the lead on significant socio-economic issues at the local level, for example by helping to shape local economic strategies and by linking research and teaching priorities to local economic and social needs. Universities' close links with their regions means that they are well placed to support the government in its regional growth objectives.

The return on public investment in universities is high:

- Universities drive productivity gains through higher skills and innovation.
- Universities boost private sector R&D investment and innovation – a 10% increase in university research is estimated to increase private R&D investment by 7%.
- Businesses that collaborate with universities or public research institutes invest more in R&D and perform significantly better on a number of indicators, including process and product innovation, than similar firms that do not.
- Almost 2 million new high skilled jobs are expected to be created between 2014-24, with universities central to developing the graduates that a highly-skilled, knowledge-based, internationally-competitive economy needs.

In addition, students from all over the world wish to study at our world-renowned universities (many developing networks which underpin the UK's diplomatic and commercial links), spending billions of pounds in all regions of the country, and the UK is an attractive destination for talent and a world leader in research productivity and impact.

This paper includes a number of areas that the sector, parliament and government

might wish to focus on that could ensure that universities are best placed to maximise the UK's economic success and global influence outside of the EU.

1. Encourage students from around the world, that would benefit from UK higher education and can support themselves to study, to choose to study in the UK

The UK is the world's second most popular destination for international students, who spend money and create jobs. EU students alone make up 5.5% of the student body and generated an estimated £3.7 billion for the UK economy and 34,000 jobs across the country in 2011/12. International (non-EU) students already make a £7 billion contribution to the economy, generating almost 137,000 jobs across all regions of the country. International students enrich campuses both academically and culturally. Many return home having forged strong professional and personal links that provide long-term, soft-power benefits for Britain.

Higher education exports earnings are currently estimated at £10.7 billion and offer a significant opportunity to drive economic growth post-Brexit, with the current global total of 4.5 million students studying outside their home country estimated by the OECD to rise to more than 8 million by 2025.

While the UK is currently second only to the USA as a destination for international students, there is growing competition, with many countries (including Canada, Australia, the US, Germany and China) adopting ambitious strategies for increasing their international student populations.

Without investment in this area, the UK risks losing global market share in a growth industry. Promoting the UK as a welcoming destination for European students, avoiding future administrative burdens that could be associated with visa requirements, and providing clarity on the tuition fee status and loan eligibility of EU students before and after Brexit is a vital part of this. EU student fee income in 2014/15 alone was more than £600 million.

International student recruitment can also support the UK's soft power and influence worldwide. Through studying in the UK, international students establish networks and connections which support trade and business links; they develop a positive perception of the UK, and a familiarity with UK brands globally.

Polling consistently shows that the British public regards international students as valuable, temporary visitors. They come, study for a period, and then the overwhelming majority go home. Only 22% of the public thinks that international students should count

as migrants. Most people do not understand why they would be counted towards the government's immigration targets.

The university sector places a huge importance on tackling abuse of the student visa system, spending £67m in compliance with Tier 4 in 2012/13 alone. Students are also highly compliant with their visas, and levels of overstaying are low. Home Office research in 2010 analysed the compliance of a sample of non-EEA students studying at universities in terms of whether they were enrolled on a course, had valid leave to remain in the UK or had potentially overstayed their visa. This found that just 2% of the sample were *potentially* non-compliant with their visas. It is likely that this figure is now even lower, as universities continue to invest in immigration compliance.

2. Enhancing international research collaboration

International collaboration drives the efficiency, excellence and impact of UK research. By working together, researchers can pool their expertise, infrastructure, data and resources to achieve more together than they could do alone. This enables them to harness diverse and often multi-disciplinary approaches to arrive at innovative solutions to complex problems. It also provides the scale necessary for the establishment and upkeep of large infrastructures.

The UK has more articles per pound and per researcher than our major competitors and this is in large part driven by the UK's high levels of international collaboration. Almost 50% of UK academic papers are written with an international partner, and internationally co-authored publications have been shown to have greater reach and higher rates of citation than those with only domestic authors. International co-authorship is associated with 41% more impact.

Cooperation with European countries is a fundamental pillar of the UK's international engagement. 47% of UK internationally co-authored publications from 2008-12 were with EU and EEA research partners, and 13 of our top 20, 'most collaborated with' nations are other EU member states.

However, the UK also has close non-EU partners. From 2008-12, the UK's top research partners in terms of the number of co-authored publications included the USA in first, Australia fifth, China eighth, and Canada ninth. As the UK repositions itself globally, it must seize new opportunities to enhance research collaboration with countries around the world.

3. Enhancing the UK as an attractive destination for talented university staff

The excellence and global competitiveness of the UK research base relies on attracting the most talented researchers to pursue ground-breaking projects at British universities, regardless of where they come from and the availability of research funding to attract them.

Almost half of UK academic papers are currently written in collaboration with at least one international partner, and this in turn drives the UK's research productivity. 28% of the UK's academic workforce are non-UK citizens, 12% from countries outside the EU and 16% are from EU countries.

These staff bring with them specialized skills, experience and expertise sought the world over, and complement and enhance the quality of teaching and the quality of UK research, science and innovation. For example, Professor Sir Konstantin Novoselov and Professor Sir Andre Geim who co-discovered graphene, are prominent examples of international researchers who chose the UK, and whose skills and experience have benefited the UK economy. Even conservative estimates of graphene's global market predict it will be worth more than £256m by 2024. The 'miracle material' that could revolutionise the world is about 100 times stronger than steel by weight.

EU/EEA staff are fundamental to excellent and sustainable teaching in a range of subjects and make up over 20% of teaching staff in Modern Languages, Physics and Astronomy, Mathematical Sciences, Biological Sciences, Chemistry and Material Sciences, and Computer Sciences. All crucial subjects for tomorrow's workforce.

4. Increasing public investment in research and innovation

The UK higher education system is world-class in both quality and efficiency. With only 0.9% of the world's population, and 4.1% of researchers, the UK research base accounts for 9.9% of downloads, 10.7% of citations and 15.2% of the world's highly cited articles in 2014.

However, in the absence of sustained public investment, the UK's research base and university sector risks falling behind key competitors. The UK already invests less public funding in research and development as a percentage of GDP than the OECD average – 0.49% compared to 0.66%.

Current uncertainty regarding the UK's future ability to access EU research funds represents an additional challenge. Between 2009/10 and 2014/15, UK universities

received £3.9 billion in research funding from EU sources, including EU governmental bodies and EU-based industry and charities. The proportion of all competitively-awarded UK university research grant income that comes from EU sources has steadily increased from 11.6% in 2010/11 to 14.1% in 2014/15.

Additionally, UK universities have received more than £1 billion from the EU via European Regional Development Funds (ERDF) and European Social Funds (ESF) since 2003/04, over €2.6 billion in European Investment Bank loans since 2011; more than £600 million in EU student fee income in 2014/15; £558 million in research grants and contracts income from EU charities, industry and other non-governmental bodies since 2009/10.

Public investment in this area also leverages private investment. Analysis suggests that even a one-off 5% increase in public spending on R&D could permanently raise private sector productivity by at least £90 million a year, and that for every £1 spent by government on R&D, private sector R&D output rises by at least 20p per year.

5. Support UK students and staff to access vital global opportunities

Evidence shows that students who have studied abroad are less likely to experience long-term unemployment, more likely to achieve academically and to reach a higher level of employment in their professional lives.

Many of the jobs that today's graduates will do in the future don't exist yet, but we do know that the UK workforce needs internationally networked and culturally agile graduates who can support the UK to become a global trading nation.

Of the UK students graduating in 2013/14 who responded to the Destination of Leavers from Higher Education (DLHE) survey, those that were mobile were more likely to receive a first or an upper second class degree than their non-mobile peers. 81% of mobile students achieved a first or an upper second class whereas 72% of non-mobile students achieved the same levels of classification.

Of this same group of surveyed students, the unemployment rate among mobile students 6 months after graduation was lower, at 5%, than that for non-mobile students, which stood at 7%. This difference in outcomes was even more pronounced for BME students when compared to white students: 9.9% of non-mobile black graduates were unemployed, compared to 5.4% of black mobile graduates, and 9.5% of Asian non-mobile graduates were unemployed, compared to 4.4% of Asian mobile students.



The All-Party Parliamentary **University Group**

Future meetings

Wednesday 16 November 2016

The Higher Education and Research Bill

6-7.30pm, Committee Room 2a, followed by dinner in Dining Room B

Professor Andrew Wathey, Vice-Chancellor, Northumbria University, and
Jo Johnson MP, Minister for Universities and Science

Tuesday 6 December 2016

The equalities agenda

8.30-10am, Dining Room B

For more information about the group please email appug@universitiesuk.ac.uk or
visit www.universityappg.co.uk