

The implications of HE funding and provision differences for students crossing borders in the UK

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STUDENT NUMBER AND FUNDING POLICIES (1)

Student number cap

- Government-funded undergraduate places for home and EU domiciled students restricted in Scotland, Wales and Northern Ireland
- No cap on recruitment of students from 'rest of the UK' (RUK) since 2012 (except medical and teacher education degrees)
- No student number cap in England since 2015 (except medical and teacher education degrees): HEIs can chose to increase recruitment of home, EU and RUK students

STUDENT NUMBER AND FUNDING POLICIES (2)

Student funding

- Fee loan and living support loans and grants are portable

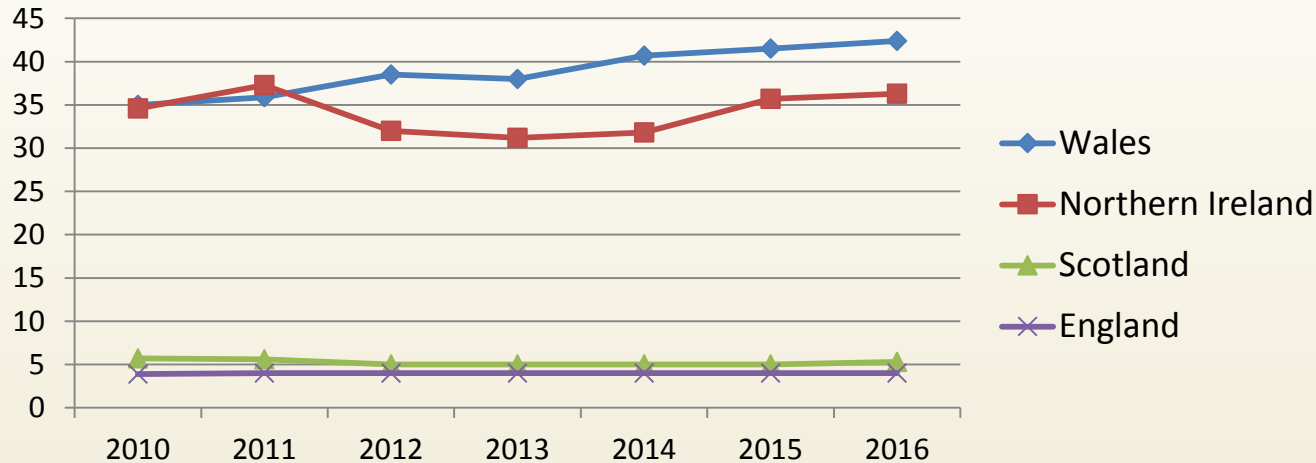
Annual tuition fees for which undergraduate students are liable for courses starting in 2017

Country of domicile	Study in country of domicile (also applies to EU students)	Study in other UK country
England	Up to £9,250	Up to £9,250
Scotland	No fee	Up to £9,250
Wales	Up to £4,046	Up to £4,296
Northern Ireland	Up to £3,925	Up to £9,250

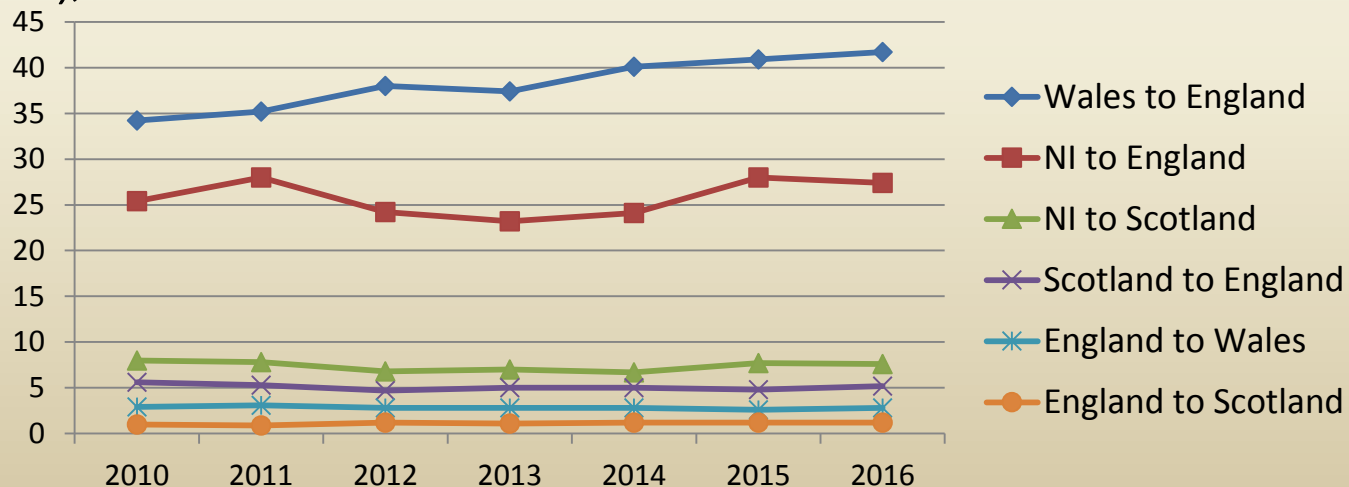
- Student number policy → real constraints for students
- Student finance policy → real financial implications for students

OUTWARD MOBILITY RATES

Acceptances from each country of domicile into a cross-border HEI (percentage of all acceptances), 2010 to 2016



Acceptances from each country of domicile into main destination countries (percentage of all acceptances), 2010 to 2016



Source: Derived from UCAS (2014, 2016)

VARIABLES FROM HIGHER EDUCATION AND STATISTICS AGENCY (HESA) STUDENT CENSUS

Location variables

- Location of domicile (country, region, local authority)
- Location of HEI (country, region)

Institution and fields of study variables

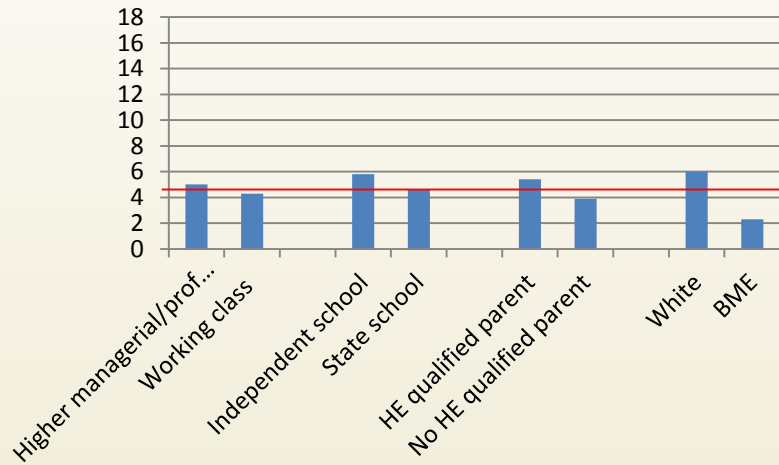
- Institution entered
- Tariff level of institution entered
- Field of study entered
- Field of study supply
- Field of study employment rate
- Field of study earnings rate

Student background and characteristic variables

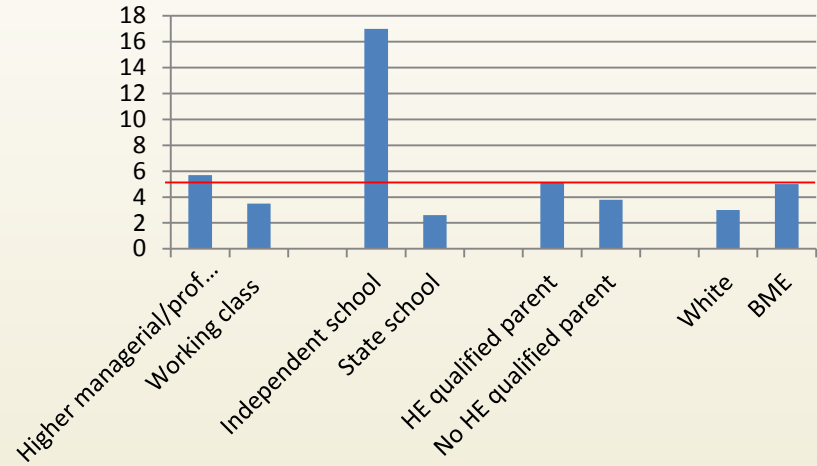
- Socio-economic measures:
 - Parental social class (higher managerial and professional, lower managerial and professional, intermediate, working)
 - Whether have an HE qualified parent
 - School type attended (state/independent – excluding Northern Ireland)
 - HE participation rate of home neighbourhood (rate in bottom quintile or not)
- Other factors:
 - Previous attainment (tariff score quintiles)
 - Ethnicity
 - Gender

PROBABILITIES OF MOBILITY BY STUDENT CHARACTERISTICS

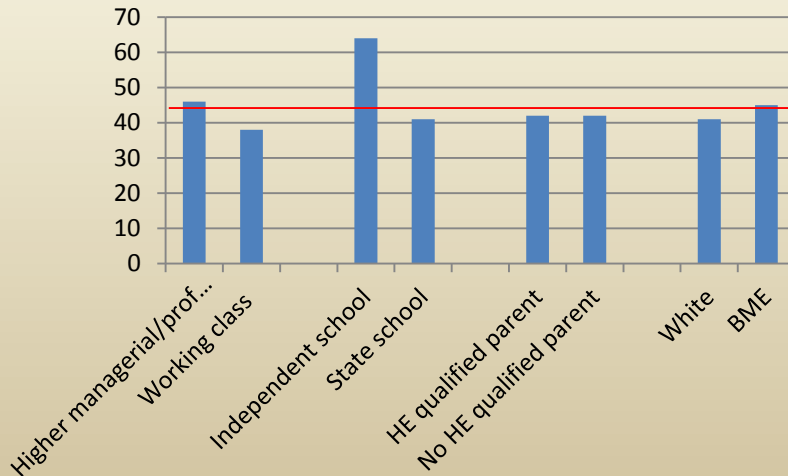
England-domiciled entrants



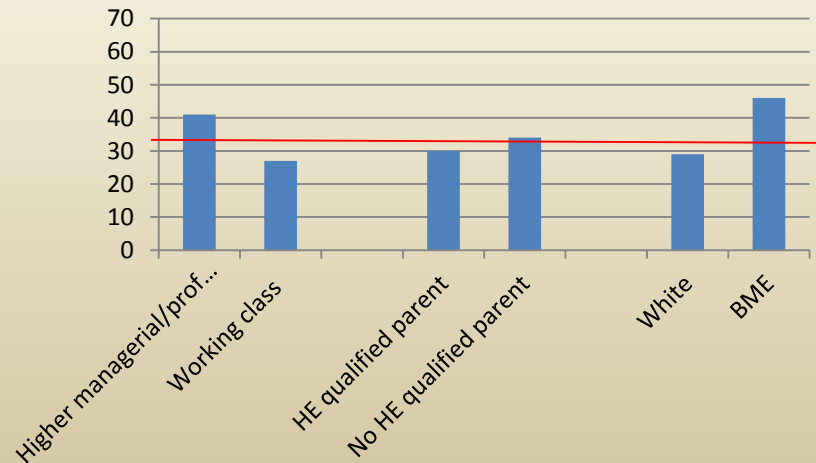
Scotland-domiciled entrants



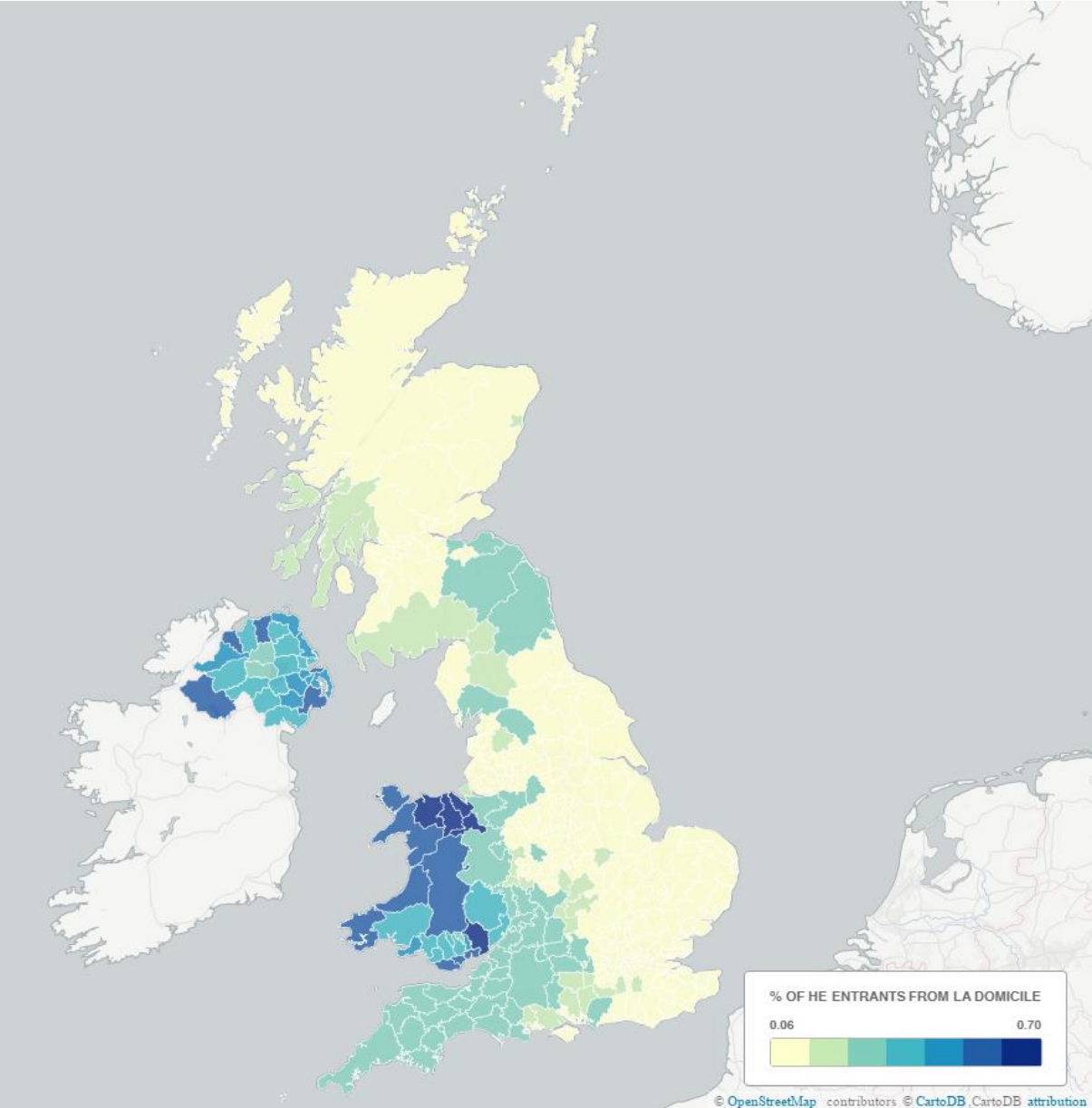
Wales-domiciled entrants



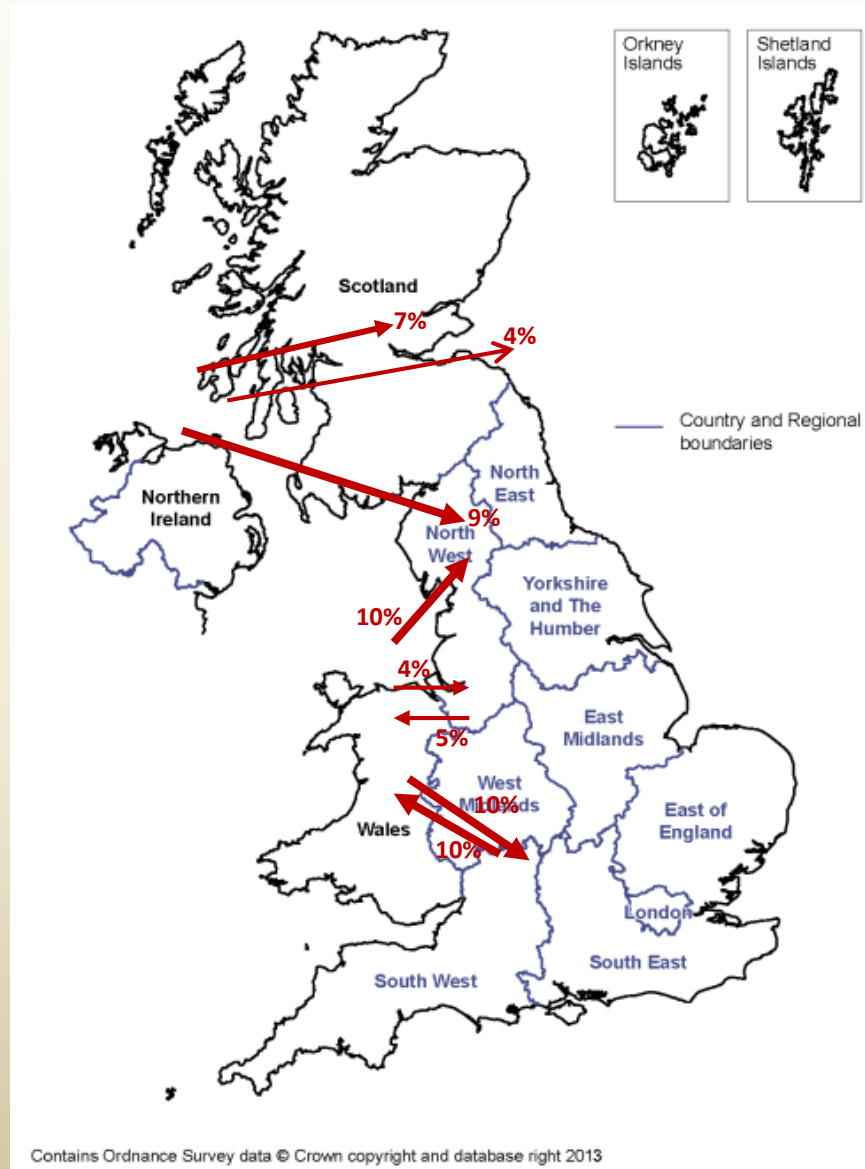
Northern Ireland-domiciled entrants



Percentage of young full-time 2012 entrants who were cross-border movers, by local authority of domicile



Most common cross-border movements (percentage of young FT entrants from country/region of domicile 2012)



INSTITUTIONS: DISTRIBUTION OF PLACES AND DESTINATIONS OF CROSS-BORDER MOVERS

Distribution of tariff places in each country system compared to whole UK

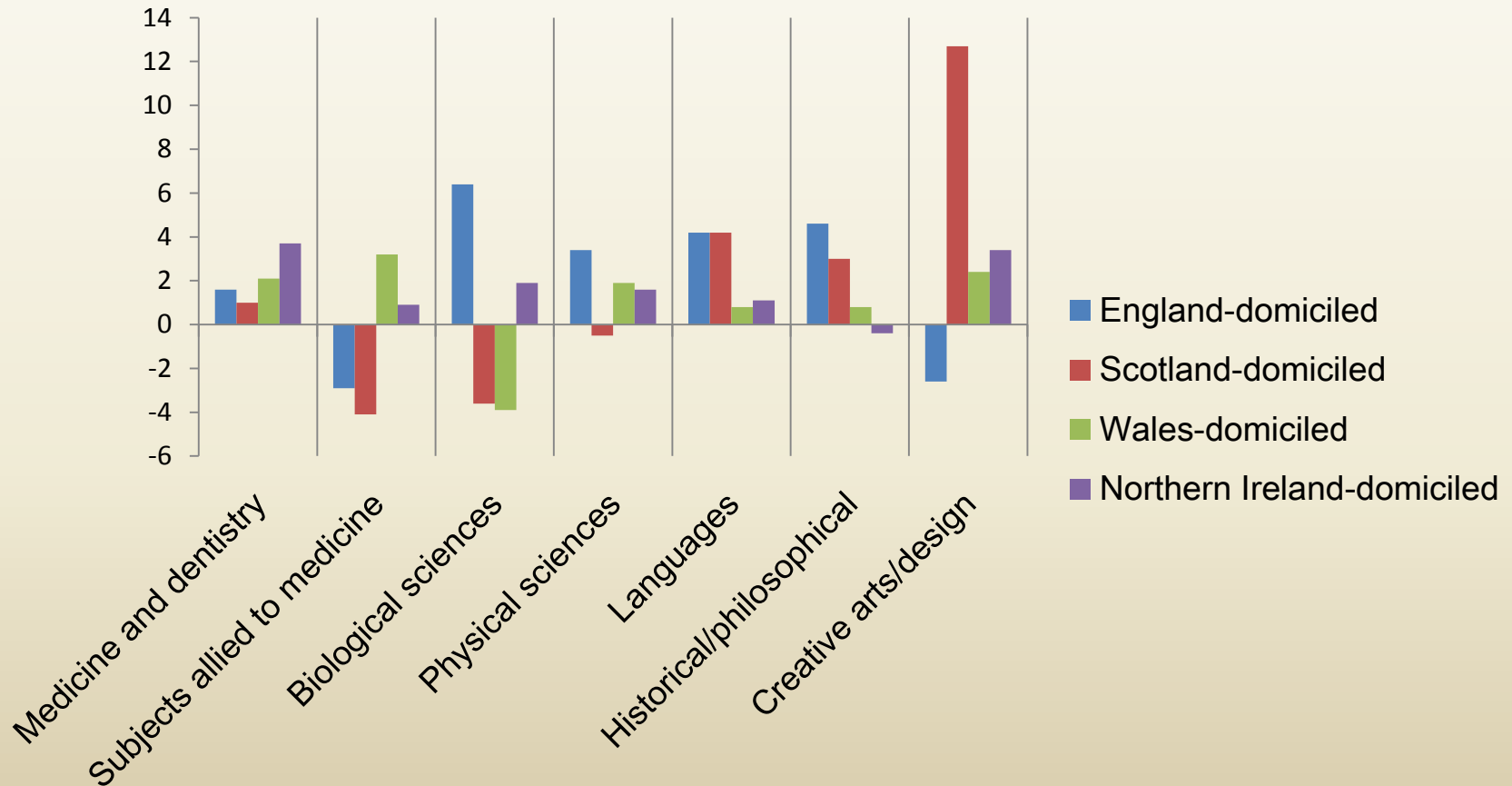


Institution tariff groups entered by movers compared to stayers for entrants from each country



FIELD OF STUDY ENTERED BY MOVERS COMPARED TO STAYERS

Field of study entered by movers compared to stayers, for entrants from each country (selected fields of study)



KEY FINDINGS AND IMPLICATIONS OF POLICY

Key findings

- Moving is associated with socio-economic advantage overall, but students from all social backgrounds, and all levels of prior attainment, do move
- Long distance cross-border mobility is more associated than short distance mobility with socio-economic advantage
- Supply of HE in the home country can explain some student mobility

Implications of policy for students

- Some students move due to lack of suitable place, not through positive choice
- The more advantaged have better capacity to respond to lack of home country provision
- Higher fees for movers penalises those who leave as a positive choice, but also those who leave due to lack of provision
- No additional fee support for movers from less advantaged backgrounds
- BME students from DAs relatively more affected by costs of mobility than are White students
- Proximity and accessibility increase mobility, especially for less advantaged students - improving provision close to home in their home country may reduce the need to move