

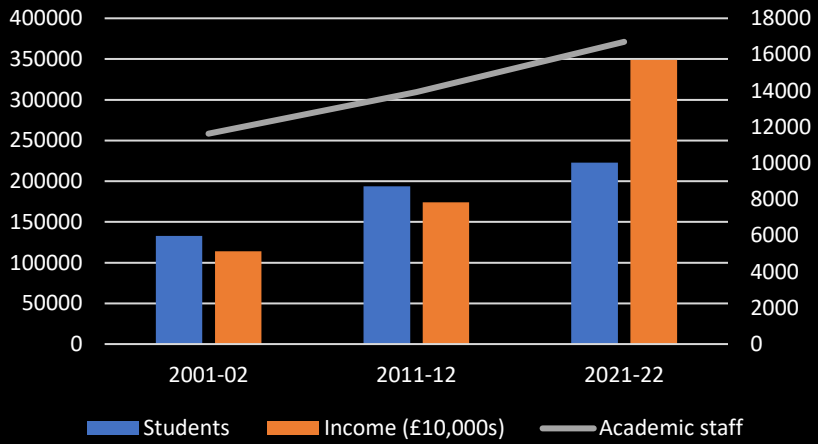
Yorkshire Universities supporting graduates and the region: co-ordination, data and alignment

Yorkshire Universities, 22 May 2024
Professor Chris Millward

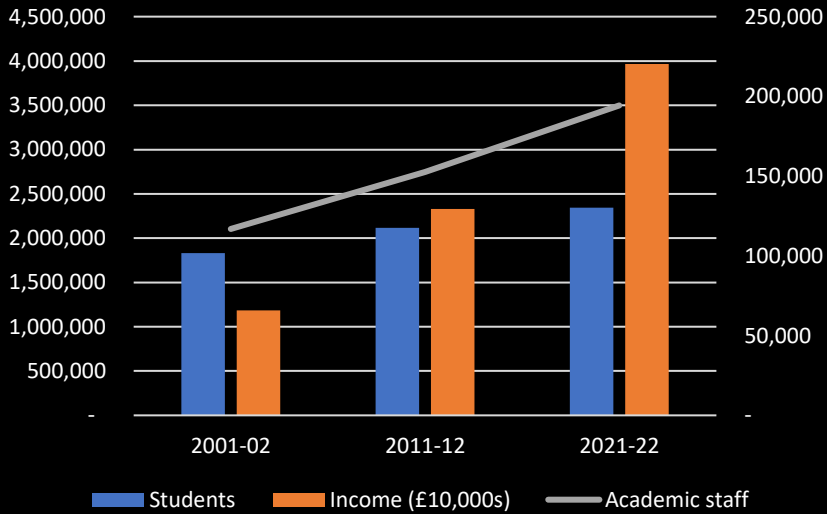


Universities have grown substantially during the last 20 years

Yorkshire and Humber



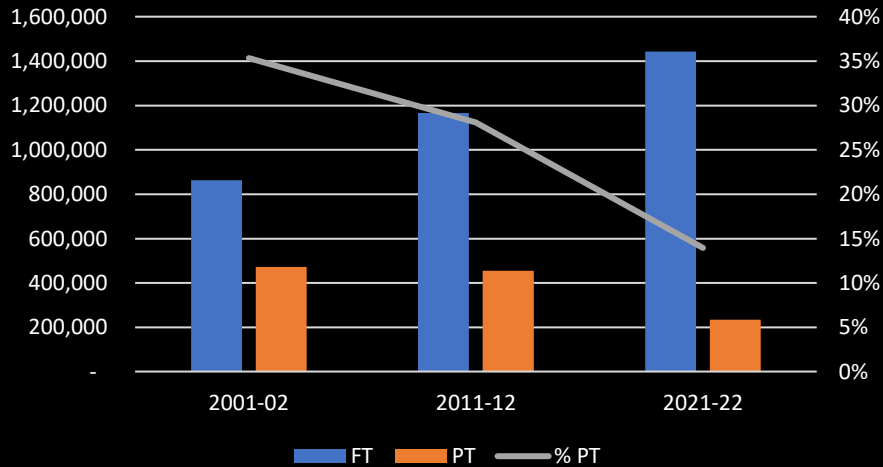
England



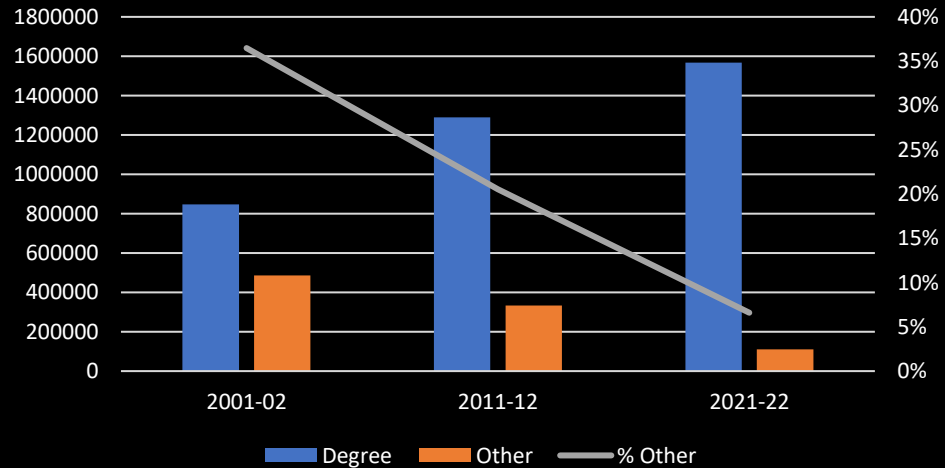
HESA, Resources of HE 2001-02; HE Student Statistics 2001-02; Staff in HE 2011-12, Finances of HE Providers 2011-12, HE Student Statistics 2011-12; HE Staff Statistics 2021-22, What is the Income of HE Providers?, HE Student Statistics 2021-22

Mostly through full-time, full degree studies

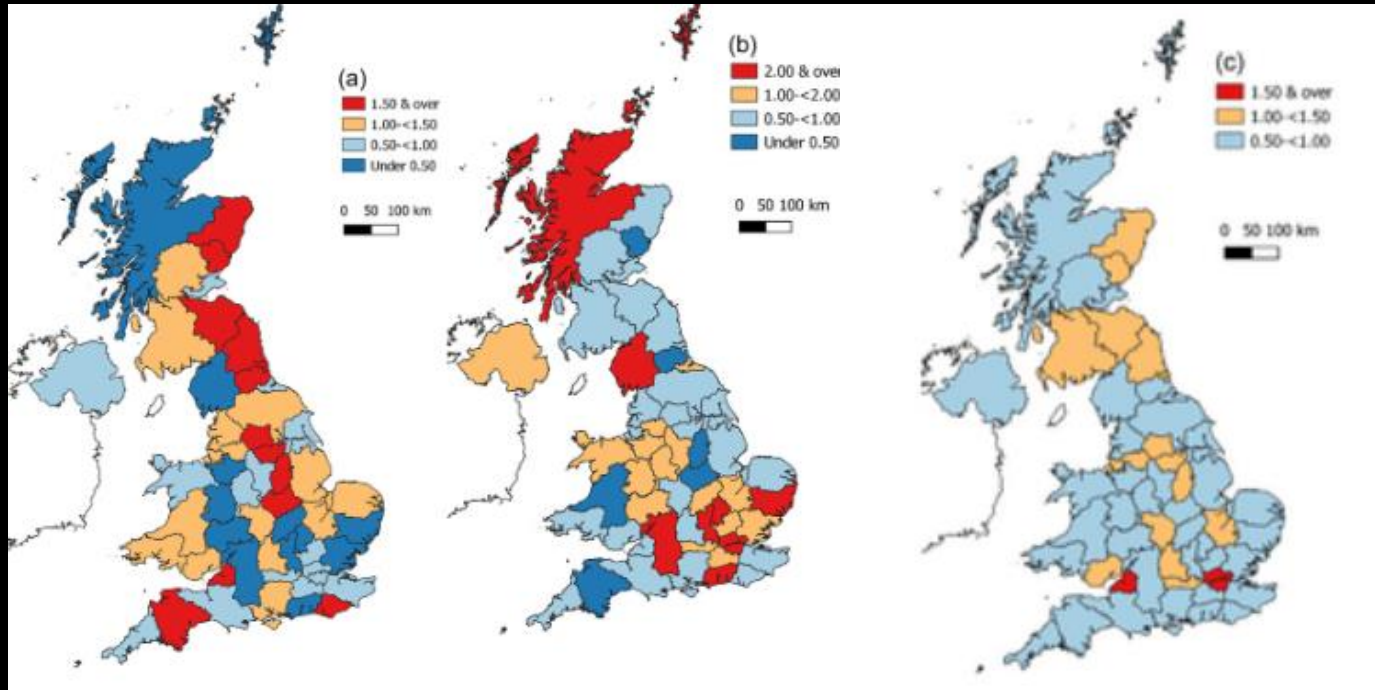
England - Mode of UG Study



England - Level of UG Study



This has shaped the distribution of students and graduates



Net change in student/graduate numbers for 53 subregions: (a) University number as ratio of Domicile number. (b) Workplace number as ratio of University number. (c) Workplace number as ratio of Domicile number.

And highly skilled jobs

Figure 3. The share of graduates has increased everywhere, but spatial disparities remain

(a) 1998, %

(b) 2019, %

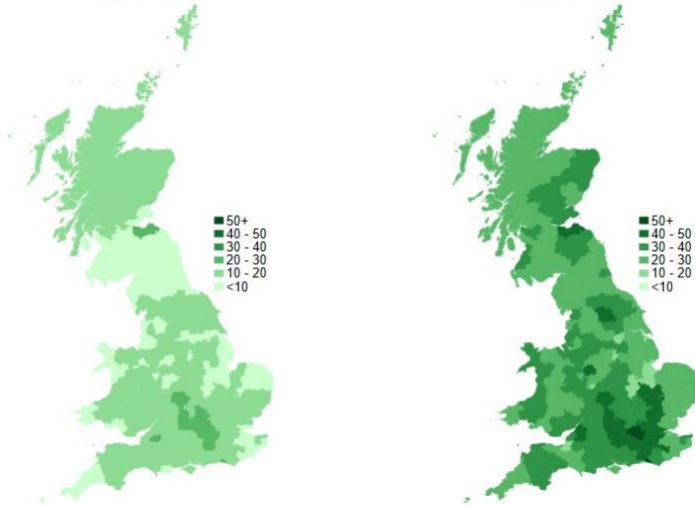
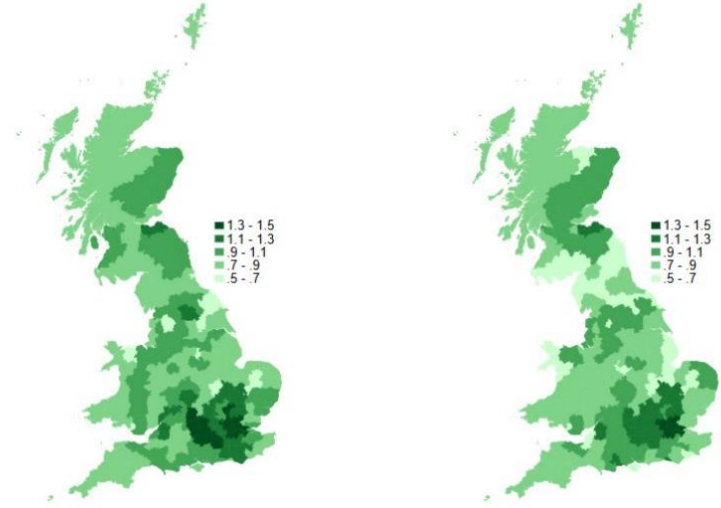


Figure 16. High-skilled jobs have become more spatially concentrated between 1998 and 2019

(a) 1998, location quotient

(b) 2019, location quotient



These patterns are described in the Levelling Up White Paper

‘Agglomeration and clustering effects are cumulative in successful places, as they serve as a magnet for people, business, finance and culture, locking them into a high growth equilibrium. The reverse forces operate in struggling places...’

The co-existence of self-reinforcing economic forces, in a rising number of places, explains the UK’s widening geographic divides.’ (p. 50)



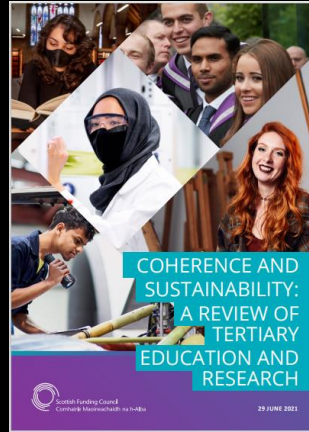
[This is...] ‘reinforced by the migration of highly educated and highly skilled people, both within the UK and from outside.’

Overall, places with the highest existing stock of human capital tend to attract the largest numbers of skilled workers, both from within and outside the UK.’ (p. 62)

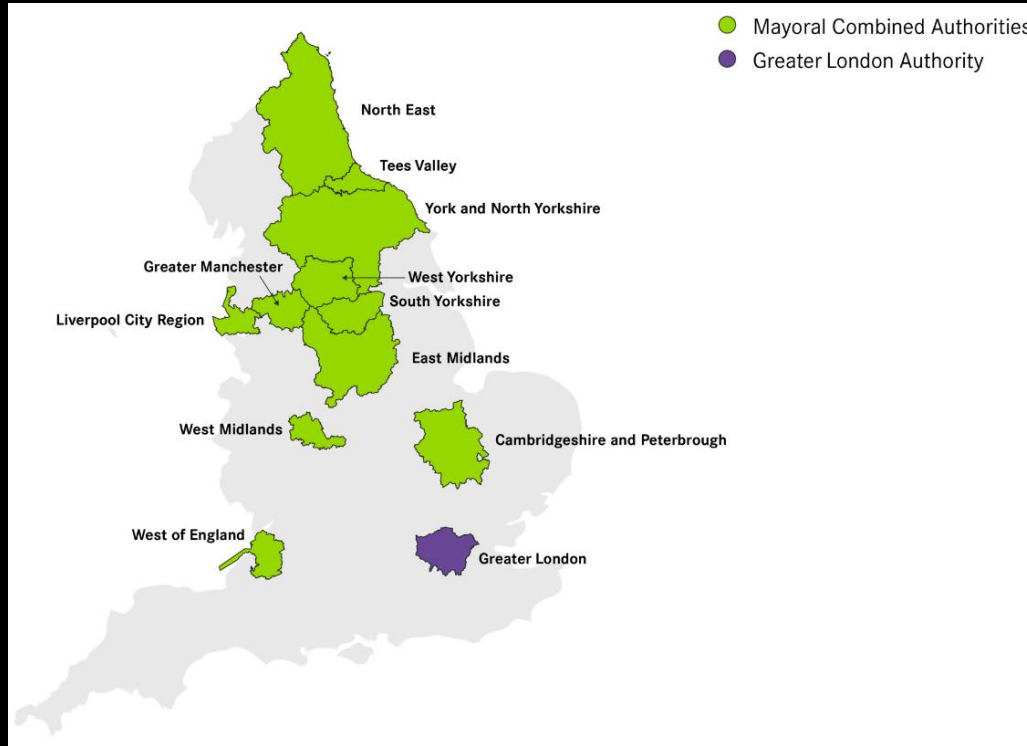
Though a more joined up approach is needed

Levelling Up Missions	
Focus Area	Mission
<i>Spread opportunities and improve public services, especially in those places where they are weakest</i>	
Education	By 2030, the number of primary school children achieving the expected standard in reading, writing and maths will have significantly increased. In England, this will mean 90% of children will achieve the expected standard, and the percentage of children meeting the expected standard in the worst performing areas will have increased by over a third.
Skills	By 2030, the number of people successfully completing high-quality skills training will have significantly increased in every area of the UK. In England, this will lead to 200,000 more people successfully completing high-quality skills training annually, driven by 80,000 more people completing courses in the lowest skilled areas.
<i>Boost productivity, pay, jobs and living standards by growing the private sector, especially in those places where they are lagging</i>	
	By 2030, pay, employment and productivity will have risen in every area of the UK, with each containing a globally competitive city, and the gap between the top performing and other areas closing.
	By 2030, domestic public investment in R&D outside the Greater South East will increase by at least 40%, and over the Spending Review period by at least one third. This additional government funding will seek to leverage at least twice as much private sector investment over the long term to stimulate innovation and productivity growth.

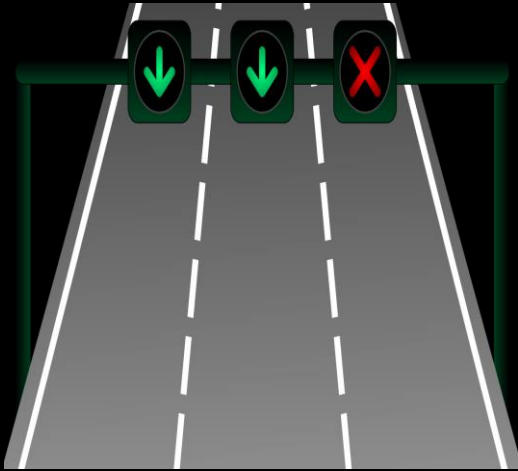
Could we learn from other countries?



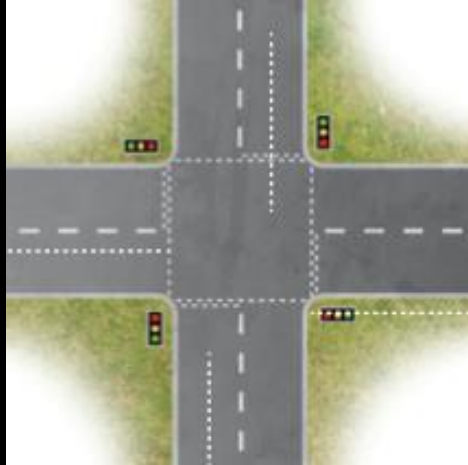
Whilst ensuring coherence with the landscape in England



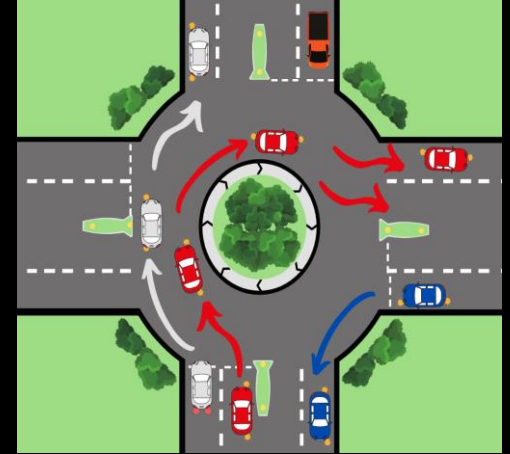
Some possible futures



Model 1: Assurance enables greater freedom



Model 2: Regulation constrains activity



Model 3: Dynamic engagement

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