A PATH IS MADE BY WALKING. ANALYSIS OF UK OUTWARD STUDENT MOBILITY IN 2013-14 AND 2014-15

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Caminante, son tus huellas
el camino y nada más;
caminante, no hay camino,
se hace camino al andar.

Walker, your footprints are
the path and nothing more;
walker, there is no path,
the path is made by walking.

(Antonio Machado)

FOREWORD

After a pause of two years, this is the seventh edition of the report on UK Outward Student Mobility. The first one in 2009 was based on the data provided by an enthusiastic group of colleagues at the universities and this data was added to the total figures for the Erasmus programme. Many things have changed since 2009 and this new report reflects those changes with a new structure. The analysis is now based on data provided by the institutions for two official reports: the Erasmus Final Report (as before) and the HESA (Higher Education Statistics Agency) return, as the latter provides an invaluable source of information, despite its limitations.

Colleagues at the higher education institutions were asked for the figures of their non-European mobility in 2013-14, but not for the following year. There was no report in between and that is why this one covers two years. The main reason for this decision was the difference observed between was reported to HESA and the figures provided by the universities when answering my survey. When the data from HESA for 2014-15 was released, an improvement could be seen and it was decided to stop annoying colleagues with demands for information. Since then, all information has been based on official data by merging the data provided by the UK Erasmus+ National Agency and HESA. This gives coherence and almost the same level of information for all students involved. The result is this report where the current situation of outward mobility is described, although some mobility data was not included in the HESA return.

Data received from the institutions for 2013-14 has not been used, although it has been analysed and considered, mainly to assess the quality of the official reports. Nevertheless, my gratitude to the colleagues in over 150 institutions who sent me the figures for non-European mobility, which indicated that more than 1,500 mobility periods (to Europe or beyond) were missing in the HESA return.

A big ‘thank you’ as well to the colleagues who made the data available from the UK Erasmus + National Agency (David Hibler, Emma Sullivan and Lorna Williams) and HESA (Jenny Bermingham and Suzie Dent). Without breaking any data protection regulation they managed to provide all information needed to analyse the two years of outward student mobility with great efficiency and professionalism.

And also many thanks to all those who encouraged a new edition of this report and showed an interest in the contents of the previous ones by asking for data to be used in their institutional policy documents. They showed that the effort required to produce a new report is still worthwhile.

1. THE NEED FOR A NEW APPROACH TO THE DATA ON OUTWARD STUDENT MOBILITY

A lot has changed for outward student mobility in the UK since 2008, when the first of this type of reports was produced. Without considering the number of students involved, the information about them has enormously improved, although it is still not perfect. Different conditions apply to the data and the three main sources of information used must be considered with their advantages and disadvantages:

1) Since 2013-14, Erasmus mobility is recorded in the European Mobility Tool. In the first year of its implementation, different problems arose in the input of data and that created difficulties to the institutions to report mobility. Also relevant was the change in the identification of students with the suppression of the compulsory inclusion of identifying numbers for students, an additional difficulty to flag double mobility periods[1]. This lack of requirement was amended for the 2014-15 data, although not all institutions thoroughly followed the new regulations announced by the UK Erasmus + National Agency. Fortunately, the colleagues from HESA could match their own records with those from Erasmus to identify students and group all mobility for those who went to more than one place in one record. In addition, the course title was replaced by the ISCED code, creating more difficulties for the classification of students. Consequently, the reliability of the Erasmus data since 2013-14 is lower than in previous years in the spreadsheet received from the National Agency.

2) For a good number of years, HESA (Higher Education Statistics Agency) has allowed the inclusion of other types of mobility in the return produced by all public universities every summer. Since 2013-14, the reports include all types of mobility from one week of length onwards and this should provide an invaluable source of information about outward student mobility. However, not all institutions were able to collect the information required and a good number of them filtered the information, which resulted in a reduction in the total numbers. Some examples of these filters were: only reporting students going abroad for the full year, only with Erasmus or only a small portion of those going abroad for short periods of time. This different approaches unbalance the total data, as some universities reported 100% of mobility and others much lower percentages. Despite this difficulty, the data provided in 2014-15 improved that from the previous year and both include higher numbers of students than in previous years and more information about them.

3) From the beginning, an important part of the data included in the report on UK outward student mobility came from the universities. Colleagues at the offices managing student mobility generously shared the number of students going to non-European destinations. This happened for 2013-14 data again and the comparison with the detail of the HESA return demonstrated that, on the one hand, not all non-European mobility is reported to HESA and, on the other, that in some cases not all student mobility goes through the channels of the international and/or study abroad offices at many universities. Due to the improvement of the HESA data, details were not required from the institutions for 2014-15. Thus, information about students included in this report is consistent and follows the same pattern for all institutions, although some information provided by colleagues at the higher education institutions has helped to complement the results.

The comparisons with previous years of activity become more difficult under the conditions described. Hence, there is a need for a new approach with fewer historical references, more attention to percentages rather than to absolute numbers, and a different structure for the report. Data for 2013-14 and 2014-15 students going abroad is presented in geographical areas to consider the institutional origin and the characteristics of students and their destinations instead of recreating each type of mobility and its conditions.

Hopefully, the combination of data sources will produce a more accurate portrait of outward student mobility. Other investigations into mobility have been carried out recently and it is important to highlight the analysis of the HESA data for these two years made by the Go International programme at Universities UK International. Their findings [2] have been compared with the result of the merging process from all sources of information with the intention of strengthening this report and to offer the most accurate vision of UK outgoing student mobility in the years 2013-14 and 2014-15.

When one compares the data offered by Go International with this report, one aspect to consider is the difference in the type of students included. Here, only students with a minimum

period of mobility of eight weeks are considered, whereas Go international included all British students reported to HESA. Three main reasons explain the choice made for this research: the lack of complete data from all institutions for short and non-European mobility, the matching with the minimum length for exchange mobility and the homogeneity of the typology considered. These reasons also allow some comparisons with previous years, although these have not been given priority for this report.

2. THE DATA USED

Each of the sources mentioned above provides differentiated information. Similar level of detail is obtained from both Erasmus and HESA, including features such as nationality, gender, level of study, length of the period abroad, type of mobility and destination. Erasmus also includes the language of tuition, as well as the number of ECTS credits awarded to the mobility period. The HESA return includes more comprehensive information on the course followed. The data provided by the universities for this report only included the number of students sent by each institution to non-European destinations in 2013-14 by countries, but with no further detail.

The process followed for the merging of data deserves a short explanation. Once the sets of data from HESA and the UK Erasmus National Agency were received, they were compared to identify repetitions and students who went to Europe and somewhere else. Those with a mobility period lower than 8 weeks were not considered, as explained above.

Table 1: Students included in the HESA and ERASMUS reports (2013-14 and 2014-15)

HESA				
	Students included	Students with less than 8 weeks of mobility	Students with 8 or more weeks of mobility	Institutions reporting mobility
2013-14	23,939	3,341	20,598	147
2014-15	26,666	4,972	21,694	154

ERASMUS			
	Student records	Number of students	Number of institutions
2013-14	15,569	13,846	144
2014-15	14,614	13,129	141

Merging the data from both main sources produces a list of students who went abroad in a particular year. In addition to the figures, one also should consider those students who went to two different destinations: one in Europe and the other in any other part of the world. This group represents just above 500 students. It is also worth mentioning that not all Erasmus students were included in the HESA return, while other students going to Europe outside the Erasmus programme were reported.

After merging the data from all sources, a total of 21,637 students in 2013-14 and 22,568 students in 2014-15 were identified as participants in one or more of the student mobility activities. This figure represents about 25% fewer students than that of the Go International research, but it should be remembered that it only includes those students who went abroad for a minimum period of eight weeks from all nationalities.

'…a total of 21,637 students in 2013-14 and 22,568 students in 2014-15 were identified as participants in one or more of the student mobility activities…'

The estimation of the total outward student mobility made by the author [3] was 23,078 students in 2012-13. Considering that this year's

total is based on real data collected, it seems that the estimation for 2012-13 was too high, because the data shows an increase for both Erasmus and non-European mobility in 2013-14.

3. THE TYPOLOGY OF OUTWARD STUDENT MOBILITY

Without breaking the rules of data protection, the information received from the UK Erasmus National Agency and HESA allows an analysis of the typology of students going abroad in 2013-14 and 2014-15. Not all data was available for all students for each of the features, but the high volume analysed provides confidence in reliable results.

The following sections refer to different features for the whole cohort of students who went abroad to study or work. Where possible, the data obtained is compared to previous years, although the changes described earlier do not always allow such comparisons.

Unless the contrary is stated, all data in these sections refers to the actual number of students going abroad and not to the periods of mobility. Thus, students going to more than one destination are generally considered only once to provide a more accurate description of outward student mobility.

3.1 TYPE OF INSTITUTIONS OF ORIGIN

The distribution of students by institutions of origin in 2013-14 and 2014-15 shows clear distinction between the groups considered. From one year to another, the Russell Group went from representing 50% of the total mobility to almost 54% in the second year. This is due to its growth, but also to the decrease experienced by the Pre-92 group that went from 25% to 20% in only one year. Compensating one with the other, both groups represented 3/4 of the total mobility in the period analysed. The post-92 universities brought 21-22% and the other institutions only 4% of the total. This distribution is not surprising as shown in table 3, student mobility is much more developed in the old universities than in the rest.

Table 2: Distribution of student mobility by groups of universities

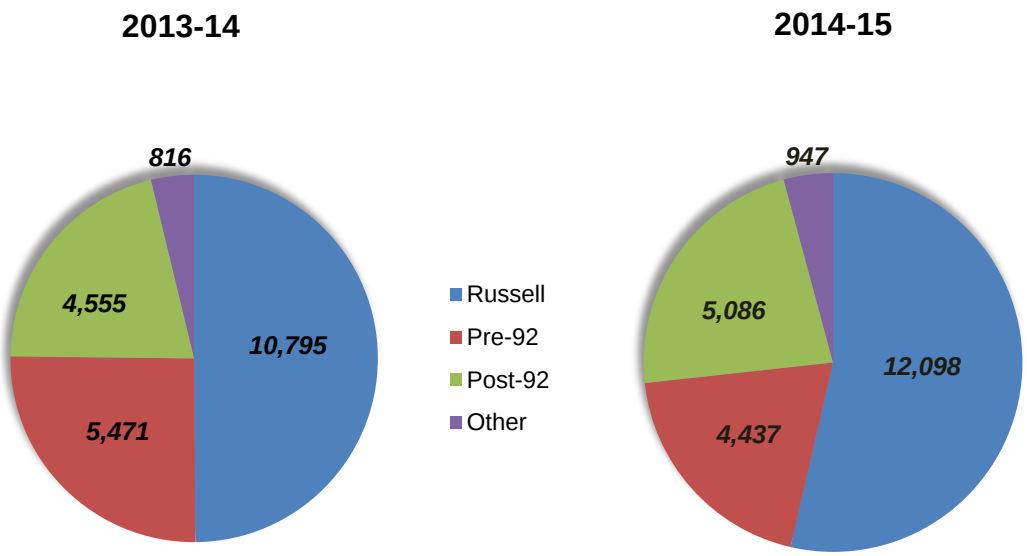


Table 3: Distribution of student mobility by groups of universities and type of mobility (2013-14 and 2014-15 together)

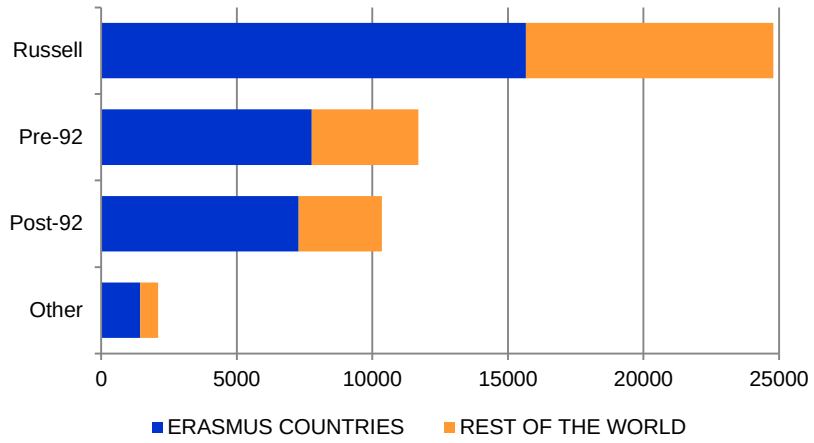
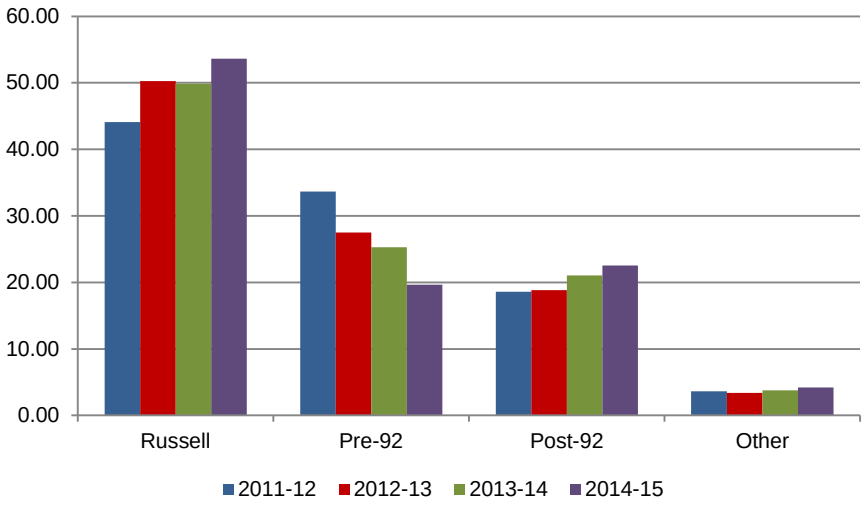


Table 4: Distribution of the percentage of student mobility between the university groups (from 2010-11 to 2014-15)



However, Table 4 clearly shows that this distribution is evolving. The decrease in the number of language students (analysed later in the report) and not sufficient replacement from other areas of study have reduced the absolute and relative weight of the Pre-92 institutions, allowing the Post-92 universities to overtake them as the second group in 2014-15.

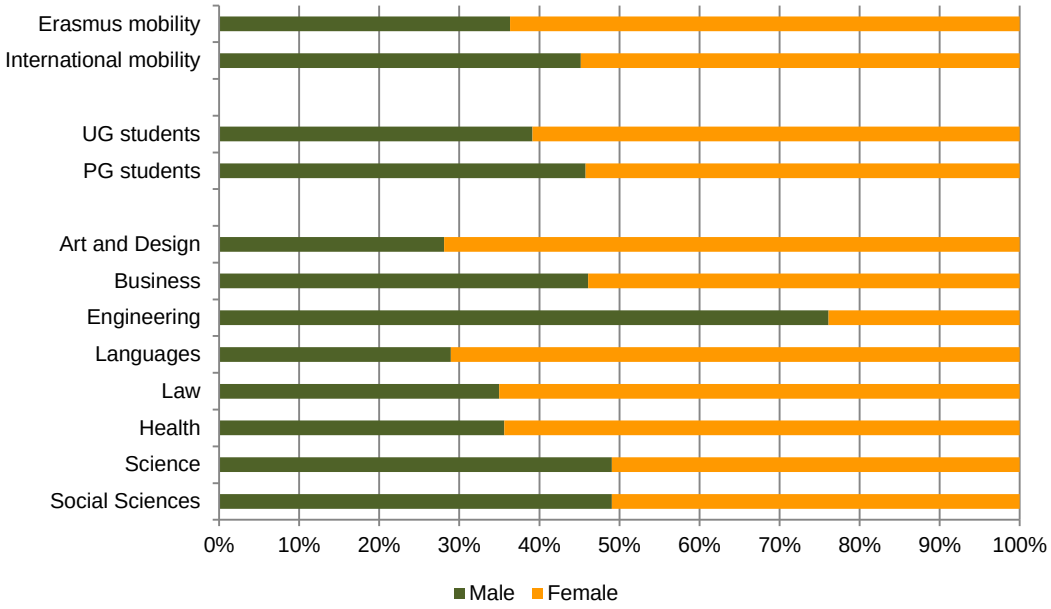
Not surprisingly, the percentage represented by the Russell Group and the Pre-92 universities together went from 78% in 2011-12 to 73% in 2014-15. Despite this, absolute figures show a joint increase from 13,700 to 16,400 students, whereas the Post-92 institutions went from 3,200 to 5,100 students in the same period.

3.2 GENDER

Female students tend to represent most mobile students. No data is available at international level, but the Erasmus programme has been providing details for many years. In 2012-13 the percentage of female students was 62.4% in Germany, 58% in Italy, 57% in Spain and 56.6% in France[4]. The percentage in the UK was slightly higher (63.6% in 2013-14 and 63.5% in 2014-15) due to the influence of Language students, an area of study where female students represented 70% in the British higher education system in 2013-14[5].

When looking at the total mobility, these percentages change, as the influence of languages is less relevant for non-Erasmus mobility, as can be seen in table 5. Women represent most students in Languages, Art and Design, Law and Health, but the percentages are more similar in other areas of study, such as Business, Science or Social Sciences. The exception is Engineering with three male students for each female recorded.

Table 5: Distribution of mobile students by gender



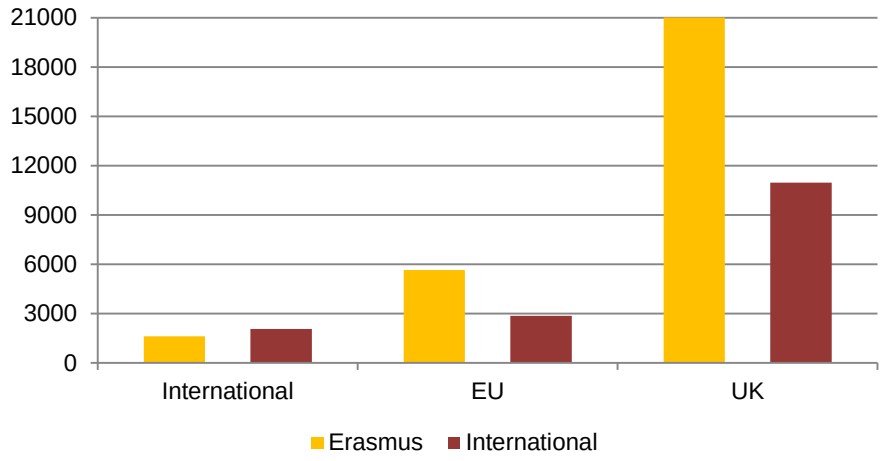
This distribution by genders seems to be quite universal when comparing the mobility in other countries. In the case of Spain[6], the same areas of study show a preponderance of female students in almost identical proportions with the only notable difference of languages, a field where the percentage of female students in Spain is even higher than in the UK.

The destinations of students do not show significant differences, depending more on the area of study than on the country of destination. Thus, the high volume of language female students conditions the percentages of those going to Italy (70%), France (69.7%) or Spain (68.5%), but other countries show lower percentages. Significant examples of this are countries with higher diversity in the students sent, such as the United States (54.4% of female students), Australia and Canada (57%). An exception is Germany (only 57.2% of female students) for no apparent reason.

3.3 NATIONALITY

The analysis of the nationality of students involved in mobility shows an understandable majority for those from the United Kingdom, representing 72.4% of the students going abroad in 2013-14 and 2014-15. Those from the rest of the Erasmus countries reached 19.2% of the total and the rest (8.9%) were international students[7]. The percentages are quite similar for both years, although 2014-15 experienced a small decrease in the percentage of British students going abroad. Considering that, according to the data from HESA for 2013-14[8], 81% of higher education students in the UK were British, 5.5% from the European Union and 13% from the rest of the world, it can be said that British students were much less mobile than those from other origins in both years considered. The distribution of students according to their origin in 2014-15 did not change these figures substantially.

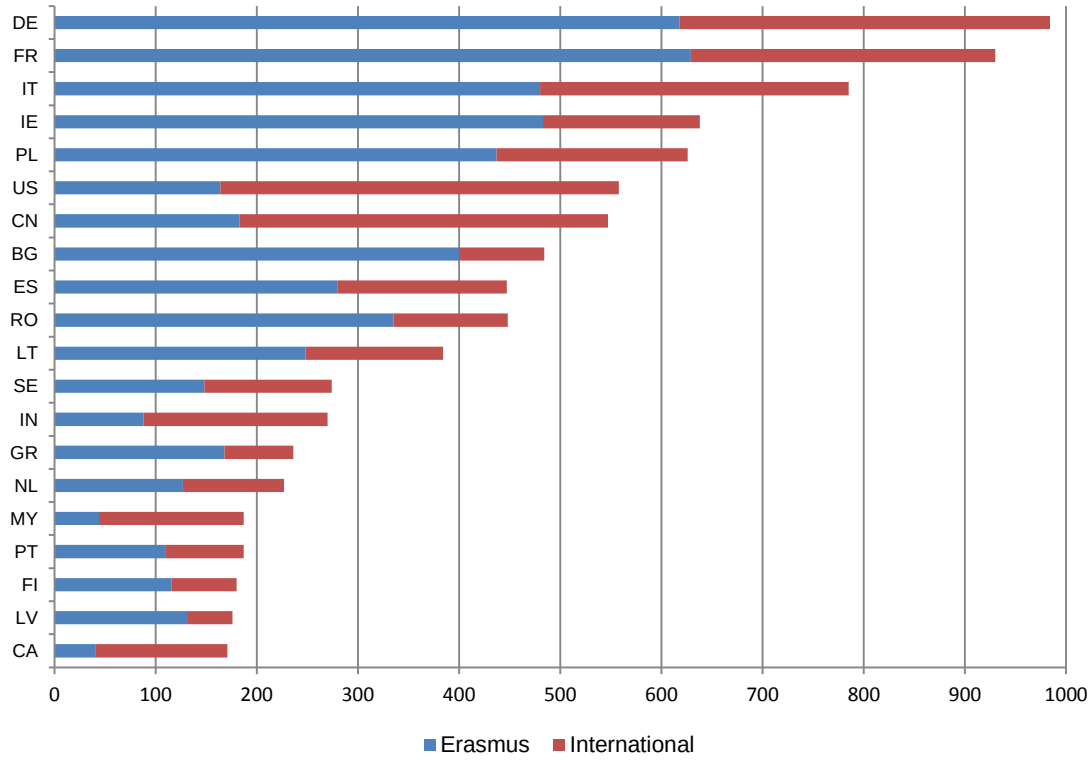
Table 6: Destination of students abroad according to their nationality



The majority of British students going abroad (70%) benefitted from Erasmus. They represented 73.5% of the total number of students using such programme, but only 70.6% of those choosing other destinations.

'…It can be said that British students were much less mobile than those from other origins in both years considered..'.

Table 7: Top-20 countries of origin of non-UK mobile students (2013-14 and 2014-15)



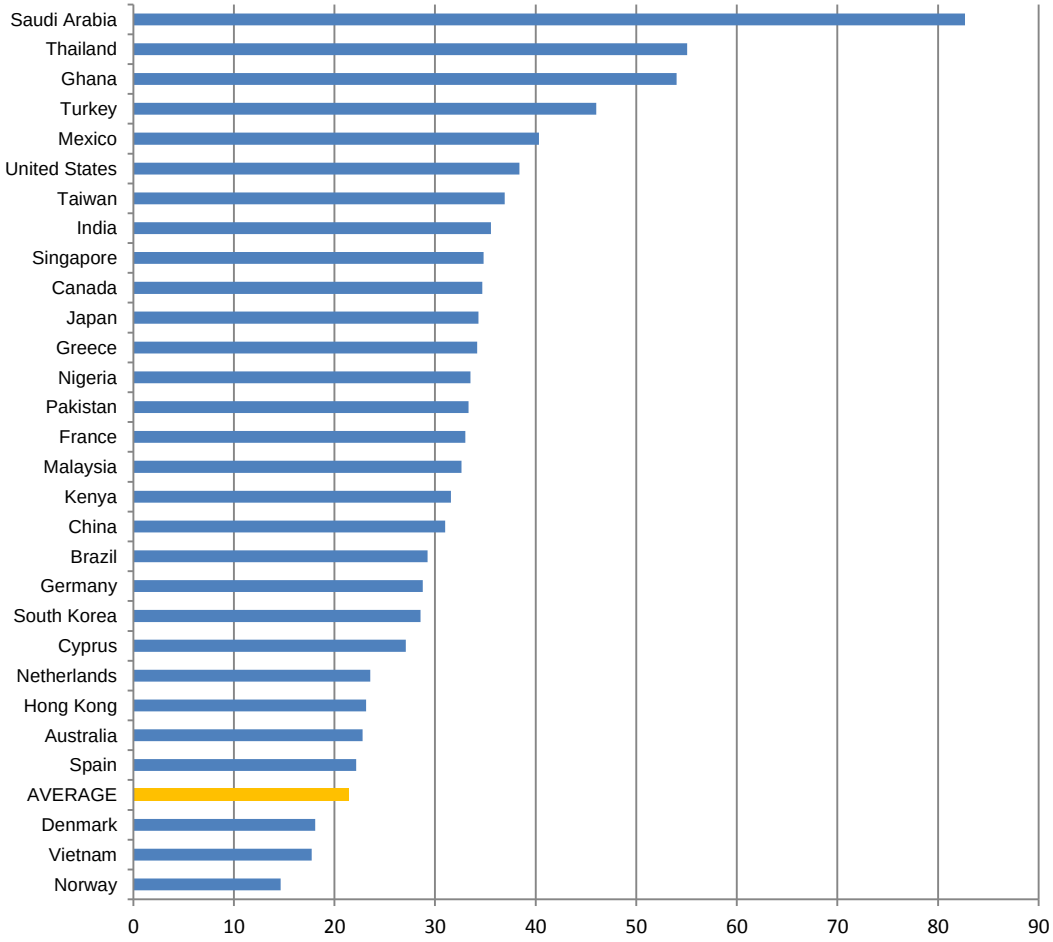
When looking at the detail of mobility for non-British students, the difference between those going abroad with Erasmus or with other schemes is evident. Those with a European origin tend to choose Erasmus for their mobility (64% of the total), while only 29 of non-European students chose that option. More than 160 countries are present as the country of domicile of non-British mobile students.

Table 8: Number of students going abroad by nationality

Students	Country of Origin
973	Germany
909	France
772	Italy
630	Ireland
616	Poland
547	United States
542	China
482	Bulgaria
442	Spain
441	Romania
379	Lithuania
272	Sweden
270	India
234	Greece
225	Netherlands
187	Malaysia
182	Portugal
176	Finland
175	Latvia
170	Canada
167	Nigeria
164	Norway, Slovakia
158	Belgium
146	Czech Republic
144	Cyprus
143	Hungary
135	Singapore
125	Russia
120	Austria
117	Estonia
108	Hong Kong
105	South Korea
89	Thailand
86	Switzerland
83	Denmark
82	Brazil
81	Pakistan
67	Japan
65	Taiwan
63	Turkey
62	Mexico, Vietnam
57	Australia
57	Kenya
52	Saudi Arabia
50	Ghana
46	South Africa
45	Indonesia
43	Ukraine
40	Egypt, Iran
39	Zimbabwe
36	Colombia
32	Chile
29	Mauritius
28	Kazakhstan
27	Bangladesh, New Zealand, Sri Lanka
26	Nepal
25	Uganda
23	Gibraltar
22	Lebanon, Luxembourg
20	Philippines
19	Jersey, Slovenia
18	Isle of Man, Venezuela
17	Congo (Democratic Republic), Malawi
16	Brunei, Iceland, Kuwait, , Malta, Morocco
15	Cameroon, Guernsey, Croatia, Israel
14	Tanzania
13	Ecuador, Serbia
12	Albania, Ethiopia, Jamaica, Jordan, Libya, Oman, Zambia
11	Peru, Trinidad and Tobago
10	Barbados, Iraq
9	Armenia, Bermuda, Somalia, United Arab Emirates
8	Afghanistan, Argentina, Bahrain, Sierra Leone, Syria, Vatican City
6	Bahamas, Belarus, British Virgin Islands, Gambia, Qatar
5	Botswana, Eritrea
4	Azerbaijan, Bosnia and Herzegovina, Benin, Bolivia, Georgia, Ivory Coast, Mozambique, Occupied Palestinian Territories, Sudan, Uzbekistan
3	Cayman Islands, Cyprus not specified, Moldova, Seychelles
2	Algeria, Angola. Burma, Congo, Costa Rica, Cyprus (Non-EU), Dominica, Guatemala, Guinea, Guyana, Kyrgyzstan, Macao, Macedonia, Montenegro, Tajikistan, Turkmenistan, Tunisia, Yemen
1	Antigua and Barbuda, Belize, Faroe Islands, Grenada, Honduras, Madagascar, Mali, Mauritania, Maldives, Nicaragua, North Korea, Panama, Papua New Guinea, Paraguay, Kosovo, Rwanda, Senegal, South Sudan, St Vincent and The Grenadines, Uruguay
334	Not known

A phenomenon already observed with Erasmus in previous years is the high number of students using mobility to go to their home country. A total of 46 countries contributed to the UK outward student mobility with at least 50 nationals between the two years analysed. Of those, in 26 cases, more than 20% of the mobile students went to their country of origin, as can be seen in Table 9. No special pattern explains the distribution of countries. All areas in the world are represented and some of the countries (France, United States, Germany, Japan or Spain) are among the main destinations for students from the UK.

Table 9: Countries of origin with more than 50 students abroad and highest percentage of those going to their home country in mobility (2013-14 and 2014-15 together)



The highest percentage of students going to their home country through mobility is Saudi Arabia with almost double the percentage of Thailand, the second country. Significantly, the top four and eleven out of the first fourteen countries listed are not European. The following section on the level of study should clarify the reason for this anomaly.

Distance does not seem to be a factor for students going to their home countries, as Asian and American countries feature heavily in the list.

Although about 20% of the non-British students going abroad went to their home country, this represents less than 5% of the total number of mobile students. In addition, fees paid by international students when going abroad for a full year are also higher than for home students for the additional year. Thus, going to their home countries and adding a year to the course would not represent reducing the cost of a full degree in the UK[9].

3.4 LEVEL OF STUDY

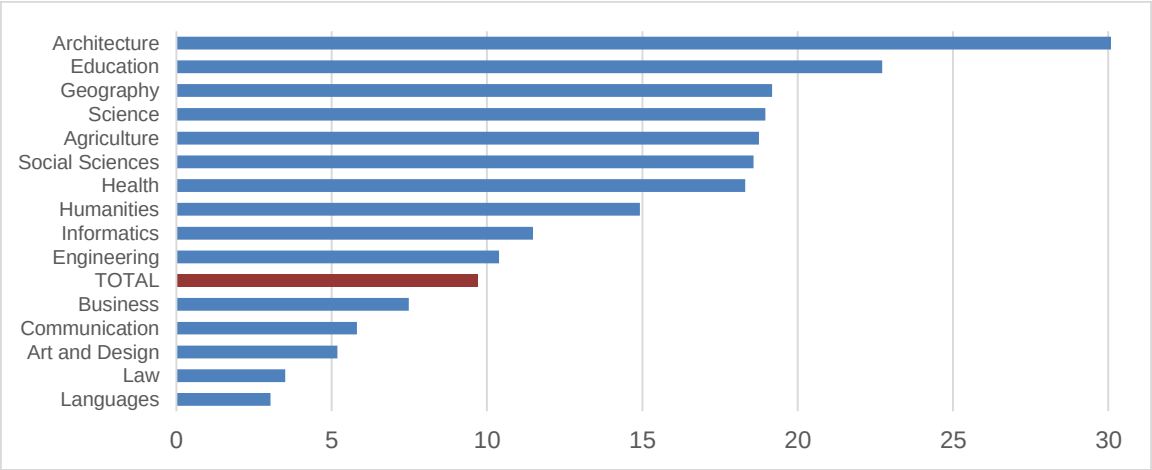
Clear differences can be seen between those students going abroad with Erasmus and the rest of outward mobility. The first tend to be almost exclusively from undergraduate courses. More variety can be seen within the second group which includes 17% of postgraduate students. In addition, Table 10 also includes those who went to two destinations in Europe and somewhere else during their mobility period and the figures for those are even higher at undergraduate level. In total, 92% of students were undergraduate and, consequently, 8% postgraduate, although several differences can be seen when analysing other factors.

Table 10: Distribution of types of study by type of mobility (in %)

	Undergraduate	PG Taught	PG Research	TOTAL
ERASMUS MOBILITY	94.48	3.72	1.80	100
NON-EUROPEAN MOBILITY	82.21	4.70	13.08	100
BOTH TYPES OF MOBILITY	97.82	0.54	1.63	100
TOTAL	90.14	4.01	5.85	100

Looking at the country of destination, some cases stand out, such as Nigeria, where 81% of the students sent were postgraduate. High percentages can also be seen in Saudi Arabia (74%), Kenya (71%), India (62%), Uganda (58%) and Ghana (55%): countries which received more than 50 students between 2013-14 and 2014-15. Looking at those receiving no less than 100 students in 2013-14, the highest numbers of postgraduate students correspond to the United States, France and Germany, three of the top four destinations, although when looking at the relative values, a variety of destinations and areas of the world shows the lack of a defined a geographical pattern.

Table 11: Percentage of PG students by areas of study



If the areas of study are considered, the comparison produces notable differences with the total numbers. Two minority areas such as Education and Health Sciences show the highest percentages. Due to the influence of Erasmus and undergraduate students, other areas show very low relative figures at postgraduate level, as is the case for Law, Languages and Art and Design. Business has a better percentage, but still at a low level when the relative importance of that area of study is considered.

3.5 LENGTH OF THE PERIOD ABROAD

One characteristic of the UK outbound mobility is the length of stays abroad, much longer than in other countries. The European Commission estimate the average duration of student exchanges under Erasmus is six months, a constant over the past decade[10], although some countries had substantially much longer average durations. The top of the list was Spain, where the average periods for Erasmus students were of 7.21 months (or 29 weeks) in 2013-14[11]. In the case of the UK, the duplicity of destinations of many Erasmus students alters the calculations, as the average is calculated by dividing the total number of months by the number of mobility periods. Because of that, the 'official' average for UK Erasmus mobility would be of 7 months (28 weeks) in 2013-14. However, if one divides the number of months by the number of students (and not mobility periods) the outcome is an average of 7.87 months (almost 32 weeks) for Erasmus students.

The figures seen for Erasmus mobility can also be calculated for other types of mobility. Surprisingly the results for the total mobility are quite similar, with an average of 7.43 months or 29.7 weeks. This is due to at least 1,500 stays abroad reported to last between 50 and 52 weeks.

Once figures higher than 52 weeks are reduced to that amount, if something can be implied from the result of the calculations it is that the majority of UK students tend to go abroad for the full year, rather than for a semester or a shorter period of time.

Table 12: Length of mobility periods by type of mobility

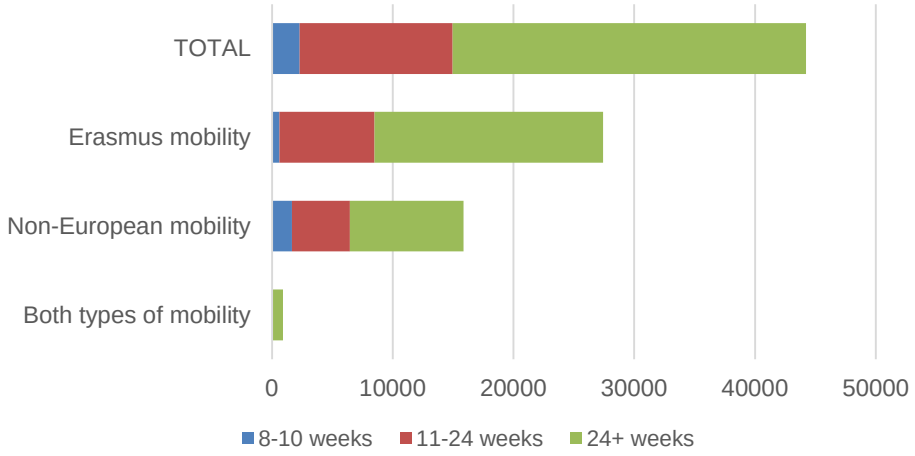


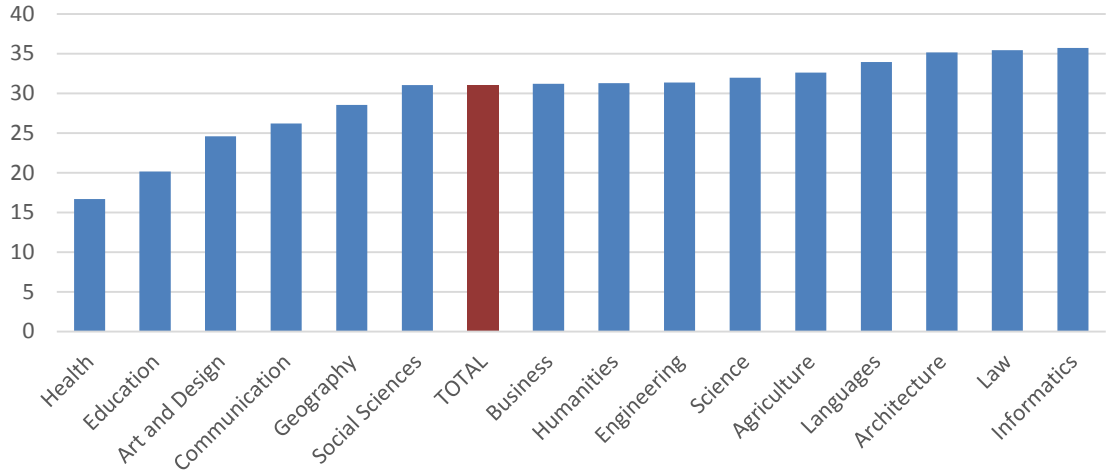
Table 12 shows how a minimum mobility longer than 24 weeks (considered as a full year abroad by HEFCE and other funding authorities) represents 69.6% of the Erasmus students, 59.4% of those going out of Europe and 97.9% of those combining both types of mobility. In summary, 66.2% of the UK mobile students spent more than 24 weeks abroad.

What explains this high percentage of students spending a year abroad? With no doubt, the reduction of fees applying to those from institutions in England, Wales and Northern Ireland has much to do with these figures. Also relevant is the fact that many students have to add a year to their degree to go abroad (or the additional year is part of a 4-year degree) making the stay for a minimum number of months compulsory. In the case of Erasmus in 2013-14, more than 10,000 students were reported as part of this type of mobility, representing 74.4% of the total number of students going to Europe that year. Unfortunately, a change in the reporting requirements in 2014-15 does not enable the figure to be calculated for that year.

'…66.2% of the UK mobile students spent more than 24 weeks abroad…'

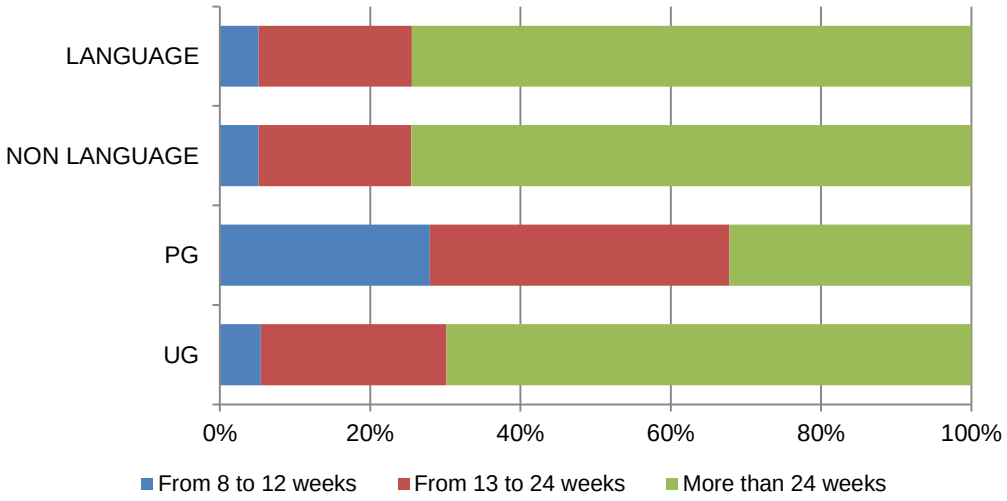
The split in the mobility period in two destinations disguises the average stays in the case of many countries. Despite that, and for those who went to only one country, the percentage of students with stays of 24 or more weeks in Spain was still 75.7%, 75.5% in Ireland, 59.7% in Germany 58.7%, 58.6% in Switzerland and 58.4% in France. But also 70.7% in Japan, 67.4% in Singapore, 62.1% in South Korea, 59.9% in Australia and 59.5% in the United States. As only three of the top 10 countries receiving students for a full year were European, it looks as if the distance is an element to consider for longer stays. However, the cases of Russia (44.3%) and Argentina (42.2%) contradict this assumption and seem to imply that the organisation and objectives of mobility can have as much influence in the length of stay as the location of the host institution.

Table 13: Average stay abroad by areas of study (in weeks)



The situation is completely different when looking at the areas of study. The average stays show large difference of 17 weeks between the lengthiest (Informatics) and the shortest (Health). The table illustrates the influence of courses where an additional year for mobility is the norm in many cases, although the relatively low position of Business is surprising. On the contrary, the short stays for Education, Health and Art and Design are a consequence of the structure of degrees in such areas of study.

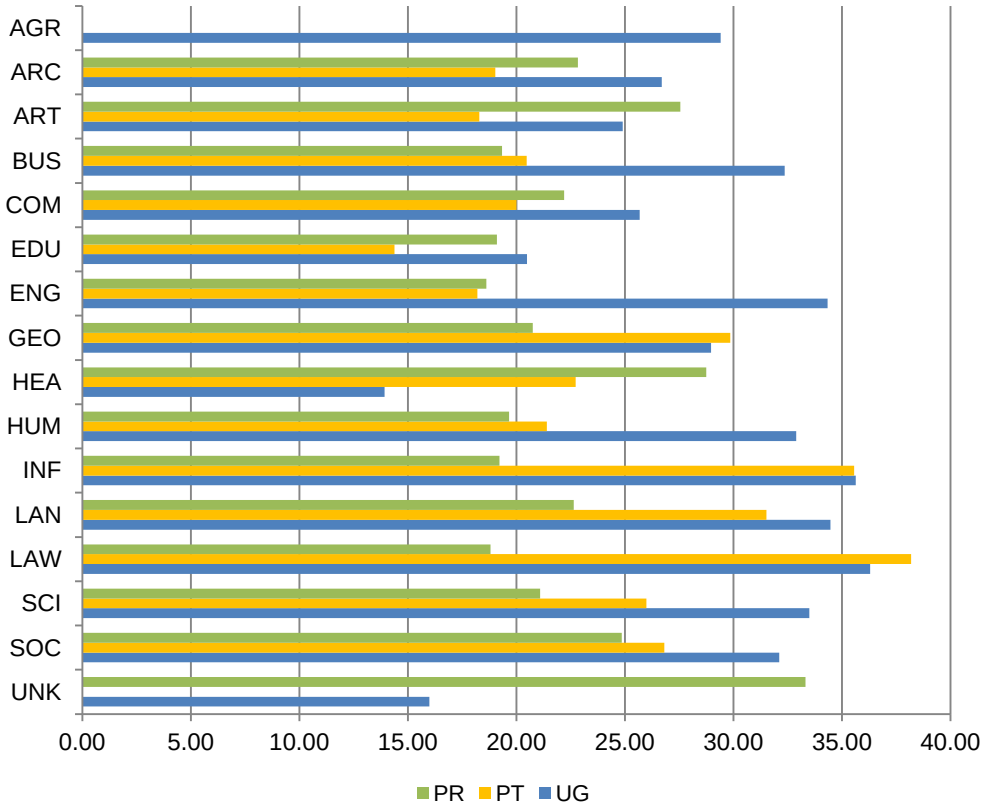
Table 14: Distribution of students according to the type of degree and the level of studies (in % for 2013-14 and 2014-15)



Surprisingly, there is not a substantial difference between the length of stay abroad for students in degrees with or without languages.

Their distribution is almost exactly the same, even if short mobility (from 8 to 12 weeks) is considered. This is not the case when looking at the level of study, as there is a clear difference between undergraduate and postgraduate levels. Their distribution in table 14 shows the opposite trend: a third of undergraduate students go abroad for 24 or less weeks; and also only a third of those from postgraduate courses spend more than 24 weeks abroad.

Table 15: Length of the stay abroad by areas and level of study in 2013-14 and 2014-15 (in weeks)



PR – Postgraduate Research

PT - Postgraduate Taught

UG - Undergraduate

AGR - Agriculture
ARC - Architecture
ART - Art and Design
BUS - Business

COM - Communication
EDU - Education
ENG - Engineering
GEO - Geography, Earth

HEA - Health
HUM - Humanities
INF - Informatics, Maths
LAN - Languages

LAW - Law
SCI - Science
SOC - Social Sciences
UNK - Unknown

Clear differences can be seen between areas and levels of study, as table 15 shows, when compared with table 13. For example, the highest average mobility is for PGT Law students and the lowest for UG Health students.

No areas of study show a consistent distribution between UG, PGT and PGR students. Informatics, the highest average in table 13, shows short stays for PGR students. Only Social Sciences has all levels above 24 weeks on average, whereas Education has none.

The distinction between UG and PG levels in terms of length is very evident in the areas of Business, Engineering, Humanities, Science and Social Sciences, where UG students go abroad for much longer periods. Apart from Informatics, already mentioned, PG students from Geography and Health show higher average stays than the UG ones. Agriculture only sent abroad UG students in the two years analysed.

3.6 TYPE OF MOBILITY AND AREAS OF STUDY

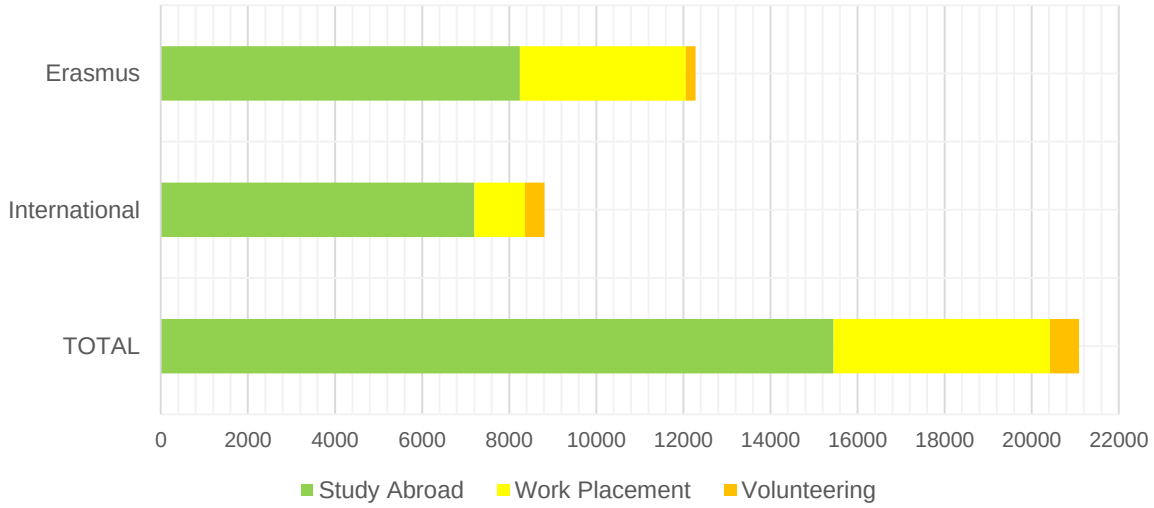
Three types of mobility were included at the HESA return for each of the students going abroad: study periods, work placements and volunteering activities. The correct input of data for this concept represents an invaluable source of detail about student mobility. However, the result is not as illustrative as expected. As an example, there were 5,250 Erasmus work placement periods in 2013-14, but only 4,926 periods were recorded in the HESA return, including those in non-European countries. In total, that means that 1,486 Erasmus work placements were missed.

Missing data may also explain the low levels of volunteering activity. Only 32 institutions reported students involved in this type of mobility and, once those going for less than 8 weeks are left aside, only 25 institutions are still on the list. They totalise 424 volunteers, but 330 of them are from only seven universities, two of them including more than 70 students.

Also significant is the case of one institution with 15 students going to study (not to volunteer) to Europe out of the structure of the Erasmus programme, but reported as volunteers in the HESA return[12].

The consequence of these mistakes in the records is that data from the HESA return can only be used from 2014-15 when more accuracy can be seen in the reports made by the institutions.

Table 16: Distribution of students by type of mobility in HESA (2014-15)

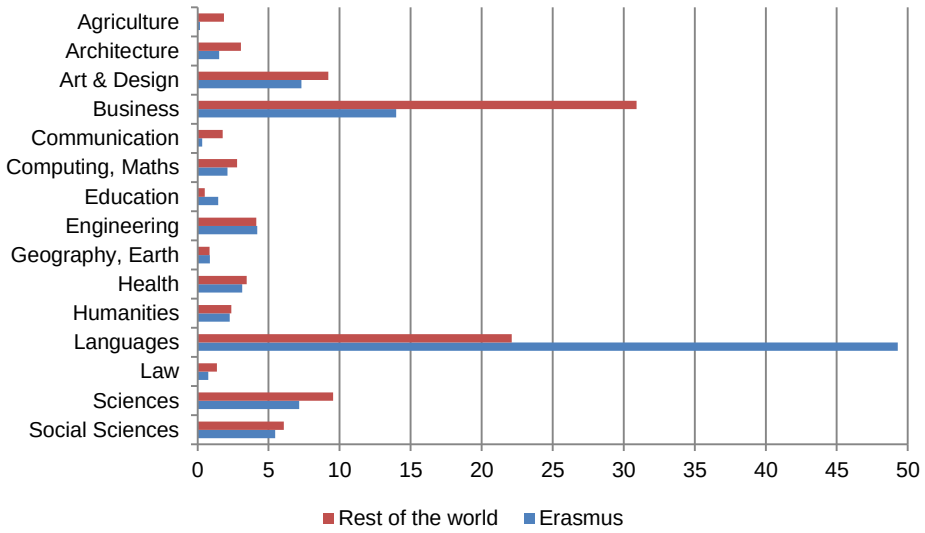


The figures offered by table 16 clearly show the distinction between the Erasmus programme and the rest of student mobility. It is not possible to establish the level of accuracy of volunteering periods, although these might represent a small part of the real mobility. In 2014-15, only 669 were reported (one third to Europe and two thirds to the rest of the world), but still only a minority of institutions included such mobility in the HESA return.

Similarly, with work placements, numbers are higher, but there is no guarantee of the data in that particular year. Over one thousand work placements were reported out of Europe. As a consequence, the data provided by Erasmus represents the most reliable source, as work placement periods are part of the annual Final Report submitted by the institutions.

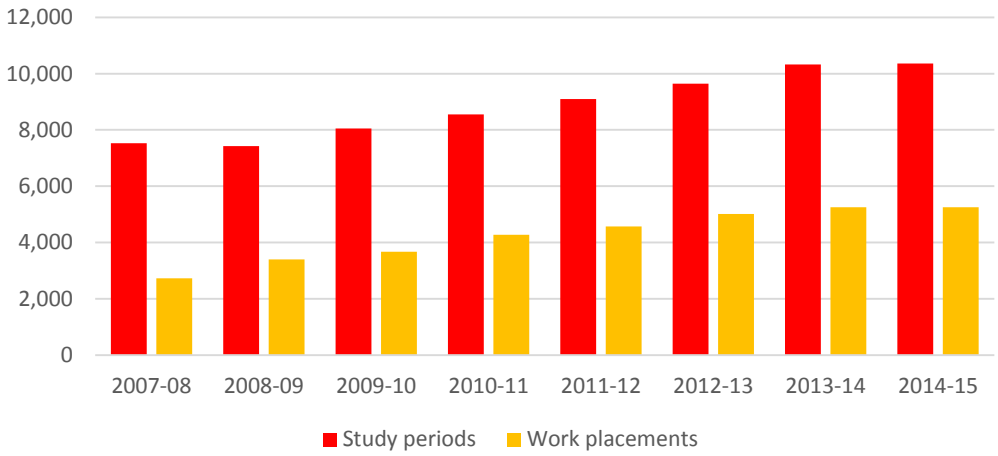
Despite the difficulties to obtain reliable data, table 17 includes the work placements reported in the HESA return for non-European destinations, to compare their percentage by areas of study with the Erasmus data. The comparison shows some interesting results. Languages is not the most represented field in the rest of the world, but Business and, thanks to the proportional decrease in the number of Language students, all the other areas of study show higher percentages in the rest of the world than in Europe.

Table 17: Comparison of the percentage of work placements by areas of study in Europe and the rest of the world in 2014-15



Those students going out of Europe for a work placement in 2014-15 came from 61 different institutions of all types, although 40% of them were from Russell Group universities, 31% from the Post-92, 20% from the Pre-92 and 9% from the other institutions. Their distribution by destination seems to show the inconsistency of the data. A third of students went to the United States, followed by a group of eight countries including China, Hong Kong, Argentina, Canada, Australia, Chile, Brazil and Thailand in that order. All of them together represent another third of work placements, with 52 countries representing the remaining third with very low numbers. The distribution of these countries can only be explained by the Language Assistants working in Latin America, as the position of the countries from that geographical area are clearly over-represented when comparing with the total number of students sent abroad. No detail is offered about the work placements in Asia.

Table 18: Distribution of Erasmus mobility periods by type of mobility (from 2007-08 to 2014-15)



The lack of reliability of non-European data on work placements necessitates the reliance on the Erasmus reports to get a better picture of the types of mobility. Table 18 illustrates the evolution of study periods and work placements in Erasmus since 2007-08, when the latter were introduced in the programme. Considering that the data refers to mobility periods and not students (some students go to two destinations or combine study and work) both types of

mobility grew at a quite different level in these years. The increase was of 1,702 study periods (22.6%) and 2,620 work placements (96.1%). Such increases were modified in 2014-15, when both types of mobility had fewer students due to the decrease of language students.

No data has been made available about Erasmus mobility in Europe for 2014-15, but the United Kingdom was placed in the third position among the European countries for work placements and the seventh position for study periods. This represented the fifth position for total mobility, one better than one year before, mainly thanks to the improvement in the ranking of work placements that were only in fourth position in 2012-13.

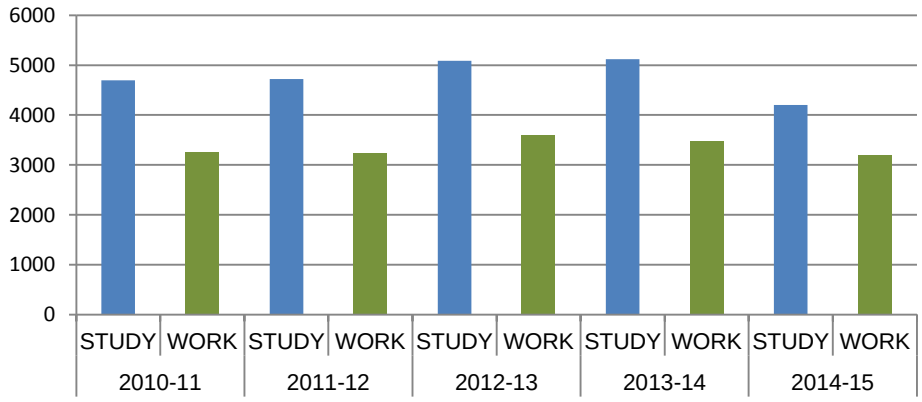
Table 19: Distribution of types of mobility and origin for Erasmus students (in % for 2013-14 and 2014-15)

	Study periods	Work Placements	TOTAL
United Kingdom	49.45	28.94	78.39
Rest of Erasmus countries	12.06	5.53	17.59
International students	3.21	0.81	4.01
TOTAL	64.72	35.28	100.00

The origin of students seems to be quite relevant in the choices made by students, as table 19 shows. Work placements represent 1/3 of the mobility by British students, but only 1/6 for international ones and slightly more than 1/4 for those from the rest of the Erasmus countries. Or, in other words, international and European students seem much more interested in study periods than in work placements and this can also depend on the area of study involved.

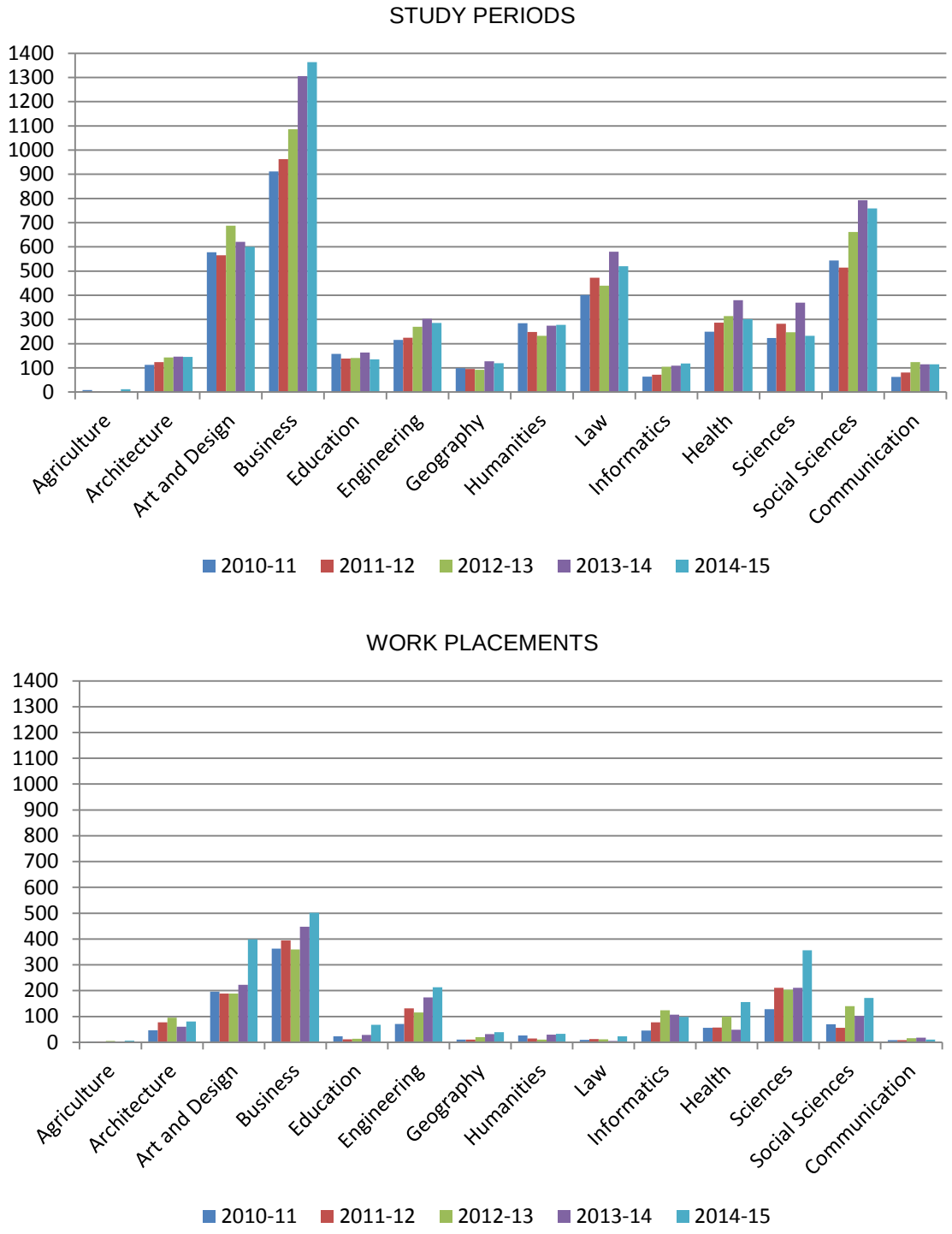
It is well known that Language Assistants represent an important part of the Erasmus work placements in the UK and they mostly come from language courses or other where a foreign language is an important component. Unfortunately, the structure of the Erasmus Final Report does not contain reference to this type of mobility and its influence cannot be considered outside the general group of language students. It is important to bear in mind that a total of 1,733 students were part of such schemes in 2012-13 and also received an Erasmus grant. In addition, students from those courses also were predominant in the total numbers for a good period, although table 20 shows how the growth in the number of language students was stopped in 2014-15 with a decrease in numbers for both study periods and work placements. The consequence was that the Erasmus figures for 2014-15 went back to the levels of the 2010-11academic year.

Table 20: Students from language degrees or degrees with language by type of mobility



The opposite situation can be seen for students from degrees with no languages. Their number has been growing in recent years. Despite this growth, they did not manage to compensate the decrease experienced by language, although they overtook their volume when absolute numbers are considered.

Table 21: Erasmus students from non-language degrees by type of mobility
(from 2010-11 to 2013-14)

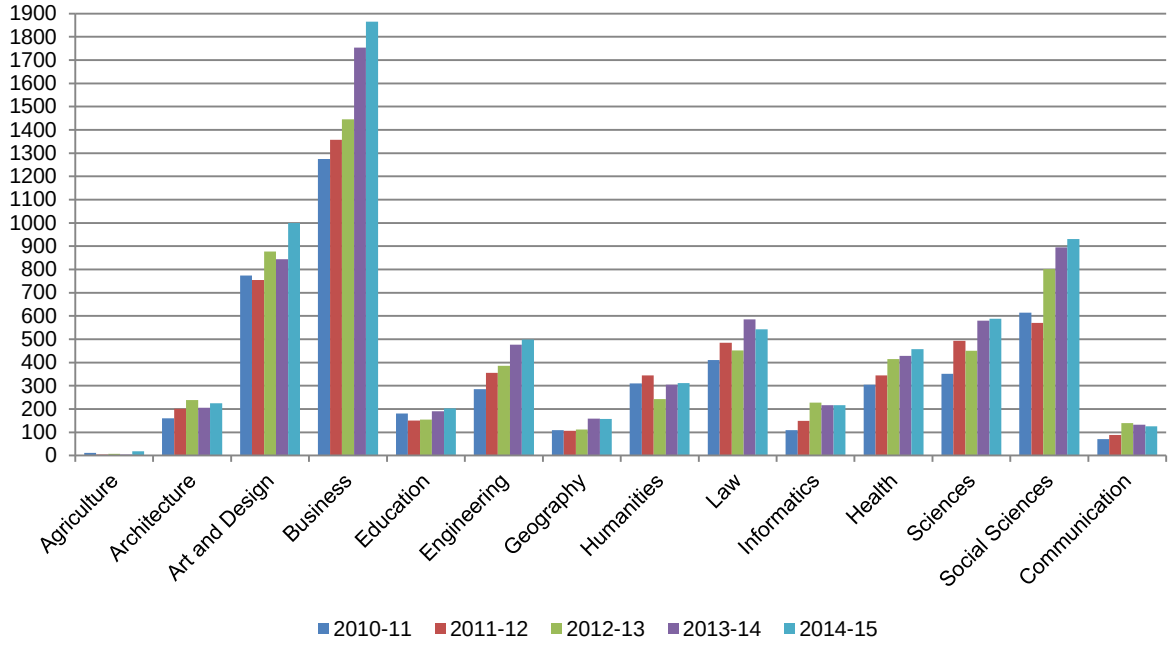


The number of students from courses with no languages grew at different levels for all areas of study with a few exceptions in particular years. In the case of study periods, that evolution has been irregular with continuous growth in Business, Architecture and Informatics, but decreases in the last year in Art and Design, Education, Law, Health, Science and Social Sciences. This is not the case for work placements, where the increase can be seen in almost all areas of study. The combination of both types of study (seen in table 22) shows a general increase in the number of non-language Erasmus. A clear consequence of this evolution is the fact that there were 3.7 students in a study period for

each one in a work placement in 2010-11. The proportion moved to 1.7 to 1 in 2014-15, showing the substantial changes Erasmus student mobility has experienced in recent years.

'…there were 3.7 students in a study period for each one in a work placement in 2010-11. The proportion moved to 1.7 to 1 in 2014-15…'

Table 22: Total non-language students by areas of study (from 2010-11 to 2014-15)



Despite some irregular figures in the last five years, all areas of study experienced a notable growth during that period. In total, 45% more students went abroad from non-language degrees in 2014-15 than in 2010-11. Considering the group of universities, the distribution of the growth shows that the Russell Group and the Post-92 universities have increased their numbers well above the average, as have the other institutions, although with lower figures. However, the Pre-92 universities only managed to increase their mobility numbers by 2% in the same years while those for language students decreased.

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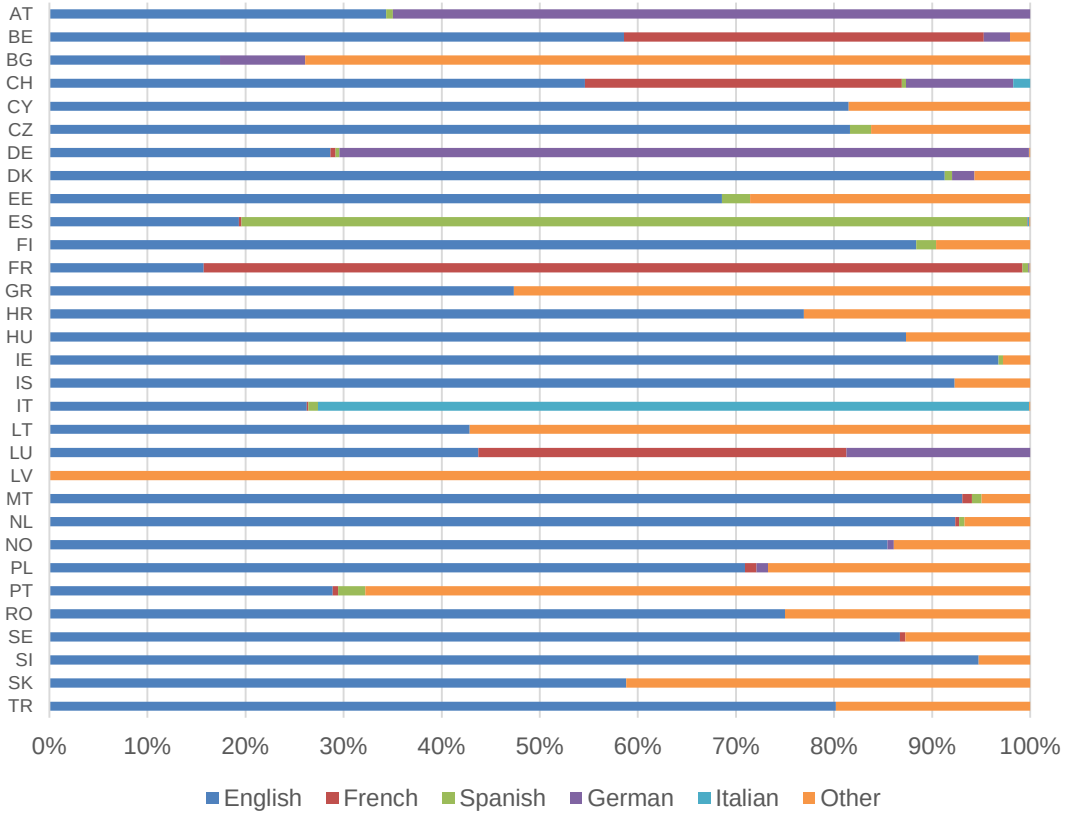
3.7 LANGUAGE OF TUITION

The language of tuition is one of the most important elements to be considered in student mobility. The lack of language skills of UK students has always been considered one of the main obstacles for an increase in numbers. In that context, language students have traditionally represented most participants in the Erasmus programme. As close in time as in 2010-11, they represented almost 60% of the UK student mobility to Europe. But their numbers have been decreasing in recent times due to a lower amount of enrolments on language courses at British universities. Data from HESA[13] shows that the number of first year enrolments in such courses went from 30,120 students in 2009-10 (with mobility likely to happen in 2012-13) to 25,405 in 2014-15 which represents more than a 15% decrease in only five years. The combination of the lack of language skills and fewer language students has an immediate effect on student mobility numbers and the possible destinations for students considering this opportunity.

Unfortunately, the only reliable data about the language of tuition of students abroad is provided by the Erasmus programme, as this is one of the items included in the Final report. Table 23 illustrates the distribution of languages by countries in the years 2013-14 and 2014-15.

Table 23: Language of tuition for Erasmus students by host countries (in % for 2013-14 and 2014-15))



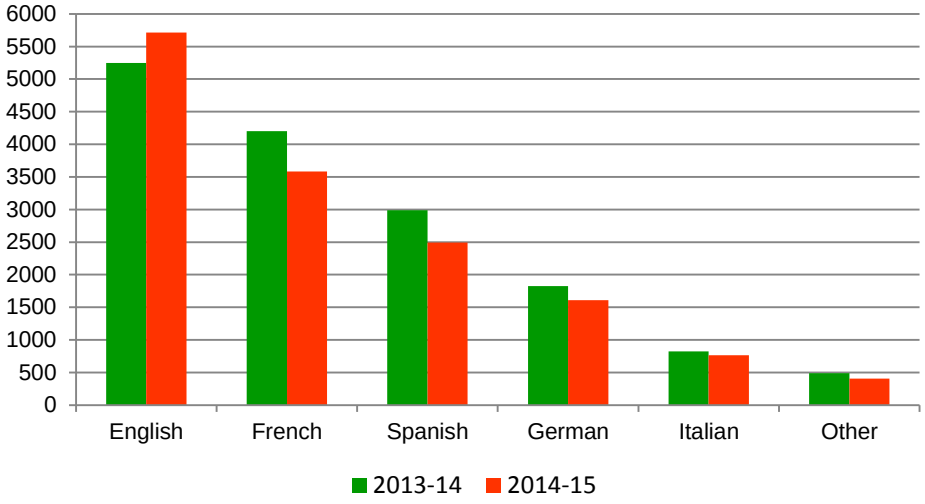
On average, more than a third of UK Erasmus students were taught in English. However, a clear distinction can be made according to the type of degree: only 8% of language students were taught in English abroad, but 64% of those from non-language degrees were. Two elements must be considered when analysing the data provided by table 23: the language of the respective countries and the type of students going to each of them. English is only the official language in Ireland, although other countries such as Malta and Cyprus teach mainly in English for historical reasons and others because of the implementation of a policy decided by their institutions and academic authorities, for example in Denmark, Iceland, the Netherlands, Norway or Sweden. A large offer of courses in English is made available in other universities and countries representing an easier choice for UK students. In the opposite direction, other countries such as France, Germany, Italy and Spain mainly teach in their national languages and represent a logical destination for language students by combining the language and its popularity. Not surprisingly, in the case of all four countries less than 30% of students received tuition in English, as was also the case in Portugal.

'…only 8% of Erasmus language students were taught in English abroad, but 64% of those from non-language degrees were…'

For other countries the situation is more complicated. The number of nationals from that country returning under a mobility scheme can alter the proportion of courses taken in the national language, as happens with Bulgaria and Lithuania, where their citizens represented 80% of the students going there and, to a lesser extent, with Latvia and Romania, where this was the case for half of their student mobility from the UK.

The number of students taking courses in English increased between 2013-14 and 2014-15, in parallel to a decrease in all other major European languages recorded. No distinction is needed between language and non-language students, as all of those languages (French, Spanish, German and Italian) had fewer students in 2014-15, one of the reasons for the lower numbers recorded by Erasmus in that year.

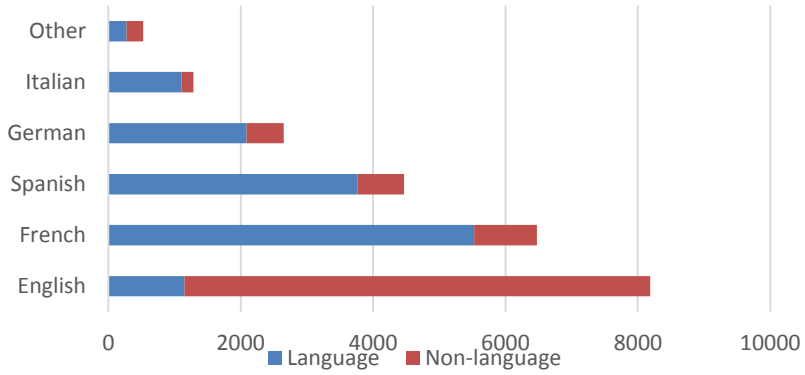
Table 24: Evolution of the language of tuition between 2013-14 and 2014-15



From 2012-13 to 2014-15, the number of Erasmus students following courses in English increased by 39%. The situation for other languages varies, as an irregular growth was recorded in previous years before the fall in 2014-15. This makes the figures for 2013-14 less relevant to find patterns and 2012-13 has been used instead. In absolute numbers, German and Italian still experienced a growth and Spanish and French a decrease when comparing the figures for 2012-13 and 2014-15.

A combination of data between 2013-14 and 2014-15 is shown in table 25 illustrating the increasing role of English as a language of tuition and its importance for students from non-language degrees.

Table 25: Language of tuition of UK Erasmus students according to their type of degree (2013-14 and 2014-15)



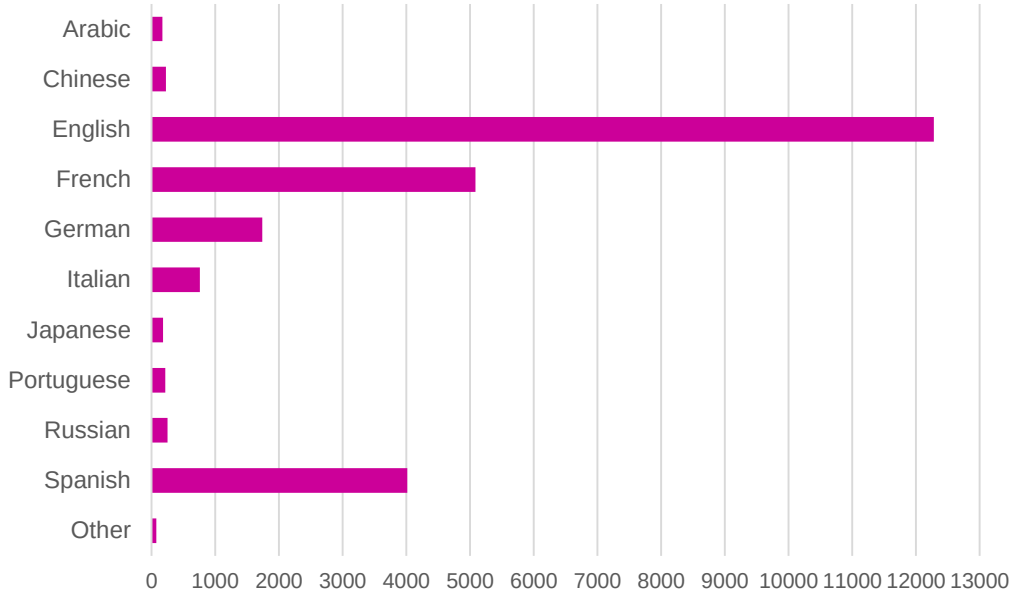
A different issue is attempting to estimate the use of languages in mobility periods out of Europe, as this is based on many assumptions. Some of them would be:

- A student in a Japanese course going to Japan should be taught in that language.
- A student from Russia going to his/her country would be taught in the national language.
- Except for those in French courses in Canada, all students going to the United States, Canada or Australia should be taught in English.
- When no indication of language is provided by the course title, the academic language of the country is used.

All assumptions together allow making a rough estimation on the language of tuition for those students going out of Europe to be added to the

data provided by the Erasmus programme. The result can be seen in Table 26 showing the importance of English and the predominant role of the four other main European languages.

Table 26: Estimation of language of tuition for UK outward mobility in 2014-15



. English is the language used in higher education in many countries, even if it is only one of the official languages. This is the case of Kenya, India or Hong Kong. In many other cases (as seen in Europe) English has been adopted for tuition or the offer in this language is large enough to guarantee one or two semesters of credits.

. Spanish is used in most of Latin America almost exclusively as the language of tuition. While acknowledging that some undocumented tuition in English also exists, all students going to Spanish speaking countries have been allocated to that language.

. French is also the official language of a good number of countries of destination, in addition to part of Canada, which received 48 students in French degrees.

. German was only considered for some (not all) of students going to Germany, Austria or Switzerland, but nowhere else. Similarly, Italian, is only included for students reporting that language in the Erasmus report.

The co-existence of language and non-language students split the numbers in some cases, when some students were taught in the local language, if following a degree on including that language. That is the case for 88% of students going to Russia, 47% to China or 19% to South Korea in Asia, but also in other areas of the world, such as Jordan (91%), Morocco (81%) or Egypt (46%) for Arabic or in Argentina (89%) and Chile (75%) for Spanish, although Mexico (49%) was in between with more non-language students travelling. Also, more than a third of the students going to Brazil were not from language degrees.

As a summary, 82% of students going to non-European destinations were taught in English and only 6.1% in Spanish and 1.1% in French. Languages such as Arabic, Chinese, Japanese or Russian were more relevant than French for this groups of students. However, the influence of languages in Erasmus changes the rankings and place English, French and Spanish as the top-3 languages with the majority of students taught in one of them.

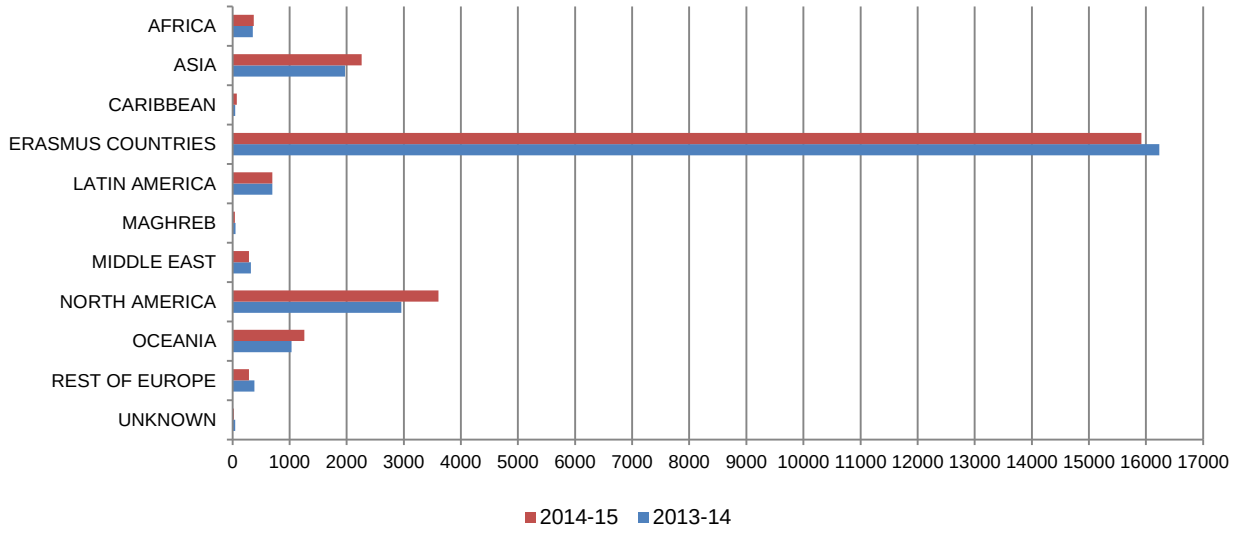
If one looks at the percentage of students in courses taught in English by areas of study, it represents 77.3% in Health, 75.8% in Informatics, 71.4% in Art and Design, 68.4% in Science, 67.4% in Engineering, 64.4% in Social Sciences, 63% in Education or 60.2% in Humanities, but only 58% in Business and 47.4% in Law, where the influence of the degrees with languages is higher.

4. THE DESTINATIONS OF UK STUDENT MOBILITY

The merge of the data provided by the HESA return and the Erasmus report provides a picture of UK student mobility in the years included in this report. As was already said, the HESA data for 2014-15 seems more complete than the one for the previous year. To avoid this inconvenience, both years are treated together to compensate the different levels of accuracy. However, it is necessary to note that the total number of students included do not match the figures mentioned earlier, as when considering the destinations one student could do more than one mobility period in one year and go to different places. Thus, the figures mentioned in this chapter refer to students going to each country and the total will be higher than the actual number of students who went abroad, as mentioned in chapter 2.

Using large geographical areas, table 27 shows the distribution for each of the two years considered.

Table 27: Destination of UK student mobility by geographical areas (2013-14 and 2014-15)



A first view at table 27 shows that, in general, all areas of the world experienced an increase from 2013-14 to 2014-15 except for the Erasmus countries (as has already been seen) and the Middle East. The geographical areas were not always distributed following the division by continents, but according to their affinities and their distribution is as follows:

. **Africa** covers all the countries in that continent except for those included in the Maghreb and Egypt (part of the Middle East.).
. **Asia** does not include the Middle East.
. **Caribbean** refers to the French and English speaking islands and territories in the area.
. The **Erasmus zone** incorporates all countries participating in Erasmus in 2013-14, which means all current EU member states plus Iceland, Liechtenstein, Macedonia, Norway and Turkey. Switzerland was part of the Erasmus programme in 2013-14, but not in 2014-15. Despite this, it has been included in the group to provide coherence to its data.
. **Latin America** groups all Spanish and Portuguese speaking countries in America.
. **Maghreb** includes Morocco, Libya, Tunisia and Algeria.
. **Middle East** covers the geographical area made by Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, United Arab Emirates and Yemen.
. **North America** only includes the United States and Canada.
. **Oceania** is formed by Australia, New Zealand and other small islands and territories.
. **Rest of Europe** counts all European countries not included in the Erasmus zone.
. **Unknown** are the students reported as mobile in the HESA return, but with no destination stated.

The differences between the areas can be seen in table 28, where the main features of mobility are included with the highest figure highlighted in red and the lowest in yellow.

Table 28: Main features of the UK student mobility by main geographical areas of the world (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	90.14	4.01	5.85	51.80	22.40	21.81	3.99	76.88	2.91	15.77	4.44
ERASMUS ZONE	93.69	4.09	2.22	49.73	22.11	23.28	4.88	76.32	3.64	15.19	4.85
NORTH AMERICA	90.69	2.90	6.41	45.07	26.26	25.39	3.28	73.97	2.84	19.08	4.11
ASIA	78.87	4.30	16.83	62.46	20.52	15.38	1.64	82.40	0.41	14.63	2.56
OCEANIA	94.57	2.37	2.16	58.19	18.80	20.90	2.11	80.24	1.23	14.64	3.89
LATIN AMERICA	82.57	3.29	14.14	79.05	14.07	6.73	0.15	87.16	0.54	9.33	2.97
AFRICA	42.61	10.72	46.67	58.34	26.59	13.30	1.77	74.49	0.54	19.54	5.43
MIDDLE EAST	67.16	3.63	29.21	59.74	26.90	10.89	2.47	84.82	0.17	12.87	2.14
CARIBBEAN	85.71	4.76	9.53	55.55	12.70	23.81	7.94	73.02	0.00	11.90	15.08
REST OF EUROPE	92.88	1.39	5.73	90.87	7.28	1.55	0.30	92.26	0.00	7.43	0.31
MAGHREB	74.36	1.71	23.93	67.52	22.22	10.26	0.00	67.52	0.00	32.48	0.00

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	39.79	61.21	70.67	31.06	66.25	30.13	8.29	38.42	16.88	11.07	157
ERASMUS	37.51	62.49	73.42	31.84	69.55	36.98	10.73	47.71	16.63	9.15	148
NORTH AMERICA	44.74	55.26	73.10	29.36	61.11	12.85	2.42	15.27	19.54	13.30	123
ASIA	45.56	54.44	52.29	28.82	56.28	21.15	19.27	40.42	20.18	15.84	104
OCEANIA	41.45	58.55	78.66	30.90	58.46	4.51	1.31	5.82	18.40	13.41	88
LATIN AMERICA	37.39	62.61	73.78	24.93	37.39	55.05	13.23	68.28	8.41	14.37	68
AFRICA	46.81	53.19	49.25	21.56	30.12	7.19	0.81	8.00	7.06	19.67	60
MIDDLE EAST	39.11	60.89	52.31	26.96	53.14	45.87	5.45	51.32	12.38	12.71	54
CARIBBEAN	43.65	56.35	67.46	15.91	19.84	3.17	0.00	3.17	11.90	3.97	32
REST OF EUROPE	41.64	58.36	73.37	26.95	44.89	78.48	7.43	85.91	2.32	8.20	34
MAGHREB	38.46	61.54	64.10	27.47	57.26	79.49	0.85	80.34	4.27	8.55	16

Countries in red: highest percentage Countries in yellow: lowest percentage

The following sections will provide detail about each of these geographical areas and the main countries of destination to discern similarities and differences, considering the weight of mobility for each of them, as the table above does not consider the volume, but the relative value of the figures for each geographical area. There is also a problem of proportions, as it must be noted that for each student sent to the Maghreb there are almost 60 going to North America. And, in turn, for each student going to North America there are almost five going to the Erasmus countries.

A comparison with the estimation made in previous reports will be included in each section to allow checking the validity of both the data offered by the universities (often not including postgraduate students) and that from the HESA return (not recording all mobility in many cases).

4.1 ERASMUS COUNTRIES

One characteristic of Erasmus mobility is the low presence of postgraduate students. This is more visible in the UK where 93.7% of students going to the Erasmus countries were from undergraduate courses. That percentage refers to all students going to those countries but, if only those benefitting from the programme are considered, the actual percentage goes up to 97.7%, as most of those going to Europe out of Erasmus are at postgraduate level. The UK figures do not compare very well with the rest of Europe as, according to the official statistics issued by the European Commission [14], an average of only 67% of Erasmus students came from undergraduate courses in 2013-14 with another 30% following postgraduate courses. Rather than a priority given to the first level, the figures show that the opportunities of mobility at second and third level are very scarce in the UK.

Table 28a: Main features of the UK student mobility to Erasmus countries (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	93.69	4.09	2.22	49.73	22.11	23.28	4.88	76.32	3.64	15.19	4.85
France	95.46	3.58	0.96	59.25	20.96	16.66	3.13	81.58	1.58	12.05	4.79
Spain	97.00	2.32	0.68	49.29	21.67	25.51	3.53	78.79	3.02	12.64	5.55
Germany	92.65	4.26	3.09	53.72	22.12	20.48	3.68	79.35	1.40	13.75	5.50
Italy	93.41	4.24	2.35	56.10	22.46	17.24	4.20	79.46	0.34	12.62	7.58
Netherlands	92.45	5.65	1.90	37.06	19.04	39.10	4.80	74.27	4.01	18.42	3.30
Sweden	93.85	3.69	2.46	47.97	25.22	21.40	5.41	65.81	6.27	23.25	4.67
Belgium	91.75	5.14	3.11	41.14	24.22	23.82	10.88	68.47	7.85	19.62	4.06
Austria	94.92	4.35	0.73	53.41	25.69	13.35	7.55	74.17	3.05	17.27	5.51
Denmark	93.56	5.15	1.29	49.44	20.93	22.87	6.76	67.15	5.15	24.32	3.38
Ireland	92.63	3.68	3.69	46.04	38.49	9.21	6.26	31.31	58.20	7.92	2.57
Switzerland	83.85	7.04	9.11	56.94	20.70	17.81	4.55	75.98	0.83	16.98	6.21
Finland	94.85	2.24	2.91	22.15	25.05	42.73	10.07	63.53	1.34	28.19	6.94
Portugal	92.27	4.80	2.93	68.53	13.33	15.46	2.68	79.74	7.73	12.53	0.00
Czech Rep.	96.76	1.62	1.62	28.65	33.24	28.92	9.19	72.43	0.27	23.78	3.52
Norway	90.38	8.24	1.38	34.62	31.87	20.60	12.91	54.67	1.65	35.99	7.69
Malta	92.61	5.06	2.33	18.68	17.90	55.25	8.17	73.15	5.84	12.06	8.95
Turkey	83.40	2.13	14.47	42.55	25.53	28.94	2.98	87.66	0.43	10.64	1.27
Greece	68.57	19.52	11.91	36.67	36.19	25.71	1.43	74.76	2.38	11.90	10.96
Poland	79.61	11.65	8.74	34.47	24.76	29.13	11.64	66.99	7.28	22.82	2.91
Cyprus	90.96	3.72	5.32	34.04	6.91	43.62	15.43	90.43	2.66	5.32	1.59
Hungary	89.83	8.47	1.70	32.77	10.17	44.63	12.43	66.10	5.08	27.68	1.14
Rest	91.33	2.11	6.56	28.33	24.10	35.94	11.63	75.90	4.86	16.28	2.96

Countries in red: highest percentage Countries in yellow: lowest percentage

When looking at the difference between PG Research and PG Taught courses, the latter are more likely to send students abroad in most of the cases included in table 28a with the only exceptions of Switzerland, Turkey and Cyprus. Almost 72% of students came from Pre-92 universities (including the Russell Group). This was only the average figure, as some features can be seen in the distribution by countries. In general, those countries where language courses and their students show higher numbers tend to have more students from Pre-92 institutions. This is the case for France, Germany, Italy and Portugal, but not for Spain, a popular destination for students from all groups. In other cases, such as Cyprus, Finland

or Malta with lower mobility numbers, more than 40% of students came from post-92 institutions, an effect of the English tuition offered. The Netherlands, with 39% of students from the Post-92 universities is a good example of a country with high level of mobility received from the UK.

A higher percentage of students coming from England (76%) than from Northern Ireland (4%), Scotland (15%) or Wales (5%) `can be seen when looking at all destinations together. When looking at individual countries, English percentages go from 90.4% of those going to Cyprus to only 31% to Ireland, because of the massive mobility there from Northern Ireland. English percentages over 80% of the total can also be seen for Turkey and France, well above the 76% average. As it has just been said, the percentage of students from Northern Ireland going to the Republic of Ireland is very high (58%) and they represent one out of four students going abroad from Northern Ireland. Scotland shows a surprisingly high percentage of students going to Norway (36% of those going to that country from the UK) due to two institutions sending groups of students from the same course. A characteristic of the mobility from Scottish institutions is the low percentage they represent on students sent to Mediterranean countries, all of them under the average contribution to the UK mobility. Wales shows a quite balanced distribution of mobility with only Greece scoring double the average percentage.

Table 28b: Main features of the UK student mobility to Erasmus countries (2013-14 and 2014-15)

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	37.51	62.49	73.42	31.84	69.55	36.98	10.73	47.71	16.63	9.15	148
France	31.56	68.44	78.71	27.58	58.42	55.46	14.75	70.21	14.26	7.30	119
Spain	32.65	67.35	77.71	35.76	75.74	71.90	19.13	91.03	18.48	9.46	125
Germany	44.27	55.73	71.41	30.30	59.68	42.04	11.07	53.11	15.45	8.07	126
Italy	30.55	69.45	75.74	25.35	40.35	56.65	5.18	61.83	9.76	6.16	107
Netherlands	43.73	56.27	72.20	29.13	49.89	5.99	1.86	7.85	20.40	12.37	113
Sweden	46.62	53.38	75.52	27.00	43.79	6.64	2.21	8.85	10.33	14.51	100
Belgium	34.91	65.09	64.95	29.03	48.31	23.82	6.22	30.04	14.75	13.53	101
Austria	34.40	65.60	74.75	25.79	42.96	48.04	6.53	54.57	15.24	3.63	82
Denmark	46.86	53.14	71.98	26.75	42.02	5.31	1.93	7.24	18.52	17.07	89
Ireland	50.83	49.17	72.38	39.48	75.53	3.31	1.10	4.41	30.02	5.52	68
Switzerland	47.00	53.00	63.56	31.43	58.59	22.98	6.00	28.98	14.08	4.55	78
Finland	34.45	65.55	74.94	23.53	34.68	4.47	1.12	5.59	17.00	9.84	88
Portugal	37.07	62.93	74.40	21.63	23.47	59.73	2.13	61.86	6.40	2.93	59
Czech Rep.	51.35	48.65	79.19	26.34	44.05	11.89	0.54	12.43	6.76	13.78	83
Norway	42.86	57.14	71.98	25.12	33.52	7.97	0.27	8.24	11.54	7.14	73
Malta	36.58	63.42	72.37	21.82	32.68	2.72	1.17	3.89	22.96	9.73	54
Turkey	48.09	51.91	57.02	27.38	45.96	11.91	0.43	12.34	13.19	25.96	56
Greece	48.09	51.91	35.24	19.40	22.38	7.14	0.95	8.09	14.29	14.76	56
Poland	42.72	57.28	59.22	23.86	34.95	12.14	3.88	16.02	12.14	29.61	64
Cyprus	41.49	58.51	60.11	21.74	32.98	2.66	0.00	2.66	21.81	8.51	42
Hungary	47.46	52.54	71.19	28.12	45.76	4.52	3.39	7.91	19.21	27.68	47
Rest	49.26	50.74	45.03	26.27	43.97	6.34	3.59	9.93	26.22	8.46	82

Countries in red: highest percentage Countries in yellow: lowest percentage

There is a slight difference in the percentage of female students going to Erasmus countries when comparing with the average for UK mobility (62.5% to 61.2%). This is due to the weight language courses represent. Those countries with fewer language students, such as Czech Republic, the Netherlands, Sweden or Denmark show more gender balance. On the contrary, France, Italy or Spain record percentages above 67% for female students, well above the European figures seen in 3.2.

Also, the percentage of UK citizens going to Europe is higher than the average for total mobility. Despite the effect of those students going to their home countries that can be seen in the last row of table 28b, in most countries the percentage of UK students is above 70% with the highest rates for the Czech Republic, France and Spain and the lowest for Greece, Turkey and Poland.

The effect of lower fees for full year stays abroad can be seen in the high proportion of students spending such a period in one of the Erasmus countries (69.5%), well above the general average stay. In only three cases (Cyprus, Greece and Portugal) the average stay of all students going to those countries would not make them qualify for the fee reduction available to all those spending more than 24 weeks abroad. The combination of more than one destination can make the percentages of those abroad for a full year lower with each mobility period considered separately. Despite that, the cases of Spain and Ireland, where more than 75% of students stay for the full year, look noteworthy.

The areas of study present a distribution that heavily influences the total figures for the UK. If table 27 reported that 38.4% of UK student mobility was made of language students, that percentage is 47.7% in the case of the Erasmus countries. In terms of volume, that represents two thirds of the total mobility. Students from Language and/or Business, if counted together, represent very high percentages in the case of some countries, such as Spain (90.4% of students going to that country)[15], France (70%) and Italy and Portugal (66%).

As might be expected, a high number of institutions send students to the Erasmus countries, although it is worth mentioning that nine did not do so at all. It is also worth looking at the main institutional destinations of students, as can be seen in Annex 3, which shows that 40 institutions received more than 100 students between the two years and those five receiving most were from Spain or France.

4.2 NORTH AMERICA

Table 29: Main features of the UK student mobility to North America (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	90.69	2.90	6.41	45.07	26.26	25.39	3.28	73.97	2.84	19.08	4.11
United States	89.52	2.91	7.57	41.35	24.89	29.61	4.15	76.04	3.53	16.35	4.08
Canada	93.78	2.86	3.36	54.88	29.88	14.24	1.00	68.50	1.01	26.29	4.20

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	44.74	55.26	73.10	29.36	61.11	12.85	2.42	15.27	19.54	13.30	123
United States	45.32	54.68	71.13	29.35	59.50	12.31	2.34	14.65	20.54	12.73	122
Canada	43.22	56.78	78.31	29.39	65.36	13.17	2.63	15.80	16.93	14.80	92

The United States and Canada represent two of the most popular destinations for UK students and this has been the case for a number of years. Especially in the case of the United States, one wonders how the numbers would be if two current 'hurdles' were removed, i.e. the same opportunities were offered to students as if they were going to European destinations and if there was less need to achieve reciprocity from the US institutions. Considering the two years analysed in this report, the United States managed to overtake Germany as the third most popular destination and Canada kept its seventh position. Thus, these are two of the more important destinations for UK outward student mobility.

What type of students go to North America? The majority are from UG courses (over 90%), mainly from the Russell Group or Pre-92 universities (71%) and from England or Scotland (93% together). But that would be a simplification. Canada is not the same as the United States and their characteristics can be quite different.

The United States has experienced an increase of 20% between 2013-14 and 2014-15 that cannot only due to the effect of higher interest or more opportunities. A total of 72 institutions reported more students going to the US in 2014-15 than in 2013-14. But in 9 cases, the difference was of more than 20 students, possibly because the report made to HESA was more accurate. 11 other institutions reported mobility in 2014-15, but not the year before. Therefore, ten more institutions sent more than 20 students to the USA in 2014-15 than the year before.

A survey was made to the UK universities asking for the number of students sent to non-European destinations in 2013-14[16]. The result shows about 800 more students sent to the US and 200 to Canada than reported to HESA. However, in order to keep the coherence of the data and the same level of information for all students, the results of the survey have not been considered this time. But, what is the difference between 2013-14 and 2014-15? In relative terms, the latter includes 24% more students going to the US and 17% more to Canada; indicting that there has been an actual increase in student numbers and not just an improvement in accuracy of reporting the data.

The importance of the number of institutions reporting comes from the fact than many institutions send large cohorts of students to the US and Canada. 54 institutions sent 15 or more students to the US in 2013-14, but 60 did it a year later. In the case of Canada, these were 19 and 25 respectively. And this represents a large number of students. A change in the reporting policy to include more students than before represents an important increase in numbers. The consequence of all factors was an increase in the average number of students sent that went from 19.2 to 23.3 per UK institution for the United States and from 10.4 to 12 for Canada. An important number of students to add to the list.

Not surprisingly, the number of students going to the US from Pre-92 institutions (including the Russell Group) is much higher than for the rest. The average for each institution went from 25 to 31.5 students in only one year, although it is important to note that two institutions did not report any student in 2013-14 but 22 the year after. The numbers for the rest of institutions are much smaller, although they also grew: the Post-92 universities went from an average of 15.4 to 19.1 per institution. The rest ('others group') went from 7.1 to 8.4, although in one case mobility went from 3 to 49 students in only one year. Again, an example of change in the reporting policy, as such an increase in one single year would not be credible.

One field of study that it is assumed should easily recruit outgoing students is American studies. Unfortunately, their number seems to have decreased in recent years, but still represent an important number to consider. Disregarding fields such as American Law or Business, figures went from about 400 students in 2012-13 to 203 in 2013-14 and only 191 in 2014-15. This means that other areas of study, not directly linked to American studies, are the origin of more students going to the United States or Canada.

4.3 ASIA

The largest continent of the world presents very different realities and a variety of destinations for UK students. Without considering the Middle East (reported as a separate area), several groups can be established to define the mobility towards the Asian continent: countries where language students represent more than a third of outgoing students (China, Japan); others where Business is the main area (South Korea, Hong Kong) or English is the main language of

tuition (Singapore, Hong Kong, Malaysia). Finally, India mixes developed and developing activities showing high percentages in areas such as Health and Education.

Table 30: Main features of the UK student mobility to Asia (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	78.87	4.30	16.83	62.46	20.52	15.38	1.64	82.40	0.41	14.63	2.56
China	81.72	4.81	13.47	66.35	14.33	17.25	2.07	82.75	1.04	15.65	0.56
Hong Kong	94.37	3.38	1.25	63.38	24.51	10.28	1.83	83.10	0.56	12.82	3.52
Japan	89.16	1.78	9.06	57.44	17.64	22.49	2.43	86.41	0.00	8.90	4.69
Singapore	85.53	4.75	9.72	71.27	22.89	5.62	0.22	75.81	0.00	23.76	0.43
Malaysia	81.48	4.53	13.99	76.13	17.28	5.76	0.83	86.83	0.00	9.05	5.15
South Korea	87.22	0.44	12.34	40.97	23.35	34.36	1.32	91.19	0.00	7.05	1.76
India	37.50	5.17	57.33	58.62	30.60	8.19	2.59	81.03	0.43	15.95	2.59
Thailand	62.50	4.41	33.09	36.03	29.41	31.62	2.94	90.44	0.00	7.35	2.21
Rest	48.25	8.86	42.89	63.64	21.45	14.45	0.56	73.43	0.23	21.91	4.43

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	45.56	54.44	52.29	28.82	56.28	21.15	19.27	40.42	20.18	15.84	103
China	44.77	55.23	51.08	29.93	57.87	35.82	7.35	43.17	20.45	12.44	74
Hong Kong	50.42	49.58	54.79	28.79	58.17	4.93	1.27	6.20	33.52	21.55	69
Japan	40.45	59.55	59.87	32.39	70.71	50.32	12.30	62.62	11.97	10.52	55
Singapore	57.23	42.77	53.56	32.92	67.39	3.02	0.22	3.24	20.73	11.02	45
Malaysia	43.21	56.79	55.14	26.23	46.50	1.65	2.47	4.12	14.40	14.81	35
South Korea	45.37	54.63	59.91	30.11	62.11	20.70	0.44	21.14	40.09	14.98	40
India	41.38	58.62	32.33	22.71	35.34	6.90	1.29	8.19	8.19	19.40	41
Thailand	32.35	67.65	50.00	20.42	31.62	16.91	1.47	18.38	18.38	19.12	34
Rest	41.72	58.28	46.39	23.78	39.62	9.79	2.56	10.35	8.86	26.57	56

Countries in red: highest percentage Countries in yellow: lowest percentage

Students going to Asia do not follow a clear pattern, as it depends on their destination. In general, most of them are undergraduate, especially those going to the six top destinations (China, Hong Kong, Japan, Singapore, Malaysia and South Korea in decreasing order), but those going to India or countries in the south-east of the continent are more likely to be postgraduate. Their university group of origin also varies depending on the destination: the Russell Group brings the majority in most of countries, the Pre-92 universities mixes the classical destinations (Hong Kong, Singapore) with new alternatives (India, Thailand), the Post-92 universities concentrate on South Korea, Japan and Thailand and the other institutions show quite marginal figures. As for the UK countries, England represents at least 75% of students going to the main countries. Scotland almost completes the total, as the percentage of Northern Ireland and Wales is not significant and well below the usual standard.

The distribution by gender shows one of the lowest proportions of female students, as they are only above 60% of students in the case of Thailand, with an extreme in Singapore, where male students represent a clear majority.

One of the characteristics of the mobility towards Asia is the low number of UK citizens involved, representing only 52% of the total with Thailand and India as the lowest percentages.

Language is an important element for some of these countries, especially in China and Japan. It is characteristic for the latter that groups of students from the same institution go there as part of their degree. Twelve institutions sent 10 or more students to that country in 2014-15, two more than the previous year. The opposite happens with South Korea, where 36 institutions sent only 125 students in 2014-15 with 20 of them sending only one or two students.

Business and Social Sciences are quite popular fields of study for some of the countries with more than half of the students in the cases of South Korea and Hong Kong and a minimum of 22% in all main countries, well above the average percentages for these areas of study in most countries in other areas of the world.

India represents an exception to the rest of the continent. Business and Social Sciences together represent 28% of mobility, but Education and Health reach 22%, Humanities 15% and Languages only 8%, including those students with languages as only part of their degrees. A total of 41 institutions sent students to the sub-continent, but the numbers were low, as only two institutions sent more than 10 students in the same year.

4.4 OCEANIA

Australia, and to a lesser extent New Zealand, represent an ideal destination for many students from British institutions. Their numbers increase every year (18% for Australia, 40% for New Zealand) and only the need for bilateral agreements with universities in these countries seems to be able to limit the growth of mobility.

Two characteristics basically describe the student mobility towards these two countries and the rest of the geographical area: total preponderance of undergraduate courses as an origin and the highest rate of British nationals involved in mobility.

Table 31: Main features of the UK student mobility to Oceania (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	94.57	2.37	2.16	58.19	18.80	20.90	2.11	80.24	1.23	14.64	3.89
Australia	95.26	2.45	2.29	57.40	18.20	22.94	1.46	82.48	0.83	13.82	2.87
New Zealand	93.36	2.33	4.31	57.81	23.26	12.29	6.64	72.76	3.99	19.27	96.02
Rest	79.37	0.00	20.63	84.13	15.87	0.00	0.00	47.62	0.00	17.46	34.92

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	41.45	58.55	78.66	30.90	58.46	4.51	1.31	5.82	18.40	13.41	88
Australia	40.77	59.23	78.42	31.43	59.91	4.64	1.46	6.10	20.65	13.92	88
New Zealand	45.51	54.49	80.40	31.12	58.14	4.65	0.66	5.31	7.97	9.30	53
Rest	42.86	57.14	77.78	13.67	15.87	0.00	0.00	0.00	0.00	17.46	12

The growth in numbers between 2013-14 and 2014-15 follows the trend shown in previous reports. Australia almost doubled the number of students between 2007-08 and 2012-13 and New Zealand increased numbers by 50% in the same period[17]. As said before, the percentage of undergraduate students going to Australia or New Zealand is one of the highest of all UK outward mobility, although the distribution by groups of universities is quite biased towards the Pre-92 institutions (including the Russell Group) which represent 76% of students going to Australia and 81% of those going to New Zealand. The Post-92 universities represent almost a quarter of those going to Australia, but a much lower percentage for New Zealand. The UK countries are represented in percentages quite similar to the national average.

The proportion of British students going to Oceania is clearly the highest of the world geographical areas, with also one of the highest percentage of students spending the full year in this mobility. However, the distribution of the students according to the areas of study shows some peculiarities. For obvious reasons, languages are not important in the number of students sent. In fact, combining Australia and New Zealand, Business is the most popular area, followed by Science, Social Sciences, Geography and Engineering. However, the figures show a variety of areas without clear predominance for any of them. Business represents 19% of the total, but adding the other four areas mentioned together only gives 63% of the total is reached. Science and Geography show a high percentage compared to other areas of the world.

Despite the popularity of Australia and New Zealand, not many institutions are sending students there. Only 88 to Australia and 53 to New Zealand were registered when the total figures would suggest more institutions involved. As an example, the mobility to Canada is lower than that to Australia, but includes students from four more institutions than Australia.

4.5 LATIN AMERICA

Latin America is not one of most popular areas of the world for UK students. Traditionally, it has been considered as a destination for language students in Spanish or Portuguese with low expectations for other areas of study. However, this has changed in recent years and language while still the main supplier, is not the only one. More than a thousand students went to Latin America between 2013-14 and 2014-15, showing an increasing interest for the area.

Two main levels of study can be seen among those going to Latin America. A high percentage of undergraduate students are accompanied by a quite sizeable number of PG Research students, mainly going to Brazil, Mexico and Colombia. However, it is important to note that half of PG students were nationals of the area, something that does not happen at UG level, where the presence of nationals is much lower.

The still important influence of languages and PG students makes Latin America a destination mainly for students from the Russell Group and the Pre-92 universities. They represent 93% of the total with very high percentages in some countries, such as Brazil (97%), Colombia (96%), Argentina, Chile and Peru (93%). Only Mexico receives a significant number of students from the other groups, mainly from the Post-92 universities, which are also starting to send students to Chile in noticeable volumes.

In terms of gender, Latin America shows the highest percentage of women of all the geographical areas. This is due to the high percentage of language students involved. They represent 72% of the female students going to Latin America. For the same reason, the percentage of UK students going to this area is one of the highest, 3% above the average mobility. Also relevant is to consider the number of those travelling under the British Council Language Assistants scheme who are required to have English as their mother tongue. However, stays tend to be shorter than in other areas of the world, especially for those students who are not from language courses.

The numbers for Social Sciences degrees are greater than those for Business in number of mobility periods, an exception to the usual distribution by areas of study. Almost half of the areas of study considered (Agriculture, Architecture, Art and Design, Communication, Education, Informatics and Law) have so few numbers that none of them reached 1% of the student mobility towards Latin America. On the contrary, Health and Education had higher percentages than in other areas of the world.

Table 32: Main features of the UK student mobility to Latin America (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	82.57	3.29	14.14	79.05	14.07	6.73	0.15	87.16	0.54	9.33	2.97
Argentina	94.61	1.96	3.43	84.80	9.80	6.40	0.00	87.75	0.98	9.31	1.96
Mexico	79.11	3.11	17.78	66.67	20.89	12.44	0.00	84.00	0.44	12.00	13.56
Chile	83.91	2.17	13.92	76.09	16.52	7.39	0.00	88.26	0.43	11.31	0.00
Brazil	77.46	4.69	17.85	88.26	8.92	2.82	0.00	89.67	0.94	8.92	0.47
Peru	85.29	3.92	10.79	77.45	15.69	6.86	0.00	72.55	0.00	14.71	12.74
Colombia	77.67	4.85	17.48	84.47	11.65	3.88	0.00	93.20	0.00	4.85	1.95
Rest	81.74	3.65	14.61	79.00	13.70	6.85	0.45	89.95	0.46	4.57	5.02

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	37.39	62.61	73.78	24.93	37.39	55.05	13.23	68.28	8.41	14.37	66
Argentina	43.14	56.86	85.29	25.50	42.16	67.16	19.61	86.77	6.86	8.82	35
Mexico	34.22	65.78	70.22	27.97	50.22	46.67	9.33	56.00	12.44	18.67	47
Chile	37.83	62.17	67.39	27.93	44.35	53.48	23.48	76.96	17.39	13.91	36
Brazil	37.56	62.44	73.71	22.56	29.58	61.03	3.76	64.79	6.10	13.62	37
Peru	36.27	63.73	78.43	19.60	18.63	50.00	9.80	59.80	6.86	12.75	28
Colombia	33.98	66.02	69.90	24.02	31.07	59.22	10.68	69.90	0.00	19.42	25
Rest	37.44	62.56	74.89	23.71	32.88	50.68	13.24	63.92	3.20	15.53	43

Countries in red: highest percentage Countries in yellow: lowest percentage

Considering that only 20 Latin American countries received students from the UK in 2013-14 and/or 2014-15, the distribution of those mobility periods is quite revealing. Out of the 66 institutions sending students to the area, 36 send them to four or more countries. At least half of the area (10 or more countries) was covered by 14 institutions. This means that the number of students sent to each of the countries was low. In fact, only 10 institutions sent more than 10 students to the same country in 2014-15. Unfortunately, we do not know whether they were going to the same institution or not, but it shows the fragmentation of mobility between countries and universities.

4.6 AFRICA

Africa can be considered as an exception within the destinations for UK students. It represents the highest percentage of postgraduate (both Taught and Research), male and Social Sciences students of all the geographical areas considered. The percentage of undergraduate students is below 50% in all countries included in table 33, except for South Africa and Tanzania. It also features a high percentage of African students (26% of the total mobility) going back to their own countries or, at least, to the continent and those students are mostly from PG courses.

Table 33: Main features of the UK student mobility to Africa (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	42.61	10.72	46.67	58.34	26.59	13.30	1.77	74.49	0.54	19.54	5.43
South Africa	58.67	13.33	28.00	59.33	18.67	20.67	1.33	73.33	0.00	20.00	6.67
Kenya	28.57	13.10	58.33	64.29	23.81	10.71	1.19	73.81	0.00	19.05	7.14
Nigeria	18.75	10.94	70.31	45.31	32.81	21.88	0.00	75.00	0.00	25.00	0.00
Tanzania	50.00	16.13	33.87	35.48	46.77	14.52	3.23	70.97	0.00	19.35	9.68
Uganda	42.11	10.53	47.36	68.42	26.32	3.51	1.75	75.44	1.75	15.79	7.02
Ghana	44.83	10.34	44.83	56.90	29.31	13.79	0.00	77.59	0.00	20.69	1.72
Malawi	44.23	11.54	43.23	73.08	25.00	1.92	0.00	53.85	0.00	40.38	5.77
Rest	39.30	9.61	51.09	52.84	32.31	10.92	3.93	78.60	1.31	13.54	6.55

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	46.81	53.19	49.25	21.56	30.12	7.19	0.81	8.00	7.06	19.67	60
South Africa	49.33	50.67	62.67	22.13	34.00	5.33	1.33	6.66	9.33	21.33	35
Kenya	38.10	61.90	52.38	18.81	23.81	8.33	0.00	8.33	5.95	21.43	24
Nigeria	60.94	39.06	9.38	23.14	34.38	3.13	0.00	3.13	15.62	10.94	21
Tanzania	32.26	67.74	61.29	17.55	24.19	17.74	0.00	17.74	0.00	4.84	18
Uganda	49.12	50.88	49.12	16.95	17.54	3.51	0.00	3.51	3.51	21.05	18
Ghana	51.72	48.26	29.31	22.52	25.86	6.90	0.00	6.90	12.07	18.97	21
Malawi	38.46	61.54	59.61	21.96	30.77	9.62	0.00	9.62	3.85	9.62	16
Rest	42.36	57.64	50.66	21.18	29.69	9.61	0.87	10.48	3.06	26.20	35

Countries in red: highest percentage Countries in yellow: lowest percentage

The institutional origin of students shows a variety of situations. Although the majority of students (85%) come from the Pre-92 institutions (including the Russell Group) the percentages vary depending on the country. They go from 98% of Pre-92 students in Malawi to 79% in South Africa. On the other hand, high values in the Russell Group do not necessarily imply the same for the Pre-92 institutions and vice-versa, as happens in South Africa or Tanzania. The highest percentages for Post-92 universities are in South Africa and Nigeria, whereas the other institutions show insignificant figures in all countries.

The disparity of destinations can also be seen when looking at the UK country of origin of the institutions sending students. Some of the percentages shown in table 33 are well above ordinary values. As examples, Northern Ireland records its highest percentage in Uganda, Scotland represents 40% of the students going to Malawi and 25% of those going to South Africa or Nigeria and also 10% of the students going to Tanzania are from Wales.

Both the low level of undergraduate students and the variety of destinations suggests that there are no proper exchange schemes in place for African countries and institutions. Only South Africa can be considered as an exchange partner, as the distribution by areas of study will show later.

Disparities can also be seen in the distribution by gender. The average percentage for the

continent is the highest in all geographical areas for male students, reaching 47%. But this is only the average figure, as those by countries go from only 38% in Kenya and Malawi to 61% in Nigeria. The reasons for these wide differences can be political (as the current situation in Nigeria) or academic (the majority of students going to one country from degrees where the gender distribution is clearly biased). For example, despite a surprising 50-50 split for Engineering and Education, there is only 42% male students in Health and a similar percentage in Languages. But 59% of students from Humanities and 80% from Agriculture are male. As can be seen, the distribution is also irregular when looking at the countries of destination, which implies that the main factor for the distribution between genders could be the combination of courses and destinations, rather than considering only one of them on its own.

The percentage of UK nationals going to Africa is the lowest when compared with the other geographical areas. 39% of them were from Health courses and 17% from Science, but the rest was scattered within the different areas of study. Non-UK students going to Africa were even more widely distributed by areas, as only Social Sciences (24%) and Health (18%) reached 10% of the total.

The distribution of students among the areas of study does not follow the average for UK student mobility. Apart from Health (with a percentage 23% higher in Africa), the other areas increasing their share are Social Sciences (7.6%), Science (2.9%), Geography (2.8%), Agriculture (1.7%) and Education (0.4%). At the opposite end, Languages represents 23% fewer students, Business (9.8%), Art and Design (5.3%) and Law (3.4%). The rest of areas of study show a similar percentage to that at national level.

Although 39 countries are included in this geographical area, only 12 UK institutions sent students to 10 or more countries and 10 others to between 4 and 9 countries. As with Latin America, mobility is spread among institutions and countries. Only in 7 cases did an institution send more than 10 students to the same country in the two years analysed. And three of these cases are from the same institution.

4.7 MIDDLE EAST

The distribution of students going to the Middle East presents some peculiarities, making the area distinctive. The influence of the political situation produces fluctuations visible in the number of students going to one country or another. In fact, 11 out of the 15 countries in the area received fewer students in 2014-15 than the year before. In addition, the area also recorded a high level of students returning to their home or neighbouring country, as one out of five were in that situation. In terms of volume of mobility, only Jordan and Egypt showed considerable levels of mobility, despite the latter reducing numbers in the second year. After them, only Saudi Arabia, Israel and Palestine represented more to than 40 students sent between the two years.

The Middle East was the second area of the world in terms of receiving fewer UG students and, consequently, was also the second with more PG Research students. Those at UG level went mainly to Jordan (43.7%), United Arab Emirates (13.3%) and Egypt (9.6%), but the PG students showed different distribution with 23.6% of them going to Egypt, 19.6% to Saudi Arabia and 11.6% to Israel. It is important to note that Saudi Arabia was the country of the world receiving more of their own nationals which, in the case of PG courses, represented 89.7% of the total.

A disparity in destinations per levels of study also implied different origin when considering the groups of institutions. On average, the Russell Group and Pre-92 universities represented a strong majority with almost 77% of the student mobility to the area. But the result of the analysis by countries is not that clear. The two groups together represent more than 95% of students going to Jordan and Egypt, but only 40% of those going to the Emirates, where Post-92 universities and the other institutions had their highest percentages. Similarly, the UK origin is confused with the usual preponderance of students from English institutions, but also high percentages of those going to the Emirates and Saudi Arabia from Scotland, high percentage of students from Wales going to Egypt or students from institutions in Northern Ireland going only to the Emirates in the entire Middle East.

Table 34: Main features of the UK student mobility to the Middle East (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	67.16	3.63	29.21	59.74	26.90	10.89	2.47	84.82	0.17	12.87	2.14
Jordan	95.70	1.08	3.22	76.34	20.43	3.23	0.00	93.55	0.00	5.91	0.54
Egypt	45.35	5.81	48.84	54.65	41.86	3.49	0.00	76.74	0.00	13.95	9.31
U A Emirates	78.26	7.25	14.49	24.64	15.94	42.03	17.39	81.16	1.45	17.39	0.00
Israel	58.49	5.66	35.85	71.70	16.98	5.66	5.66	90.57	0.00	7.55	1.88
Saudi Arabia	26.42	3.77	69.81	58.49	28.30	13.21	0.00	79.25	0.00	20.75	0.00
Rest	55.81	1.55	42.64	51.94	38.76	9.30	0.00	82.17	0.00	15.50	2.35

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	39.11	60.89	52.31	26.96	53.14	45.87	5.45	51.32	12.38	12.71	54
Jordan	32.80	67.20	77.96	30.80	70.97	85.48	6.99	92.47	3.76	3.76	14
Egypt	38.37	61.63	46.51	26.73	51.16	45.35	8.14	53.49	3.49	23.26	15
U A Emirates	46.38	53.62	5.62	30.49	53.62	2.90	0.00	2.90	55.07	5.80	29
Israel	37.74	62.26	49.06	23.02	41.51	28.30	3.77	32.07	0.00	28.30	17
Saudi Arabia	43.40	56.60	9.43	18.57	16.98	5.66	0.00	5.66	24.53	5.66	17
Rest	41.08	58.92	40.31	24.31	48.06	38.76	6.20	44.96	6.98	21.71	30

Countries in red: highest percentage Countries in yellow: lowest percentage

Gender issues are a bit more balanced than others with consistent majority of female students where the highest percentage was shown in Jordan and the lowest in the Emirates. This can be a consequence of the fields of study from which students went abroad. There was a high percentage (46%) of those going to the Middle East coming from language courses. They did not represent similar proportions in all countries. They were 85.5% of the total going to Jordan, but less than 10% in the Emirates and Saudi Arabia. In that sense, it can be said that Jordan (with 31% of the mobility to the area) conditions the average results, as 55% of the language students went to that country. Logically, the same happened with the gender, as 64% of language students were female, but only 58% in the rest of the areas of study.

The Middle East is not a popular student destination for UK nationals representing only 52% of those going to the area. And within this group, 70% were language students. Those UK students going to the Emirates and Saudi Arabia represented less than 10% of the total for those countries.

Apart from languages, Business was the only field of study with significant presence in the area, although that was the case for the Emirates and Saudi Arabia, but not for the rest of the countries. The same happened with Social Sciences, relevant in Egypt and Israel but with not much presence in the other countries.

Those characteristics described show that there is not a proper exchange culture with the countries in the Middle East and those institutions involved have not created a routine of exchanges with the area yet. So far, it is more an issue of individual initiatives and students going to their home countries than a proper destination, especially for UK citizens, less likely to go to this area of the world than to others.

4.8 REST OF EUROPE

The European countries not included in the Erasmus programme represent marginal student mobility apart from the case of Russia. This country is the sixth non-Erasmus ranked in number of students received, but accounts for eight students for each received by the other countries in the area. Thus, it is impossible to analyse the entire area without the distortion created by Russia. A look at the data in table 35 shows how different the patterns are.

Table 35a: Main features of the UK student mobility to the rest of Europe (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	**92.88**	**1.39**	**5.73**	**90.87**	**7.28**	**1.55**	**0.30**	**92.26**	**0.00**	**7.43**	**0.31**
Russia	96.08	1.19	2.73	91.82	6.98	1.02	0.18	92.50	0.00	7.50	0.00
Rest	63.64	2.27	34.09	84.09	11.36	4.55	0.00	90.90	0.00	4.55	4.55

In the case of Russia, most students are from undergraduate courses with very low numbers for the postgraduate courses. They almost entirely come from the Russell Group or the Pre-92 institutions (up to 98.8% of the total) and, for no apparent reason, also mainly come from England. Not a single student from Northern Ireland or Wales went to Russia in two years.

As Language was the most represented area of study with 92.5% of students, an immediate consequence was that more female than male students went to Russia. Non-language students were balanced almost at 50-50%, but languages broke the balance with 59% of female students. Despite that, the figures are not as high as in other areas of the world, as it is worth remembering the 61% average they showed in table 28. Considering that the percentage of language students was the highest for all geographical zones, it is evident that Russia is more attractive for male than for female students. Less than half of students going to Russia stayed for the full year, a low score as well. With such large number of language students, the rest of the areas of study have a marginal presence, although Social Sciences still managed to reach 7% of students.

The low number of institutions sending students reinforces the view of a country mainly chosen as a destination by language students following Russian courses. This explains large cohorts of students sent, with 13 out of the 25 institutions involved sending more than 25 students between the two years. For the rest, only five institutions managed to send students both years illustrating the difficulties of non-language exchanges with this country.

Table 35b: Main features of the UK student mobility to the rest of Europe (2013-14 and 2014-15)

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	**41.64**	**58.36**	**73.37**	**26.95**	**44.89**	**78.48**	**7.43**	**85.91**	**2.32**	**8.20**	**33**
Russia	**41.74**	**58.26**	**74.62**	**26.87**	**44.29**	**82.96**	**7.67**	**90.63**	**1.87**	**6.98**	**25**
Rest	40.91	59.09	59.09	28.57	54.55	36.36	4.55	40.91	6.82	27.27	19

The rest of the countries in the area represent very marginal levels of mobility. In addition, the disparities among them are notable, as Ukraine has not much to do with Greenland or Serbia with Gibraltar. In general, students going to the eastern European countries were more likely to follow language courses and the others could come from any area of study, although Social Sciences reached a high level with slightly more than a quarter of students received.

Mobility for research is more represented than in the case of Russia with similar distributions regarding the university groups or the UK country of origin, although Wales is present in the table thanks to two students sent to Gibraltar. About 20% of students were nationals of their country of destination.

Only 19 institutions sent students to these countries between the two years and in only one case one university sent 10 students during that period. Four students to one country was the highest number achieved by the rest of the institutions, with only four cases when students from one institution were sent to one of the countries in both years. In general, the numbers decreased in 2014-15.

4.9 CARIBBEAN

With the only exception of eight language students going to French former colonies, all those with destination to the Caribbean went to English speaking countries. This is an area with 21 different destinations and very little mobility in the two years analysed. Just 127 students went to the Caribbean countries, mainly from undergraduate courses. Just over a quarter went to the University of the West Indies with campuses in Barbados, Jamaica and Trinidad and Tobago. The others went to other destinations in small numbers, except for Antigua and Barbuda where a single university sent 18 students.

Table 36: Main features of the UK student mobility to the Caribbean (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	85.71	4.76	9.53	55.55	12.70	23.81	7.94	73.02	0.00	11.90	15.08

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	43.65	56.35	67.46	15.91	19.84	3.17	0.00	3.17	11.90	3.97	32

The small number of students compared to the high number of countries involved makes the results of student mobility quite difficult to analyse, as all sorts of students from all sort of origins went to the Caribbean. If looking at the groups of universities, the Pre-92 universities (including the Russell Group) only represented 68%, a low percentage for the standard in other areas of the world. In addition, 19 different countries as destinations made the individual numbers very small. The Post-92 universities sent students to 11 countries with an average of 2 students per country and year. Two institutions from the 'others' group only sent one student each to the same country in 2014-15.

Institutions from England had a reduced majority sending students to 18 different countries although the average for each of them was also very low (2 students in 2013-14 and 3.5 in 2014-15). However, in only a few cases students were sent both year to the same

country from the same institution. Scotland only sent students to eight countries with an average of fewer than 2 students per year and country. With the same number of countries, the average from Wales was even lower. No students from institutions in Northern Ireland went to the area.

The distribution by gender followed the average figures of UK student mobility, as did nationality. The percentage of UK nationals was slightly lower than for other areas of the world, but there was not an excessive number of returnees (just about 6%) and it can be said that a variety of nationalities were represented. The length of stay was the shortest for all areas of the world, as well as the percentage of students going there for a full year. One of the reasons for these shorts stays is the fact that 44% of students came from Health-related courses, where stays tend to be much shorter than in other areas of study, although a third of the full-year students were from those courses. Other areas showed much shorter stays than usual, such as Business (only 12.4 weeks as an average), Languages (12.5), Science (20) or Social Sciences, the lowest with 9.4 weeks as an average.

As said before, the number of institutions sending students to the Caribbean (32) did not represent high mobility numbers, as 17 of them only sent 1 or 2 students between the two years analysed.

4.10 MAGHREB

The reason for including the Maghreb as a separate area of the world is the fact that its characteristics are very different than those of the Sub-Saharan countries and language may be the only link with the Middle East region. Despite only four countries being considered (Algeria, Libya, Morocco and Tunisia), the number of UK students going to the Maghreb was similar to that of the Caribbean area. However, there were significant differences between the two areas.

Due to the fluctuant political situation in the Middle East, the Maghreb (and more specifically Morocco) seemed to be becoming a substitute destination for students following Arabic studies. However, the numbers in 2014-15 were lower in both Morocco and Tunisia. Libya and Algeria showed very modest numbers in both years considered and always at postgraduate level.

Two thirds of students going to the area had Morocco as their destination with a percentage of 80% among those from undergraduate courses. The distribution of research students was marginally more balanced with a third of them going to Morocco and Tunisia each and the rest distributed between Algeria and Libya. Most of students were from the Russell Group or the Pre-92 universities, with a third of the total coming from five different Scottish universities.

Table 37: Main features of the UK student mobility to the Maghreb (2013-14 and 2014-15)

	LEVEL OF STUDIES			UNIVERSITY GROUPS				UNIVERSITY LOCATION			
	% UG	% PG Taught	% PG Research	% RUSSELL	% PRE92	% POST92	% OTHER	% England	% Northern Ireland	% Scotland	% Wales
TOTAL	74.36	1.71	23.93	67.52	22.22	10.26	0.00	67.52	0.00	32.48	0.00

	GENDER (%)		TYPE OF STUDENT/STAY			MAIN AREAS OF STUDY					INSTITUTIONS SENDING STUDENTS
	% Male	% Female	% UK students	Average stay (weeks)	% Full year student	% Languages students	% students with languages	% TOTAL languages	% Business students	% Social Sc. students	
TOTAL	38.46	61.54	64.10	27.47	57.26	79.49	0.85	80.34	4.27	8.55	16

The gender distribution was aligned with that of other geographical areas with the presence of an important number of language students helping to balance the numbers. About 64% of those students from language courses were female, but only 52% from other areas of study. Exactly half of the postgraduate students were female and 65.5% of the undergraduate ones.

The presence of UK nationals varies according to the level of studies. They represented almost 75% of the undergraduates, but only 33% of the postgraduates. This happened even though the number of those going to their own country was significant in the case of Libya, but not for the other three countries.

The degree of origin also made a difference in terms of the length of stay in the area. It was of 29.3 weeks for language students and 17.2 weeks for the rest. Similar differences could be seen in the length for undergraduate (30.2 weeks) and postgraduate students (19.6%), once more due to the influence of language courses. Two thirds of postgraduate students were from Languages or Science, when the percentage of language students at undergraduate level was higher than 95%.

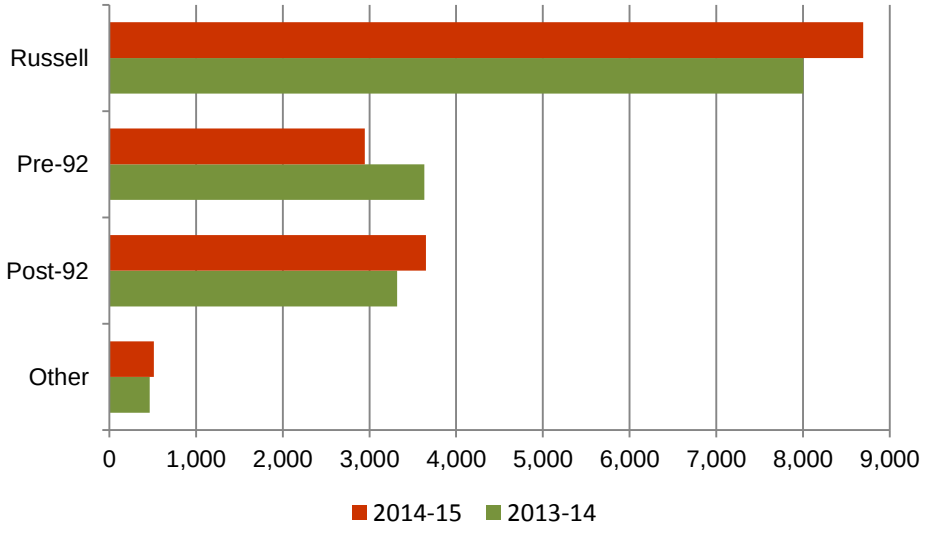
Without a longer-term perspective, it is difficult to see whether the Maghreb will consolidate itself as an alternative to the Middle East for Arabic students. So far, with the information provided by the two years analysed, it seems that the area is struggling to increase numbers for the only two groups where an interest has been shown: language and postgraduate students.

5. THE MOBILITY OF BRITISH STUDENTS

UK citizens represent the majority of students going abroad from British higher education institutions. As seen in 3.3 they represented 73.5% of Erasmus students and 70.6% of those choosing other destinations. However, their characteristics are different in some aspects to those of the students from other countries. For example, in terms of gender, the percentage of female students was of 59.9%, one point lower than for the rest of students. But the percentage of those going abroad from undergraduate students (96.2%) was much higher than for the rest of countries (75.6%).

When looking at the destinations chosen by British students, different elements must be considered. They include aspects such as the institution they come from, the type of mobility abroad, the areas of study or the language of tuition. The combination of all of them explains the destinations of British citizens participating in student mobility in 2013-14 and 2014-15.

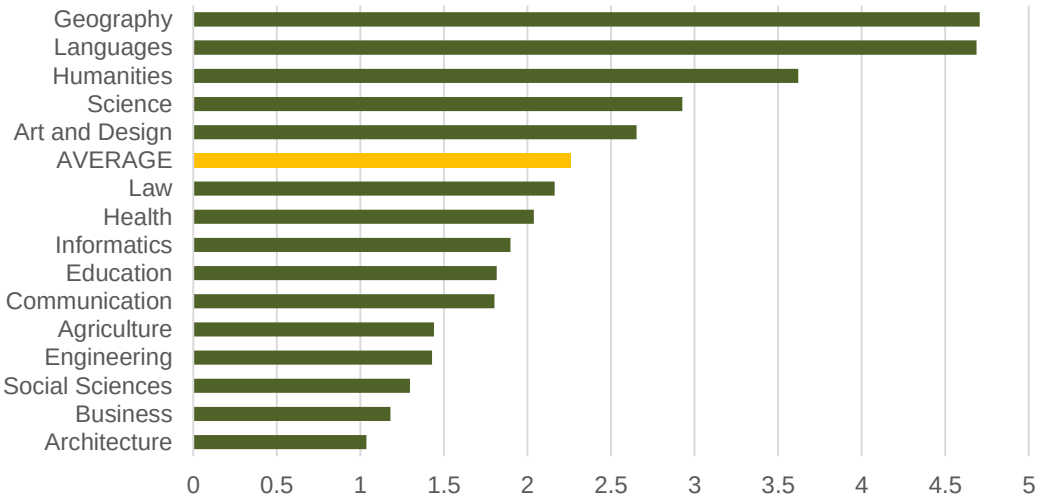
Table 38: Distribution of British students by groups of universities (2013-14 and 2014-15)



The distribution by groups of universities presents the same characteristics as for the whole UK student mobility between 2013-14 and 2014-15. All groups increased their numbers, except the Pre-92 universities who were not able to overcome the decrease in registered language students. Despite this, the Pre-92 universities (including the Russell Group) still represented the majority of students sent abroad in both years considered.

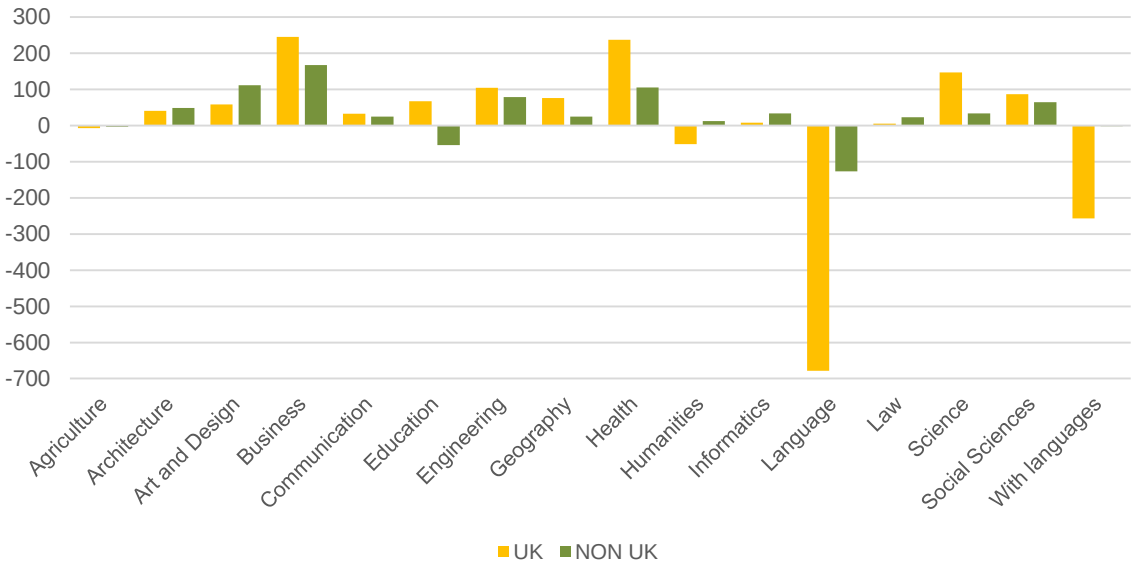
Comparing the percentage of British and non-British students by groups, those from the United Kingdom represented a higher percentage of the respective total in the case of the Russell Group and the Post-92 universities, whereas the opposite happened with the Pre-92 universities and the other institutions. The differences in the percentages were not significant.

Table 39: Proportion between UK and non-UK students by areas of study (2013-14 and 2014-15)



The distribution of students by areas of study shows significant differences to that of non-UK students. Adding the figures for 2013-14 and 2014-15, there were 2.25 UK students for each one from other countries going abroad. Table 39 lists Geography, Languages, Humanities, Science and Art and Design as those areas of study above that average, showing more interest from UK students. The lowest scores, meaning higher interest for non-UK students, can be seen in Architecture, Business, Social Sciences and Engineering, where the numbers are quite similar between UK students and the rest.

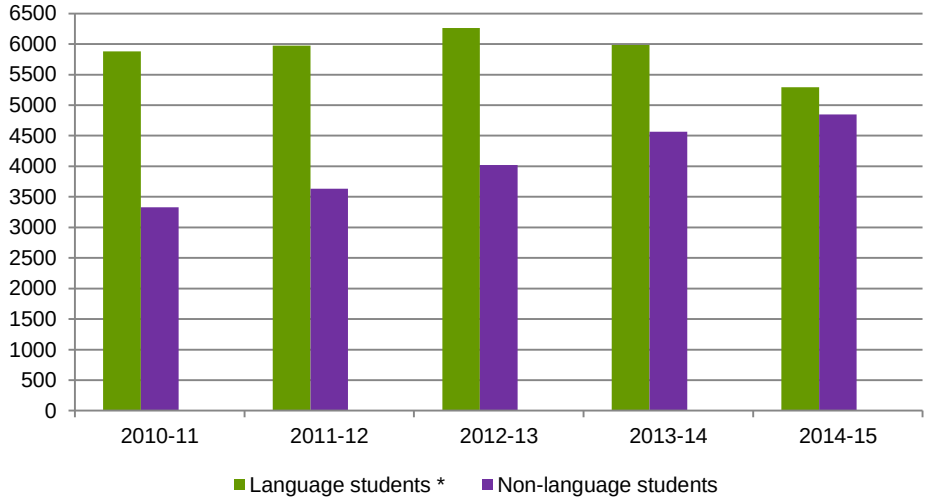
Table 40: Students going abroad by areas of study (difference between 2013-14 and 2014-15)



The evolution of the distribution by areas of study in the two years analysed is shown in table 40, where the decrease of languages is clearly illustrated not only for students in language degrees, but also for those with a foreign language added to their courses. The difference between British and non-British students is evident with almost one thousand students less for the first and just over one hundred for the second. That explains the lower increase of student mobility in 2014-15, as the growth in other areas could hardly compensate for the loss in numbers. Among those areas with higher improvements, it is worth mentioning Business and Health, although Science and Engineering also showed notable growth.

The decrease in the number of language students can be seen in table 41, where the relation between language and non-language shows an opposite trend in the last five years. Fewer language students have gone abroad with Erasmus since 2012-13, but the number of those from non-language has been growing every single year. The number of language students is now below the level of 2010-11 and those from non-language courses has grown by 50% in five years. The data for 2015-16 is not available at the time of writing this report, but it is quite likely that non-language students will outnumber language ones for the first time in the history of Erasmus in the United Kingdom. It is worth mentioning that language students (without including those from other areas with a foreign language in their degree) represented 48.28% of the total mobility in 2008-09 [18]

Table 41: Evolution of UK students in Erasmus (language vs non-language)
(from 2010-11 to 2014-15)



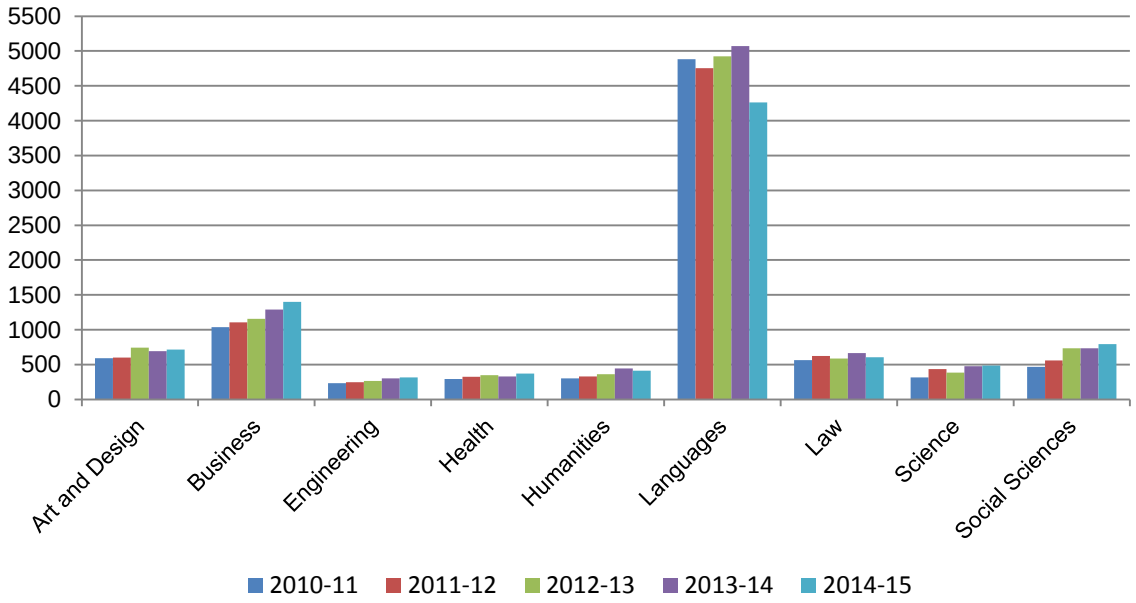
Language includes those students with a foreign language in their degree

This evolution between language and non-language courses is shown in Table 42, where the main areas of study are illustrated for UK nationals. Business, Engineering and Social Sciences show an increase in the last five years, but the evolution of other areas, such as Art and Design, Humanities, Law and Science, has not been so positive. The contribution of non-British students helped increase the numbers in a higher proportion than that of the British ones. But both groups made the numbers grow in the years analysed.

An increase to almost 45% of students from non-language degrees seems to have consolidated their mobility and there is no reason to believe that this trend will change in the years to come.

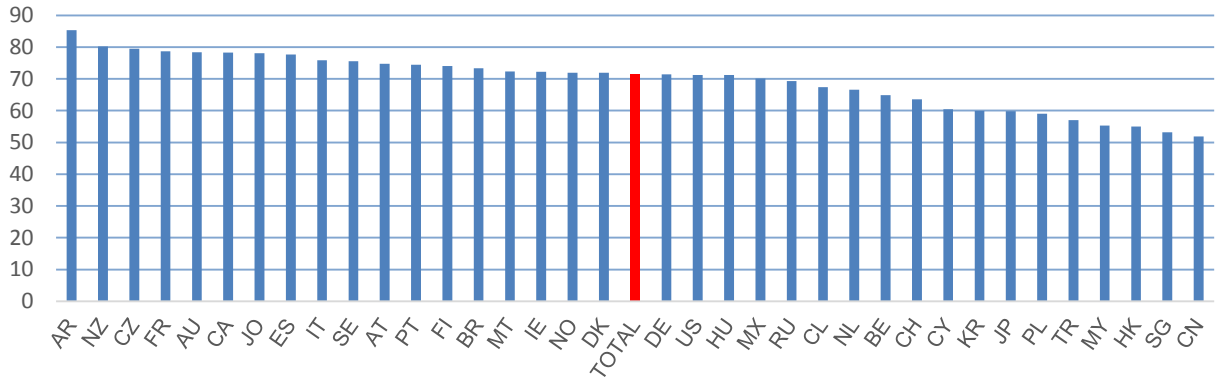
'…The data for 2015-16 is not available at the time of writing this report, but it is quite likely that non-language students will outnumber language ones for the first time in the history of Erasmus...'

Table 42: Evolution of the number of UK Erasmus students for the main areas of study (from 2010-11 to 2014-15)



As far as the destinations are concerned, British students showed different interests to those from the rest of Europe and world. They went to a total of 172 different countries out of the 196 recorded for all type of mobility and represented 71.6% of the total mobility. Thus, table 43 shows which countries were more popular with British students than for those with other nationalities.

Table 43: Percentage represented by UK students to destinations with more than 100 students (2013-14 and 2014-15)

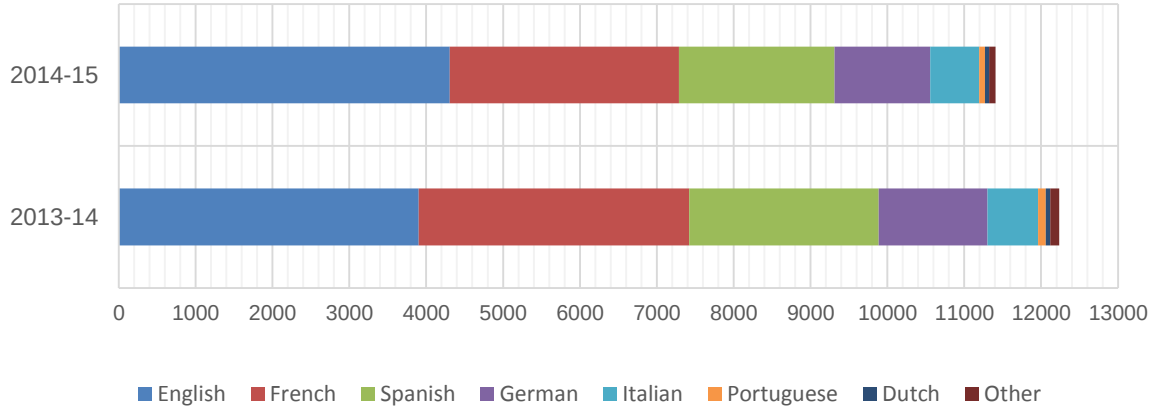


Several groups of destinations can be made from the data shown in table 43. Due to the predominance of British students within those in language courses, their percentage is higher than the average in Argentina, France, Jordan, Spain, Italy or Austria. A second group is composed by countries with cultural and historical affinities with the UK, such as New Zealand, Australia, Canada or Malta. The main Asian destinations (Japan, Malaysia, Hong Kong, Singapore and China) record the lowest level of British citizens. Finally, destinations such as the United States, Germany or Russia do not show a difference between the two cohorts. A separate case is Ireland, due to the high number of students from Northern Ireland going there. Obviously, the volume of students going back to their home countries has an important influence on the percentage of non-UK students, as is the case with Germany.

An important element in the choice made by students is the language of tuition in the country of destinations, especially for non-language courses. This is due to a general assumption that the level of foreign languages spoken by British students is poor. Some statistics confirm this reality. A report made by the European Commission in 2012 ('*Europeans and their languages*')[19] places the United Kingdom as the 24th out of 27 countries in the European Union in the percentage of young people who do not speak any other language than theirs (61%.) and the 25th for those who are able to speak one language. The consequence is a lack of linguistic skills limiting the opportunities for many potential destinations. Despite this, the high number of language students still provides notable percentages to other languages than English.

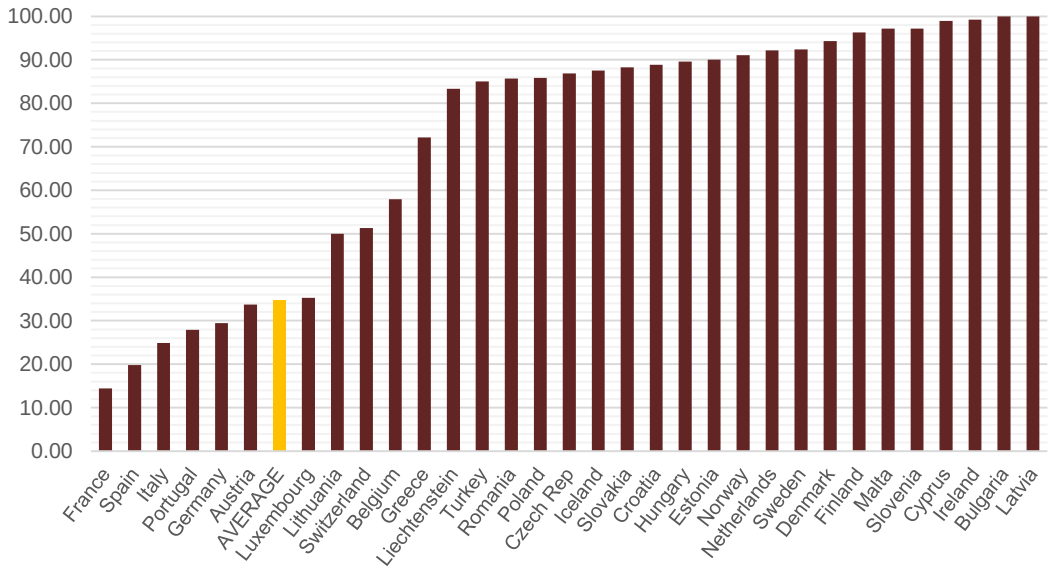
Unfortunately, only Erasmus reports include the language of tuition for the different destinations and that of the rest of the world can only be estimated, as was done in 3.7. Based on the Erasmus data, the weight of the different languages can be seen in table 44 for UK students.

Table 44: The language of tuition for UK Erasmus students (2013-14 and 2014-15)



The decrease in the number of language students experienced in 2014-15 reduced the number of those following courses taught in French, Spanish, German or Italian when abroad. On the contrary, English increased its weight, despite the reduction in the number of those who benefit from the Erasmus programme in 2014-15. Table 45 summarises the percentage of students following courses in English in different Erasmus countries.

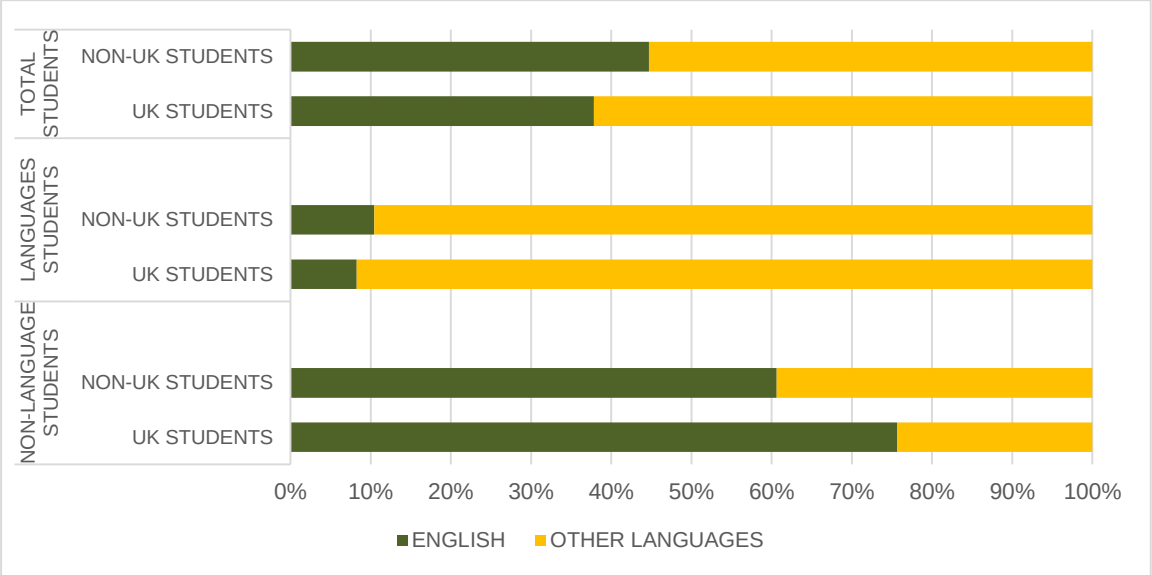
Table 45: Percentage of UK students following courses in English by countries of destination (2013-14 and 2014-15)



The data shown in the table suffers from the distortion created by language students. That is why the average percentage is very close to the lower figures, because the number of students going to the six countries with lower percentage of English tuition actually represents 77% of the Erasmus mobility of British citizens.

A clearer picture of the relative importance of English as the language of tuition is offered by table 46 using different parameters. In general, UK students will be more likely to follow language courses (hence a lower percentage of English tuition for them), but follow a higher volume of classes in English if they come from non-language degrees. The difference is also helped by the fact that numerous students go back to their home countries as part of Erasmus and can follow courses in their mother tongue. Nevertheless, the difference between language and non-language students is quite significant.

Table 46: Language distribution of Erasmus students in 2014-15



All these characteristics conditioned the destination of UK and made it slightly different than that of the rest of students involved in mobility. Despite the first four host countries being the same, the rest of the top-10 destinations show quite relevant differences. For UK students, Italy, Australia, Canada and the Netherlands were more popular than for non-UK students, who are more likely to go to China and Hong Kong.

Table 47: Top ten destinations for students according to their origin (2013-14 and 2014-15)

	UK STUDENTS	NON-UK STUDENTS
1	FRANCE	FRANCE
2	SPAIN	SPAIN
3	UNITED STATES	UNITED STATES
4	GERMANY	GERMANY
5	ITALY	NETHERLANDS
6	AUSTRALIA	ITALY
7	CANADA	CHINA
8	NETHERLANDS	AUSTRALIA
9	SWEDEN	CANADA
10	CHINA	HONG KONG

Table 48: Proportionality of UK and non-UK students by areas of the world (2013-14 and 2014-15)

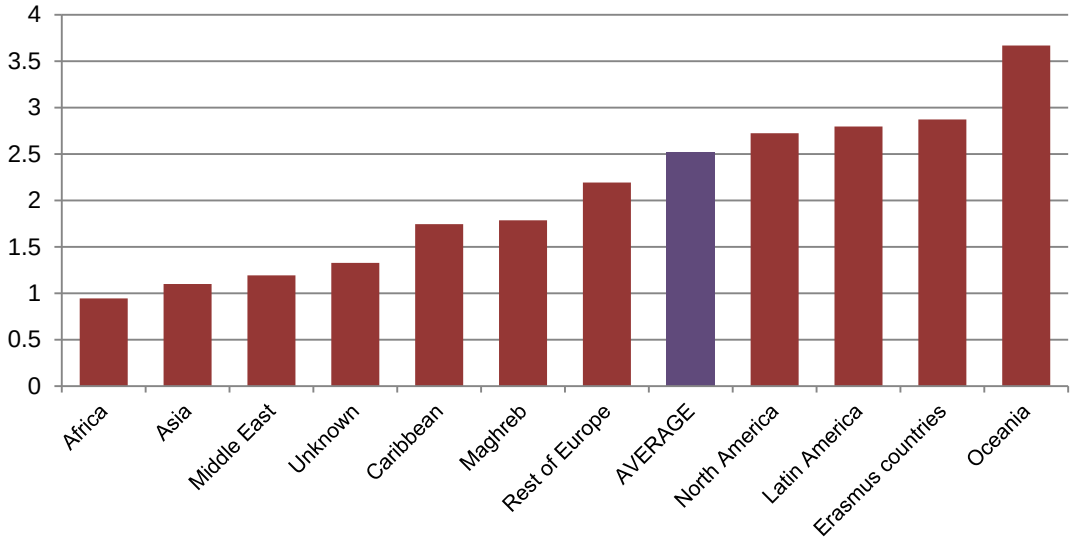


Table 48 illustrates the different distribution of UK mobility when compared to that of non-UK nationals. By dividing the number of the first by the number of the second in a concrete area of the world we obtain a figure that can be compared to the average proportion for the total mobility.

The average for all student mobility is of 2.52 UK nationals going abroad for each student from other nationalities. Thus, those areas with a higher score will represent more popular destinations for UK students, such Oceania, the Erasmus countries, Latin and North America. There are two main reasons for this fact: the attraction for some destinations, such as Australia, United States or Canada and the influence of languages (most of Erasmus countries and Latin America). UK students show less interest in the rest of areas, notably Africa, Asia and the Middle East.

A summary of the mobility of UK nationals would indicate that they are more likely to go abroad from language degrees, with an increased number of non-language students compensating the decrease of those from language courses. In addition, British students demand a higher percentage of courses in English and orientate their mobility towards Europe or English speaking countries.

6. THE TOTAL NUMBER OF STUDENTS GOING ABROAD

The total calculation resulting from the merger of the different sources enables an estimation of the UK outgoing mobility. The first distinction to note is between students going abroad (44,205) and periods of mobility (48,971) in the periods 2013-14 and 2014-15 and 48,971 mobility periods in the same years. The first figure will be used to describe the typology of students, where double (or triple) counting would distort the results. Mobility periods are used to understand destinations. The difference is relevant; as more than 4,000 students went to two or three different destinations.

The figures obtained show that 21,637 students in 2013-14 and 22.568 students in 2014-15 went abroad from 157 different institutions in the UK. But where did they go?

If one considers the destination by area of study, table 49 shows the top five countries for each of them with significant differences between them. Obviously, the different volume between areas is not reflected in the table, but it still provides valuable information about the preferences of students according to their degrees. And the results are quite consistent with the total figures that result from the addition of all areas providing the total student mobility of the United Kingdom.

Table 49: Top-5 countries of destination for each area of study (2013-14 and 2014-15)

	First	Second	Third	Forth	Fifth
Agriculture	New Zealand	United States	Australia	Ireland	France
Architecture	Germany	France	Spain	United States	Netherlands
Art and Design	United States	France	Germany	Netherlands	Spain
Business	France	Spain	United States	Germany	Australia
Communication	United States	Spain	Netherlands	Australia	Canada
Education	Spain	United States	Netherlands	France	Belgium
Engineering	United States	Germany	France	Australia	Spain
Geography	United States	Canada	Australia	Netherlands	France
Health	United States	Spain	France	Finland	Germany
Humanities	United States	France	Spain	Canada	Australia
Informatics	United States	Germany	Ireland	France	Spain
Languages	France	Spain	Germany	Italy	United States
Law	France	Netherlands	Germany	Spain	United States
Sciences	United States	Australia	Germany	France	Canada
Social Sciences	France	United States	Spain	Germany	Australia

The United States is the preferred destination in 8 out of the 15 areas of study. However, none of them is one of the most popular for student mobility. These are Languages and Business, where the position of the United States is much lower. On the other hand, France is the most popular destination in four areas, all of them with a high number of students. Only New Zealand, Germany and Spain are also in the list of the top destinations in one area, even if they are not in the list of the most popular for mobility.

A total of 11 countries are included in table 49 as top hosts in at least one area of study, as it is the case for Ireland and Finland. The opposite happens with the United States (in all 15 areas of study), France (14), Spain (12) and Germany (10).

Student mobility concentrates on a relatively small number of countries of destinations. The top 10 countries represented 72% of the total mobility and the percentage grew to 84% when considering the top 20 countries. Table 50 lists the 50 countries with higher volume of mobility combining the years 2013-14 and 2014-15 and the full list can be seen in Annex 1.

Twenty-one of the top 50 countries listed are Erasmus destinations, 12 of which are also in the 20 top destinations. This is due to the important influence of the programme, which represents more than 60% of the total mobility.

Some interesting features can be seen in table 50. Some countries increased their numbers between the two years and they are mainly non-European destinations. Among them, one can find the United States, Australia, Canada and Hong Kong. This can be due to the improvement of the HESA return data in 2014-15. The data provided by the universities directly to the author for 2013-14 showed higher numbers for non-European mobility than those reported to HESA. Despite the discrepancies, some real growth can be seen for example in some of the Erasmus countries, such as the Netherlands, Sweden and Denmark, where the increase of non-language students had an important impact.

Table 50: Top-50 countries of destination for student mobility (2013-14 and 2014-15)

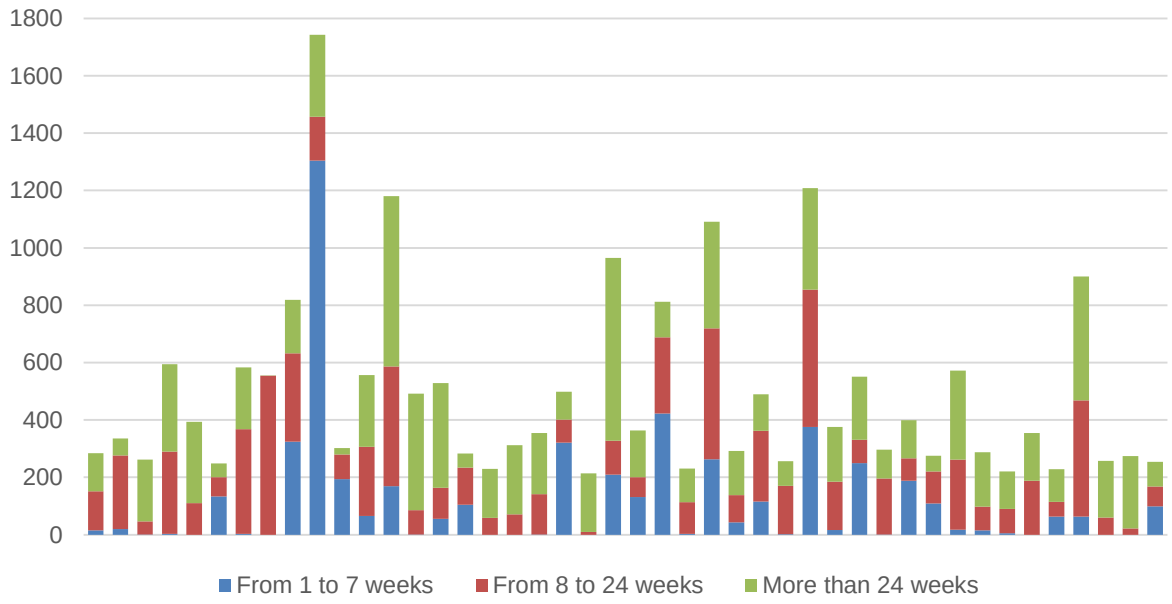
	2013-14	2014-15	TOTAL
France	4,843	4,446	9,289
Spain	3,679	3,486	7,165
United States	2,128	2,637	4,765
Germany	2,373	2,334	4,707
Italy	1,182	855	2,037
Australia	884	1,044	1,928
Canada	829	973	1,802
Netherlands	787	973	1,760
China	563	583	1,146
Sweden	367	446	813
Belgium	366	361	727
Hong Kong	303	406	709
Austria	308	377	685
Denmark	272	349	621
Russia	347	268	615
Japan	272	335	607
Ireland	240	303	543
Switzerland	254	233	487
Singapore	211	252	463
Finland	192	250	442
Portugal	195	178	373
Czech Republic	191	178	369
Norway	175	192	367
New Zealand	125	175	300
Argentina	146	119	265
Malta	107	150	257
Turkey	133	113	246
Malaysia	109	135	244
Mexico	113	120	233
Chile	106	125	231
India	117	114	231
Brazil	100	120	220
South Korea	94	125	219
Greece	87	123	210
Poland	102	104	206
Cyprus	73	118	191
Jordan	96	90	186
Hungary	77	100	177
South Africa	72	74	146
Thailand	59	77	136
Peru	52	60	112
Colombia	56	46	102
Egypt	51	34	85
Kenya	38	43	81
Morocco	43	37	80
Unknown	50	25	75
Taiwan	42	30	72
United Arab Emirates	35	34	69
Bulgaria	28	37	65
Nigeria	38	25	63

Decreases can be seen for countries where the reduction in the number of language students had an immediate effect. That is mainly the case for France, Spain and Italy and, in lower

figures, for Russia, Argentina and Germany. Other destinations that seemed to be growing stopped their positive evolution, for example India, Jordan, Egypt, Colombia, Morocco or the United Arab Emirates due to a combination of fewer language students, political turmoil or, simply, student exchanges not sufficiently consolidated to represent a stable destination.

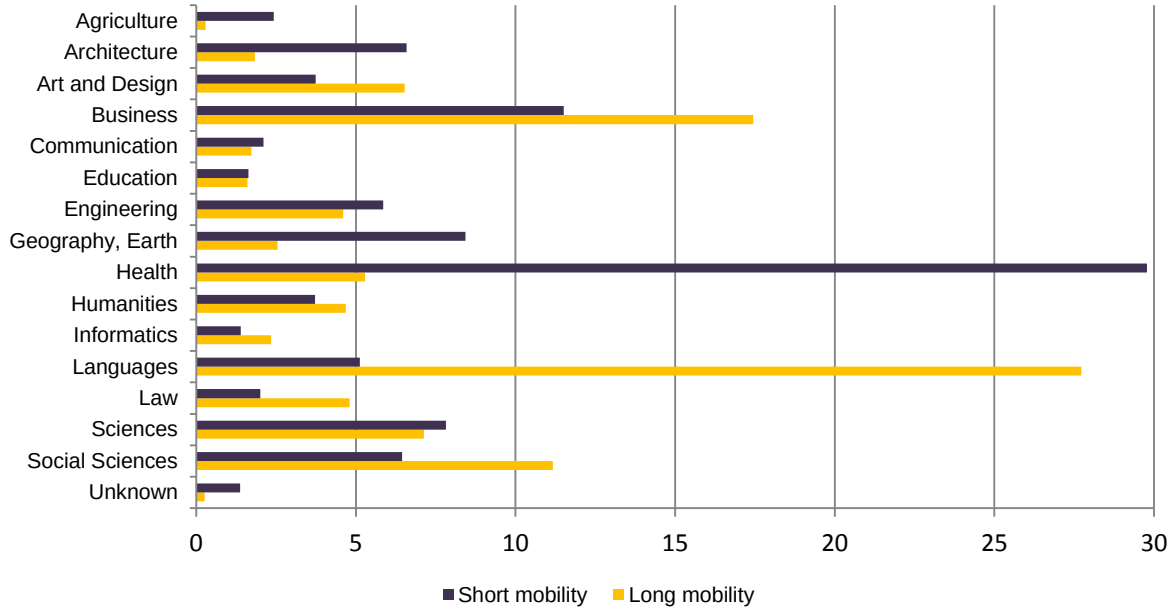
Also interesting is considering the effect of short mobility (less than eight weeks) in global mobility. Table 51 illustrates the student mobility of all the institutions reporting at least 200 students going abroad in 2014 -15, according to the data provided by the HESA return for that year.

Table 51: Distribution of mobility for institutions with more than 200 mobile students at the 2014-15 HESA return



Apart from the different volume of mobility, the importance of proper reporting of short mobility periods becomes evident, as all three institutions with higher mobility recorded more than 200 students going abroad for less than eight weeks.

Table 52: Comparison of areas of study between short and long mobility (in % for 2014-15)



Even greater differences can be seen when comparing the areas of study of those students going abroad for a period between 1 and 7 weeks and those going for longer periods, as Table 52 illustrates. Only Education and Communication show coherent percentages between the two types of mobility. When looking at short mobility, Health, Business and Science are the three main areas, whereas Languages descends to the eighth position in the ranking. Agriculture, almost insignificant for longer periods, is the tenth out of fifteen areas of study. With the exception of Health, the percentages of students by areas of study are much more balanced for short than for long mobility periods.

Some institutions appear to be mostly offering short mobility to their students in disciplines such as Agriculture, Health, and Geography and, to a certain extent, Architecture. Those degrees are not among those sending more students for long periods, but seem to integrate short stays abroad as part of their studies. The conclusion is that all areas of study are involved in mobility, but the duration of the mobility varies.

Table 53: Top-10 destinations for short mobility in 2014-15

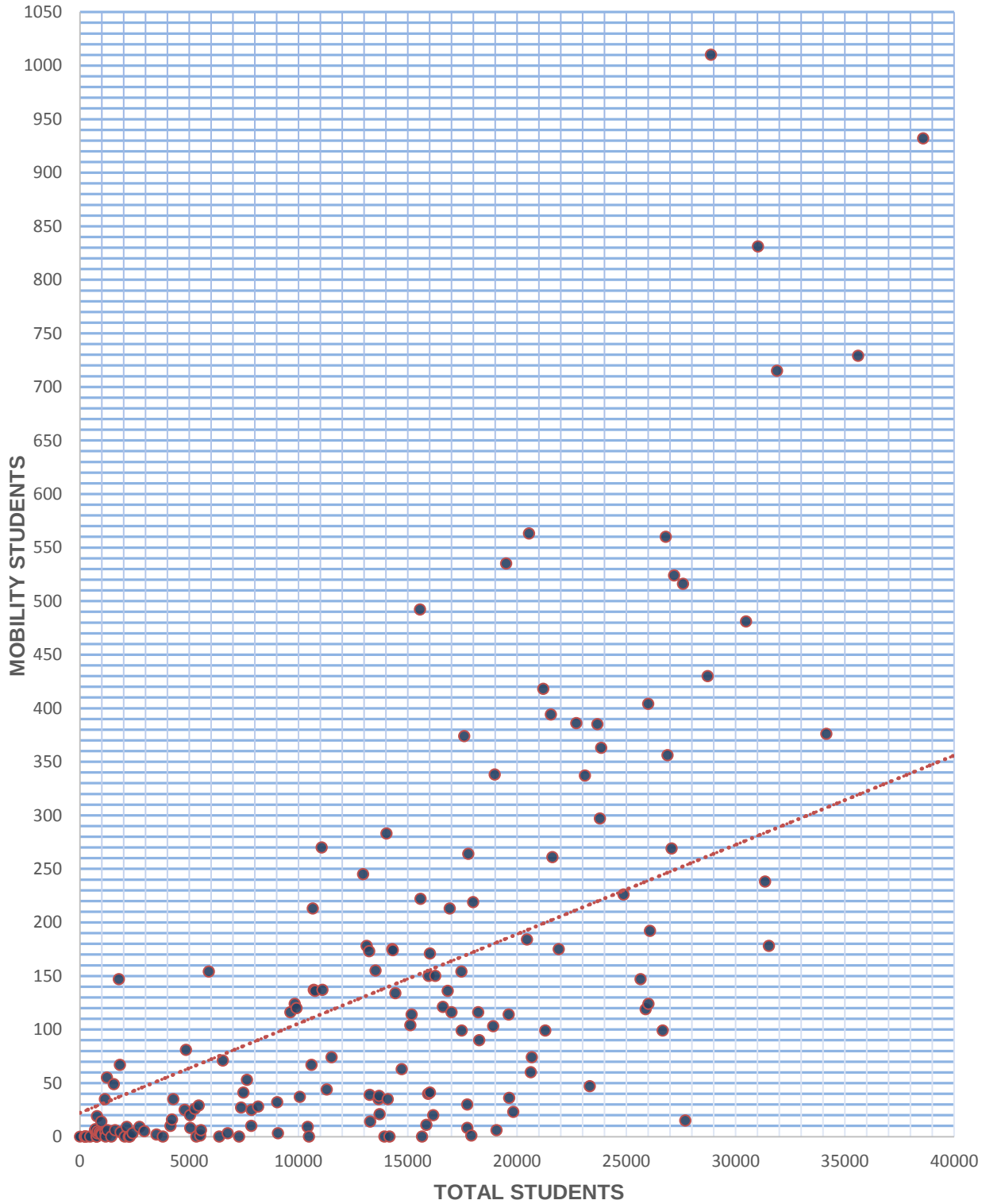
	Country	Students
1	UNITES STATES	584
2	SPAIN	305
3	CHINA	293
4	FRANCE	262
5	GERMANY	257
6	ITALY	211
7	INDIA	197
8	MALAYSIA	183
9	CANADA	150
10	SOUTH AFRICA	149

The differences seen for the areas of study are even more evident when looking at the destination of students. Before extracting any conclusion from the figures in table 53, it is worth remembering the low number of universities reporting short mobility at the HESA return, as seen in chapter 2. With all these preventions, the ranking of the top 10 destinations looks very different to that of long mobility. Not only because the United States are in the first position, but also because France is only fourth, China is third and the list of the top 10 includes countries in much lower positions for long mobility, such as India, Malaysia and South Africa. The reasons for these disparities are based on those institutions who reported this type of mobility as, in many cases, an important number of students going to one single destination distorts the total. As an example, two Post-92 universities reported a total of 78 students gong to India for a short mobility period. They represented almost 40% of the total going to that country for such length of stay. This is why, until the moment when all institutions make a significant report on their short mobility, the data obtained has to be treated with extra care.

The present report includes only mobility periods of eight or more weeks, as the reporting level of institutions in much more accurate than for shorter periods. With the data obtained (including both undergraduate and postgraduate students) it is possible to draw table 54, where the mobility of each institution is compared to its total number of students enrolled.

With data extracted from the HESA website for the number of enrolments in 2014-15 and a head counted number of students (not of mobility periods) table 54 shows an average line across the chart and the data for each individual institution. As the chart does not mention names, the performance of each institution compared to others of the same size can be seen by looking for the point where the two variables meet. For example, an institution with 20,000 students, but only 100 going abroad would be well below the average, but it would be performing better than the rest of its size if sending more than 500 students abroad.

Table 54: Comparison of student mobility and total number of students in 2014-15



The reality is that there are many institutions placed below the average, with a concentration on those with less than 10,000 students. However, it is also worth noting those institutions with more than 25,000 students in total with fewer than 200 of them going abroad.

On the opposite side, some smaller institutions managed to send more students abroad. Also important is to note that the figures included in the total student axis do not differentiate the level of studies.

In **2013-14** there were **21,637** students going abroad for a total of **24,122** periods of study or work

In **2014-15** there were **22,568** students going abroad for a total of **24,849** periods of study or work

7. THE RESULT OF STUDENT MOBILITY IN THE UK COUNTRIES: HOW MANY STUDENTS GRADUATE WITH INTERNATIONAL EXPERIENCE?

The characteristics of student mobility in the four UK countries have been detailed in previous sections. The general distribution shows 77% of students coming from English institutions and 16% from Scotland, leaving Wales and Northern Ireland with only 4% and 3% respectively. These percentages only slightly change when only British citizens are considered, with a decrease in Scotland and Northern Ireland and an increase in Wales, although the percentages do not change more than 1-2% in all cases. However, the situation is different when looking at the absolute numbers. There, England records 62 more students in 2014-15 than in 2013-14, Northern Ireland 156 and Scotland 203, but Wales shows decrease of 38 students. All those changes reflect small figures from year to another and a global growth of 2.5% in the number of UK citizens, when the general growth was of 4.3%. This difference is due to the high influence of the decrease in language students within UK nationals. The increase in the number of those without languages in their degrees was of 16.6% in the case of UK citizens, but only of 14.2% for non-UK students. Thus, it seems that the future brings an increase in the number of UK nationals at a higher speed than the rest of nationalities.

In order to estimate the relative importance of student mobility, it is more accurate to consider the number of graduates with an international experience rather than the absolute number of those going abroad. The latter describes the evolution considering variables such as the destinations, areas of study or institutional origin. However, the first describes how important this mobility was in a particular year and, if a comparison can be made, the evolution of this phenomenon particularly when targets have been established.

In the case of the United Kingdom, there is not a specific target for next years. The 20% set by the Bologna process for 2020 at European level has always been present but is quite far of the reality in the UK. This is illustrated in Table 55 with the data of students who graduated at undergraduate level from the whole higher education system in 2014-15.

Table 55: Estimation of graduates in 2014-15 with an international experience (only long mobility periods) at the UK countries (in %)[20]

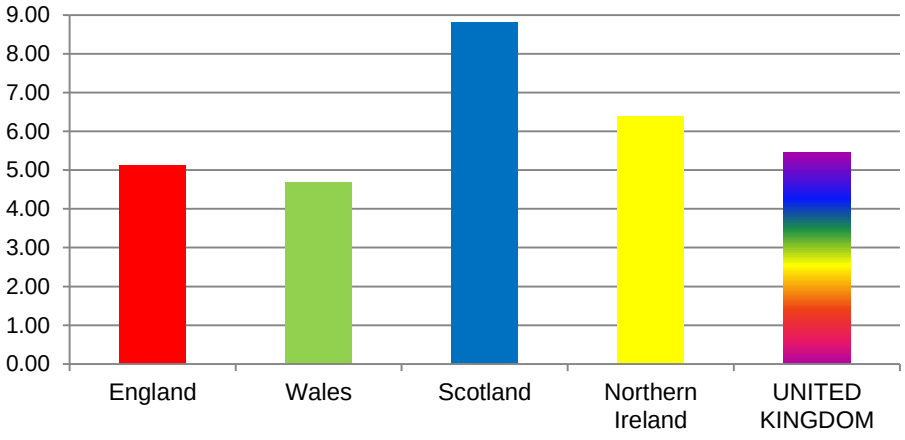
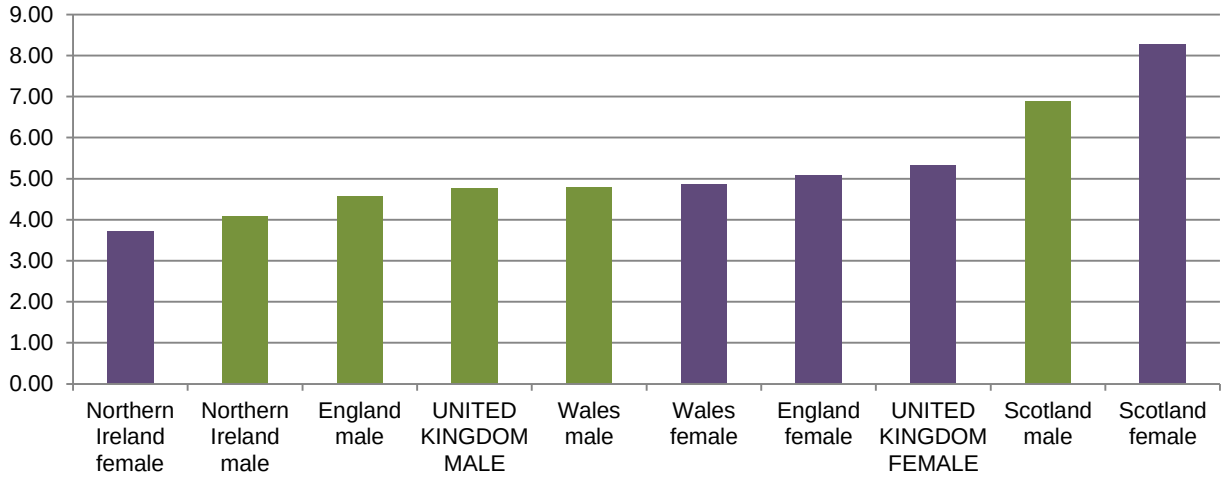


Table 55 can only be seen as an estimation, as multiple factors affect the data. An assumption is made that most of undergraduate students going abroad in 2013-14 graduated a year later, which is not 100% true, as there will also be on that year students who went abroad in previous years. At the same time, not all students graduating were eligible or likely to go abroad, when one considers the variety of restrictions posed by institutions, the restrictions for externally accredited courses and the requirement of adding one year to the degree to go abroad imposed by many institutions.

Once these considerations are taken into account, the estimation would be of 5.46% students graduating in the UK with an experience abroad of at least, eight weeks in 2015. This percentage is higher in the case of Scotland (8.81%) and Northern Ireland (6.38%), very similar in England (5.11%) and clearly lower in Wales (4.68%). At UK level, recording a 10% of graduates would represent almost 36,000 going abroad that year and the 20% objective set by Bologna would require exceeding 71,000. These figures are very far from the current mobility, even when including those with shorter periods of stay. Using the data for 2014-15 (slightly more reliable than that of 2013-14 for short mobility), one could add those with stays between 4 and 7 weeks, considering that a month would be the minimum mobility considered. By doing so, about 2,500 more students would be eligible and the percentage at national level would increase up to 6.14%, leaving Scotland closer to 10% (9.8%), Northern Ireland in 7.8%, England in 5.4% and Wales in 5.4%.

'…the estimation would be of 5.46% students graduating in the UK with an experience abroad of at least, eight weeks in 2015...'

Table 56: Estimation of graduates in 2014-15 with an international experience (only 8+ weeks mobility periods) for British domiciled by UK countries and gender (in %)



The estimation made above includes all students graduating in the UK and it is important to clarify that when mentioning the different UK countries we refer to their institutions, as the individual origin of each student is not known. Looking at the data of those with UK domicile provides more information to describe student mobility and its effects. Once all those with nationality other than British are taken out of the calculation, table 56 illustrates the percentage of students graduating with an international experience of at least, eight weeks by UK countries and by gender. The results are lower than when considering all students regardless of their nationality. On average, the percentage is of 5.25% of graduates for the UK, Scotland 8%, England 5.01%, Wales 4.93% and Northern Ireland 3.94%. In all cases, comparing the number of mobile students with that of total graduates produces higher percentages than doing the same only for UK nationals. That would mean that the description of the origin of mobile students provided in 3.3 is valid, as the proportion of non-UK students going abroad is higher than that of UK nationals.

As far as the distribution by gender is concerned, table 56 shows the expected dominance of female students in all cases except for Northern Ireland.

When including students who went abroad for between 4 and 7 weeks, the percentage of UK domiciled graduating with an international experience increases to 5.76% for the UK, 8.51% for Scotland, 5.69% for Wales, 5.53% for England and 3.94% for Northern Ireland. These figures show Wales overtaking England in percentage and Northern Ireland not recording any short mobility.

8. COMPARISON WITH OTHER EUROPEAN COUNTRIES

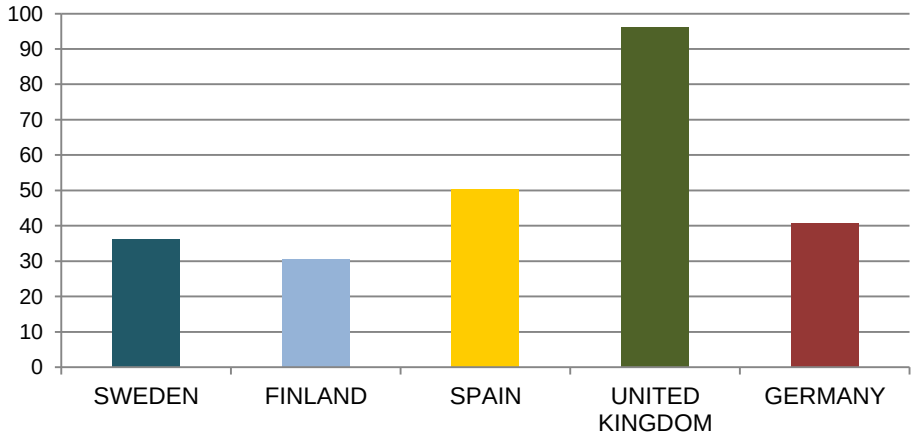
Getting access to data on student mobility beyond Erasmus is still a hard task, as not many countries are compiling such information. The United States have been developing its 'Open Doors' statistics[21] through the Institute of International Education for a number of years. Australia and Canada also make this information available in a more or less comprehensive way[22]. However, the results of these initiatives are difficult to compare with the UK, as destinations get mixed and, in the case of the Unites States, different lengths of mobility are included in the data provided. Thus a comparison with other European countries is more illustrative, as the conditions to go abroad are generally similar, as are the destinations.

Not many European countries report on their student mobility beyond Erasmus. Germany, Sweden and Finland publish annual data through their national agencies for mobility[23], but they are exceptions to the norm. A consortium of universities set up an initiative in Italy ('Alma Laurea') not only related to student mobility, but all aspects of students graduating[24]. As it is the result of a survey made to the member institutions, its figures are only approximate, although it is worth mentioning that the report on 2015 graduates stated that 12.2% of them had had an international experience during their degree. Of them, two thirds took part in the Erasmus programme or other EU initiatives and the rest was almost equally divided between those involved in other credit-bearing activities or undertook another activity on their own initiative.

No other cases are known in the rest of the European Union. However, a research carried out by the author in 2015 provided data on non-European mobility from Spain and that enables including that country in this comparison[25]

Considering the size of the five countries analysed, absolute numbers of mobility are not as relevant as they might seem. Many variables have to be considered: the population of Germany is eight times larger than that of Sweden; the UK has almost eight times the number of students of Finland. In order to obtain an estimation of the relative importance of each country Table 57 relates the number of students in higher education to that of those going abroad in 2013-14 (for Spain) or 2014-15 (for the rest of the countries).

Table 57: Proportion between total number of higher education students and students going abroad in five European countries[26]

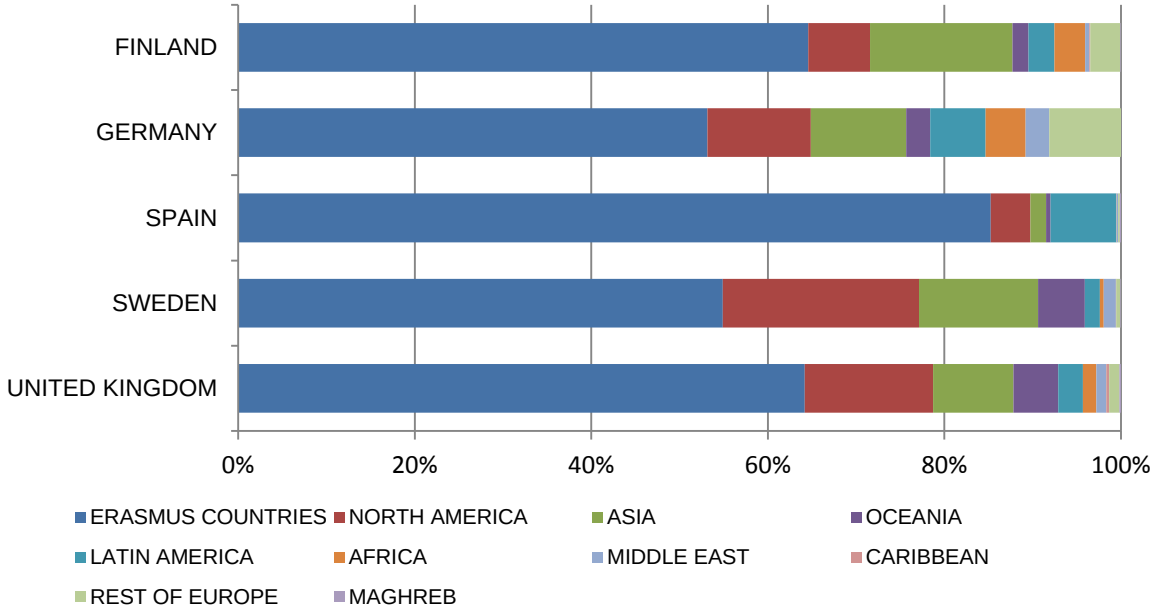


The estimation of total student mobility for these five countries would see Germany in first position with over 69,000 students, followed by Spain (39,000), the United Kingdom (25,000),

Sweden (12,000) and Finland (10,000). However, when relating these figures to the total number of higher education students in each of these countries the positions change dramatically. This can be seen in table 57. The result cannot be considered as an absolutely reliable index, but it provides a rough estimation of the size of student mobility in each country.

Clearly, Finland shows the best index among the five countries, followed by Sweden, Germany and Spain, leaving the United Kingdom in last position. A graphic illustration would be to say that the United Kingdom would need more than 78,000 students abroad in one year to be at the same proportional level as Finland (three times the current mobility), 66,000 to equal the Swedish index (2.5 times more students) and 57,000 or 47,000 to reach the levels of Germany and Spain, respectively. All of these scenarios represent at least doubling the current student mobility numbers, showing that there is a long way to go before the UK is as active in student mobility as these countries.

Table 58: Comparison of the distribution of student mobility by geographical areas in five European countries (2014-15)



'…the United Kingdom would need more than 78,000 students abroad in one year to be at the same proportional level as Finland…'

More balanced than the relative number of students going abroad is their distribution by geographical areas of the world. Priorities, policies, opportunities, cultural background and affinities are more important than the size of the country. Table 58 illustrates several issues to be considered when analysing student mobility. For example:

. When the mobility is heavily dependent on available funding, the destination of students varies. In the case of Spain, funds are only available for Erasmus and this becomes the main destination. But in Germany, Sweden and Finland, funds are available for all sorts of destinations. There, Erasmus still represents the majority, but on a lower scale.

. The availability of Erasmus funds makes a difference in the United Kingdom, but fees are reduced for all destinations and this is the main concern of students. As a consequence, other factors will influence the choices of destination.

. Cultural (and linguistic) affinities condition mobility in Spain and the United Kingdom. For the former this means a high percentage of students going to Latin America, for the latter to the Unites States, Canada and Australia.

. Asia and Africa represent good examples of policies to promote mobility, as it can be seen in the different weight shown for each of the countries going from marginal to significant numbers.

An additional element making a difference is the influence of mobility to Europe (with Erasmus), North America and Oceania, as opposed to the rest of world. Asia would be in between with a variety of destinations ranging from rich countries (Japan, China, Singapore or Hong Kong) to poorer areas with different parameters for mobility (Cambodia, Vietnam, India). The main three areas together reached very different percentages in each of the countries included in this chapter. They represented 90% of the mobility in Spain, 84% in the United Kingdom, 82% in Sweden, 73% in Finland and only 68% in Germany. A consequence perhaps of the mixture of funds available, policies and cultural awareness.

As was said earlier, the changes in the structure of Erasmus contracts have delayed the release of data enormously. Last reference published referred to 2013-14[27], when the United Kingdom overtook Poland and regained the fifth position in number of students lost in 2004-05.

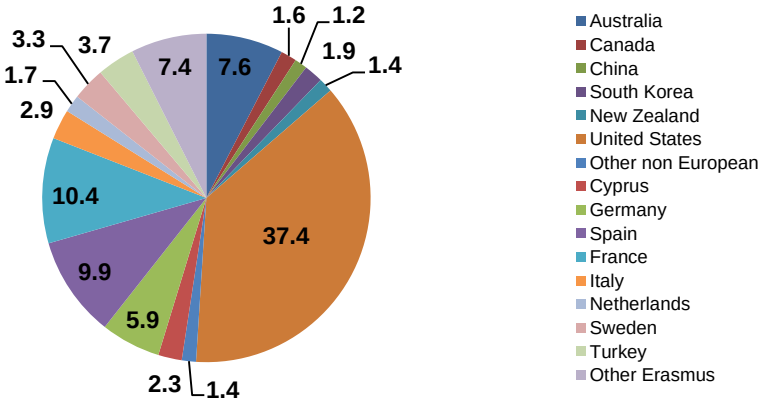
9. KINGSTON UNIVERSITY: A CASE STUDY[28]

Working at Kingston University, and being in charge of student mobility there, gives the author the opportunity to design a case study where many of the unanswered questions made by anonymous data can be addressed. Without breaking the confidentiality of data, Kingston University is used as an example of a UK institution and its mobility.

Kingston is a Post-92 university with about 21,000 students in 2013-14. Around 80% of them were in undergraduate courses in most of areas of study, except Medicine and Foreign Languages. Approximately 12% of students paid overseas fees and 1,400 students came from the rest of the European Union. A very diverse university, only 48.5% of students defined themselves as ethnically white with strong presence of students of Asian origin (25.7%) and black (15.8%). The lack of languages in the degrees (other than English Language and Literature and Creative Writing) poses a challenge to recruit candidates to go abroad and also conditions the destinations available and desired by students.

Between 2013-14 and 2014-15, 738 students applied to go abroad through the online system available for that purpose in January every year. A total of 353 students made a stay abroad for one or two semesters, which represents 47.8% of the initial candidates. Two thirds of them were British citizens and only 12% of those with other nationalities went to their own countries. But, where did they want to go? At the time of application, students can make a triple choice ranking their preferences. Considering only the first choice of destination, Erasmus represented 50.4%, the rest of world 46.1% and the preference for 3.5% of the records has not been kept.

Table 59: Distribution of first choice destinations of students applying to go abroad (2013-14 and 2014-15)



The interest for the United States is evident, although the final destination does not necessarily match these intentions with similar proportions. This is due to the lack of sufficient

places for exchanges, the need for a strict selection of candidates and the withdrawal of some students after the place allocated was not their first choice, as is seen below. Table 60 shows the final destination of students going abroad between the two years analysed.

Table 60: Distribution of destinations of Kingston University students going abroad in 2013-14 and 2014-15

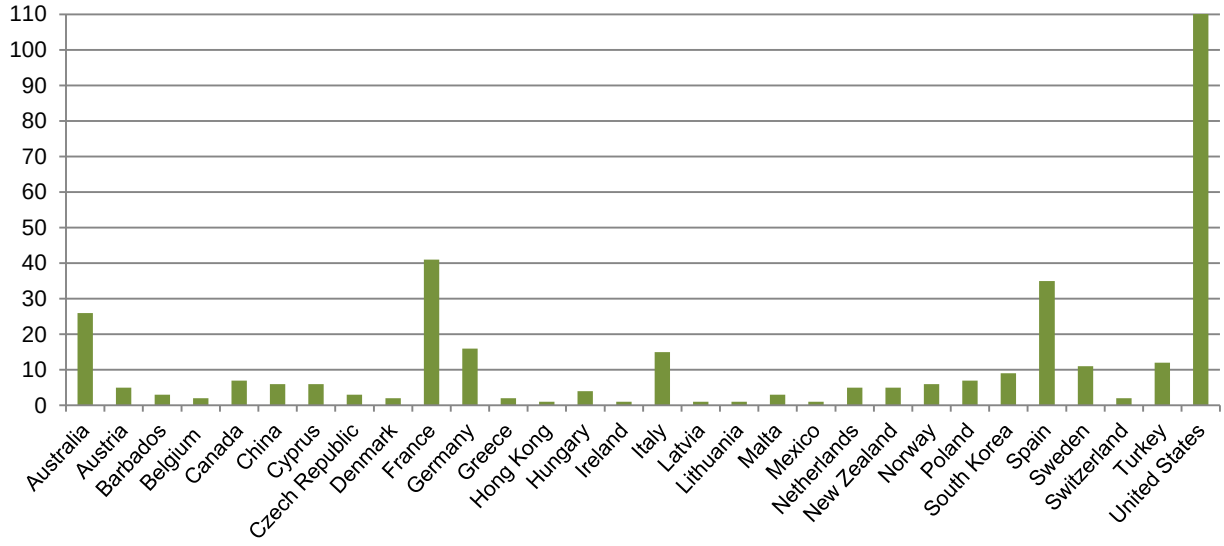
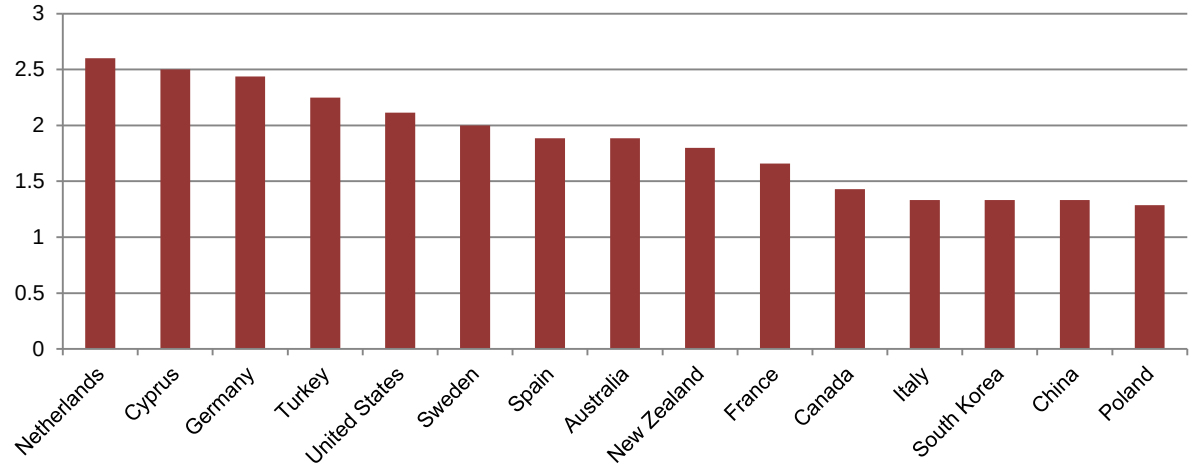
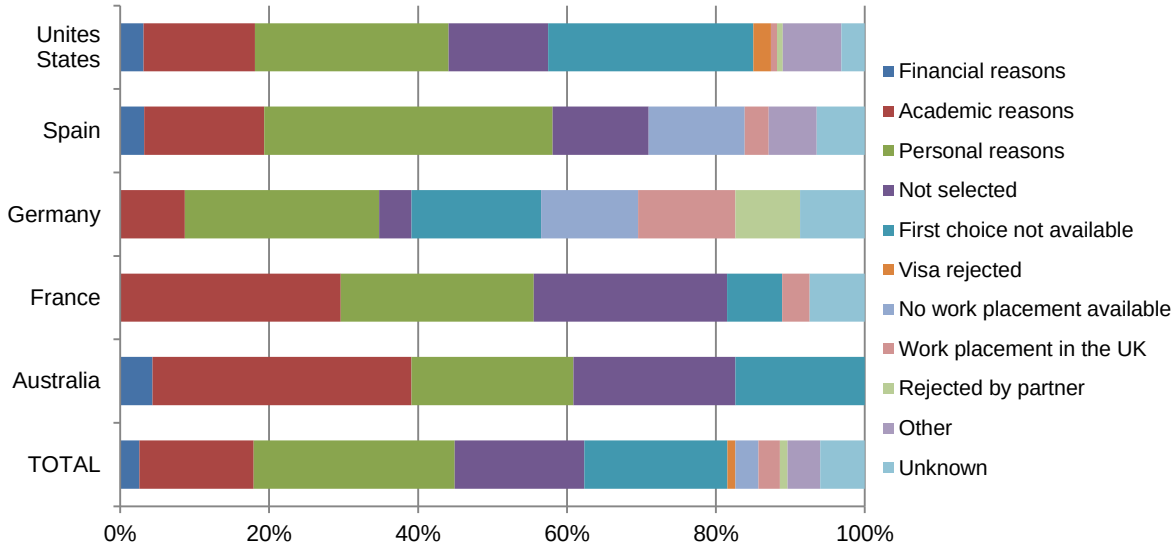


Table 61: Proportion between applicants and students going abroad for the main countries of destination in 2013-14 and 2014-15



Tables 60 and 61 illustrate the outcome of the process from application to actual mobility. The results seen earlier showed the preponderance of applications for the United States, France and Spain (56% of the total), which also represent the three more popular final destinations. However, the number of students applying does not automatically infer larger volumes of mobility. In fact, dividing the number of applicants for each country by the number of students who finally went, as in table 61, provides surprising results, as fewer than half of those applying went to the Netherlands, Cyprus, Germany or Turkey. The opposite happened with Poland, Italy, South Korea, China or Canada, where at least two out of every three applicants actually went to those countries. Unsuccessful candidates were asked for the reasons for withdrawal, if they finally did not manage to go abroad. The results of this can be seen in table 62, where the main reasons given by students are illustrated in percentages for each country to compensate the differences in size.

Table 62: Reasons for not going abroad after application by countries (2013-14 and 2014-15)



The reasons given by students for the withdrawal can be categorised as either their own decision or determined by external factors. Academic reasons for non-participation could be due to a weak performance preventing participation or due to the perceived risk of damaging their degree classification through mobility. A high number of students decide not to go abroad if they cannot go to their first choice. It is important to note that all students who are considered eligible are offered a place to go, although some are not always happy with the offer made. Surprisingly, financial issues do not seem to be especially relevant in most cases.

The results offered by table 62 do not represent a surprise. In the case of the United States, failure to guarantee the destination selected is the main reason for withdrawal. However, personal reasons are given by those intending to go to the other countries. The lack of a work placement available is an issue only seen in Europe for students who applied with the intention of finding a place to work and did not succeed. In some of those cases, students decided to stay in the UK for a work placement. Only a small number of candidates could not go abroad due to the refusal of the visa required (mainly by the United States) or the rejection of the partner institution for students from Art and Design, where the requirement of submitting a portfolio leaves the decision in the hands of the host institution.

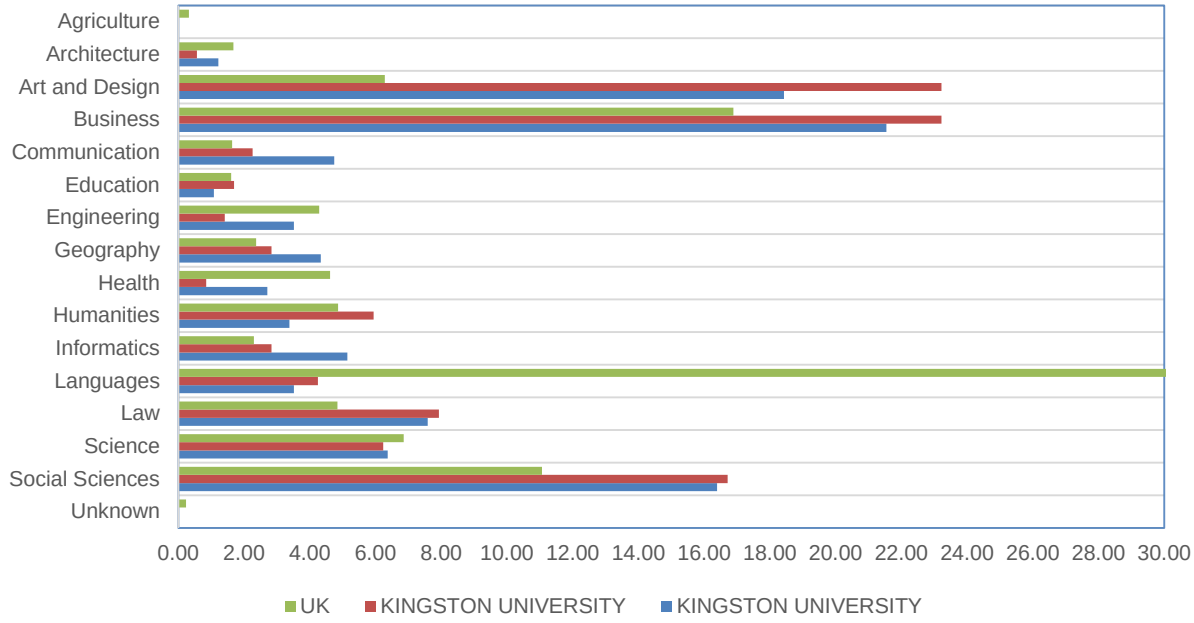
The length of the stay abroad was conditioned by the university. Since 2013-14, all Kingston courses are based on annual modules and students going for shorter periods of time require an accurate selection of host institution and modules to be taken abroad in conjunction with the rest of the year. However, this is not the only possibility for students, as others go to two different destinations or even combine study and work abroad. In summary, 72% of the candidates had the intention of going abroad for the full year, 21.2% for a semester and 6.8% for a summer placement. The result of those who actually went abroad softened the distribution with 67.8% of students going for the full year, 24.3% for a semester and 7.9% only in summer. The students going to two destinations reduce the value of the distribution per the countries, as no special trends can be seen.

One issue mentioned when referring to the UK higher education institutions that, unfortunately, cannot be documented is the requirement of an extra year for students going abroad. In the case of Kingston, such requirement does not exist, but it is a possibility offered to students. Many of them see this opportunity as an easier procedure to avoid the need of mirroring the modules of the second year at home. The approach to the academic requirements for an extra year is much more flexible and facilitates the process for the student and the institution.

The distribution by levels of study shows majority of undergraduate students (89.5%) with most of the postgraduate ones coming from a joint master and an Erasmus Mundus double degree. Within the undergraduate students, 54.6% went abroad during the second year of their degree and the rest (45.4%) added one year to the course.

The areas of study represented by the candidates to go abroad and those who finally made it is compared with the figures for the UK to look for particular trends in Kingston. The result can be seen in table 63, which shows applicants and mobile students for Kingston and the total figures for the UK.

Table 63: Percentage of applicants and students abroad at Kingston and students abroad in the UK by areas of study (2013-14 and 2014-15)



The lack of Foreign Languages in the offer of courses conditions the percentage of language students, as is also the case with Health degrees. Architecture and Engineering degrees are underrepresented in mobility from Kingston, while Art and Design, Business, Humanities and Informatics show higher percentage than the rest of the country. Engineering, Communication, Geography and Informatics are the areas where the level of students abroad is much lower than it could be expected by the number of applications.

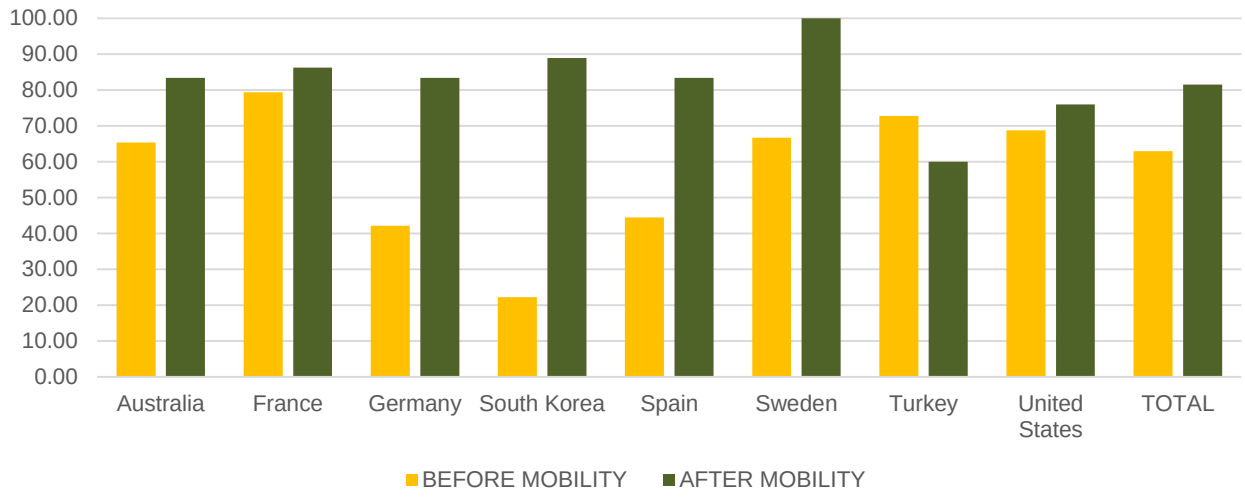
Work placements represent a growing activity at Kingston. In the two years analysed, 13.4% of the applicants had the intention of following this activity as part of, or for all, their period abroad. Approximately half of them succeeded in finding a place for such activity from the different areas of study.

Finally, an important element of mobility is the possibility of improving the academic results of students. To estimate its effect, the individual records of all undergraduate students who went abroad were analysed to calculate the average grades before and after the mobility period and the difference between the award expected and that obtained.

The average grades of students before going abroad were of 61.99% with small differences between the destinations. Those grades represented that 19.03% of students were expecting a first class award, 44.64% an Upper Second Class, 33.22% a Lower Second Class and 3.11% a Third Class. 42.4% of those with expectations for the two first awards went to Europe with the Erasmus programme and the 57.6% to the rest of the world.

By the end of the 2015-16 year, and after the mobility period, 90% of students had graduated with a Bachelor Degree, 5.5% were still following their courses, 2.1% had abandoned their studies and 2.4% obtained a degree lower than the Bachelor. It is positive as an outcome that the final result does not represent 100% success for students going abroad, showing that the benefit of the mobility period not only depends on making use of the opportunity, but also on making the most of it. Without looking at the level of those obtaining a Bachelor, 4.5% of students left the university or only were awarded lower degrees. Half of those students went to the United States, although this does not imply that that students going to that country obtain a worse result after their experience abroad. Table 64 shows the result of the mobility periods for the most popular countries.

Table 64: Percentage of students with first or upper second class awards expected before and obtained after mobility (2013-14 and 2014-15)



Between the two years analysed, 63% of students were expected to obtain first or upper second class awards, according to the average of their grades before the mobility period. When looking at the final award of those students who graduated after mobility, the percentage actually achieving that was 81.5%. However, these percentages vary according to the country of destination. With the only exception being Turkey, an improvement in the percentage happened in all countries, even if the starting points were very different. The highest percentages before mobility were shown by those going to France, Turkey and the United States and the lowest levels were for those going to South Korea, Germany and Spain. With more room for improvement, it is logical that students going to these countries show the more visible changes, although the cases of Sweden and Australia also show remarkable differences. The exception of Turkey has not a clear explanation. As a reference, only 64% of students graduating in Kingston achieves one of the two top awards, a demonstration of the positive effect of student mobility.

As far as the type of mobility is concerned, students going abroad for a study period or for a work placement had exactly the same expectations of a high award before mobility. The final result was quite different as the percentages were 86.1% for work placements and 80.2% for study periods. However, these results have a relative value, as they also have to be considered according to the destination. The percentages of students going abroad out of Erasmus were of 64% (before) and 76.7% (after) and those for Erasmus students were 62% and 86% respectively. Thus, Erasmus students show higher levels of improvement starting from a lower position. Considering only those students going to Europe, the initial percentages were of 61.2% for study periods and 63% for work placements, but were almost the same (bout 96%) in both cases after the mobility periods. The conclusion would be that, in fact, work placements do not bring better results and the difference observed earlier is more due to the destination than to the type of mobility. In all cases it can be said that the mobility periods helped Kingston University students to improve their final award with slight differences depending on the destinations. In general terms, better results are obtained by those students going to Europe than for those going to the rest of the world.

10. SOME CONCLUSIONS

If a clear conclusion can be drawn from this report it would be that the interest for student mobility is still growing among UK higher education institutions and their communities. Because not only a demand from students is required, but also clear policies and procedures set up by the institutions to facilitate such mobility. The two years analysed in this report (2013-14 and 2014-15) experienced a decrease in the number of language students, an

important issue when considering the proportion they traditionally represented. But there has not only been a decrease in percentage, but also in absolute terms. Because of the continuously decreasing numbers of students enrolling in language degrees, the absolute figures of students going abroad have also reflected this reality, in addition to a lower number of students with a foreign language as a minor in their degrees. Fortunately, the process has gone in parallel to a new increase in the numbers of those who go abroad from non-language degrees and still a growth is experienced in total numbers between the two years analysed. That is not the case for the Erasmus programme where the influence of languages has hit harder due to an insufficient growth of non-language students to compensate 14% drop in languages from one year to another.

Despite these figures, a positive balance in numbers has been possible thanks to institutional efforts to boost mobility numbers by offering more opportunities than in the past. However, some of characteristics of student mobility in the UK represent a barrier slowing the process down. Three of them clearly explain the current situation: a) Rigidity in the regulations obliging the majority of students to add an extra year to their degrees to go abroad, b) Financial support provided only to those students spending a year abroad minimising the possibilities of shorter mobility and c) Need of English speaking destinations for students. All of them represent a filter for potential candidates to go abroad. Some of them represent an increase in the need for resources, as two students could go abroad for a semester with the same cost than one going for one year. However, those going for a semester find the experience much more onerous, as full fees for their period abroad apply and the costs incurred in a five-month stay do not represent half of those for one year.

Not surprisingly, the three factors mentioned concern approximately three quarters of student mobility, as this is the percentage of students adding one year to the degree, of those going for a full year and of those taught in English abroad. Despite this, some changes can be seen in recent years. More students go abroad for a semester, more replace modules from the home courses and more are taught in English. The growing speed of the latter is higher than for the other two, but it is still noticeable that more students are allowed to overcome historical obstacles to mobility. Unfortunately, this does not apply to all institutions or groups of universities. In fact, the Pre-92 universities sent fewer students abroad in 2014-15 than in 2013-14, as the language candidates missing were not sufficiently replaced by students from other areas.

Some other issues are not new, but continue the ‘status quo’ described in previous years. Only the improvement of the HESA return has helped the record of more postgraduate students going abroad (especially out of Europe), although undergraduate levels still represent the vast majority. The number of non-British students going abroad keeps growing in parallel to the minority of them going to theirs own country on mobility. This explains clear differences in the typology and destination of British students when compared to those studying in the UK from other countries. Still relevant is the low number of students in areas such as Education or Health, more prone to go to non-European destinations for short mobility periods rather than for one or two semesters. One wonders which effect the Erasmus + International Credit Mobility action can have in the distribution of students going abroad, if successful in attracting new students and areas of study to student mobility.

A relevant change can be seen in the proportion between study periods and work placements in Erasmus countries, where data is more reliable than for the rest of the world. Students going to Europe for work placements are more numerous than those on study periods in Science and are fast approaching levels in Art and Design and Engineering. This does not imply that the future of student mobility lies more in working rather studying abroad, but it is an issue to assess in the next years. For each student in a work placement in Europe in 2010-11 there were two in a study period. This proportion was of 1.7/1 in 2014-15, an impressive change in only four years.

All characteristics and evolutions of UK outward student mobility can only be described after the analysis of the data available. And this is still crucial problem to consider. Reporting mobility to HESA is still an irregular exercise taken by the higher education institutions with variable degrees of seriousness. Some compile all information and record any single mobility occurring. Others apply a filter due to financial reasons (only reporting students with fee changes due to mobility), mobility schemes (only Erasmus recorded) or length (minimising the effect of short mobility periods). The consequence of all these situations (and others not listed here) is an irregular approach to reporting with institutions not including one

single student going abroad in a particular year, others missing students who were included in the Erasmus report or, simply, reporting only those going for a minimum length well above the threshold of one week. At the same time, other institutions comprehensively report their student mobility creating clear imbalances. Luckily, the group of those following the latter policy is growing and the data offered by the HESA return is becoming more reliable in reflecting actual mobility. Despite this improvement, 18 higher education institutions are in HESA, but did not report any mobility at all and 71 did not include any mobility for less than eight weeks.

The new approach to this report slightly reduces the numbers of student mobility, as data provided by the author's own investigations is not considered anymore. It is expected that official data will be improving every year and the estimations made will be more reliable, instead of representing a minimum number of students going abroad. This will be especially crucial in the years to come after the result of the Brexit referendum last June.

The current situation shows an improvement in the engagement of institutions and individuals with growing interest for the opportunities offered by student mobility. One only has to read the contributions made to the enquiry launched by the Education Committee of the UK Parliament[29] to realise how strong the feeling on the benefits of mobility is in general terms and in the Erasmus programme in particular. The situation we will be facing in the very short term is totally unknown. Thus, the need for clear and supportive policies is more relevant than ever. How the UK Strategy for Outward Mobility[30] will follow its implementation becomes paramount for the future of student mobility. To this end, it is worth reminding its Mission reading:

'…The UK Strategy for Outward Mobility will facilitate an increase in the proportion of UK domiciled students who undertake international placements as part of their undergraduate, postgraduate and research programmes, and help to address institutional barriers to participation in outward mobility in UK higher education…'

If this was the scenario in 2013, when the national strategy was launched, there are no reasons to consider going backwards on those intentions. The demand from students and institutions is clear and one or several solutions will be required to ensure that student mobility keeps its position as a catalyst for the improvement of degrees and employability prospects for graduates in the coming years.

Annex 1: Student mobility by countries (2013-14 and 2014-15)

	2013-14	2014-15	TOTAL
France	4,843	4,446	9,289
Spain	3,679	3,486	7,165
United States	2,128	2,637	4,765
Germany	2,373	2,334	4,707
Italy	1,182	855	2,037
Australia	884	1,044	1,928
Canada	829	973	1,802
Netherlands	787	973	1,760
China	563	583	1,146
Sweden	367	446	813
Belgium	366	361	727
Hong Kong	303	406	709
Austria	308	377	685
Denmark	272	349	621
Russia	347	268	615
Japan	272	335	607
Ireland	240	303	543
Switzerland	254	233	487
Singapore	211	252	463
Finland	192	250	442
Portugal	195	178	373
Czech Republic	191	178	369
Norway	175	192	367
New Zealand	125	175	300
Argentina	146	119	265
Malta	107	150	257
Turkey	133	113	246
Malaysia	109	135	244
Mexico	113	120	233
Chile	106	125	231
India	117	114	231
Brazil	100	120	220
South Korea	94	125	219
Greece	87	123	210
Poland	102	104	206
Cyprus	73	118	191
Jordan	96	90	186
Hungary	77	100	177
South Africa	72	74	146
Thailand	59	77	136
Peru	52	60	112
Colombia	56	46	102
Egypt	51	34	85
Kenya	38	43	81
Morocco	43	37	80
Unknown	50	25	75
Taiwan	42	30	72
United Arab Emirates	35	34	69
Bulgaria	28	37	65
Nigeria	38	25	63
Tanzania	26	36	62
Indonesia	29	30	59
Uganda	29	30	59
Ecuador	33	25	58
Ghana	28	30	58

	2013-14	2014-15	TOTAL
Estonia	35	21	56
Iceland	28	26	54
Israel	29	25	54
Saudi Arabia	21	32	53
Malawi	23	29	52
Slovenia	23	28	51
Romania	15	35	50
Kazakhstan	26	20	46
Luxembourg	17	28	45
Palestine	18	25	43
Nepal	20	20	40
Sri Lanka	12	27	39
Lithuania	17	21	38
Croatia	15	21	36
Cuba	20	16	36
Slovakia	22	13	35
Pakistan	22	12	34
Lebanon	22	11	33
Zambia	15	17	32
Uruguay	15	16	31
Vietnam	14	16	30
Latvia	12	17	29
Tunisia	18	11	29
Turkmenistan	18	11	29
Ethiopia	11	17	28
Philippines	10	18	28
Oman	14	13	27
Costa Rica	11	13	24
Bangladesh	10	13	23
Antigua and Barbuda	11	10	21
Bolivia	10	11	21
Cambodia	10	9	19
Gambia	7	11	18
Panama	9	8	17
Iran	10	6	16
Serbia	12	4	16
Zimbabwe	8	8	16
Mongolia	5	10	15
Brunei	9	5	14
Jamaica	4	10	14
Nicaragua	8	6	14
Barbados	7	6	13
Belize	5	8	13
Fiji	2	10	12
Kuwait	7	5	12
Trinidad and Tobago	5	7	12
Qatar	8	3	11
Europe not specified	9	1	10
Laos	5	5	10
Libya	8	2	10
Sierra Leone	8	2	10
Botswana	2	7	9
Congo	6	3	9
Gibraltar	5	4	9
St Lucia	4	5	9

	2013-14	2014-15	TOTAL
Ukraine	6	3	9
Bosnia and Herzegovina	5	3	8
European Union	8	0	8
Guatemala	7	1	8
Iraq	4	4	8
Mauritius	3	5	8
Namibia	6	2	8
Senegal	5	3	8
Tonga	3	5	8
Papua New Guinea	5	2	7
Rwanda	4	3	7
Vanuatu	2	5	7
Bahrain	2	4	6
Congo DR	3	3	6
Paraguay	4	2	6
Samoa	1	5	6
St Kitts and Nevis	2	4	6
Swaziland	1	5	6
Afghanistan	3	2	5
Bermuda	1	4	5
Burkina Faso	1	4	5
Dominican Republic	4	1	5
Guyana	2	3	5
Martinique	1	4	5
Mozambique	3	2	5
Tajikistan	3	2	5
Turks and Caicos Islands	0	5	5
American Samoa	1	3	4
Andorra	1	3	4
Burma	4	0	4
Cook Islands	3	1	4
Greenland	3	1	4
Honduras	2	2	4
Liechtenstein	0	4	4
Oceania not specified	3	1	4
Somalia	2	2	4
St Vincent & The Gren.	2	2	4
Sudan	4	0	4
Bahamas, The	1	2	3
Cameroon	0	3	3
Chad	1	2	3
Cyprus (Non EU)	3	0	3
Falkland Islands	0	3	3

	2013-14	2014-15	TOTAL
French Polynesia	2	1	3
Guadeloupe	0	3	3
Kyrgyzstan	1	2	3
Venezuela	3	0	3
Albania	1	1	2
Algeria	1	1	2
Angola	1	1	2
Bhutan	1	1	2
Central African Rep.	1	1	2
Djibouti	1	1	2
East Timor	1	1	2
El Salvador	0	2	2
Grenada	0	2	2
Kosovo	1	1	2
Madagascar	0	2	2
Sint Maarten	2	0	2
Solomon Islands	0	2	2
South Sudan	2	0	2
Syria	2	0	2
Togo	2	0	2
Azerbaijan	0	1	1
Belarus	1	0	1
Benin	1	0	1
British Virgin Islands	0	1	1
Cayman Islands	1	0	1
Dominica	0	1	1
Lesotho	1	0	1
Liberia	0	1	1
Macedonia	0	1	1
Maldives	1	0	1
Mali	1	0	1
Mauritania	0	1	1
Middle East not spec.	1	0	1
Monaco	0	1	1
New Caledonia	0	1	1
Palau	1	0	1
Seychelles	0	1	1
St Helena, Ascension and Tristan da Cunha	0	1	1
Surinam	1	0	1
Yemen	0	1	1
TOTAL	24,122	24,849	48,971

Annex 2: Institutions included in the report

		MOBILITY INCLUDED IN…?			
		2013-14		2014-15	
INSTITUTION	GROUP	HESA	ERASMUS	HESA	ERASMUS
Aberystwyth University					
Anglia Ruskin University					
Aston University					
Bangor Univers thereity					
Bath Spa University					
Birkbeck College					
Birmingham City University					
Bishop Grosseteste University					
Bournemouth University					
Bradford College					
Brunel University London					
Buckinghamshire New University					
Canterbury Christ Church University					
Cardiff Metropolitan University					
Cardiff University					
College of Agriculture, Food and Rural Enterprise					
Conservatoire for Dance and Drama					
Courtauld Institute of Art					
Coventry University					
Cranfield University					
De Montfort University					
Edge Hill University					
Edinburgh College of Art					
Edinburgh Napier University					
Falmouth University					
Glasgow Caledonian University					
Glasgow School of Art					
Glyndŵr University					
Goldsmiths College					
Guildhall School of Music and Drama					
Harper Adams University					
Havering College					
Heriot-Watt University					
Heythrop College					
Imperial College of Science, Technology and Med.					
Institute of Education					
King's College London					
Kingston University					
Leeds Beckett University					
Leeds College of Art					
Leeds College of Music					
Leeds Trinity University					
Liverpool Hope University					
Liverpool John Moores University					
Liverpool School of Tropical Medicine					
London Business School					
London Metropolitan University					
London School of Economics and Political Science					
London School of Hygiene and Tropical Medicine					
London South Bank University					
Loughborough University					
Middlesex University					
Moray College					
New College Durham					
Newman University					
North West College					
North West Regional College					
Norwich University of the Arts					
Oxford Brookes University					
Plymouth College of Art					
Queen Margaret University, Edinburgh					
Queen Mary University of London					
Ravensbourne					
Regent's University					
Roehampton University					
Rose Bruford College					
Royal Academy of Music					
Royal Agricultural University					
Royal College of Art					
Royal College of Music					

		MOBILITY INCLUDED IN…?			
		2013-14		2014-15	
INSTITUTION	GROUP	HESA	ERASMUS	HESA	ERASMUS
Royal Conservatoire of Scotland					
Royal Holloway and Bedford New College					
Royal Northern College of Music					
Scotland's Rural College					
Scottish Association for Marine Science					
Sheffield Hallam University					
South Eastern Regional College					
Southampton Solent University					
St George's Hospital Medical School					
St Mary's University College					
St Mary's University, Twickenham					
Staffordshire University					
Stranmillis University College					
Swansea Metropolitan University					
Swansea University					
Teesside University					
The Arts University Bournemouth					
The City University					
The Institute of Cancer Research					
The Liverpool Institute for Performing Arts					
The Manchester Metropolitan University					
The National Film and Television School					
The Nottingham Trent University					
The Open University					
The Queen's University of Belfast					
The Robert Gordon University					
The Royal Central School of Speech and Drama					
The Royal Veterinary College					
The School of Oriental and African Studies					
The University of Aberdeen					
The University of Bath					
The University of Birmingham					
The University of Bolton					
The University of Bradford					
The University of Brighton					
The University of Bristol					
The University of Buckingham					
The University of Cambridge					
The University of Central Lancashire					
The University of Chichester					
The University of Dundee					
The University of East Anglia					
The University of East London					
The University of Edinburgh					
The University of Essex					
The University of Exeter					
The University of Glasgow					
The University of Greenwich					
The University of Huddersfield					
The University of Hull					
The University of Keele					
The University of Kent					
The University of Lancaster					
The University of Leeds					
The University of Leicester					
The University of Lincoln					
The University of Liverpool					
The University of Manchester					
The University of Northampton					
The University of Oxford					
The University of Portsmouth					
The University of Reading					
The University of Salford					
The University of Sheffield					
The University of Southampton					
The University of St Andrews					
The University of Stirling					
The University of Strathclyde					
The University of Sunderland					
The University of Surrey					
The University of Sussex					
The University of the West of Scotland					

		MOBILITY INCLUDED IN…?			
		2013-14		2014-15	
INSTITUTION	GROUP	HESA	ERASMUS	HESA	ERASMUS
The University of Wales (central functions)					
The University of Warwick					
The University of West London					
The University of Westminster					
The University of Winchester					
The University of Wolverhampton					
The University of York					
Trinity Laban Conservatoire of Music and Dance					
Trinity University College					
University Campus Suffolk					
University College Birmingham					
University College London					
University for the Creative Arts					
University of Abertay Dundee					
University of Bedfordshire					
University of Chester					
University of Cumbria					
University of Derby					
University of Durham					
University of Gloucestershire					
University of Hertfordshire					
University of London (Institutes and activities)					
University of Newcastle-upon-Tyne					
University of Northumbria at Newcastle					
University of Nottingham					
University of Plymouth					
University of South Wales					
University of St Mark and St John					
University of the Arts, London					
University of the Highlands and Islands					
University of the West of England, Bristol					
University of Ulster					
University of Wales Trinity Saint David					
University of Worcester					
Writtle College					
York St John University					

Russell Group
Pre-92
Post-92
Other

Not in HESA
Mobility included
No mobility

Annex 3: Top 100 European universities hosting students from UK institutions (2013-14 and 2014-15)

	University	Students
1	UNIVERSITAT DE VALENCIA	388
2	UNIVERSIDAD DE GRANADA	374
3	INSTITUT D'ETUDES POLITIQUES DE PARIS	299
4	UNIVERSITE DE PARIS-SORBONNE (PARIS IV)	271
5	UNIVERSIDAD COMPLUTENSE DE MADRID	261
6	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	240
7	HUMBOLDT-UNIVERSITAET ZU BERLIN	223
8	UNIVERSITE JEAN MOULIN LYON III	208
9	UNIVERSIDAD DE SALAMANCA	204
10	UNIVERSIDAD DE ALICANTE	199
11	KOBENHAVNS UNIVERSITET	197
12	RUPRECHT-KARLS-UNIVERSITAET HEIDELBERG	196
13	UNIVERSIDAD EUROPEA DE MADRID SL	196
14	UNIVERSIDAD CARLOS III DE MADRID	195
15	UNIVERSITE MONTPELLIER III PAUL VALERY	195
16	UNIVERSIDAD POMPEU FABRA	189
17	UNIVERSITE DE STRASBOURG	187
18	UNIVERZITA KARLOVA V PRAZE	151
19	FREIE UNIVERSITAET BERLIN	151
20	LUNDS UNIVERSITET	148
21	UNIVERSIDAD DE SEVILLA	147
22	UNIVERSITAET WIEN	139
23	UNIVERSITEIT VAN AMSTERDAM	139
24	UNIVERSITE DE TOULOUSE II - LE MIRAIL	137
25	UNIVERSIDAD AUTONOMA DE MADRID	136
26	UNIVERSITEIT UTRECHT	136
27	UNIVERSITE LUMIERE LYON 2	135
28	UNIVERSITA TA MALTA	135
29	UNIVERSITE STENDHAL GRENOBLE 3	134
30	UPPSALA UNIVERSITET	133
31	UNIVERSIDAD DE MURCIA	126
32	UNIVERSITAT DE BARCELONA	123
33	UNIVERSIDAD PONTIFICIA COMILLAS	114
34	LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN	111
35	UNIVERSITAT AUTONOMA DE BARCELONA	110
36	UNIVERSITAET MANNHEIM	109
37	UNIVERSIDAD DE ZARAGOZA	107
38	UNIVERSIDAD DE ALCALA	106
39	UNIVERSIDAD DE MALAGA	103
40	UNIVERSITE DE NANTES	103
41	UNIVERSITE TOULOUSE 1 CAPITOLE	98
42	UNIVERSITE FRANCOIS RABELAIS DE TOURS	98
43	UNIVERSITE MICHEL DE MONTAIGNE- BORDEAUX 3	97
44	RIJKSUNIVERSITEIT GRONINGEN	94
45	UNIVERSITEIT MAASTRICHT	93
46	UNIVERSIDAD DE OVIEDO	92
47	UNIVERSITAT POLITECNICA DE VALENCIA	91
48	UNIVERSIDADE DE SANTIAGO DE COMPOSTELA	89
49	UNIVERSITA DEGLI STUDI DI PADOVA	89
50	STOCKHOLMS UNIVERSITET	87
51	UNIVERSIDAD DE CADIZ	86
	University	Students

52	UNIVERSIDAD DE CORDOBA	85
53	COPENHAGEN BUSINESS SCHOOL	84
54	STICHTING KATHOLIEKE UNIVERSITEIT	81
55	UNIVERSITA CA' FOSCARI VENEZIA	79
56	UNIVERSIDADE DE COIMBRA	79
57	HELSINGIN YLIOPISTO	79
58	UNIVERSITA COMMERCIALE LUIGI BOCCONI	78
59	ALBERT-LUDWIGS-UNIVERSITAET FREIBURG	77
60	UNIVERSITA' DEGLI STUDI DI SIENA	77
61	KATHOLIEKE UNIVERSITEIT LEUVEN	75
62	UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA	75
63	TOULOUSE BUSINESS SCHOOL	74
64	UNIVERSITETET I OSLO	73
65	STICHTING VU-VUMC	71
66	UNIVERSITA DEGLI STUDI DI VERONA	70
67	INSTITUT D'ETUDES POLITIQUES DE LYON	69
68	STICHTING HOGESCHOOL VAN AMSTERDAM	69
69	ERASMUS UNIVERSITEIT ROTTERDAM	69
70	UNIVERSITA DEGLI STUDI ROMA TRE	68
71	UNIVERSITEIT LEIDEN	67
72	FUNDACION UNIVERSITARIA SAN PABLO-CEU	66
73	UNIVERSITE DE RENNES I	65
74	UNIVERSIDAD DE LA IGLESIA DE DEUSTO	64
75	UNIVERSITE DE SAVOIE	64
76	UNIVERSITA DI PISA	64
77	UNIVERSITAT KONSTANZ	63
78	UNIVERSITE PARIS II PANTHEON ASSAS	63
79	HOCHSCHULE FUR WIRTSCHAFT UND RECHT BERLIN	62
80	EBERHARD KARLS UNIVERSITAET TUEBINGEN	62
81	UNIVERSITA DEGLI STUDI DI FIRENZE	62
82	AARHUS UNIVERSITET	61
83	UNIVERSITE PARIS III SORBONNE NOUVELLE	61
84	UNIVERSITE PARIS DIDEROT - PARIS 7	61
85	ECOLE SUPERIEURE DU COMMERCE EXTERIEUR	60
86	UNIVERSITE MONTESQUIEU-BORDEAUX IV	58
87	UNIVERSITAET LEIPZIG	57
88	EDHEC BUSINESS SCHOOL	57
89	UNIVERSITE DE LILLE II - DROIT ET SANTE	54
90	UNIVERSITE D'AIX MARSEILLE	54
91	UNIVERSITE D'AVIGNON ET DES PAYS DE VAUCLUSE	53
92	CHALMERS TEKNISKA HOEGSKOLA AB	53
93	TECHNISCHE UNIVERSITAET MUENCHEN	52
94	UNIVERSIDAD PABLO DE OLAVIDE	52
95	UNIVERSITE DE LA REUNION	52
96	UNIVERSITA DEGLI STUDI DI TORINO	52
97	UNIVERSITAS NEBRISSENSIS SA	51
98	UNIVERSITE BLAISE PASCAL CLERMONT-FERRAND II	51
99	UNIVERSITE DE PERPIGNAN	51
100	POLITECNICO DI MILANO	51

NOTES

[1] Traditionally, the Erasmus report required the mention to the HUSID (HESA unique student identifier) number for students and that helped identifying those with two (or more) destinations abroad.

[2] Available at http://www.go.international.ac.uk/programme-research

[3] CARBONELL, Joan-Anton: *Further up the road: six years of growth for outward student mobility in the UK (from 2007-08 to 2012-13)* (pp. 56). Available at: . http://cunningham.acer.edu.au/inted/onlinedocs/ndrie5953n.pdf

[4] *'On the way to Erasmus+. A Statistical Overview of the Erasmus Programme in 2012-13'*. Publications Office of the European Union, Luxemburg, 2015 p. 17.

[5] https://www.hesa.ac.uk/free-statistics

[6] CARBONELL, J.A.: 'La movilidad internacional de los estudiantes universitarios en España. Retrato del año 2013-14'.

[7] There is a distinction between the concepts of Home and International students used in the UK higher education system and here. Due to their participation in the Erasmus programme, students from the Former Republic of Macedonia, Iceland, Liechtenstein, Norway, Switzerland and Turkey are included as students from the Erasmus countries and not as international students. In total, there are 147 students from these countries. Thus, applying the same criteria as for tuition fees, there would be 18% of students from the rest European Union and 9.8% from the rest of the world.

[8] https://hesa.ac.uk/free-statistics

[9] Since 2013-14, students going abroad for a full year pay £1,350 for their fees, but this reduction does not apply to international students whose fees are decided by their home institutions.

[10] EUROPEAN COMMISSION: *'Erasmus. Facts, Figures & Trends. The European Union support for student and staff exchanges and university cooperation in 2013-2014'*, Brussels, 2016, p. 6. Available at http://ec.europa.eu/education/library/statistics/erasmus-plus-facts-figures_en.pdf

[11] CARBONELL, J.A.: 'La movilidad internacional de los estudiantes universitarios en España. Retrato del año 2013-14', p. 18. Unpublished.

[12] Information provided by a colleague from the institution concerned.

[13] www.hesa.ac.uk. First year HE student enrolments by level of study, subject area, mode of study and sex.

[14] EUROPEAN COMMISSION: '*Erasmus. Facts, Figures & Trends*…', p. 7

[15] The total number of students going to Spain from Languages and Business courses creates an imbalance in the mobility with that country. With figures from CARBONELL, J.A.: 'La movilidad internacional… , Spain sent just over 1,600 Erasmus students from these courses in 2013-14, but received about 800 more, which must be the only case where the unbalance does not goes against the UK.

[16] The survey refers to the answers received from more than 150 institutions.

[17] CARBONELL, Joan-Anton: *Further up the road:…* p. 34 and 39.

[18] Historical statistics of the UK participation in Erasmus programme are available at https://www.erasmusplus.org.uk/erasmus-projects

[19] EUROPEAN COMMISSION: 'Europeans and their languages', Special Eurobarometer 386. Brussels, June 2012. Available at http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf

[20] The data of graduates in 2015 was obtained from www.hesa.ac.uk

[21] Available at http://www.iie.org/en/Research-and-Publications/Open-Doors#.WFkj_01WKUl

[22] Data from Australia can be seen at https://internationaleducation.gov.au/research/Research-Snapshots/Documents/StudentMobility%202011-12.pdf. For Canada see 'A World of Learning' available from http://cbie.ca/

[23] Data for Germany is provided by the annual Wissenchaft Weltoffen report jointly published by DAAD and DZHW (http://www.wissenschaftweltoffen.de/daten/2015/index_html?lang=en).
CIMO, the National Agency for Mobility in Finland also publishes annual reports on student mobility available at (http://www.cimo.fi/services/statistics/international_mobility_of_students).
Data from Sweden can be found at http://www.scb.se/en/finding-statistics/statistics-by-subject-area/education-and-research/higher-education/international-student-mobility-in-higher-education/

[24] The last report published includes the data for the cohort of students graduating in 2015 (http://www.almalaurea.it/sites/almalaurea.it/files/docs/universita/profilo/Profilo2016/cap_05_le_esperienze_di_studio_allestero.pdf).

[25] CARBONELL, J.A.: 'La movilidad internacional de los estudiantes universitarios en España..'. Unpublished.

[26] Data for total number of students in higher education obtained from Eurostat (http://ec.europa.eu/eurostat/statistics-explained/index.php/ File:Number_of_tertiary_education_students,_2013_(thousands)_ET15.png)

[27] http://ec.europa.eu/education/resources/statistics_en

[28] All data included in this chapter comes from the Study Abroad International Learning Office (formerly European and Study Abroad Office) records.

[29] http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2015/brexit-impact-higher-education-16-17/publications/

[30] http://go.international.ac.uk/sites/default/files/UK%20HE%20International%20Unit%20UK%20Strategy%20for%20Outward%20Mobility%20Version%201.0.pdf