‘To what extent has Brexit created negative uncertainty within the higher education sector?’

Since Teresa May announced that Article 50 will be triggered by March 2017 and in recent talks has stressed that Britain must leave the single market, there has been consternation as to the stability of the British economy and the severe impact upon culture and the political system. My interest is with a smaller Brexit-effected area; the higher education sector. This is because it has a potential direct impact upon myself and a great influence on the UK economy, which I may not have considered before researching the topic in question. The higher education system is greatly influenced by the EU in terms of staff and students making up a considerable percentage of graduates and employees within universities, EU research funding and schemes, which encourages mobility between EU countries. In order to thoroughly investigate how much negative uncertainty has been borne from Brexit, I have categorised my research into four sections; staff, students, schemes and research funding. By doing this it has enabled me to divide, the research I have found into manageable sections, which will allow me to develop a detailed argument. At a glance, it is easy to say that each segment of the education sector is operating under great uncertainty; however, I aim to provide a balanced argument, which will allow people to understand that the higher education sector may be able to overcome the anxiety currently being faced. Before reading this EPQ, it is important to take into consideration that the situation of Brexit is very much up in the air so for all the research I have gathered, it is merely predictions and assumptions, which has only allowed me to be able to write about the potential uncertainty, rather than the impact of Brexit itself.

On account of Brexit, potential risk factors impacting the higher education sector have been highlighted; as 5.5% of the student population and 15% of the staff population are from the EU.(1)This implies that an increase in regulation, for example introducing Visas, resulting in a reduction of EU based graduates and members of staff. This has great influence over the UK economy, refer to appendix 1.1. A decline in EU staff and students, in terms of culture, may mean that students will not experience the same amount of teaching styles that come from the European Union countries, which could affect the quality of the teaching within universities. Furthermore, to this, if the proportion of EU students sees a decrease, both UK and international students will experience reduced opportunities to form social relationships with students from a variety of cultures, which could be considered an extremely important factor of developing within the university environment. I am interested in examining the potential impact upon staff and students due to the influence it will have upon my own personal experiences when going to university; I want to know whether the tuition fees I will be charged will be increased and if the less globalised approach of teaching would have an impact upon my learning.

The approach of Brexit has great scope to impact schemes which link and exchange students and staff in the, now 27, EU countries. One scheme, which the UK could potentially be at risk of no longer being a part of, is the Erasmus+ program and Horizon 2020; refer to appendix 3.1 for further information. The possibility that the UK may no longer be able to cooperate in the programme may lead to a large reduction to EU based staff and students meaning that proportion in UK universities could see a significant decline. Considering how influential this programme is and how significant it can be in recruiting staff and students to universities within the UK and creating opportunities to travel abroad for UK students, which will enable them to enhance their learning and experience of foreign environments. It is therefore crucial to investigate the uncertainty caused in this segment of the higher education sector as it has great scope to heavily influence the number of EU staff, students, and the potential research opportunities because of them, which has the power to cause a significant decline in the competitiveness of the UK universities. The potential impact of the reduction of mobility and cultural diversity within research projects and the pool of applicants has the scope to have catastrophic effects upon the competitiveness of UK universities due to a reduction in opportunities to host research projects with a variety of EU and international staff and also participate within schemes that allow students to travel abroad due to mobility, funding and collaboration barriers. Therefore, this implies that Brexit has caused negative uncertainty within the higher education sector, although the extent is unmeasurable at the current time.

Research funding provided by the EU is a substantial asset to UK universities as they receive 15.4% of the funds allocated to all EU countries (2).This suggests that the European Union has allowed UK universities to build such strong research institutions that are world-renowned. So the question is, without the EU funding, would UK universities be able to run such influential research projects? The answer is no. An example to support this statement comes from Brussels, refer to appendix 4.1. This element of the higher education sector has the most to discuss, as there is such a vast amount of evidence, both for and against whether there should be uncertainty meaning that it will account for a considerable chunk of my piece of work. It is clear that there will be uncertainty generated from Brexit, as UK universities are so heavily dependent upon EU funding and opportunity establishment. There is likely to be reduction in research funding and contractions in ability to lead new research projects due to lack of support and mobility thus damaging UK universities reputation. However, the final negotiations haven’t been discussed so the potential impacts will not yet be noticeable within the sector due to Brexit not yet being finalised meaning that the extent of the uncertainty is unmeasurable.

To briefly summarise this EPQ project; there will be a focus upon threats opportunities, to students, staff, research funding and schemes. For students, staff and schemes, the uncertainty lies within mobility between countries, which then has the potential to worsen the cultural variety, and the amount of economic injections and multiplier effect that EU residents have within the UK economy. Another key focus of this piece of work is the potential consequences of Brexit borne to research funding and therefore the opportunities to conduct research, which can be argued to have significant impact upon UK universities competitiveness and quality of learning and experiences for students.

Students  
Since the announcement of Brexit, there has been some pressing questions regarding both UK, EU and international students and their ability to still access the UK higher education system at the current rates and same levels of mobility, throughout Europe, which both have great influence on students opting to come to the UK to study. It is important to note that the potential reduction in EU and international students will not only have significant implications upon the cultural diversity of UK universities but also to the UK economy, which will be explained in detail.

As of the academic year beginning in 2014, a reported 78345 undergraduate students were from the EU and 46230 EU postgraduate students were studying within UK universities (3)which is noted to make up 5.5% of the student population (4). Although 5.5% accounts for a small proportion of the student population it actually has significant influence over the sector as these EU students generate approximately £3.7 billion for the UK economy and support 300,000 jobs within various sectors. (5) This implies that EU students don’t just have forceful influence over the economy but also over cultural development as they add to the vast variety of different cultures, languages and traditions brought into the learning environment. This allows other students to learn about cultures within the EU and in turn educate EU students about English culture, which can help both parties work more efficiently in the work place, resulting in the UK’s productive efficiency.

The major significant risks for EU students is the reduction in mobility due to the increased regulation once the UK has left the trading bloc which will then have great economic consequences for both the UK government and UK and international students. Due to increasing regulation, such as Visa requirements, it has been argued that there will be increasing recruitment costs (5) which will inevitably be pushed upon to the students, resulting in increasing tuition fees which acts as a major deterrent to study at UK universities. To see the President of the European Students’ Unions prediction, refer to Appendix 1.3. When Brexit was announced, the government were aiming to cut net migration through tighter visa controls, also shown in Appendix 1.4. This suggests that **if Visas are tightened again alongside the reduction on net migration, Universities could see a significant contraction for visas awarded to students meaning there could actually be an influential decrease for student applications to study in the UK. Students are mobile meaning that if the application process is toughened, the opportunity cost would suggest to study elsewhere. This may result in** a reduction in GDP and aggregate demand, as there will be fewer injections into the circular flow of income from EU students spending within the economy and postgraduate students living in the country, who would be adding to aggregate demand, as consumption makes up 70% of total planned expenditure. This will influence international competitiveness of the UK economy, as EU students will active within other economies, if the proportion of EU students falls drastically.

In light of the previous evidence, it could be argued that there is uncertainty for long-term effects of Brexit, in the short term there has been more confidence. Refer to Appendix 1.5 for supporting evidence. In terms of finance, this will not be barriers for students considering to study in UK universities throughout the next few years, which could be spent investing in measures to encourage students to choose to study at UK universities. However, Brexit highlights some UK citizen’s negative views on immigration, which may act as a disincentive for EU students to apply to UK universities as the vote to Brexit implies that as a society we are against integration into this country.

For UK students, the most significant risk is increasing tuition fees and reduction in support for vulnerable students, such as bursaries, due to increased recruitment costs of EU students. Increasing costs may act as a disincentive for UK students to apply for university but instead may choose alternative paths. A reduction in support for vulnerable students reinforces class barriers in education and has the potential to deter lower socio-economic students to apply to university, due to lack of support and equal opportunities. The issue posed to international students is the potential threat of increasing tuition fees, as although UK universities have great international competitiveness, students could choose to study in an opposing country who are still competitive and offer courses for cheaper. This would have a greatly negative influence on the UK economy; already since 2010, the decline of international students has led to the loss of £1.1 billion from the UK economy (6). Alongside the potential decrease of EU students and the impact that may have on the UK economy, this has significant scope to worsen the UK economy’s sustainability and therefore its competitiveness.

In contrast, the pound deprecating by more than 10% after the initial announcement of Brexit, it will remain weak against other currencies despite the slight recovery (2). This suggests a direct impact upon applicants as costs for incoming students will be receiving their course at a cheaper rate and outgoing UK students will be paying a greater fee due to lesser purchasing power. This could encourage international students to study at UK universities and discourage UK students to study abroad meaning that UK universities would be able to uphold a stable amount of applications and a wide variety of culture within the institutions. A potential solution, which could support this, could be to target more international students to study in the UK and then allocate the extra revenue gained from these students into the universities to fund courses and support for vulnerable students. Refer to appendix 1.2 for supporting research. Implications of Brexit and wider changes within society may discourage students to apply to study in UK universities, due to reduction in research funding and apparent cultural discrimination.

Reduction in mobility and therefore increasing fees could have ramifications upon EU student and lower socio-economic student applications due to the inflating costs of studying, which acts as discouragement for applicants resulting in reducing footfall, damaging the sector’s competitiveness. This has generated uncertainty as the EU student body may drastically reduce having negative implications upon the economy. The final Brexit negotiations have not yet been staged, discussion about EU rights are being discussed within government meetings meaning that, some positive aspects of student mobility may be salvaged and solutions may be implemented, meaning the extent of uncertainty is unmeasurable.

Staff

It has been recorded that EU staff make up 15% of the staff population in UK universities (4) suggesting influence within the system and due to constituting a significant proportion of academics so reducing input could contract innovation and research opportunities within the sector. It has been argued that there will be tougher Visa checks, requirements and greater regulation for staff integrating from the EU into the UK (5). Academics and researchers are mobile because of high qualifications and ability to gain employment due to high demand for their services. If there is a reduction in mobility, staff will choose to integrate elsewhere at greater ease meaning resulting in a fall in EU staff seeking UK employment. This would damage the UK’s ability to host competitive research projects and uphold such a reputation for diversity and high quality levels of teaching, some of which could be made up of practices introduced by EU staff members. This suggests the learning experience received by students may alter, as there would be less cultures and variety of teaching practices. This can be countered by arguing the UK upholds strong international competitiveness and many international universities will look upon UK institutions pinnacle of teaching practices implying that teaching strategies may not actually change.

In the short term, there will be little uncertainty and there is said to be no potential reduction or disruption to employment (5). This implies that EU staff in current employment will not experience any redundancy in the short run, however this could change once funding is altered and research projects are less feasible. This could infer that there may not be many job losses but job creation due to lack of research opportunity. In the long run is where potential risks may become apparent, as funding will have been changed and regulations will have been adapted to fit to the UK’s needs post-Brexit, which will have a great potential influence upon the continuation of an inflow of EU staff.

Regarding UK staff, contributing in research projects and employment opportunity in EU countries are posing the greatest risks, refer to appendix 2.1 for evidence. Due to Brexit, there is no reason for the EU to treat the researchers and academics the same levels of opportunity for collaboration or roles within EU universities. This implies that UK staff will now experience similar treatment to international staff meaning through tougher regulation, Visa checks and prolonged recruitment processes which could act as a disinvite to look for employment in other countries but instead seek job roles within UK universities. This may benefit the sector in the long run; as institutions will not have to enforce as much regulation due to there being less EU staff, which makes the recruitment process simpler and cheaper.   
Evident uncertainty is borne from reduction in mobility, discouraging researcher integration resulting in declining innovation and varying teaching methods. Regarding staff, the uncertainty is concerning ability to collaborate and gain desired employment due to declining mobility. The anecdotal evidence previously discussed, although this is only a minority case deeming it less credible, can back this up. It could then be argued that the extent of uncertainty is unmeasurable as the impact for staff is not yet clear, although there has been a piece of evidence to suggest that collaboration opportunities will be damaged and scope to infer that mobility will be impacted leading to reduction in EU staff. Negotiations have not been finalized meaning there could be measures introduced to protect the sector or attempt to uphold some educational relationships with the EU meaning the impact may not be as severe as anticipated. This therefore means that the extent of uncertainty cannot be deemed as measurable due to there being no final decisions regarding Brexit and staff members.

Schemes

The sources examined have suggested that there is no immediate risk in terms of schemes such as Erasmus+ and Horizon 2020, but instead uncertainty within the long run, although it the sources used have a relatively optimistic regarding UK involvement with such schemes. There is confidence as to whether the UK will continue to be a leading participant in the Erasmus+ scheme as some Non-EU countries co-operate, although not guaranteed. This comes from counties such as Norway, Switzerland and Turkey, who are not part of the EU, being able to be a part of the scheme. This implies there is hope that the EU may continue to facilitate the UK within schemes due to high demand and competitiveness for UK university education. There will not be an immediate impact upon students applying for Horizon 2020 (6). This implies the EU are willing to negotiate collaborations with the UK due to internationally competitiveness, as reducing connections with the university may actually worsen the EU’s scope to run successful schemes that will generate high demand. Refer to appendix 3.2 for supporting evidence. The uncertainty in terms of EU schemes comes from mobility of staff and students, which has been examined previously. Tougher regulation regarding mobility between the UK and EU countries through Visas and longer recruitment processes, it may make the schemes costlier. This will only have a potential impact upon EU and UK students travelling within Europe, as international students already experience tighter regulation, which implies that this aspect of the higher education system still has the potential to uphold EU and UK relation, just at a greater cost.

There is uncertainty within the higher education system regarding schemes as collaboration with these programs was borne from the UK being an EU member. Assuming that mobility will reduce, the process of transferring students and staff will face greater regulation, which would make the transfer more expensive and challenging in terms of applying; mobility will be disrupted and could therefore discourage students from participating in schemes. In a more serious scenario, UK universities may not actually be able to participate within these schemes due to them being of EU created and funded. However, UK universities are extremely competitive and have great power within the global sector implying there is opportunity to uphold collaboration in these projects due to the quality of education that the UK provides. Due to there being lack of finalised decisions from both the EU governing body and the UK government as to what will actually happen regarding to ongoing collaboration within EU funded schemes, the extent of the uncertainty is impossible to scrutinize until impact is evident.

Research

The EU has a great influence upon the research segment of the higher education sector; the EU alone provide 14-19% of income for British universities (4) and has received 8.8 billion Euros in funding from the EU (6). To infer from this, the research opportunity and ability to conduct research, concerning financial capability, would face a significant reduction if it were cut as the funding awarded to the UK higher education sector has been so influential and has allowed the UK to become so internationally competitive through being able to fund such powerful research projects. To put this in perspective, an example come from the FORCEE project, refer to appendix 4.2. This will set the UK back in terms of ability to conduct new projects, and to continue to fun current projects meaning that this will put great strain onto the higher education sector and due to researchers being highly mobile. This means they will be able to choose to work elsewhere, therefore leading to a reduction in highly academic and influential researchers being part of the UK researching body, which again will have a negative impact upon international competitiveness and ability to form collaborations with non-EU countries for upcoming research projects. It seems, in the short term there won’t be a great amount of cuts, however once the UK has officially and completely left the EU there will be great amounts of uncertainty, regarding research funding as the potential cuts that will be made have great scope to undermine UK universities potential and reduce all capability to conduct top quality research projects.

Jonathon Arnott, an MEP who is the UK Independence Party’s representative for the EU budget, argued that the money saved from the EU membership could be used to allocate research funding. However, Alison Wolf, professor of public sector management at [King’s College London](https://www.timeshighereducation.com/world-university-rankings/kings-college-london), discards this claim by saying that it is not feasible and extremely unlikely to happen (2). In addition to this, even if the money saved from paying for the UK’s European Union membership, £19 billion a year (7), it would not amount to the same amount of financial support or the opportunities awarded to the UK that the EU provides. To bring an element of security to Brexit, in terms of research funding, the UK provides 12% of all research citations, 16% of the most viewed papers, however only 4% of researchers (8). This implies that there is a disproportionate amount of research generated, meaning that the quality of research produced by the UK of very high and it is widely regarded, this therefore gives UK universities scope to uphold relationships and opportunities to collaborate as the research that UK universities produce is of such high quality. From this, it can also be implied that the EU may choose to continue some funding, or collaborations due to the high quality of research, which benefits the EU collaborators meaning that, although the higher education sector will suffer a great loss of research funding, some may still be allocated in order to fund collaborations. The EUA are said to be still wanting to collaborate with UK universities, which means that there would be a possible opportunity to receive some research funding, which adds evidence to my previous point. (5). In addition to this, Angus Dalgleish, a professor of oncology at St George's University of London, stated that the research sector was not in peril as relationships and collaborations are well established and have been implemented since prior to the Lisbon treaty(2). This piece of evidence adds greater depth to my previous points, as UK universities research projects are so developed and effective that other universities, throughout the EU and internationally, are still willing to collaborate, as they too want to be at the pinnacle of research.

This area is experiencing the greatest amount of uncertainty due to the EU’s financial influence upon research opportunity and sheer competitiveness of universities. Any amount of funding reduction would be significant to the sector. It will become vulnerable as vast proportions of their income may be withdrawn meaning they would have to source this funding elsewhere, or operate without it, resulting in inefficiency due to being unable to operate under similar principles as when the UK was an EU member because of reduced funding. However, UK Universities are able to produce high-quality research, which can be inferred from disproportionate amounts of research compared to number of researchers. There is optimism regarding research funding, there may be scope to negotiate funding to finance projects to benefit the EU. Therefore, the extent of the uncertainty is unmeasurable. Once more negotiations have been discussed and the impact is clearer, the extent of uncertainty will be easier to evaluate.

Primary research

My primary research source came from the Head of Research and Knowledge Exchange at Bournemouth University, Julie Northam. Research was conducted through questions gathered from online communication; the answers received are building upon the knowledge already gained from secondary sources, which allowed for first-hand knowledge. It appears that there is greater uncertainty for the long-term effects of Brexit and these consequences are locational. The research is divided into the previous sections, although there was a focus upon research due to the sources position of the participant.

Students

Regarding students, questioning was revolved around funding cuts to determine if there would be a discouragement to apply to university. Increasing costs and a reduction in support for vulnerable students, through aid such as bursaries would act as the disincentive. My source confirmed that EU students beginning courses in the 2017/18 academic year would receive loans, if they were eligible under current guidelines, which will remain the same for the whole of their period of study. This implies there is no short run financial insecurity EU students applying this year, as they will be continuously supported throughout their time at university. This does not mean short-term uncertainty is eradicated; there are multitudes of complications that may face EU students such as reduced mobility through Visas. In the long run, this may cause increasing fees due to increasing regulation and recruitment costs, which could also have a direct impact upon students and the government. This is because they would have to provide greater loans for students suggesting that the government would be required to invest more money into the higher education sector, which would result in a greater budget deficit.

Increasing fees will act as a distinctive to apply to university due to debt anxiety from attending university. The most serious scenario would be increasing unequal distribution of income due to a reduction in graduates meaning a smaller proportion will be qualified for high skilled jobs. EU students have positive influence upon the UK economy and the sector’s ability to sustain high status, suggesting the government would encourage EU applications. This implies that there is evident uncertainty within the sector. However, at present it is unmeasurable due to there being no final negotiations meaning that the impact on students cannot be determined.

Staff

Referencing staff, my source was questioned upon her predictions of job losses within the sector. Job losses have scope to influence competitiveness, accumulation of diversity and long-run economic growth through increased consumption of education but also academics spending their disposable income within the economy. My source predicted a reduction of job creation rather than job losses. This would be because of reduction in funding for research projects and programs suggesting less demand for new academic positions, as there will be little need for them. Another prediction was brain drain within the sector, refer to appendix 6.1. This would be destructive to the sectors standing within rankings, in terms of science and innovation; there is anecdotal evidence of EU research projects separating themselves from UK researchers, implying that risks of brain drain and reduction in job creation are imminent. This would damage the sector and the economy due to a reducing ‘multiplier effect’ due to less migration and therefore less spending to enter the circular flow.

There is still an incentive to collaborate with UK universities particularly for research, as the research that the sector produces is so influential. As the education sector as a whole is experiencing a decline in the supply of staff, the government may be incentivised to negotiate rights to secure some ease of mobility or subsidise recruitment processes to encourage job applications. From the information provided, there is uncertainty within the sector, however as the final negotiations have not been determined it is hard to assess the real extent of the uncertainty as the impact is still unclear.

Research

My aim was to secure information about how much UK universities have actually relied upon EU funding and whether this area of the sector will be the most affected if the predictions of Brexit’s impacts hold true. My source specified the value of income from the EU was important rather than the. The impacts may be locational as each university receives a different proportion of EU funding to make up their income, suggesting impacts will vary. Universities receiving a significant amount of income from the EU will be far more at risk than universities who rely upon EU to a small or non-existent extent. The amount of funding acquired by universities will act as an incentive for researchers and academics to seek connections with these universities; for research or lecturing roles, as they will see opportunity. Funding granted to universities that heavily reply upon EU income, hold great value and allows the institutions to uphold competitiveness meaning that if this is reduced, it will have influence upon efficiency. Refer to appendix 6.2 for supporting evidence. As a number of universities are not reliant upon EU funding, refer to appendix 6.3, there is less financial uncertainty for these institutions. However, there is still risk of brain drain as there will be assumptions of less opportunity due to funding being cut for the sector as a whole.

Less funding to support, projects and students within the university meaning learning standards and opportunities may contract and in the long-term could result in the undermining of status of degrees from UK universities. This could have a negative impact the UK’s current account deficit, if students choose to study abroad, increase of imports of services meaning that the deficit will increase which would reduce the chances of achieving macro-economic targets. However, some universities may benefit from the reduction in funding. Universities that receive no funding from the EU are able to source their income so will not encounter direct impact of less EU funding meaning that these universities efficiency compared to others would increase, increasing rankings in league tables. This suggests there is evidence of uncertainty within universities; however, the extent of the uncertainty is unmeasurable, as the impacts are dependent upon each university. Even the universities with little or no EU funding will experience uncertainty about the future of the higher education sector due to the impacts upon staff and students.

Conclusion

To conclude, the research collected points towards there being influential uncertainty within the sectors of the higher education sector, as, in terms of research and schemes, there is believed to be a reduction in funding and ability to cooperate. UK universities may lose scope to uphold their international competitiveness, which in turn may result in brain drain and less foreign applicants, making universities vulnerable to competition and further shocks. Concerning students and staff, the research identifies uncertainty about mobility and opportunities provided by the universities. This would damage cultural diversity influence the amount of students and staff that apply to study and work, resulting in potential higher tuition fees and lack of academics. Considerable anxiety is concerning increasing fees as it can influence lower socio-economic class applications, resulting in negative economic impacts due to worsening inequality and the distribution of income. This is because higher social groups will attend university and strive for higher qualified jobs meaning that the gap between the classes and income will worsen.

Research points to evident negative uncertainty generated from Brexit, although to magnitude is unidentifiable. The extent of the uncertainty is unmeasurable as the best and worst scenarios have been discussed. The sources point towards the most influence and minimal impacts meaning it is difficult to designate a measurable amount of uncertainty that Brexit will have brought about. As there has been no final negations unquestionably unmeasurable. The rights of EU citizens are being debated within the House of Lords, which could actually have significant influence upon the impact of Brexit, as the mobility of students may not actually be effected to a significant extent meaning that fees may also remain unchanged due to reasonably similar recruitment costs.

The wider impact upon the higher education system could disrupt the amount of applications and efficiency of universities. These other influential factors include a reduction in lower UK socio-economic applications and changing expectations of Universities. An example to illustrate this would be ‘safe spaces’, refer to appendix 6.1. This may discourage applications due to contracting exploration of controversial issues, meaning that students may choose to apply abroad to universities that are more diverse. These disruptions are unmeasurable but also separate from Brexit meaning that the extent of Brexit’s uncertainty unmeasurable as other factors that are influencing the sector but it is difficult to distinguish between the causes.

Research evaluation

In terms of secondary research, there were vast amounts of sources to examine in the forms. However, as the sector was campaigning to remain as part of the EU, the articles reflect this suggesting bias meaning my arguments were inferred. This resulted in weaker counter arguments. In regards to primary research, barriers to accessing my planned research due to lack of response from universities. The few that did were only offered me secondary sources or give me tips on how to approach the project. The primary source came from the Head of Research and Knowledge Exchange at Bournemouth University who was extremely beneficial as it allowed greater depth and understanding to be included, but also include factual evidence and statistics. This put the EU’s influence into perspective but also provide some depending factors for the potential impact, for example location of universities.

Appendix 1- students

1. EU students generate £3.7 billion for the economy and supports 300,000 jobs within the UK (5)
2. An article published in 2015 found that more students come to the UK to study from china than the whole of the EU countries combined. (9)



**This graph is showing that in 2013/2014 there was 58,810 Chinese students choosing to study in the UK but only 57,190 came from all the EU countries. This leaves the sector with some ability to begin to reduce some uncertainty as by targeting Non-EU students to study within UK universities it will outweigh the amount of EU students meaning that the increasing footfall from Non-EU countries would replace the potential missing revenue from the reduction in EU student applications. This could be done by encouraging more applications from Indian and Pakistani students as applications from these countries had dropped by more than 1000. By focusing on increasing applications from these countries and maintaining significant amounts of Chinese applications, it will help to reduce some uncertainty and can actually be considered a positive change for the higher education sector.**

1. The President of the European Students’ Union stated that he predicts that due to ‘hostile Visa regulations’ and increased tuition fees we will see a reduction in students mobility, and a decreasing access to the same level of healthcare and working opportunities. (6)
2. **Teresa may, who was home secretary at the time, stated she wanted to reduce net migration per year to under 100,000 persons. This led to 1.6% of visas for Russel group universities being refused along with 4.7% at other universities. This implies that if Visas are tightened again alongside the reduction on net migration, Universities could see a significant contraction in the amount of visas awarded to students meaning there could actually be an influential decrease in the amount of students apply to study in the UK.** (10)
3. A Universities Minister, Jo Johnson, announced that current EU students and applicants for the 2017/18 academic year would not experience any changes to their funding or fees. (6)

Appendix 2- staff

1. It has been reported that UK researchers who are collaborating with EU researchers on EU research projects have been removed from the collaboration (6). This implies that UK staff’s status will be overlooked which could actually act as a disincentive to enter the higher education sector’s teaching industry.

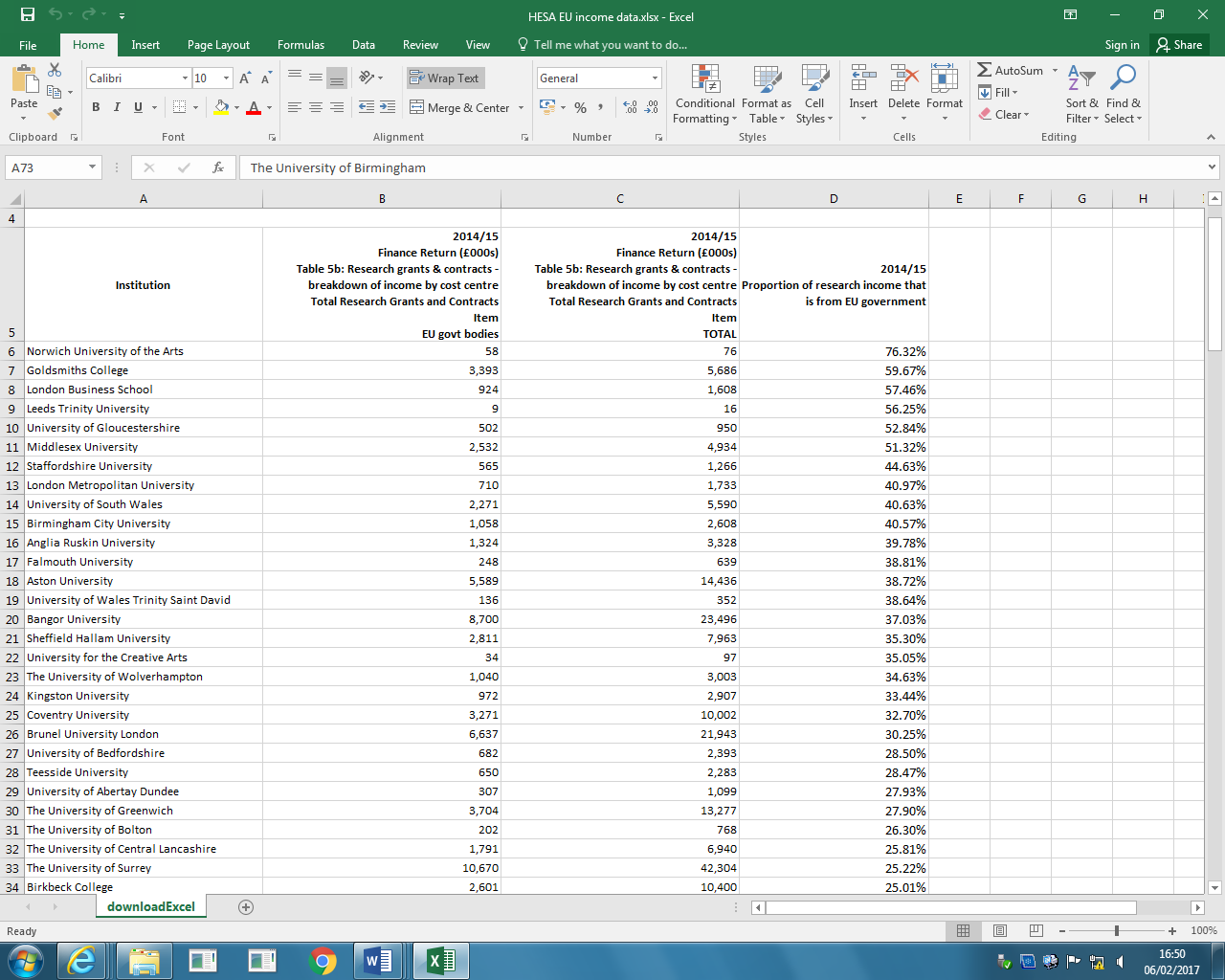
Appendix 3- schemes

1. The Erasmus program+ is an EU funded project, which aims to increase student and staff mobility within the countries, which are a part of the European Union; it aims to allow 4 million Europeans to travel to a foreign country due to a sizeable budget of €14.7 billion (11). Likened to Erasmus+, Horizon 2020 is an EU funded Research and Innovation program which ‘promises more breakthroughs, discoveries and world-firsts by taking great ideas from the lab to the market’ (12).
2. In addition to this, an Erasmus+ spokesperson announced “We are working with colleagues in government and beyond to assess our next steps and will communicate further.” (6). From this, it can be inferred that the EU are not outlawing the UK from contributing to Erasmus+ and have made no implications that they intend to remove the UK from participating which could allow the higher education system to have some source of security, in terms of schemes.

Appendix 4- research

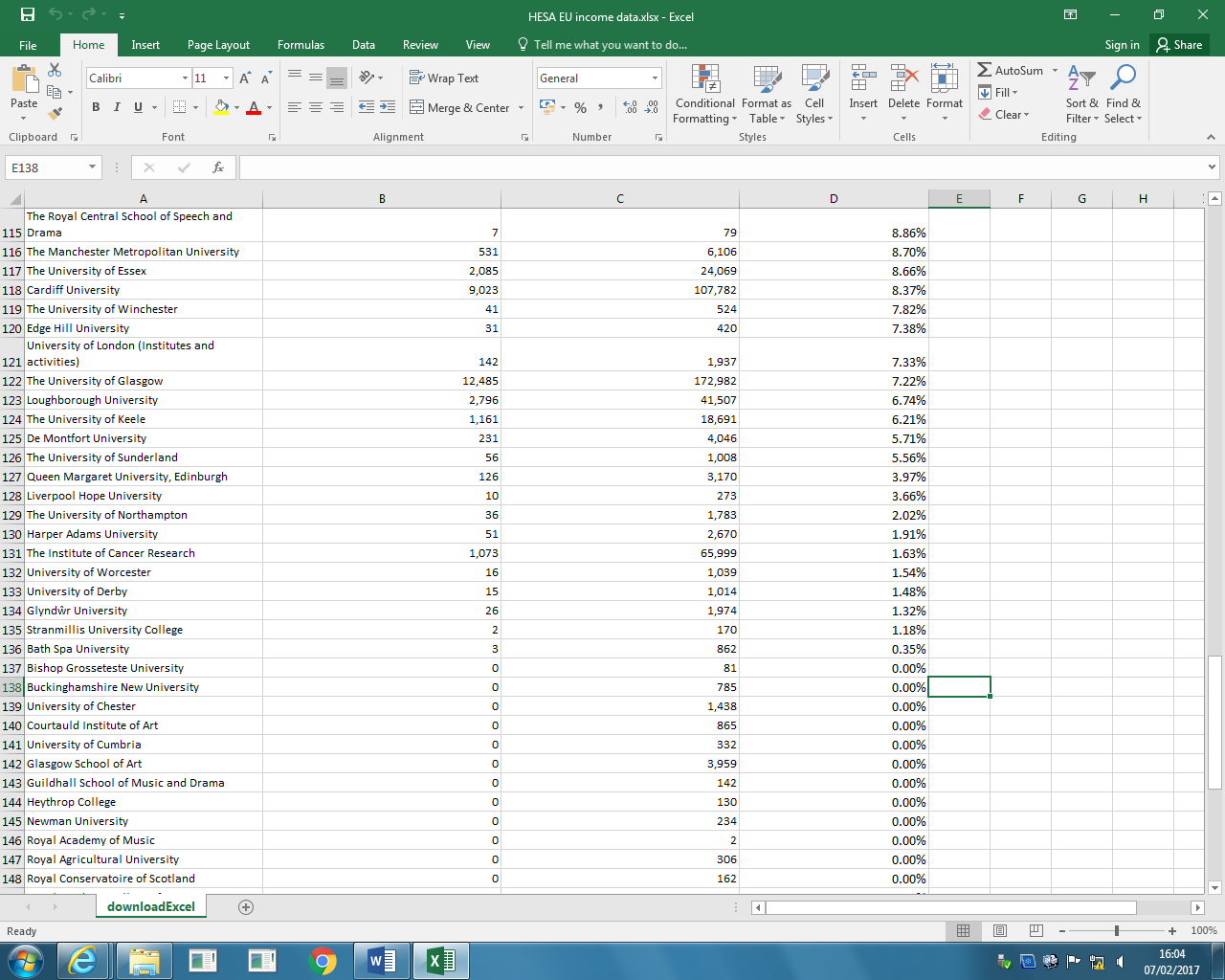
1. The EU provided start-up funding for a research project carried out by Manchester University who investigated Graphene, which is argued to have only been possible with EU funding, this then proceeded to Manchester University winning a Nobel prize for their findings about the material. This helps to put into perspective the sheer interdependence the UK universities have to the EU, and how much future research projects could be at risk.
2. a program that is working to develop a test, which can conclude women’s risks of obtaining various types of cancer. The UK were able to fund £1 million for the project, however the EU awarded the project £5.7 million (6) which suggests that this project would not have been feasible without the EU’s financial support. In light of Brexit, and a potential cut of funding, the opportunity for research will fall drastically and this will have a significant impact on the UK university’s international competitiveness as the UK are at the forefront of cutting edge research. It has been argued that £500 million of research funding will be at risk of being cut, and won’t be replaced as the UK lack the finances to do so (8).

Appendix 5- primary research

1. This describes how researchers and academics are highly adaptable and have few barriers, in terms of mobility, implying that they will situate in the most productive and opportune location for research and teaching; therefore, if research funding is cut, it is unlikely that new staff will migrate due to a reduction in opportunities.
2. 

This is supported by evidence from the 2014/15 HESA income report (13). This piece of evidence shows the top three universities that receive the greatest amount of EU; who is funding amounts to between 57.46%-76.32% of the total research income. This implies that these universities are at great risk as EU funding makes up such a vast proportion of their income meaning that it enables them to launch projects that without the funding would not be feasible.

1. In the table shown below, the 2014/15 HESA income report (13) shows universities, which receive little or no funding from the EU.



This suggests that universities, such as the three shown in the previous table, will not encounter great implications if the funding from the EU was cut as the financial support granted by the EU makes up such a minimal amount of the university’s income to have significant impacts upon the research opportunities, in terms of financial barriers.

Appendix 6- conclusion

1. Safe zones describe the zones in which people are protected from being exasperated meaning that potentially controversial topics cannot be discussed in order to reduce offence.

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