

## Universities Scotland response to the Migration Advisory Committee Call for Evidence on EEA workers in the UK

Universities Scotland is the representative body of Scotland's 19 higher education institutions<sup>1</sup>. EEA staff make a significant contribution to the success of Scottish universities and, through that, the economic, cultural and societal wellbeing of Scotland. A number of our member institutions have offered evidence directly to the Committee, including case studies to illustrate these impacts; the concerns of existing staff; and the risks to institutions' success if a future immigration system is not attuned to the sector's needs. Case study examples featuring Scottish institutions are also featured in Universities UK's submission to the call for evidence.

Our evidence below addresses the Committee's questions directly.

**Please provide evidence on the characteristics (e.g. types of jobs migrants perform; skill levels, etc) of EEA migrants in your particular sector/local area/ region. How do these differ from UK workers? And from non-EEA workers?**

Scotland's universities are truly global organisations and their staff are drawn from across the world. Working alongside colleagues from the UK and from beyond the EEA, staff from the rest of the EEA are a vital part of the success of Scotland's universities. They contribute to research and teaching, training a future skilled domestic workforce, maintaining our position as a world leading destination for teaching and research and driving research collaboration with colleagues across the EU and beyond. These staff therefore make a significant contribution to the global competitiveness of Scotland's HE institutions and to Scotland's economy.

International mobility is a fundamental element of academic life. The Royal Society has noted<sup>2</sup> that:

*International mobility has shaped the UK research landscape. Researchers travel from the UK to work in the EU and the rest of the world, and foreign researchers, including those from the EU, come to work in the UK.*

Further the Society notes the value of international mobility of staff as:

- supporting collaboration;
- developing careers;
- building international networks; and
- building the UK's soft power.

Meanwhile international mobility and collaboration is crucial if UK institutions are to:

- attract and retain the best talent;
- gain access to research funding and state of the art equipment;
- attract major awards on a global stage; and

---

<sup>1</sup> We use the term 'universities' throughout this document to refer to the sector

<sup>2</sup> <https://royalsociety.org/topics-policy/projects/uk-research-and-european-union/role-of-eu-researcher-collaboration-and-mobility/snapshot-of-the-UK-research-workforce/>

- pool resources and tackle global challenges through economies of scale.

The internationalisation of research and teaching is gathering pace and is linked to stronger impacts. Almost all of the growth in UK research outputs over the last 30 years has been from international partnerships and this is also seen in the USA, Germany and France amongst others<sup>3</sup>. Furthermore, as the volume of international collaboration has increased, these outputs have increasingly enhanced the UK’s relative international performance in comparative citation analyses.

Research<sup>4</sup> by Elsevier for BEIS on the international comparative performance of the research base notes that, *“Over the past few decades, collaboration has become the cornerstone of innovation and excellence. It is an inherent and mutually beneficial part of the world of research, crossing borders, disciplines, and communities”*.

The research finds that:

- 51.3% of all UK articles in 2014 resulted from international collaboration – this is associated with increased field-weighted citation impact<sup>5</sup>;
- the UK’s share of international co-authorship increased annually from 2010 with corresponding reductions in the shares of the other types of authorship – single authored; collaborations within the same institution (institutional); and collaborations with different UK institutions (national);
- internationally co-authored articles are, generally, associated with a higher field-weighted citation impact than those co-authored institutionally or nationally. The field-weighted citation impact of the UK’s internationally co-authored articles was 47% higher than that of the UK’s nationally co-authored articles, and 59% higher than the field-weighted citation impact of institutionally co-authored articles; and
- countries that are geographically close and similar in culture and history are more likely also to collaborate in research.

Reflecting the importance of mobility as an element of academic career paths and the importance of international collaboration to our universities, the data in Table 1 below shows that the Scottish sector’s non-UK EEA workforce is disproportionately young and concentrated in academic roles, particularly in the science, engineering and technology disciplines.

**Table 1: All Scottish HEIs, non-UK EEA Staff, Full Person Equivalent, excluding ‘atypical staff’.**

	Academic		Non Academic	
	Science, Eng & Tech	Non Science Eng & Tech	Science, Eng & Tech	Non Science Eng & Tech
<b>34 years old and below</b>	1170	335	180	560
<b>34 – 49 yrs</b>	1160	575	155	425
<b>50 - 65</b>	235	170	25	110

Source HESA, figures rounded to nearest 5

We have set out further data on the non-UK EEA workforce in Scottish universities below in response to other questions from the Committee.

<sup>3</sup> See The Implications of International Research Collaboration for UK Universities, Adams and Gurney, 2016 page 2  
<sup>4</sup> <https://www.elsevier.com/research-intelligence/resource-library/international-comparative-performance-of-the-uk-research-base-2016>  
<sup>5</sup> the ratio of the total citations actually received by the denominator’s output, and the total citations that would be expected based on the average of the subject field

2

**To what extent are EEA migrants seasonal; part-time; agency-workers; temporary; short-term assignments; intra-company transfers; self-employed? What information do you have on their skill levels? To what extent do these differ from UK workers and non-EEA workers?**

EEA workers are a vital part of the success of the Scottish HE sector. The data in Table 2 below shows that the vast majority of all staff – both academic and non academic - are employed on ‘open ended’ (permanent) contracts. The proportion of fixed term contracts within the academic workforce reflects the fact that researchers are highly geographically mobile with early careers often characterised by moving between institutions to build experience and work with leaders in particular fields. This is enabled by project-funded fixed term posts. These “fixed term” posts connected to research projects will typically be of a duration of a number of years, the exact duration depending on the funder and the project. Data for ‘fixed-term’ should be considered in this context.

**Table 2: All Scottish HEIs, Non-UK EEA staff, Terms of Employment 2015-16, Full person equivalent, excluding atypical staff**

	Academic	Non Academic	Total
Fixed Term	1375	295	1665
Open Ended	2285	1160	3410

Note: source HESA, data rounded to nearest 5

For non academic roles too, fixed term appointments often reflect the time-limited nature of project funding and these roles are highly skilled. Of those 295 non academic staff on fixed term contracts, the vast majority are in high skilled roles, eg:

- Administrative and secretarial occupations: 95 full person equivalents (FPE)
- Associate professional and technical occupations: 85 FPE
- Professional occupations: 85 FPE

The non-UK EEA workforce works in highly skilled roles and the qualification profile reflects this. As the sector has noted in the context of policy discussions about salary thresholds in the non-EEA immigration system<sup>6</sup>, there is a different relationship between qualification level, career progression and salary in the HE sector than there is in many other professional sectors. The non-UK EEA workforce is highly qualified across both academic and non-academic roles (Table 3) and, whilst pay in the university sector has a different profile to that in other professional sectors, there is a clear concentration of non-UK staff in pay bands associated with academic and professional roles (Table 4). Moreover, the sector offers high quality employment and has a higher proportion of higher rate tax payers than in the economy as a whole. Successful universities employ more staff, increasing the tax take of the country.

**Table 3: Non-UK EEA Staff, all Scottish HEIs, Highest Qualification Held, 2015-16, excluding atypical staff**

Highest Qualification Held	Academic	Non Academic	Total
Doctorate	2355	105	2460
Other Higher Degree	300	130	430

6

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/493039/Tier\\_2\\_Report\\_Review\\_Version\\_f or\\_Publishing\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/493039/Tier_2_Report_Review_Version_f or_Publishing_FINAL.pdf)

<b>Other postgraduate qualification</b>	195	100	295
<b>First Degree</b>	190	180	370
<b>Other undergraduate</b>	35	40	75
<b>Other</b>	40	90	130
<b>Unknown</b>	550	810	1360

**Table 4: EEA Staff at all Scottish Institutions 2015-16 by salary band (FPE), employment marker and total, excluding atypical staff**

	<b>Non academic</b>	<b>Academic</b>	<b>Total</b>
<b>Less than £18211</b>	490	10	500
<b>Between £18211 and £24297</b>	395	110	505
<b>Between £24298 and £32599</b>	275	620	895
<b>Between £32600 and £43757</b>	205	1510	1715
<b>Between £43758 and £58753</b>	70	1010	1080
<b>£58754 and above</b>	20	400	420
<b>Total</b>	1455	3660	5120

Note: Source HESA, salary bands used are linked to the UK national pay spine

It should also be noted that non-UK EEA academic staff make a significant contribution to the sector's research effort. In 2015-16, of those academic staff for which data is held, 85% are engaged in research (45% research only, 40% teaching and research) and 15% teaching only. This compares with the same data for UK academic staff: 25% research only, 52% teaching and research, and 23% teaching only. For non EEA academic staff the comparable data is: 43% research only, 43% research and teaching and 14% teaching only.

These high proportions of non-UK EEA and non-EEA staff engaged in research reflects the strategic issue highlighted above where impactful research is increasingly that which is the product of international partnership. Placing obstacles in the path of internationalisation and the movement of researchers is therefore to place obstacles in the path of universities' success.

The contract profile for non-UK EEA academic staff is similar to that for non EEA staff (Table 7 below) however significantly different from that for UK academic staff (Table 5 below) where there is a much higher proportion of staff working under open-ended contracts. This most likely reflects the differing age profiles of these sections of the workforce with UK staff much more evenly distributed across the age bands, reflecting that international mobility is particularly evident amongst early career researchers.

Qualification levels are broadly similar across the three categories of academic staff, (Tables 6; UK staff and Table 8: non EEA Staff).

**Table 5: UK Staff. Terms of employment 2015-16, All Scottish HEIs, excluding atypical staff**

	<b>Academic</b>	<b>Non Academic</b>	<b>Total</b>
<b>Fixed Term</b>	2805	2095	4900
<b>Open Ended</b>	10755	19540	30295

**Table 6: UK Staff, all Scottish HEIs, Highest Qualification Held, 2015-16, excluding atypical staff**

<b>Highest Qualification Held</b>	<b>Academic</b>	<b>Non Academic</b>	<b>Total</b>
<b>Doctorate</b>	7280	815	8095
<b>Other Higher Degree</b>	1790	1345	3135
<b>Other postgraduate qualification</b>	1040	1270	2310
<b>First Degree</b>	1595	3430	5025
<b>Other undergraduate</b>	265	1790	2055
<b>Other</b>	135	2175	2310
<b>Unknown</b>	1460	10815	12275

**Table 7: Non EEA Staff. Terms of employment 2015-16, All Scottish HEIs excluding atypical staff**

	<b>Academic</b>	<b>Non Academic</b>	<b>Total</b>
<b>Fixed Term</b>	985	160	1145
<b>Open Ended</b>	1685	565	2250

**Table 8: Non EEA staff, all Scottish HEIs, Highest Qualification Held, 2015-16, excluding atypical staff**

<b>Highest Qualification Held</b>	<b>Academic</b>	<b>Non Academic</b>	<b>Total</b>
<b>Doctorate</b>	1740	55	1795
<b>Other Higher Degree</b>	180	100	280
<b>Other postgraduate qualification</b>	140	60	200
<b>First Degree</b>	100	85	185
<b>Other undergraduate</b>	25	20	45
<b>Other</b>	65	40	105
<b>Unknown</b>	415	365	780

It is notable that the non academic workforce of all nationalities is also highly qualified. As the Committee considers the needs of the HE sector it is important to remember that, as large and complex organisations, universities employ large numbers of professional and technical staff who are highly skilled. Recruitment for these staff is also sometimes an international search, ensuring that universities are best equipped to deliver significant educational, cultural and economic impacts. Analysis presented in Universities UK's response to the MAC highlights the importance of the technical workforce and reveals that this group would not meet the existing thresholds to obtain a highly skilled visa. This is a significant concern given the critical role performed by such staff.

#### 'Atypical staff'

Universities are large and complex organisations with employees in a wide range of roles including retail and hospitality. All the above data excludes 'atypical staff' who, under the Higher Education Statistics Agency (HESA) definition are staff whose working arrangements are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider. These roles may be characterised by a high degree of flexibility for both the work provider and the working person, and may involve a triangular relationship that includes an agent.

This category of staff includes those on an as-and-when required basis - for example conference catering, student ambassadors and student demonstrators. Non UK EEA workers (including students) benefit significantly from supplementing their income in this capacity and in so doing, contribute to the wider economy and enhance HE performance with regards to the employability agenda.

Universities need a significant flexible workforce to support the delivery of conferencing facilities and the operation of halls of residence when offered to the public for rent in holiday periods. Staff are recruited from the student and wider community. In this regard universities engage with the labour market in a very different setting and access to a sufficient number of staff is a concern for the effective delivery of services.

A number of member universities in Scotland have noted that they are experiencing a reduction in both the number and the calibre of applicants for roles in these services. A considerable increase in interview and first day of employment 'no shows' is reported, as applicants are applying within a tightening labour market. Member universities have also cited an emerging reduction in the proportion of non-UK EEA applicants for retail and catering vacancies, noting that the decline in the value of the pound may be a driver. A further and marked reduction in the potential non-UK EEA workforce may have a significant impact on future recruitment to such roles.

#### Scotland's demographic and labour market challenge

The Committee should note that Scotland faces a significant demographic challenge and this contributes to the labour market pressures which the availability of non-UK EEA workers addresses (alongside non EEA).

In November 2016 the Scottish Affairs Committee published a report on the demography of Scotland<sup>7</sup>, in the UK Government's response<sup>8</sup> the Secretary of State noted:

*I want Scotland to continue to prosper, and I accept that inward migration is necessary for that. I recognise the contribution that generations of migrants have made, and continue to make, to Scotland today. In light of the kind of demographic challenges highlighted by the inquiry, it is also clear that inward migration will need to continue to make an important contribution to Scotland.*

---

<sup>7</sup> <http://www.parliament.uk/business/committees/committees-a-z/commons-select/scottish-affairs-committee/inquiries/parliament-2015/demography-devolution-scotland-15-16/>

<sup>8</sup> <https://publications.parliament.uk/pa/cm201617/cmselect/cm Scotaf/938/938.pdf>

**Are there any relevant sources of evidence, beyond the usual range of official statistics, that would allow the MAC to get a more detailed view of the current patterns of EEA migration, especially over the last year?**

Official statistics (from the Higher Education Statistics Agency, HESA) provide data up to and including 2015-16.

Our members have provided their own submissions to this call for evidence, including reflections on the experience of recruitment and retention over the last year.

**Have the patterns of EEA migration changed over time? What evidence do you have showing your employment of EEA migrants since 2000? And after the Brexit referendum? Are these trends different for UK workers and non-EEA workers?**

The Higher Education Statistics Agency (HESA) publishes staff data for the sector. Its system ‘HEIDI+’ provides data for the academic years 2004-05 to 2015-16 inclusive, ie. before the Brexit referendum. That data (Tables 9 and 10) shows an increase in both the number of non-UK EEA staff working in Scottish institutions over that period and in the proportion of non-UK EEA staff in the Scottish sector workforce as a whole.

**Table 9: All Scottish HEIs, Non-UK EEA staff, full person equivalent, excluding atypical staff**

	Academic	Non Academic	Total
2004-05	1175	335	1510
2005-06	1695	415	1670
2006-07	1450	500	1950
2007-08	1610	635	2245
2008-09	1825	830	2655
2009-10	2030	980	3010
2010-11	2330	990	3320
2011-12	2505	1120	3625
2012-13	2680	1215	3895
2013-14	3200	1205	4405
2014-15	3300	1320	4620
2015-16	3660	1455	5115

Note: Source HESA, all data rounded to nearest 5

**Table 10: All Scottish HEIs, Non-UK EEA staff, full person equivalent, excluding atypical staff**

	All non-UK EEA staff as a percentage of all staff	All non-UK EEA academic staff as a percentage of all academic staff
2004-05	4.1%	7.7%
2005-06	5.5%	10.3%
2006-07	5.1%	8.9%
2007-08	5.8%	9.7%
2008-09	6.7%	11.0%
2009-10	7.5%	12.1%
2010-11	8.4%	13.7%
2011-12	9.4%	15.0%
2012-13	9.9%	15.6%
2013-14	10.5%	16.9%
2014-15	10.8%	17.1%
2015-16	11.7%	18.4%

Note: Source HESA

Over the same period there has been a growth in the number of UK workers in the sector in Scotland. The proportion of the overall workforce that is drawn from the UK has remained broadly stable. However, within that overall workforce, the proportion of UK staff in the academic population has fallen as the proportion in the non academic workforce has grown, (Tables 11 and 12).

**Table 11: All Scottish HEIs, UK staff full person equivalent, excluding atypical staff**

	Academic	Non Academic	Total
<b>2004-05</b>	11935	18500	30435
<b>2005-06</b>	12010	18450	30460
<b>2006-07</b>	11860	18220	30080
<b>2007-08</b>	11805	18365	30170
<b>2008-09</b>	12040	19910	31950
<b>2009-10</b>	12180	20290	32470
<b>2010-11</b>	12210	19505	31715
<b>2011-12</b>	12200	19695	31895
<b>2012-13</b>	12455	20125	32580
<b>2013-14</b>	13265	21090	34355
<b>2014-15</b>	13390	21590	34980
<b>2015-16</b>	13560	21635	35195

Note: Source HESA, all data rounded to nearest 5

**Table 12: All Scottish HEIs, UK staff full person equivalent, excluding atypical staff**

	All UK staff as a percentage of all staff	All UK academic staff as a percentage of all academic staff
<b>2004-05</b>	82.3%	78.0%
<b>2005-06</b>	79.6%	73.1%
<b>2006-07</b>	78.5%	72.5%
<b>2007-08</b>	77.4%	71.2%
<b>2008-09</b>	81.1%	72.8%
<b>2009-10</b>	81.2%	72.7%
<b>2010-11</b>	80.5%	71.7%
<b>2011-12</b>	83.0%	72.9%
<b>2012-13</b>	82.9%	72.3%
<b>2013-14</b>	81.8%	69.9%
<b>2014-15</b>	81.5%	69.5%
<b>2015-16</b>	80.5%	68.2%

Note: Source HESA

Also over the same period, the number of non EEA staff in the sector workforce has fallen although the number of non EEA academic staff has remained broadly stable. Non EEA staff as a proportion of the sector workforce has therefore fallen. This is the case for both academic and non academic staff but it is most pronounced for non academic staff, (Tables 13 and 14).



**Table 13: All Scottish HEIs, Non EEA staff full person equivalent, excluding atypical staff**

	Academic	Non Academic	Total
<b>2004-05</b>	2200	2855	5055
<b>2005-06</b>	2730	2980	5710
<b>2006-07</b>	3055	3210	6265
<b>2007-08</b>	3155	3410	6565
<b>2008-09</b>	2665	2150	4815
<b>2009-10</b>	2535	1990	4525
<b>2010-11</b>	2480	1880	4360
<b>2011-12</b>	2025	905	2930
<b>2012-13</b>	2090	735	2825
<b>2013-14</b>	2510	725	3235
<b>2014-15</b>	2565	740	3305
<b>2015-16</b>	2670	725	3395

Note: Source HESA, all data rounded to nearest 5

**Table 14: All Scottish HEIs, Non EEA staff, full person equivalent, excluding atypical staff**

	All non EEA staff as a percentage of all staff	All non EEA academic staff as a percentage of all academic staff
<b>2004-05</b>	13.7%	14.4%
<b>2005-06</b>	14.9%	16.6%
<b>2006-07</b>	16.4%	18.7%
<b>2007-08</b>	16.8%	19.0%
<b>2008-09</b>	12.2%	16.1%
<b>2009-10</b>	11.3%	15.1%
<b>2010-11</b>	11.1%	14.6%
<b>2011-12</b>	7.6%	12.1%
<b>2012-13</b>	7.2%	12.1%
<b>2013-14</b>	7.7%	13.2%
<b>2014-15</b>	7.7%	13.3%
<b>2015-16</b>	7.8%	13.4%

**Have you conducted any analysis on the future trends of EEA migration, in particular in the absence of immigration controls?**

Universities Scotland has not carried out an analysis of future trends. Clearly, any diminution of international mobility and of the sector's capacity to form and pursue international partnerships would be a significant risk to its international standing and the economic, cultural and societal impacts for Scotland and the UK flowing from that more broadly.

This said, universities in Scotland have reported the concern and anxiety felt by existing non-UK EEA staff and examples of individuals from non-UK EEA countries who have declined offers of employment citing concerns about the UK's future relationship with the EU, including relationships to mechanisms for funding and the support of collaborations. A number of Scottish institutions have provided examples in their submissions to the Committee.

Recognising the uncertainty and the resultant anxiety faced by staff, universities have provided legal advice to existing staff.

Universities have also noted concerns on the administrative burden and direct costs of a potential visa system for non-UK EEA staff, particularly given the necessary mobility of the academic workforce and the resultant high proportion of short employment terms.

**Have you made any assessment of the impact of a possible reduction in the availability of EEA migrants (whether occurring naturally or through policy) as part of your workforce? What impact would a reduction in EEA migration have on your sector/local area/region? How will your business/sector/area/region cope? Would the impacts be different if reductions in migration took place amongst non-EEA migrants? Have you made any contingency plans?**

Our comments on assessment of impact cover both the strategic implications and the administrative.

As noted above, modelling of impact is challenging when the future status of non-UK workers is unknown. We have seen an increasing internationalisation of our academic workforce and this can be linked to the enhanced performance of the sector. With strong competition for talent from institutions across the globe, including many countries that are looking to build their higher education and R&D capacities swiftly with attractive immigration regimes<sup>9</sup>, we can anticipate that any move by the UK in an opposite direction will disadvantage the sector.

It is well understood that the attraction and retention of talent in the HE sectors of countries across the globe includes the ability of an institution to support the partners of new employees to settle and work. Institutions across the world offer programmes of support that often operate in the context of immigration regimes that support these often highly qualified individuals to make an economic contribution. This is a challenge faced by Universities Scotland members within the existing non-EEA immigration system and there is concern across member institutions that the employment and broader rights of the family members of non-UK EEA employees will be diminished. This would disadvantage the sector significantly in a global competition for talent.

There is therefore the potential for a significant, negative economic effect on the sector and on the economy, including:

- a reduction in staff holding or able to attract major funding awards;
- a disproportionate effect on the science, engineering and technology disciplines;
- a reduction in the global standing of institutions which, over time, would affect their position in the market for international students;
- a reduction in the diversity of institutions' workforce which contributes to domestic students' understanding and experience of internationalisation – a competence that employers cite as important;
- reflecting internationalisation as a driver of quality, the proportion of international academic staff is a direct driver of ranking scores (eg. QS World rankings).

To support the sector's success, any future immigration system should not seek a 'zero sum' approach between non-UK EEA immigration and non-EEA. Rather, the sector needs to be equipped to attract global talent and to compete – and partner on equal terms - with the R&D ambitions of countries across the world. The Committee will be aware of the sector's concerns about current arrangements for non-EEA staff and students.

Drawing on their experience of meeting the requirements of non-EEA immigration, universities have considered in broad terms how the introduction of a similar system for non-UK EEA staff would impact administratively. Members point to a significant administrative burden, necessitating the employment of additional staff, and that navigating that process would most likely be an obstacle that would deter high quality applicants from applying for roles. That additional administrative burden would have to be met from within existing resources, placing a

---

<sup>9</sup> <http://visa.lafrenchtech.com/>

further draw on universities' budgets at a time when institutions in Scotland are facing significant resource challenges including half the sector recording a deficit in 2015-16.

### **Recruitment Practices, Training & Skills**

**Please provide evidence on the methods of recruitment used to employ EEA migrants. Do these methods differ from those used to employ UK and non-EEA workers? What impact does this have on UK workers? Have these methods changed following the Brexit referendum?**

Universities' vacancies are open to applicants from all EEA countries and the same recruitment and appointments process is used for UK and non-UK EEA applicants. Recruitment is through public advertisement, largely utilising sector-focused publications and websites. Search companies will be engaged for a limited number of positions, usually the most senior roles. This has no differential effect on UK workers.

Methods of recruitment have not changed since the referendum however member institutions have noted examples of challenges within this system flowing from uncertainty and a perception amongst potential international applicants that the UK is an unwelcoming destination for foreign talent.

#### **Do recruitment practices differ by skill-type and occupation?**

Universities are large and complex organisations. Alongside academic staff there is a wide variety of roles including professional services in fields such as IT and estates and technical staff that support research and teaching. As noted above, universities very often also provide other services such as conferencing facilities and an accommodation service to the public which require a specific, more temporary workforce.

Recruitment is tailored to this wide diversity of circumstances. However, for any given role there will be the same approach between UK and non-UK EEA applicants. Tailoring will be most evident in the choice over advertisement; whether to engage search assistance; and the selection process. To illustrate through examples from the most senior roles to temporary support roles for retail and catering over the summer months:

- the recruitment of a vice chancellor will include global search and high profile public advertisement. Recruitment will be multi-stage with engagement with a range of institutional stakeholders; and
- the recruitment of temporary retail staff will most likely be through the institution's own website and local advertisement / job centre. Interviews will be short and single stage.

#### **What are the advantages and disadvantages of employing EEA workers? Have these changed following the Brexit referendum result?**

Universities operate in a global context and their standing is driven by the attraction and retention of the best talent from across the world. As noted above, there is a clear correlation between the quality of research and international mobility and collaboration. The advantage is therefore access to the best talent within the current EEA immigration system and the sector has noted to the Committee previously that the UK V&I system does not support the sector's recruitment of non-EEA talent, thereby weakening the sector in its pursuit of success on the global stage.

#### **To what extent has EEA and non-EEA migration affected the skills and training of the UK workers?**

Working with the HE Quality Assurance Agency, Scottish universities have defined a range of 'graduate attributes' needed by twenty-first century graduate. Echoing comments from employers, one of these attributes is 'global citizenship'<sup>10</sup>. Alongside the opportunity to study abroad, a vital contribution is 'internationalisation at home' and studying in a diverse campus environment with fellow students and staff from across the globe is an important

---

<sup>10</sup> <http://www.enhancementthemes.ac.uk/docs/publications/graduates-for-the-21st-century-integrating-the-enhancementthemes-leaflet.pdf>

element of this. This attribute is one that employers increasingly value and this experience is therefore important for UK domiciled graduates.

Researchers work within global communities. As noted above, international partnerships deliver disproportionately high quality outcomes. High quality, international departments are an excellent environment for early career UK researchers to begin their careers.

**How involved are universities and training providers in ensuring that the UK workforce has the skills needed to fill key roles/roles in high demand in your sector? Do you have plans to increase this involvement in the future?**

Universities are both major employers and providers of training and skills. As employers universities offer training programmes to support staff development across the wide range of roles in such complex organisations.

Most obviously, universities invest significantly in developing academic talent at the postgraduate and postdoctoral stages. In addition, universities offer apprenticeship and internship opportunities across a range of technical and administrative roles. In Scotland, for example, APUC, (Advanced Procurement for Universities and Colleges) offers a Scotland-level development service for procurement professionals. A number of Scottish universities offer apprenticeship programmes in disciplines such as estates management.

As providers of training universities work closely with employers to meet their workforce needs, from general graduate attributes for the contemporary workforce through to specific accredited skills and competences. It should be noted, however, that Scotland faces a demographic and skills challenge and there is a strong case for the continuing ability of non-UK EEA students to enter the workforce as well as for non-EEA students to access a post-study work visa. Additionally, it should be noted that international students (both non-UK EEA and non EEA) disproportionately take advantage of support for entrepreneurship within Scottish universities which has led to a number of non-UK EEA students creating businesses in Scotland<sup>11</sup>.

**How well aware are you of current UK migration policies for non-EEA migrants? If new immigration policies restrict the numbers of low-skilled migrants who can come to work in the UK, which forms of migration into low-skilled work should be prioritised? For example, the current shortage occupation list applies to high skilled occupations; do you think this should be expanded to cover lower skill levels?**

The sector has set out concerns about the effects on universities of the detail of the current visa and immigration system for non-EEA nationals alongside the negative effects of negative rhetoric on immigration, most particularly on the ability of the sector to compete for global academic talent. As noted above, the sector also faces a challenge in meeting its needs for technical roles.

Considering lower skilled roles specifically, a number of universities in Scotland with substantial retail, conferencing and accommodation operations note the current challenges of recruitment which is significantly seasonal. These are often roles taken by undergraduate students during the course of their studies. Ensuring that the immigration system supports non-UK EEA and non-EEA students to work in these roles is important.

### **Economic, Social and Fiscal Impacts**

**What are the economic, social and fiscal costs and benefits of EEA migration to the UK economy? What are the impacts of EEA migrants on the labour market, prices, public services, net fiscal impacts (e.g. taxes paid by migrants; benefits they receive), productivity, investment, innovation and general competitiveness of UK industry?**

As noted, the attraction of global talent supports universities' success and, through that, the economic impact of the sector including the ability to attract international students to the UK and partnerships with, and inward investment by, global companies. Being in high skill roles, those individuals make a positive direct and indirect

---

<sup>11</sup> See <https://www.convergechallenge.com/> and <http://www.sie.ac.uk/case-studies/> for case studies

net fiscal contribution to the UK. Universities UK's response to the call for evidence includes a number of examples from Scottish institutions and others demonstrating the profound impact of EEA nationals.

In universities across Scotland non-UK EEA academics hold grants from the European Research Council and other European institutions. Member institutions report that between a third and a half of all ERC grant holders are non-UK EEA academics. Those grants create jobs directly and create a broader economic impact. Very often, however, the grant is portable with the lead academic and so their departure would have a significant negative effect.

Across the sector in Scotland there are examples of non-UK EEA staff creating spin-out companies, driving economic growth.

As part of a high quality academic community non-UK EEA colleagues support the knowledge exchange work of universities in Scotland<sup>12</sup>. The sector works with over 30,000 organisations (over 21,000 of them in Scotland) through contracts for R&D, consultancy and CPD. This is a significant driver of innovation in organisations in Scotland and across the UK.

Universities have a close relationship with the NHS and with school education including training for the professions at the core of these sectors. EEA staff constitute a significant proportion of the academic staff in the relevant departments: 9% of academic staff in education and 13.5% of academic staff in departments of medicine, dentistry and those related to health.

#### **Do these differ from the impact of non-EEA migrants?**

The drivers of these impacts are no different for non-EEA staff however the current visa and immigration system for non-EEA staff is not optimal for the recruitment of these staff and therefore the delivery these impacts. Were future arrangements for non-UK EEA staff to mirror those in place currently for non-EEA staff then economic and broader positive impacts would most likely be diminished.

#### **Do these impacts differ at national, regional or local level?**

Successful universities make a major economic, cultural and societal contribution at all levels. It should be noted, however, that in smaller local economies, including rural and remote areas, the operation of universities is a particularly strong driver of growth and community capacity. For instance, the creation and development of the University of the Highlands and Islands has been a major driver in that regional economy. Many areas also face distinct demographic and skills challenges which the success of universities also helps to address more broadly.

Therefore any changes to the ability to recruit and retain high quality staff (and students) from across the globe can diminish these impacts.

#### **Do these impacts vary by skill level (high-skilled, medium-skilled, and low-skilled workers)?**

Universities are large and complex organisations. There is rightly a focus on institutions' ability to recruit and retain high quality academic staff but, as noted above, institutions need staff to deliver a range of complex administrative and technical roles. Meeting all these skills needs is important in driving universities' success, for example a successful laboratory will need technical, estates and other expertise working alongside the academic team.

We have also noted above how universities' retail, conferencing and accommodation operations are dependent on a supply of employees. The successful operation of these services is a vital underpinning of the student experience and of the financial sustainability of institutions overall.

---

<sup>12</sup> <http://www.interface-online.org.uk/case-studies/craigne-communications-ltd> for example