Further up the road.
Six years of growth
for outward student mobility
in the UK
(from 2007-08 to 2012-13)

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FOREWORD

This is the sixth edition of the report estimating the number of students going abroad from the United Kingdom for a minimum period of three months. This edition covers the data from 2007-08 to 2012-13. As in previous years, this report refers to the entire higher education sector by compiling the data from the different institutions, but does not highlight any particular institution.

The current edition is based on the official figures for European mobility (Erasmus) and the data received from 135 higher education institutions, the highest number ever registered and eleven more than the previous year. A warm thank you to all those colleagues who kindly offered their time to compile the data. The first report made in January 2009 included only 59 institutions, fewer than half those included in this one. Logically, estimations made should be much more reliable this year as these 135 institutions represents more than 90% of the total Erasmus mobility.

The gratitude to the institutions has to be also extended to the generosity of other colleagues from the British Council: Gary Shiells, from British Council Scotland (Comenius), Talin Chakmakjian (Language Assistants) and Bronagh Timlin, from the British Council Northern Ireland (IASTE), who provided institutional data for their programmes. David Hibler and Lorna Williams, from the UK Erasmus National Agency, deserve special thanks, as they facilitated access to the non-confidential data of Erasmus students, which allowed a much deeper analysis of this type of mobility. Last, but not least, Jenny Bermingham, from HESA, was instrumental in obtaining data from the returns for the 2011-12 and 2012-13 years. Without the contribution of all these colleagues, this report would not be possible.

My warmest gratitude to all of them.

1. THE ORIGIN OF THE DATA

As in previous reports, institutions were asked to provide the data for outward mobility by countries in the last five years (or only for the 2012-13 academic year for those institutions that had already provided the data for previous reports). Three mailing lists were used: HEURO (the Association of UK Higher Education European Officers), BUTEX (British Universities Transatlantic Exchange Association) and the ETT (Erasmus and Tempus Talk administered by the British Council). The data obtained is the base for the estimates of the total number of students going abroad to non-European destinations.

The Erasmus data provided by the UK Erasmus National Agency includes the individual entries (with confidential data deleted) of the final reports submitted by all UK institutions in July 2013. This allows a distinction to be made between actual mobility of students, which is often confusing due to multiple mobility periods, and total mobility periods, as reported in the official statistics. The figures for Comenius Assistants and Language Assistants provided by the respective units at the British Council responsible for these activities also add to the total mobility.

A new contribution to the report was having access to some of the data from the HESA return. Notwithstanding difficulties encountered with new coding systems, etc. this allowed for comparisons with the data received from the institutions and for the inclusion of new mobility periods that had not been recorded before.

Despite the increase in reliability of the data, some difficulties remain in the writing of this report. Particularly relevant are: the dispersion of the information at many institutions, due to different offices or faculties dealing with mobility; the incomplete information relating to double mobility periods (European and non-European) and lack of reliable information about non-European work placements, included by some institutions, but not by many others.

The availability of official statistics should improve next year with the 2013-14 HESA return including much more detail on outbound student mobility than before.

2. INSTITUTIONS INCLUDED IN THE REPORT

As in previous years, the institutions included in the report are classified according to the main groups of universities in order to make comparisons. The classification corresponds to the situation at the beginning of the 2012-13 academic year and does not, therefore, include any changes made since then. Some of the institutions have merged, others have joined another institution or changed their name, but all of them were still independent in all or part of the period covered by this report. The names mentioned below are also those in use at the beginning of 2012-13 or before.

Institutions included in the report[1]

RUSSELL GROUP (24 institutions)

Cardiff University
Imperial College of Science, Technology and Medicine
King's College London
London School of Economics and Political Science
Newcastle University
Queen Mary, University of London
Queen's University, Belfast
University College London
University of Birmingham
University of Bristol
University of Cambridge
University of Durham
University of Edinburgh
University of Exeter
University of Glasgow
University of Leeds
University of Liverpool
University of Manchester
University of Nottingham
University of Oxford
University of Sheffield
University of Southampton
University of Warwick
University of York

PRE-92 INSTITUTIONS (34)

Aberystwyth University
Aston University
Bangor University
Birbeck College
Brunel University
Cardiff Metropolitan University
City University London
Cranfield University
Goldsmiths, University of London
Heriot Watt University
Loughborough University
Royal Holloway, University of London
School of Pharmacy, University of London(*)
SOAS, University of London
St George's, University of London
Swansea University
University of Aberdeen
University of Bath
University of Bradford
University of East Anglia
University of Essex
University of Hull
University of Keele
University of Kent
University of Lancaster
University of Leicester
University of Reading
University of Salford
University of St Andrews
University of Stirling
University of Strathclyde
University of Surrey
University of Sussex
University of Wales, Lampeter
University of Wales, Newport

POST-92 INSTITUTIONS (40)

Abertay Dundee University
Anglia Ruskin University
Bournemouth University
Canterbury Christ Church University
Coventry University
Edge Hill University
Edinburgh Napier University
Glasgow Caledonian University
Kingston University London
Leeds Metropolitan University
Liverpool Hope University
Liverpool John Moores University
London Metropolitan University
London South Bank University
Manchester Metropolitan University
Middlesex University
Oxford Brookes University
Queen Margaret University
Robert Gordon University
Roehampton University
Southampton Solent University
University of Buckingham
University of Central Lancashire
University of Chester
University of Chichester
University of East London
University of Glamorgan
University of Greenwich
University of Hertfordshire
University of Lincoln
University of Northampton
University of Northumbria at Newcastle
University of Portsmouth
University of Sunderland
University of West of England
University of Westminster
University of Winchester
University of Wolverhampton
University of Worcester
York St John University

OTHER (Small and Specialist (35)

Arts University College at Bournemouth
Bishop Grosseteste University College
Bradford College
Colchester Institute
Edinburgh School of Art (**)
European School of Osteopathy
Falmouth University
Glasgow School of Art
Glyndwr University
Guildhall School of Music and Drama
Harper Adams University College
Havering College of Further and Higher Education
Heythrop College
Leeds College of Art
Leeds Trinity University College
Llandrillo College
New College Larnarkshire
New College Nottingham
Newman University College
North West Regional College
Regent's University
Rose Bruford
Royal Academy of Music
Royal Agricultural College
Royal College of Music
Royal Conservatoire of Scotland
Royal Northern College of Music
Scottish Association for Marine Science
St Mary's University College, Belfast
Stockport College
Stranmillis University College
Trinity Laban Conservatoire of Music and Dance
University Campus Suffolk
University College Birmingham
University for the Creative Arts
University of St Mark and St John

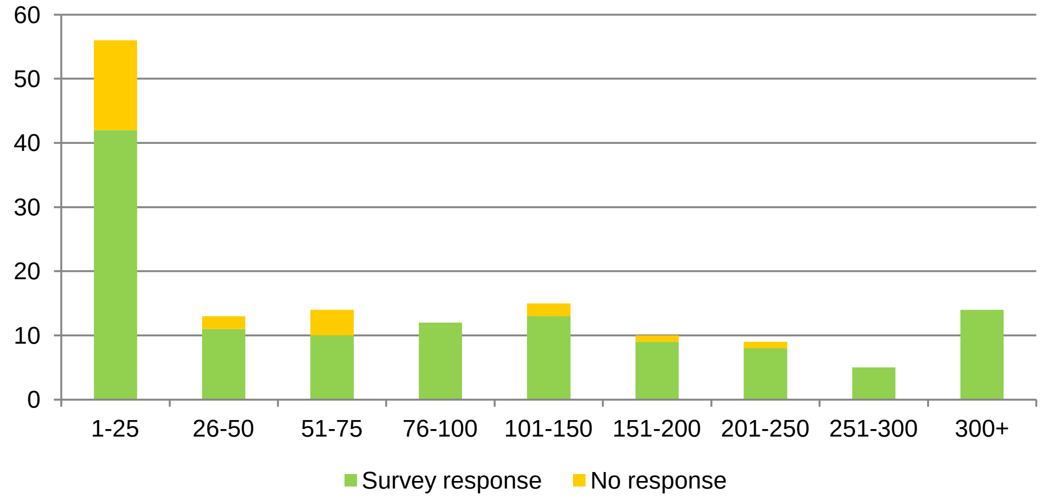
(*) Part of the University College London since 2012-13.
(**) Part of the University of Edinburgh since 2012-13.

3. WHAT DO THE RESPONSES TO THE SURVEY REPRESENT?

The responses received from 135 institutions represent the highest number involved in this type of report. It means that 84% of the institutions sending students with Erasmus are represented in the report and this equates to more than 93% of the total student mobility in 2012-13. All top 25 institutions sending the most students with Erasmus are included in the report and only three out of the top fifty are missing.

Table 1 shows the volume of Erasmus mobility represented by the survey compared with the whole country.

Table 1: Number of institutions included in the report according to the number of Erasmus outgoing students in 2012-13



The lowest level of responses came from the institutions sending fewer than 100 students with 82% of them responding to the survey and a particularly low response from those sending fewer than 25 students. For those sending over 100 students the response rate was 96%.

Table 2: Student mobility at the institutions answering the survey in 2012-13

	Institutions in Erasmus	Institutions answering the survey	% answers received	Erasmus students	Erasmus mobility survey (A)	% total survey[2]	Non-European mobility (B)	TOTAL MOBILITY (A + B)
Russell	24	24	100.00	7,041	7,041	100.00	3,045	**10.086**
Pre-92	36	34	94.44	3,853	3,624	94.06	1,897	**5,521**
Post-92	56	39	69.64	3,183	2,460	77.29	1,315	**3,775**
Others	34	29	85.29	574	411	71.60	271	**682**
Others (no mobility)	0	9	---	0	0	0	0	**0**
TOTAL	**150**	**126+9**	**84.00**	**14,651**	**13,536**	**92.39**	**6,528**	**20,064**

Table 2 summarises the percentage represented by the institutions answering the survey and calculates their student mobility by adding in the reported non-European flows. Institutions with no registered mobility are also included in order to give the complete picture of all responses. For the first time in six years, the data compiled in this Table represents more than 20,000 students without the need for making any type of estimation, but based on actual figures of mobility within the Erasmus programme or the rest of the world.

4. ERASMUS IN THE UNITED KINGDOM.
AN ANALYSIS OF MOBILITY IN 2012-13 BASED ON TOTAL NUMBERS

Continuing the annual increase seen from 2007-08, the number of Erasmus students grew by 6.93% in the United Kingdom in 2012-13 compared to the previous year. Since 2007-08, total growth amounts to 42.9%. A total of 14,651 entries are registered in the Erasmus data for 2012-13, a new record number of Erasmus students registered in the United Kingdom for the third consecutive year,

Two main opportunities are offered by the Erasmus programme: study periods and work placements. For various reasons, both types of mobility experienced steady growth in the last four years. Those going to study showed an increase of 30% (with special mention to the Post-92 universities, as a group, who increased numbers by 53% after having shown a decline from 1997-98 to 2006-07). Work placements (included in the programme in 2007-08), made an important contribution to the general growth with 83.7% more students taking this opportunity over the six years. The main increase came with the inclusion of language assistants in Erasmus as work placement students, when up to that point they had been funded through the British Council. Despite this inclusion, the relatively stable numbers of language assistants through the years implies that work placements in European companies have grown more than study periods.

Table 3: Growth of Erasmus in the United Kingdom

	Study periods	% increase	Work placements	% increase	Total Erasmus	% increase
2007-08	7,525		2,726		10,251	
2008-09	7,428	-1.28	3,399	24.69	10,827	5.62
2009-10	8,053	8.41	3,670	7.97	11,723	8.27
2010-11	8,553	6.21	4,280	16.62	12,833	9.47
2011-12	9,095	6.32	4,568	6.73	13,663	6.46
2012-13	9,642	6.01	5,009	9.65	14,651	7.23

Table 3 shows the increase in the Lifelong Learning Programme (LLP) years for both study periods and work placements, the only exception being 2008-09, when the former decreased slightly. The growth in these years represents 4,400 students more participating in Erasmus, almost equally split between work and study with 2,117 more study periods and 2,283 mor work placements.

Table 4 shows that each of the groups of universities followed a different trend over the years. Looking at the data since 1997-98, the decline in the number of Erasmus students was at its lowest at the beginning of the period. This was more evident for Post-92 institutions where student mobility was reduced by two thirds in eight years. The closure of language courses has always been argued as the main reason for this fact and is shown by the decrease of 1,588 students between 1997-98 and 2005-06 globally experienced by only 15 post-92 institutions.[3] In comparison, the Russell Group and the Pre-92 universities did not suffer such decrease, or it was experienced at a lower scale. The Russell Group also had three years of decrease (1998-99, 2000-01, 2003-04 and 2006-07), but maintained the figures better than the Pre-92 universities, where a continuous decrease was shown until 2005-06 with 40% fewer students by the end of the cycle. In a two years cycle around the beginning of the LLP (2006-07 and 2007-08) the situation changed and more students from all types of universities joined the scheme. The exception would be the other institutions, where language was not such an important factor, but figures are unstable and, as a whole, only show a tiny 4% increase in six years.

An increase in interest for the programme and the inclusion of work placements in Erasmus stopped the downward trend and growth in figures brought the UK figures more in line with the European figures.

Table 4: Evolution of the number of UK Erasmus students by groups of universities

	Russell Group	Pre-92	Post-92	Other	TOTAL
1997-98	3,141	2,772	4,130	552	10,595
1998-99	3,190	2,603	3,638	564	9,995
1999-00	3,340	2,566	3,588	556	10,050
2000-01	3,216	2,172	2,982	651	9,021
2001-02	3,241	2,059	2,656	519	8,475
2002-03	3,291	1,894	2,308	464	7,957
2003-04	3,223	1,830	2,030	464	7,547
2004-05	3,348	1,693	1,765	404	7,210
2005-06	3,434	1,716	1,583	391	7,124
2006-07	3,390	1,731	1,707	407	7,235
2007-08	5,044	2,658	2,119	430	10,251
2008-09	5,290	2,888	2,063	586	10,827
2009-10	5,830	3,032	2,297	564	11,723
2010-11	6,432	3,294	2,565	542	12,833
2011-12	6,775	3,552	2,829	509	13,665
2012-13	7,041	3,853	3,183	574	14,651
TOTAL	69,226	40,313	41,42=43	8,177	159,159

RED: year of decrease
GREEN: year of increase

Since the inclusion of work placements in Erasmus, data for six years is available. This data provides insight into mobility in the different countries of the UK and groups of university variations according to the different types of mobility.

Table 5: Distribution of Erasmus students between Study Periods and Work Placements by UK countries (from 2007-08 to 2012-13)

	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
	SP	**WP**	**SP**	**WP**	**SP**	**WP**	**SP**	**WP**	**SP**	**WP**	**SP**	**WP**
England	5,787	2,320	5,852	2,795	6,283	3,017	6,642	3,586	6,963	3,771	7,436	4,170
N. Ireland	159	132	167	188	171	165	215	146	228	205	236	231
Scotland	1,121	233	979	274	1,148	357	1,243	371	1,362	236	1,441	434
Wales	458	41	430	122	451	131	477	153	544	144	529	174

The distribution of Erasmus mobility periods shows a steady distribution across to the countries in the United Kingdom. On average, England represents 77% of the study periods and 83% of the work placements, Northern Ireland 2.5 and 4.5%, Scotland 15 and 9% and Wales 5.5 and 3.5%. In this distribution, the low percentage of work placements in Scotland is the only surprise, although it is catching up with an 86% increase in the six years analysed. Also, the increase of only 15% in study periods in Wales is well below the 28% registered by the UK as a whole in the same period. When combining study and work periods, England experienced an increase of 43.2%, Northern Ireland of 60.5%, Scotland 38.5% and Wales 40.9%.

An important element shown in Table 5 is the distribution of work placements, where England represents 83.1% of the United Kingdom, a much higher percentage than for study periods.

Table 6: Distribution of increase between Erasmus study periods and work placements (from 2007-08 to 2012-13)

	Study periods	Work Placements	% study	% work	% total
Russell	969	992	49.41	50.59	100
Pre-92	426	759	35.95	64.05	100
Post-92	646	398	61.88	38.12	100
Other	85	62	57.82	42.18	100
TOTAL	2,126	2,211	49.02	50.98	100

The total increase in work placements was higher than for study periods for the universities from the Russell and Pre-92, but the situation was exactly the opposite for the rest of institutions. The proportions were quite different because for every new mobility from the Post-92 and other institutions; there were three from the first two groups.

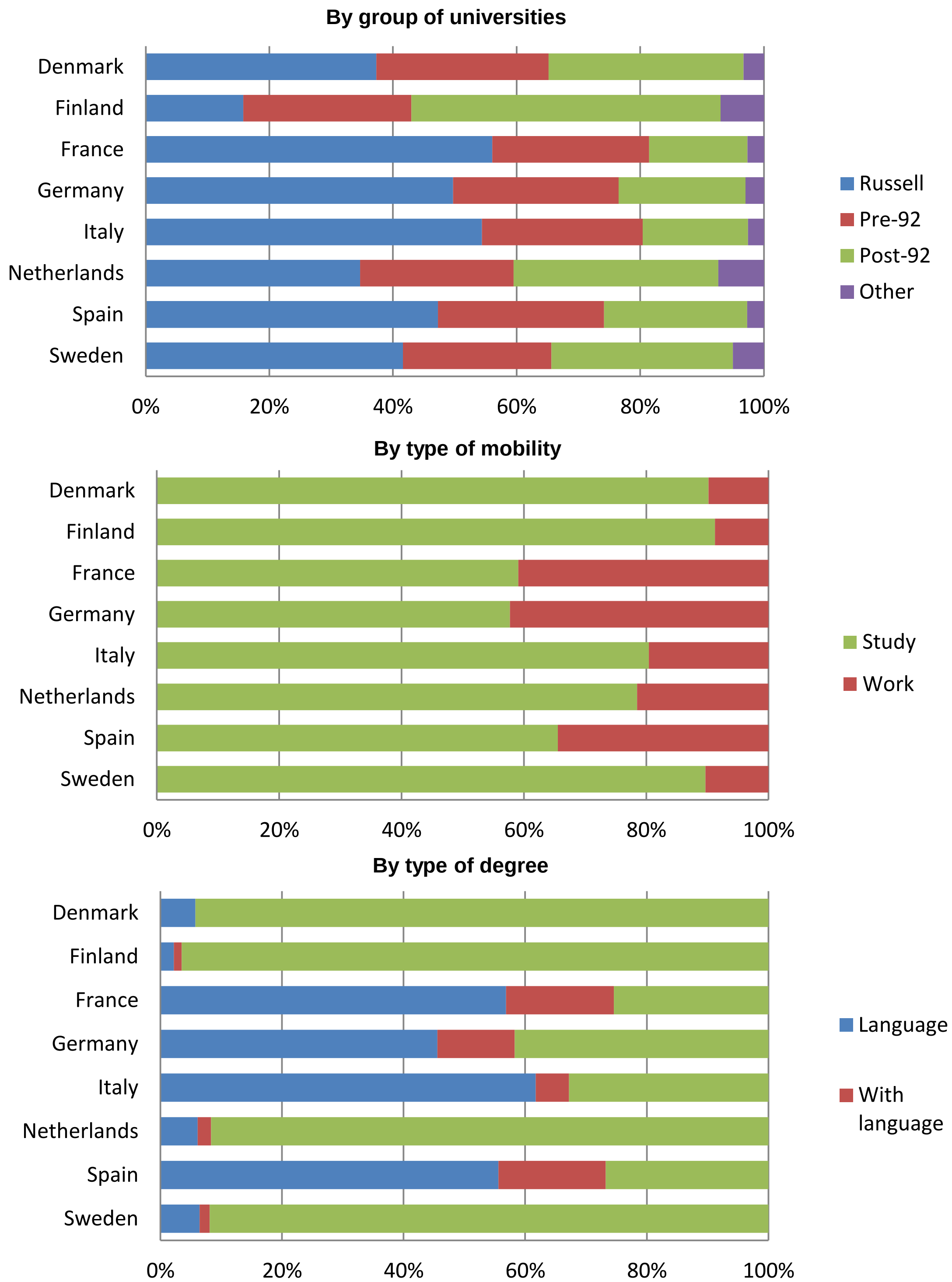
Table 7: Destination of UK Erasmus students by countries

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL	Increase 2013-07	% inc. 2013-07
France	3,429	3,538	3,838	4,271	4,284	4,480	23,840	1,051	30.65
Spain	2,267	2,385	2,689	2,990	3,229	3,466	17,026	1,199	52.89
Germany	1,579	1,657	1,668	2,015	2,007	2,126	11,052	547	34.64
Italy	772	809	868	916	948	1,006	5,319	234	30.31
Netherlands	397	440	461	491	582	637	3,008	240	60.45
Sweden	285	315	313	327	336	358	1,934	73	25.61
Austria	168	228	257	268	252	290	1,463	122	72.62
Belgium	184	189	242	241	259	284	1,399	100	54.35
Finland	224	224	230	231	243	228	1,380	4	1.79
Denmark	182	194	199	211	229	244	1,259	62	34.07
Czech Rep.	140	137	146	135	172	186	916	46	32.86
Ireland	126	172	134	100	142	194	868	68	53.97
Norway	99	106	128	118	118	143	712	44	44.44
Portugal	99	106	112	116	125	142	700	43	43.43
Poland	69	70	80	84	75	82	460	13	18.84
Switzerland	na	na	na	na	184	228	412	na	na
Malta	21	44	61	45	73	120	364	99	471.43
Turkey	29	26	69	58	83	95	360	66	227.59
Greece	59	48	57	67	53	58	342	-1	-1.69
Hungary	27	18	27	40	47	43	202	16	59.26
Cyprus	17	19	24	30	50	48	188	31	182.35
Estonia	19	25	23	22	28	23	140	4	21.05
Iceland	23	17	9	12	29	25	115	2	8.70
Romania	15	19	8	15	20	25	102	10	66.67
Bulgaria	10	6	6	22	19	34	97	24	240.00
Slovakia	15	9	18	13	9	23	87	8	53.33
Lithuania	5	12	28	10	16	15	86	10	200.00
Luxembourg	3	8	6	14	24	14	69	11	366.67
Slovenia	10	3	14	14	14	12	67	2	20.00
Latvia	4	3	7	5	11	14	44	10	250.00
Croatia	na	na	na	na	2	8	10	na	na
Liechtenstein	1	0	1	0	0	0	2	-1	-100.00
TOTAL	10,278	10,827	11,723	12,881	13,663	14,651	74,023	4,373	42.55

YELLOW: year with more students sent to that country

As for the destination of students, Table 7 shows that it has also followed a similar pattern of growth to that of previous years. For all top destinations (except for Finland) 2012-13 was the year with the highest number of students in the last six years. This is not the case for the destinations in the second half of the table, where 2011-12 was the best year for many countries. This would imply that the top destinations are increasing their share of the number of students but in fact, this is not the case and 80% is the average share of the top four countries (France, Spain, Germany and Italy). The reason for this stability lies in the slight decrease of some EU Member States (mainly from those called Accession countries) balanced by the increase experienced by others such as the Netherlands, Switzerland or Malta).

Table 8: Some characteristics of students going to the top Erasmus destinations in 2012-13



Those countries where teaching is mainly offered in English (Denmark, Finland, Norway, Sweden and the Netherlands) also experienced an increase, although at a similar rate than the average for the programme. They have consistently represented 11% of Erasmus mobility, which undermines the intention expressed by many institutions of mainly signing agreements with institutions from these countries in order to overcome the difficulties with languages traditionally shown by British students.

France, Germany and Italy, where the language component is very important, have grown in numbers, but by lower percentage than the average. At the same time, Spain experienced an increase of 50% in six years and over 10% in almost every one of them. As well as countries where initial low figures and use of English to teach still show a remarkable increase (Malta, Turkey, Cyprus) other 'classical' destinations have also grown over 50%, including the Netherlands, Austria, Belgium and Ireland.

Not surprisingly, Table 8 shows clear differences among the countries. The Russell Group and Pre-92 institutions represent more than 60% of students going to the top four destinations (France, Spain, Germany and Italy) and the Post-92 universities and the other institutions show their largest share for Finland or Holland. The influence of language assistants can be easily seen by the percentage of students going to France, Spain and Germany for a work placement. A low proportion of students go to work to Denmark, Finland and Sweden, where language should not be a barrier. Over 60% of students going to France, Germany, Italy or Spain are from degrees with languages, the opposite to the situation in the Netherlands, Finland, Denmark or Sweden, where language students represent less than 10%.

4.1. How does the growth of Erasmus in the UK compare with the rest of Europe?

The figures for the Erasmus programme for 2012-13 show an increase in the numbers in most European Countries.[4] 268,143 students received EU funding to study or train abroad in 2012-13 representing a new record and 6% increase compared with the previous year.

The United Kingdom has consistently been the sixth country with most Erasmus students over the period from 2007-08 to 2012-13. In fact, the only changes in the top six countries were France overtaking Germany as the first country in 2008-09 and Spain doing the same with both countries the year after.

Despite the growth in absolute terms, the gap between the United Kingdom and the other five top countries has widened in these six years in all cases except with Poland. However, the evolution of the different countries and their level of growth has been variable throughout the years. Table 9 shows how Spain experienced no growth (for the first time ever) and Germany and Poland grew at a slower speed in 2012-13.

The last year of Erasmus under the LLP in 2013-14 and the new Erasmus + might represent some changes in the figures. Taking Spain as an example, the influence of the economic crisis and the increase of the university fees consolidate the stagnation shown in 2012-13. Data from the Interim Report made by Spanish institutions for 2013-14 show that a total of 38,257 students went abroad, exactly one thousand fewer than the year before[5]. In addition, new measures taken by the Spanish authorities limiting the Erasmus grant to one semester can also have a negative impact on the figures, which shows the influence that finance and the amount of grants can have on mobility and the decisions taken by students.[6]

Table 9: Number of Erasmus students in the six countries with more students (from 2007-08 to 2012-13)

	France	Germany	Italy	Poland	Spain	UK
2007-08	25,945	26,286	18,364	12,854	24,984	10,278
2008-09	28,283	27,894	19,376	13,402	27,405	10,826
2009-10	30,123	28,854	21,039	14,021	31,158	11,723
2010-11	31,747	30,274	22,031	14,234	36,183	12,833
2011-12	33,269	33,363	23,377	15,315	39,545	13,662
2012-13	35,311	34,891	25,805	16,221	39,249	14,572

Using the last six years as a reference, Spain still experienced the highest increase with 57% in second position was the UK (42%) followed by Italy (41%), France (36%), Germany (33%) and Poland (26%). However, the small differences do not imply major changes in this ranking in the coming years.

5. ERASMUS STUDENT MOBILITY IN 2012-2013 BASED ON REAL NUMBERS

5.1. Estimation of real Erasmus mobility in 2012-13

As a characteristic trend of the UK, many students undertake two periods of mobility in two different countries or of two different types (study/work) in the same or different country. Consequently, the number of actual Erasmus students is lower than the number of mobility periods. This chapter is based on the real number of students after analysis of the data provided by the UK Erasmus National Agency.[7]

Table: 10: Comparison between Erasmus study/work periods and actual number of students (2012-13)

2012-13	Single mobility		Double mobility			TOTAL
	SP	WP	SP	WP	SP+WP	
Mobility periods	9,563	4,830			79	14,572
Mobility students	7,713	3,786	757	403	412	13,071
Difference	-1,850	-1,044	757	403	333	-1,501

As shown in Table 10, the total number of Erasmus students in 2012-13 was 13,071 with 1,501 students splitting the year between two (or three) destinations. These are the figures used for the following sections where individual mobile students have been considered and not the periods of mobility, unless stated. (NB: discrepancies in the data between some tables are due to multiple mobility periods to the same or different countries).

The increase in real number of students follows the same pattern as the total number of mobility periods. The difference between students and mobility periods was exactly the same in 2011-12 and in 2012-13, which confirms that the growth in the figures is based on more students going abroad rather than on an increase in the number of students going to more than one destination in the same year.

5.2 Typology of Erasmus students

The protection of personal data means that some of the characteristics of students, such as their name, date of birth or eligibility for lower social background funds were not available for this report. However, some characteristics of Erasmus students in the UK can still be analysed.

5.2.1. Origin of students according to the UK countries

As seen in Table 5, the different UK countries do not show a similar pattern of growth in the number of students involved. Those from English institutions represent about 79% of the total for Erasmus (78.9% in 2011-12 and 78.8% in 2012-13) and their level of increase matches the average for the United Kingdom. The trend for the other countries is also increasing, but from lower starting figures and of different magnitudes. Northern Ireland shows a much higher increase than Scotland and Wales with the latter experiencing slow progress in numbers and exactly the same figure for 2011-12 and 2012-13. This reduces the percentage of Erasmus students from Welsh institutions from 4.7% to 4.5%, whereas Northern Ireland went from 3% to 3.4% and Scotland had almost the same percentage (13.4% versus 13.3%). Altogether, the distribution shows a quite stable pattern of development.

Table 11: Distribution of Erasmus students by country of institutions (from 2010-11 to 2012-13)

	2010-11	2011-12	2012-13	Increase	% increase
England	9,011	9,435	10,300	1,289	**14.30**
Northern Ireland	347	418	445	98	**28.24**
Scotland	1,527	1,700	1,732	205	**13.43**
Wales	536	594	594	58	**10.82**
UK TOTAL	**11,421**	**12,147**	**13,071**	**1,650**	**14.45**

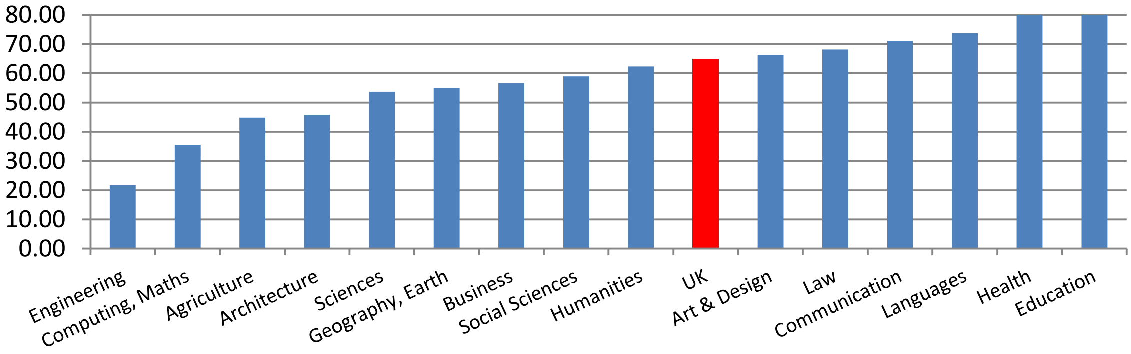
5.2.2. Gender

The average distribution of students by gender is quite stable At European level it has followed a similar pattern throughout the years, with female students representing between 55 to 65% of all mobility. Countries such as the Netherlands (63% female Erasmus students in 2011-12), Germany (62%), Italy (58%) or France (57%) show a very similar trend[8]. In the case of the UK, this stability in the gender can be seen in Table 12, where the figures for the last three years are combined. With the exception of some specific degrees, traditionally more male dominated, the United Kingdom reflects the European pattern over the years.[9] A higher percentage of women can be explained by a higher proportion of language students. The average distribution is similar every year, but the different areas of study show considerable differences. In some of them the percentage of female students is higher than the average in the UK, such as Health, Education or Languages. In others it is clearly lower, as Engineering, Informatics and Architecture.

Table 12 Gender of UK Erasmus students (from 2010-11 to 2012-13)

	2010-2011		2011-2012		2012-13	
	% Male	% Female	% Male	% Female	% Male	% Female
Russell	31.08	68.92	31.72	68.28	33.14	66.86
Pre-92	37.30	62.70	38.27	61.73	35.33	64.67
Post-92	36.74	63.26	35.71	64.29	38.77	61.23
Other	39.62	60.38	36.68	63.32	36.01	63.99
TOTAL	**34.42**	**65.58**	**34.49**	**65.51**	**35.12**	**64.88**

Table 13: Percentage of female Erasmus students by areas of study from 2010-11 to 2012-13



5.2.3. Nationality

Since 2010-11, Erasmus grants have been available to all students enrolled at European institutions regardless of their nationality. Before that date, only students from the Member States plus Norway, Turkey, Iceland and Liechtenstein were eligible. Other countries (Croatia and Switzerland) joined Erasmus in 2011-12 or later (Macedonia). No statistics are published at European level about the origin of students, but the percentage of non-nationals in the United Kingdom is likely to be much higher than in other countries due to the percentage of EU and international students enrolled in British institutions. It is also important to note that students from other European countries are more likely to go abroad than British or international students. According to the figures provided by HESA[10] for full-time undergraduate students at UK institutions in 2012-13, 85.2% of them were British (but British citizens only represented 78.3% of Erasmus students) and 14.8% were from the rest of the European Union or the world, yet represented 21.3% of the Erasmus students in the UK. This percentage has been growing in the last three years showing that British students are underrepresented in the cohort of students going abroad with the programme, as they are those from non-Erasmus countries.

Table 14: Distribution of Erasmus students by origin and groups of universities (from 2010-11 to 2012-13)

	2010-11			2011-12			2012-13		
	United Kingdom	Erasmus countries	Int'l students	United Kingdom	Erasmus countries	Int'l students	United Kingdom	Erasmus countries	Int'l students
Russell	4,597	555	119	5,093	651	161	5,219	713	200
Pre-92	2,544	621	103	2,394	737	114	2,468	812	108
Post-92	1,765	533	59	1,808	621	80	2,232	636	111
Other	306	169	50	302	144	42	365	147	60
TOTAL	9,212	1,878	331	9,597	2,153	397	10,284	2,308	479
% total	**80.66**	**16.44**	**2.90**	**79.01**	**17.72**	**3.27**	**78.68**	**17.66**	**3.66**

In 2012-13, the highest percentage of British students can be seen in the Russell Group (85%) and the lowest in the other institutions (64%), the opposite situation shown by the international students (10% at the others and 3.3% at the Russell Group). Pre and Post-92 institutions are closer to the average figures. European students represent 26% of the students from other institutions, 21% from the Post-92, 24% from the Pre-92 and only 12% from the Russell Group. When analysing the trend in the last three years, the groups show different trends:

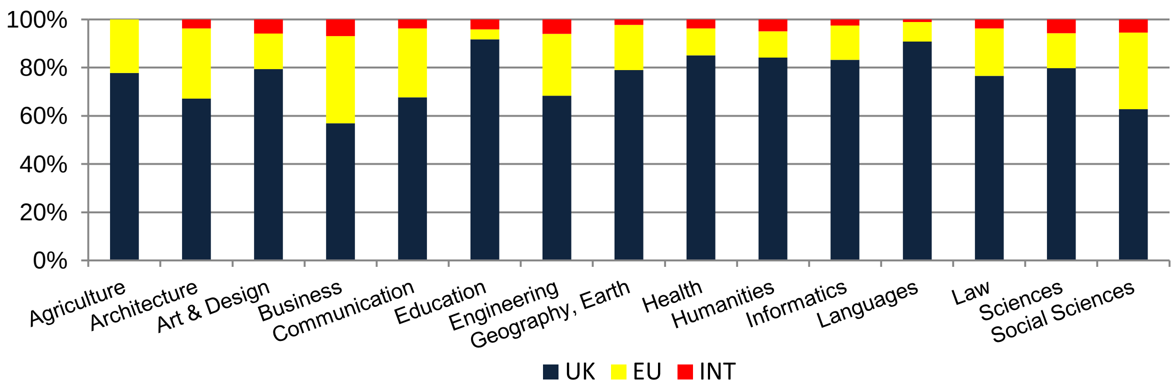
. In the Russell Group, the percentage of British students is decreasing (from 87 to 85%) due to the increase of European and international students participating.

. The same occurs at the Pre-92 universities, but a lower number of British students is recorded and the decrease in their numbers is higher, as the percentage of non-British students went from 22 to 27%.

. Post-92 universities do not show a defined pattern, with a quarter of all Erasmus students being non-British.

.The other institutions are increasing the percentage of British students (at a low 58% in 2010-11), but figures fluctuate from year to year.

Table 15: Distribution of Erasmus students by nationality and areas of study in 2012-13



The highest proportion of British students came from Languages, Education and Health and the lowest from Social Sciences, Architecture, and Business. The proportion of European students is higher in Architecture, Business and Social Sciences and lower in Education, Languages, Health and Humanities. International students have the highest proportion in Business, Art and Design and Engineering and the lowest in Agriculture, Languages, Geography and Computing.

5.2.4. The destination of students by nationality

The nationality of students often conditions their destination and type of mobility. In general, non-British students are less likely to go for a work placement than their fellow British students and this is especially the case for those with a non-European origin. Visa issues can be considered as a deterrent for this opportunity. Origin and degrees make a difference in the choice of destinations and have been analysed in three different groups: British, European and International students.

Table 16: Distribution of types of mobility according to the origin of students

	STUDY PERIODS			WORK PLACEMENTS		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
United Kingdom	6,688	7,007	7,391	3,763	3,923	4,288
Erasmus countries	1,590	1,738	1,834	474	604	643
Int'l students	291	345	417	63	91	78
TOTAL	8,569	9,090	9,642	4,300	4,618	5,009

British students

Table 17: Destination of Erasmus UK citizens by groups of universities

	Russell		**Pre-92**		**Post-92**		**Other**		**TOTAL**		**%**	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
AT	111	124	52	61	25	21	10	19	198	225	1.85	1.93
BE	82	81	63	61	32	56	7	16	184	214	1.72	1.83
BG	1	3	0	0	7	10	0	1	8	14	0.07	0.12
CH	58	77	45	50	16	27	1	7	120	161	1.12	1.38
CY	7	1	3	4	18	17	9	10	37	32	0.35	0.27
CZ	30	36	64	49	34	56	9	14	137	155	1.28	1.33
DE	910	868	354	383	240	281	37	37	1,541	1,569	14.40	13.44
DK	55	70	52	52	57	61	9	5	173	188	1.62	1.61
EE	3	5	1	0	3	2	10	9	17	16	0.16	0.14
ES	1,141	1,465	867	712	483	629	46	55	2,537	2,861	23.71	24.51
FI	19	28	79	36	91	99	11	13	200	176	1.87	1.51
FR	1,851	2,227	1,139	888	429	556	44	43	3,463	3,714	32.36	31.81
GR	9	14	6	4	18	6	1	3	34	27	0.32	0.23
HR	2	2	0	3	0	1	0	0	2	6	0.02	0.05
HU	6	8	2	2	19	14	7	4	34	28	0.32	0.24
IE	46	80	36	51	22	20	3	2	107	153	1.00	1.31
IS	8	11	9	6	6	3	1	3	24	23	0.22	0.20
IT	358	469	265	215	105	139	9	11	737	834	6.89	7.14
LT	0	0	1	1	4	0	0	1	5	2	0.05	0.02
LU	7	7	6	2	4	1	0	0	17	10	0.16	0.09
LV	0	0	1	0	1	4	0	0	2	4	0.02	0.03
MT	12	14	8	13	29	42	13	22	62	91	0.58	0.78
NL	137	182	133	114	152	165	24	43	446	504	4.17	4.32
NO	24	45	27	31	35	40	17	10	103	126	0.96	1.08
PL	15	18	23	11	7	17	4	6	49	52	0.46	0.45
PT	72	75	23	14	5	11	3	7	103	107	0.96	0.92
RO	1	2	3	1	5	4	1	1	10	8	0.09	0.07
SE	111	114	88	68	59	88	19	15	277	285	2.59	2.44
SI	6	1	2	1	2	6	2	0	12	8	0.11	0.07
SK	0	5	3	5	1	2	4	7	8	19	0.07	0.16
TR	19	30	15	12	19	19	2	1	55	62	0.51	0.53
TOTAL	5,101	6,062	3,370	2,850	1,928	2,397	303	365	10,702	11,674	100.	100
%	47.66	51.93	31.49	24.41	18.02	20.53	2.83	3.13	100.00	100.00		.

British students represent the majority of total UK mobility and their choices strongly determine the total average destinations for the destination country or the area of study. For six countries, the percentage of British students was clearly higher than the average for that country. This is the case for three of the countries with the highest influence of languages[11] (France, Italy and Spain) and, surprisingly, the Czech Republic, Norway and Slovakia. The distribution by groups shows some interesting trends in the destination of British students:

- British Students from the Russell Group represent more than 50% of those going to Austria, France, Italy, Luxembourg and Portugal, but less than a 25% of those going to the Czech Republic, Finland and Malta among countries receiving more than 100 students and where the influence of language degrees is less relevant.
- Pre-92 institutions represent the highest number of students going to Greece, Croatia and Romania, but percentages under 20% for those going to Cyprus, Estonia, Hungary, Latvia, Malta, Portugal, Slovenia and Turkey.
- Students from the Post-92 institutions represent the highest number of those going to Bulgaria, Cyprus, Czech Republic, Finland, Hungary, Lithuania, Latvia, Malta, Poland and Slovenia. In most cases, the offer of courses in English makes these more attractive destinations for non-language students.
- Students from other institutions mainly concentrate on four countries (France, Germany, the Netherlands and Spain), which represents 53% of the total mobility.

Students from the rest of Erasmus countries

Students from the rest of the Erasmus countries represent more than 17% of the total Erasmus outgoing mobility in the UK. In the last three years, a total of 6,339 Erasmus students were citizens of 32 of the countries participating in the programme. Their distribution by countries does not necessarily match that of the higher education sector in the UK. According to the HESA data for 2012-13[12], students from Germany, Ireland, France, Greece and Cyprus represented 49.4% of those coming for a degree to the UK. However, these countries only represent 37% of the UK Erasmus students from the European Union. A comparison between different countries can be seen in Table 18. Of particular note is the high percentage of Erasmus students from Bulgaria, Romania and Poland.

Table 18: Percentage represented by Erasmus students in 2012-13

	BG	RO	PL	IT	DE	FR	ES	IE	CY
Students following UG courses in the UK	4,615	4,625	7,330	7,100	16,265	13,325	5,795	16,855	11,320
Erasmus students	161	130	185	155	323	243	100	179	33
% UG in the UK	0.25	0.26	0.41	0.39	0.90	0.74	0.32	0.93	0.63
% Erasmus students	**3.49**	**2.81**	**2.52**	**2.18**	**1.99**	**1.82**	**1.73**	**1.06**	**0.29**

In some cases, the percentages of Erasmus students are much higher than those of students following a degree in the UK from those countries. In 2012-13, the highest difference corresponds to Bulgaria, Romania, Poland and Italy, countries where the percentage of Erasmus students is much higher than that of the particular country in the total number of UG students in the UK. Despite this higher representation of some nationalities, the distribution of students by nationalities shown in Table 19 does not show dominant countries within Erasmus students and not all countries experience the same growth. Among those with more than 100 students in the three years, Lithuania, Romania, Latvia, Spain, Ireland and Italy show the highest increase, but Norway, Poland, Cyprus and Slovakia showed a significant decrease. What is interesting is that the destination of non-UK Erasmus students does not correspond to their country of origin.

The increase of students from the countries involved in Erasmus is fairly equally distributed among the groups of universities, although the Russell and Pre-92 groups show much higher growth in the last two years than the rest of institutions. When looking at destination country, Germany and France are in the top three countries for all groups, but there is a significant decrease of students going to Spain from the Post-92 and other institutions but with no apparent explanation. The same can be seen with Italy where, depending on the groups of universities, increases or decreases in the figures occur.

Table 19: Nationality of European students participating in Erasmus

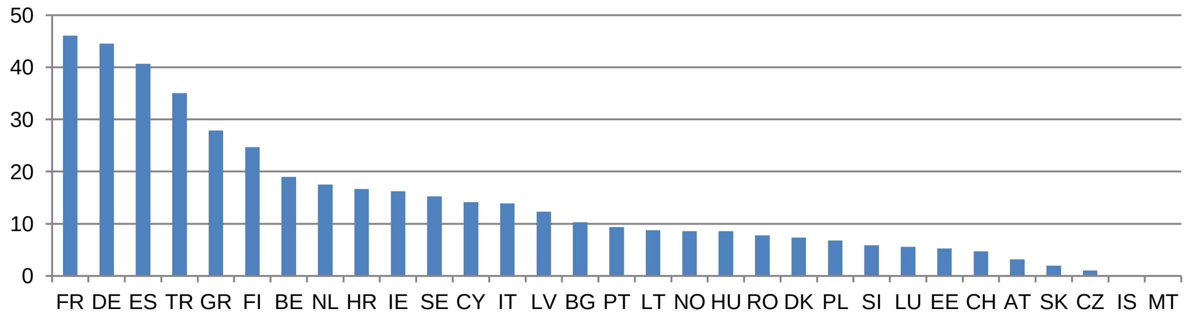
	2010-11	2011-12	2012-13	TOTAL	%
DE	292	313	323	928	14.64
FR	234	246	243	723	11.41
PL	239	252	185	676	10.66
IE	110	148	179	437	6.89
BG	119	138	161	418	6.59
IT	107	127	155	389	6.14
RO	69	123	130	322	5.08
LT	48	79	124	251	3.96
ES	61	85	100	246	3.88
SE	52	60	65	177	2.79
LV	40	56	75	171	2.70
GR	52	47	66	165	2.60
PT	49	53	58	160	2.52
FI	48	57	53	158	2.49
SK	55	59	41	155	2.45
NL	40	33	47	120	1.89
CY	43	30	33	106	1.67
NO	36	38	31	105	1.66
BE	22	35	43	100	1.58
CZ	27	31	40	98	1.55
AT	23	30	42	95	1.50
HU	30	22	30	82	1.29
EE	31	21	24	76	1.20
CH	22	21	21	64	1.01
DK	10	17	14	41	0.65
TR	9	6	5	20	0.32
LU	1	12	5	18	0.28
SI	6	6	5	17	0.27
IS	2	6	5	13	0.21
HR	0	2	4	6	0.09
MT	1	0	1	2	0.03
TOTAL	1878	2153	2308	6339	100

An interesting feature of students from Erasmus countries is the number of those going to their own countries for an Erasmus period. Their numbers are much higher in the UK than in the rest of the Erasmus countries and represented 18% of the Erasmus students going abroad with the programme from the UK. Table 21 shows that French, German and Spanish students are more likely to go to their home country. More than 40% of students of those nationalities going abroad had their own country as a destination for at least one period of mobility. For other nationalities, the opportunity of experiencing another European country is seen as more important and figures are much lower.

Table 20: Destination of students from Erasmus countries by groups of institutions (2011-12 and 2012-13)

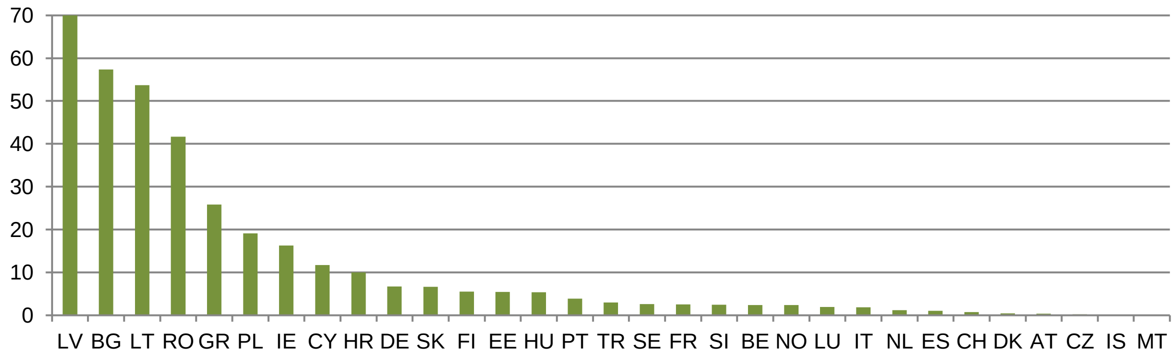
	Russell		Pre-92		Post-92		Other		TOTAL		%	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
AT	16	21	19	19	10	7	5	1	50	48	2.14	1.94
BE	17	14	31	26	14	18	1	2	63	60	2.69	2.42
BG	1	0	6	12	4	6	0	1	11	19	0.47	0.77
CH	19	17	17	19	14	10	5	6	55	52	2.35	1.94
CY	2	1	1	5	9	8	1	0	13	14	0.56	0.57
CZ	4	3	8	7	14	14	6	0	32	23	1.37	0.93
DE	119	152	140	173	129	135	10	18	398	478	17.02	19.30
DK	18	18	14	14	16	15	1	3	49	50	2.09	2.02
EE	1	1	1	2	0	2	8	2	10	7	0.43	0.28
ES	138	149	195	203	165	150	56	30	554	532	23.69	21.48
FI	4	5	18	21	12	11	2	2	36	39	1.54	1.57
FR	234	225	192	221	116	128	37	51	579	625	24.75	25.23
GR	3	1	12	12	3	4	0	5	18	22	0.77	0.89
HR	0	0	0	1	0	0	0	1	0	2	0.00	0.08
HU	6	5	0	0	7	7	0	1	13	13	0.56	0.52
IE	8	12	19	23	6	3	0	0	33	38	1.41	1.53
IS	0	1	3	1	0	0	1	0	4	2	0.17	0.08
IT	55	56	53	39	33	19	12	13	153	127	6.54	5.13
LT	1	2	4	2	4	9	1	0	10	13	0.43	0.52
LU	1	1	6	1	1	0	0	1	8	3	0.34	0.12
LV	0	0	6	2	2	7	1	1	9	10	0.38	0.40
MT	1	1	2	9	6	12	2	2	11	24	0.47	0.97
NL	15	28	43	37	42	40	2	2	102	107	4.36	4.32
NO	4	2	4	4	1	4	2	1	11	11	0.47	0.44
PL	2	9	2	6	16	12	0	0	20	27	0.86	1.09
PT	9	15	6	4	5	9	1	2	21	30	0.90	1.21
RO	0	0	5	12	3	5	0	0	8	17	0.34	0.69
SE	23	25	10	12	12	16	0	1	45	54	1.92	2.18
SI	0	0	0	1	2	3	0	0	2	4	0.09	0.16
SK	0	0	0	0	1	2	0	2	1	4	0.04	0.16
TR	4	6	5	3	11	13	0	0	20	22	0.86	0.89
TOTAL	705	770	822	891	658	669	154	148	2,339	2,477	100	100
%	30.14	31.09	35.14	35.97	28.13	27.01	6.58	5.97	100	100		

Table 21: Percentage of students from Erasmus countries returning to their home country (from 2010-11 to 2012-13)



The effect of students going back to their own countries is especially relevant in some cases. This is the situation for Latvia, Bulgaria and Lithuania. For countries such as Italy, the Netherlands or Spain the number of nationals from those countries represents a small proportion of those going to their countries of origin.

Table 22: Percentage that students from Erasmus countries represent among those going to their own country (from 2010-11 to 2012-13)



A logical consequence of this fact is that without the nationals returning to their home country, mobility figures for some destinations would be much lower than they currently are. This is important in the case of Latvia, Bulgaria, Lithuania, Romania and Greece, as all of them are in the bottom half of the ranking of more popular destinations for Erasmus students from the UK.

International students

The number of Erasmus international students going abroad has gone from 331 in 2010-11 to 479 in 2012-13, representing an increase of 45% in these three years. This growth is higher than for the whole Erasmus programme in the UK over the same period, but the disproportionate growth is explained by the low initial figures. Proportionally, international students represented 8.1% of the total number of UG students in British higher education in 2012-13, but only 3.7% of the Erasmus students going abroad. Although numbers are increasing, they also show that the opportunity to participate in Erasmus is either not widely known by or is of little interest to the international students. It is not surprising that the United States, China, Russia, India Nigeria, Canada and Malaysia are the countries with more students in the UK, although these students represent only 1.6% of the total Erasmus students. In general, the destination of international students follows the same patterns for all Erasmus students and the same countries receive the highest number of students. They are: France, Germany, Spain and Italy, although Germany overtakes Spain as the second most popular destination for this cohort. The four countries together represent 71% of students, three points above the average in the UK (68%).

The distribution of international students by degrees shows some significant differences with the average for the United Kingdom. For obvious reasons, Languages studies are much less relevant than for the rest of Erasmus students and Business is the main area of study according to the data shown in Table 24. However, the percentages by areas of study are quite balanced with the three most popular ones representing only 53.6% of the mobility from this cohort between 2010-11 and 2012-13.

Business is the most popular subject for students from China, Russia, Brazil, Taiwan and Zimbabwe among the countries with more than 20 students included in Table 23.

In other areas of study, Languages are popular for students from the United States and Japan and Engineering for those from India. Art and Design degrees bring more students from South Korea and Iran and Architecture from Malaysia.

Table 23: Country of origin of international students in Erasmus (from 2010-11 to 2012-13)

United States	142
China	117
Russian Federation	86
India	68
Nigeria	55
Canada	52
Malaysia	51
Brazil, South Korea	31
Japan	29
Australia	24
Mauritius	23
Pakistan, Taiwan, Zimbabwe	22
Iran	21
Ukraine	19
Hong Kong	18
South Africa	17
Ghana	15
Singapore	14
Thailand	13
Colombia, Kenya, Sri Lanka	12
Kazakhstan, Morocco, Vietnam	10
Mexico, Not known	9
Algeria, Gibraltar, Israel, Serbia, Trinidad and Tobago	8
Belarus, Sierra Leone	7
Albania, Angola, Congo, Cameroon, Egypt, Indonesia,	6
Botswana, Cayman Islands, Saudi Arabia	5
Afghanistan, Ecuador, Eritrea, Isle of Man, Moldova, New Zealand, Uganda, Venezuela, Virgin Islands	4
Armenia, Argentina, Azerbaijan, Bangladesh, Congo, DR, Chile, Ethiopia, Georgia, Jersey, Jamaica, Jordan, Zambia	3
Bosnia and Herzegovina, Barbados, Brunei, Cote d'Ivoire, Iraq, Libya, Montenegro, Mozambique, Nepal, Philippines, Somalia	2
Bermuda, Bolivia, Costa Rica, Gabon, Grenada, French Guiana, Guernsey, Guinea, Guyana, Honduras, Haiti, British Indian Ocean, North Korea, Lebanon, Lesotho, Macedonia, Mongolia, Namibia, Niger , Oman, Peru., Puerto Rico, Seychelles, Sudan, Togo, Tajikistan, Turkmenistan, Tunisia, US minor islands, Uruguay, Uzbekistan, Yemen	1
TOTAL	**1,207**

Table 24: Destination of International Students

	2010-11	2011-12	2012-13	TOTAL	%
FR	125	139	140	404	31.44
DE	54	72	77	203	15.80
ES	53	64	72	189	14.71
IT	28	44	44	116	9.03
NL	19	31	26	76	5.91
SE	15	14	19	48	3.74
BE	12	12	10	34	2.65
AT	11	4	17	32	2.49
DK	14	8	6	28	2.18
FI	6	7	13	26	2.02
CH		10	15	25	1.95
TR	2	8	11	21	1.63
NO	4	4	6	14	1.09
GR	3	1	9	13	1.01
PL	3	6	3	12	0.93
CZ		3	8	11	0.86
PT	3	3	5	11	0.86
MT			5	5	0.39
IE		1	3	4	0.31
CY			2	2	0.16
HU			2	2	0.16
LT	1	1		2	0.16
RO		2		2	0.16
BG	0	0	1	1	0.08
EE		1		1	0.08
IS		1		1	0.08
LU			1	1	0.08
LV	1			1	0.08
TOTAL	354	436	495	1285	100.00

Table 25: Area of study of international Erasmus students (from 2010-11 to 2012-13)

	Agriculture	Architecture	Art & Design	Business	Education	Engineering	Geography	Humanities	Languages	Law	Computing	Health	Sciences	Social Sciences	Communicati.	TOTAL
USA	3		11	24	1	2	1	19	40	4		3	10	22	2	142
China		5	17	33		10		3	15	3	2	3	6	18	2	117
Russia		2	4	45	1	2		1	14	7			2	8		86
India			4	19		22			4	2	7		6	2	2	68
Nigeria		2	2	6	7	4	3		2	10	1	5	10	4	1	57
Canada			5	7	1	2		7	6	7		3		2	12	52
Malaysia		10	3	7		4		1	2	2		8	10	4		51
Brazil			3	13				1	6	1	1	1	1	4		31
South Korea		1	12	5		1		2	4	1			3	2		31
Japan			6	4	2			2	11					4		29
Australia			4	2		2	1		10	2	1	1	1			24
Mauritius		1		2					7	10		1		1		22
Pakistan			2	6		9			1	2		1		1		22
Taiwan			1	11				1	2	1		3		2	1	22
Zimbabwe				8		1		1	2	2	2	1	2	3		22
Iran		1	10	2	1					3		1	2	1		21
Ukraine			3	9					2	1				4		19
Hong Kong		1	2	6			1		2	1		1		4		18
South Africa		1	2	5					5	1		1		2		17
Ghana				3	1	2			1	4			2	2		15
Other		4	26	126	2	24		5	49	39	5	8	18	31	4	341
TOTAL	3	28	117	343	16	85	6	43	185	103	19	41	73	121	24	1207
%	0.3	2.3	9.7	28.4	1.3	7.0	0.5	3.6	15.3	8.5	1.6	3.4	6.1	10.0	2,00	100

5.2.5. Length of stay

Based on real numbers of mobility, the majority of Erasmus students go abroad for one year. However, this trend has been slowly changing in the last three years and, with an increase of 857 students, the percentage of those spending an academic year abroad has gone down from 71.4% to 69.1%. This decrease in the percentage is mainly due to a similar increase in the number of those going abroad for a shorter period (852).

The distribution of students by groups of universities shows that the percentage of students going abroad for one year is much higher in the Russell Group and the Pre-92 institutions than in the other groups over the last three years with well over 70% of their students going abroad for more than 26 weeks. The percentage is just over 50% for the Post-92 universities and is lower than 15% for the other institutions.

The increase of mobility for a semester or less is also higher in the Russell and Pre-92 universities (310 students more) than in the rest: Post-92 universities (300) and the other institutions (42). As a consequence, the number of students going abroad for less than an academic year went from 3,184 in 2010-11 to 4,036 in 2012-13. The figures indicate, however, that the semester mobility does not grow at a higher rate than the academic year mobility, maintaining the norm of previous years, where longer stays have been characteristic.

Table 26: Length of stay by groups of universities

2010-11	Russell	Pre-92	Post-92	Other	TOTAL	%
4.00 or less	525	329	528	288	1,670	**14.62**
From 4.25 to 6.40	427	413	513	161	1,514	**13.26**
6.50 or more	4,319	2,524	1,316	76	8,158	**71.43**
TOTAL	**5,271**	**3,268**	**2,357**	**525**	**11,421**	**100**
2011-12						
4.00 or less	571	343	524	250	1,688	**13.90**
From 4.25 to 6.40	572	549	572	156	1,849	**15.22**
6.50 or more	4,762	2,353	1,413	82	8,610	**70.88**
TOTAL	**5,905**	**3,245**	**2,509**	**488**	**12,147**	**100**
2012-13						
4.00 or less	659	339	624	277	1,899	**14.53**
From 4.25 to 6.40	675	531	717	214	2.137	**16.35**
6.50 or more	4,798	2,518	1,638	81	9,035	**69.12**
TOTAL	**6,132**	**3,388**	**2,979**	**572**	**13,071**	**100**

Table 27: Distribution of students going abroad for a year within the United Kingdom

		England	Scotland	Wales	Northern Ireland	TOTAL
2010-11	Total students	9,011	1,527	536	347	11,421
	Going for a year	6,583	993	420	239	8,235
	% year	**73.06**	**65.03**	**78.36**	**68.88**	**72.12**
2011-12	Total students	9,435	1,700	594	418	12,147
	Going for a year	6,887	1,029	423	271	8,610
	% year	**72.99**	**60.53**	**71.21**	**64.83**	**70.88**
2012-13	Total students	10,300	1,732	594	445	13,071
	Going for a year	7,345	965	436	289	9,035
	% year	**71.31**	**55.75**	**73.40**	**64.94**	**69.12**

Students from English institutions tend to go abroad for a year in higher percentages than those from Scotland (the lowest proportion). In 2012-13, a total of 150 institutions sent students abroad with Erasmus. 69 of them sent more than 60% of their Erasmus students for a full year, but 50 of the institutions sent less than 40% of their mobile students for a year and 31 did not send any for a year. These are generally small institutions with only two such institutions sending more than 100 students mostly for less than one year.

5.2.6. The language of exchanges

The information about the language used by students at their home institution (for study or work) is not always properly recorded in the Final Reports. Some inconsistencies can be seen in the allocation of languages and the results shown in Table 28 have to be considered as approximate, rather than absolute figures. Despite these inconsistencies, the preponderance of English can be clearly seen in most of the country destinations in 2012-13. For 21 out of the 31 countries (19 in 2011-12), English is the language used by the majority of students. The only exceptions are Austria and Germany (German), France and Luxembourg (French) and Bulgaria, Spain, Italy, Latvia, Lithuania and Portugal, where the local language was used by more students than English[13].

Table 28: Language used during the exchange by country of destination (2012-13)

	French	English	Spanish	German	Italian	Other	TOTAL	% English	% English in 2011-12
AT	5	94		191			**290**	**32.41**	28.23
BE	129	146		3		6	**284**	**51.41**	49.03
BG		12				22	**34**	**35.29**	10.53
CH	86	101		39	2		**228**	**44.30**	39.13
CY		40				8	**48**	**83.33**	80.00
CZ		156				30	**186**	**83.87**	72.38
DE		456		1,670			**2,126**	**21.45**	17.00
DK		216				28	**244**	**88.52**	88.21
EE		19				4	**23**	**82.61**	92.59
ES		486	2,980				**3,466**	**14.02**	12.44
FI		182				46	**228**	**79.82**	75.72
FR	3,925	555					**4,480**	**12.39**	9.80
GR		41				17	**58**	**70.69**	52.83
HR		7				1	**8**	**87.50**	100.00
HU		35				8	**43**	**81.40**	64.58
IE		194					**194**	**100.00**	100.00
IS		19				6	**25**	**76.00**	65.52
IT		214			792		**1,006**	**21.27**	16.14
LT		6				9	**15**	**40.00**	18.75
LU	4	9		1			**14**	**64.29**	25.00
LV		6				8	**14**	**42.86**	18.18
MT		96				24	**120**	**80.00**	83.56
NL		511				126	**637**	**80.22**	79.73
NO		100				43	**143**	**69.93**	77.12
PL		56				26	**82**	**68.29**	46.67
PT		50				92	**142**	**35.21**	23.20
RO		10				15	**25**	**40.00**	65.00
SE		292				66	**358**	**81.56**	75.00
SI		9				3	**12**	**75.00**	85.71
SK		20				3	**23**	**86.96**	88.89
TR		61				34	**95**	**64.21**	69.88
TOTAL	**4,149**	**4,199**	**2,980**	**1,904**	**794**	**625**	**14,651**	**28.66**	**25.07**

Comparing the last two years, an increase in the use of English can be seen in almost all countries involved and it is the teaching language for more than 80% of students going to eleven different destinations in 2012-13, (only nine in 2011-12). The use of English is also related to the type of degrees. For the Russell Group and the Pre-92 universities the influence of language degrees makes the presence of English irrelevant for the majority of students. The opposite can be seen for the rest of institutions, where the importance of English as a language of tuition is much higher and is used by more than half of students.

The origin of students can also make a difference in the language used. As Table 29 shows, English is the main language for students from the other Erasmus countries (37% of the total) and for international students (41%), but only represents 26% of those with British citizenship.

The importance of other languages also depends on the origin of students. German is used by 14.7% of non-British students, but this includes a high number of German students going back to their own countries, as seen previously. This is also the situation for British students taught in French, Spanish and Italian, in all cases representing around 85% of those using those languages.[14]

It is also relevant to look at the language used by students from non-language degrees, where English represents a much higher percentage.

Table 29 Language used according to the origin of students (2012-13)

	French	English	Spanish	German	Italian	Other	TOTAL
United Kingdom	3,536	3,071	2,493	1,458	681	440	**11,679**
Erasmus countries	427	823	376	364	76	155	**2,221**
International students	186	305	111	72	37	30	**741**
TOTAL	**4,149**	**4,199**	**2,980**	**1,894**	**794**	**625**	**14,641**

Table 30 Language used by UK non-language students (2012-13)

	FR	EN	ES	DE	IT	OTHER	TOTAL	% English
AT		56		27			**83**	**67.47**
BE	24	106				6	**136**	**77.94**
BG		5				9	**14**	**35.71**
CH	13	50		15	1		**79**	**63.29**
CY		29				2	**31**	**93.55**
CZ		116				18	**134**	**86.57**
DE		251		271			**522**	**48.08**
DK		157				17	**174**	**90.23**
EE		15				1	**16**	**93.75**
ES		298	348				**646**	**46.13**
FI		133				36	**169**	**78.70**
FR	422	301					**723**	**41.63**
GR		19				2	**21**	**90.48**
HR		6					**6**	**100.00**
HU		22				3	**25**	**88.00**
IE		148					**148**	**100.00**
IS		15				2	**17**	**88.24**
IT		133			91		**224**	**59.38**
LT		1				1	**1**	**100.00**
LU		3					**3**	**100.00**
LV		3					**3**	**100.00**
MT		69				21	**90**	**76.67**
NL		379				79	**458**	**82.75**
NO		80				31	**111**	**72.07**
PL		33				4	**37**	**89.19**
PT		37				12	**49**	**75.51**
RO		8					**8**	**100.00**
SE		221				40	**261**	**84.67**
SI		7				1	**8**	**87.50**
SK		16					**16**	**100.00**
TR		35				18	**53**	**66.04**
Total	**459**	**2752**	**348**	**313**	**92**	**303**	**4,266**	**64.51**

Only in four countries (Bulgaria, France, Germany and Spain) was the local language used by the majority of students. In the case of Bulgaria, this is due to its nationals going back to their own country. For the rest, English represents more than 90% of students in eleven countries and only in the four countries mentioned above was the percentage lower than 50%.

5.2.7. The type of degree

The majority of participants in Erasmus come from undergraduate degrees. An interesting issue is whether these degrees are three or four years long. In some cases four years is the norm (as in Scotland and for most of the Russell Group and Pre-92 universities), whereas for other institutions there is a wider choice between three and four years degrees offered to students.

Data about the type of degree can only be tracked through the analysis of the number of years students have spent at university, as reported by the universities, and this is not always accurate. Students in four years degrees go abroad in the third year and they should have been at university for two years before their Erasmus exchange. However, this is not always accurately reported and discrepancies had to be found out by the similarity of degrees or even their names. For these reasons, and disregarding the case of Scotland, the best way of minimising the mistakes is considering the national perspective in England, Wales and Northern Ireland, as shown, in Table 31.

Table 31: Erasmus students according to their type of degree and groups of universities in England, Northern Ireland and Wales (2011-12 and 2012-13)

2011-12	Russell	Pre-92	Post-92	Other	TOTAL	%
Bachelor-3 years	196	215	729	206	1,346	11.08
Bachelor-4 years	5,566	2,953	1,709	277	10,505	86.49
Postgraduate	143	77	71	4	295	2.43
TOTAL	5,905	3,245	2,509	487	12,146	100

2012-13	Russell	Pre-92	Post-92	Other	TOTAL	%
Bachelor-3 years	184	315	880	228	1,607	12.29
Bachelor-4 years	5,725	2,930	2,014	320	10,989	84.07
Postgraduate	223	143	85	24	475	3.63
TOTAL	6,132	3,388	2,979	572	13,071	100

While it is clear that higher percentages of students from the Russell Group and Pre-92 institutions are those on four year degrees, 30.6% of those from the Post-92 universities and 47.8% from the other institutions are students on three year degrees. In total, more than one thousand students are not on 4-year degrees at UG level and this represents 12% of the total number of Erasmus students in England.

Table 32: Erasmus students according to their type of degree and UK country

UK 2011-12	England	N. Ireland	Scotland	Wales	TOTA
Bachelor-3 years	1,218	62	0	66	1,346
Bachelor-4 years	7,967	351	1,671	516	10,505
Postgraduate	249	5	29	12	295
TOTAL	9,434	418	1,700	594	12,146
% 4-year	84.45	83.97	98.29	86.87	86.49

UK 2012-13	England	N. Ireland	Scotland	Wales	TOTAL
Bachelor-3 years	1,465	66	0	76	1,607
Bachelor-4 years	8,512	365	1,604	508	10,989
Postgraduate	323	14	128	10	475
TOTAL	10,300	445	1,732	594	13,071
% 4-year	82.64	82.02	92.61	85.52	84.07

The percentage of students going abroad for a work placement from a 4-year degree is higher than those going to study. As work placements are not the norm for 3-year degree programmes, this explains the lower percentage for such students.

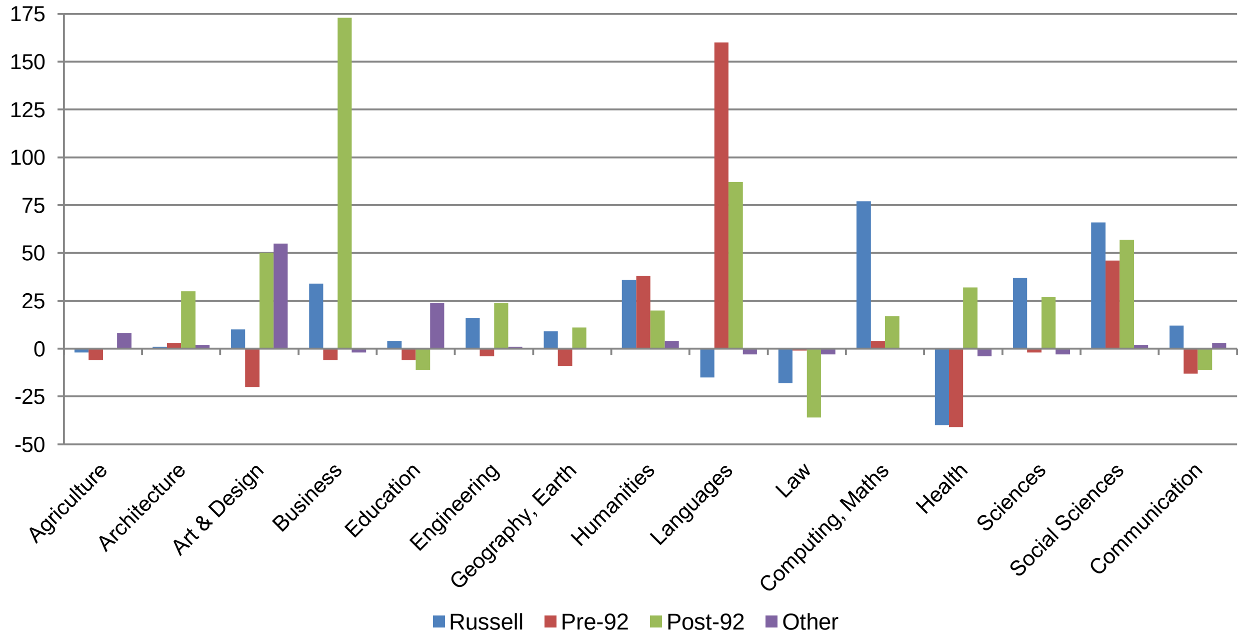
5.3. Areas of study of Erasmus students

After a small decrease in 2011-12, the number of language students has increased again in 2012-13. However, its growth has been smaller (4.5%) than for the rest of the areas of study (9.8%). This means that the percentage language students represents has gone from 41.9% to 40.7%, without including those students in degrees adding a year and a foreign language. The more significant decreases can be seen in Law (-58 students) and Health degrees (-53). On the other hand, 199 more Business students went abroad, 171 more from Social Sciences, 98 more from Computing and 95 more from Art and Design.

Table 33 shows the comparison between the two last years by areas of study and groups of universities. It is clear that the annual evolution in numbers is not directly linked to these elements. The same area of study loses or gains students in different groups of universities, for example as shown by for Languages, Business or Health. Only Law loses students in all groups and only Social Sciences, Humanities and Architecture increase numbers in all groups.

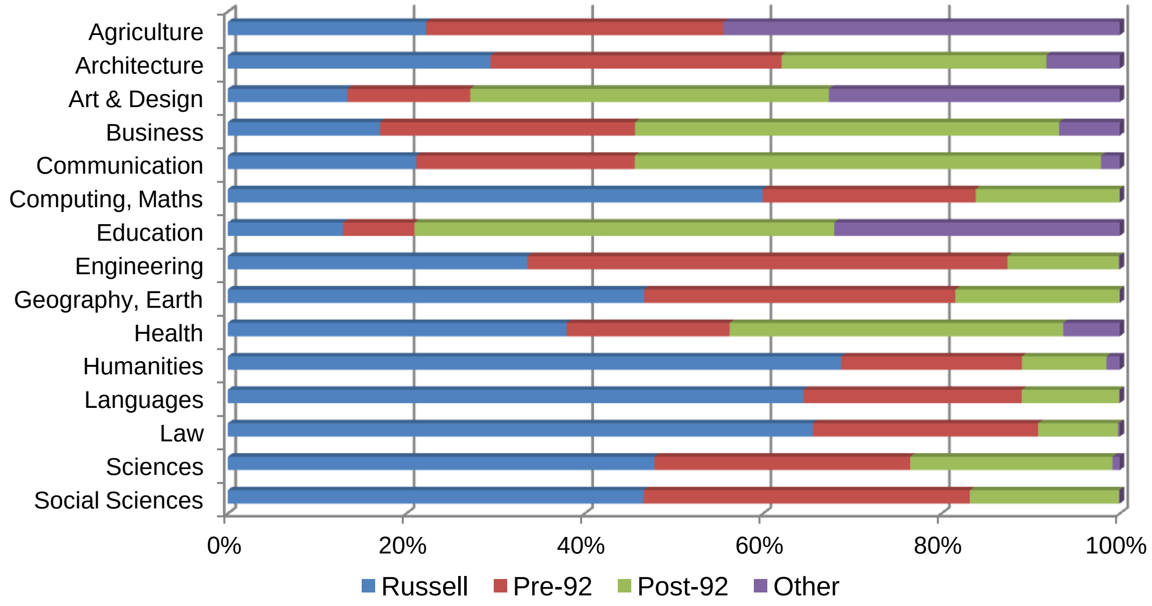
Unfortunately, there is only available data since 2010-11. Hence the historical evolution of the different areas of study is incomplete and trends will only be discerned after a few more years. The reliability of figures for mobility periods depends on the influence of students going to more than one destination in the same year. Taking the figures for mobility periods and real mobility in 2011-12 as an example, each Language student made 1.24 mobility periods on average, but those from Business 1.12 and those from Law only 1.04 according to the official statistics on mobility periods issued by the UK Erasmus National Agency[15]. This means that the number of mobility periods for each area of study depends on the number of those going to more than one destination.

Table 33: Comparison between the number of students by areas of study and group of universities in 2012-13 and 2011-12



The distribution of students by groups of universities for each area of study (as shown in Table 34) confirms data seen in other sections. Adding the figures for the last two years, to avoid an excessive annual variation, one can see that more than 80% of students from Engineering, Humanities, Languages, Law, and Social Sciences are from the Russell Group or the Pre-92 universities. But these universities represent less than 50% in Art and Design, Business, Communication, Education and Geography, areas where the interest for mobility is lower than in other types of institutions. Considering that the institutions from those two groups represented 74% of the total number of Erasmus students, the percentages for these disciplines are quite low. In contrast, Business, Communication and Art and Design are the areas where the Post-92 universities show the highest percentages and Art and Design and Education for the other institutions.

Table 34: Distribution of Erasmus students by areas of study and groups of universities in 2011-12 and 2012-13



The three main areas of study according to the number of students from each of the groups of institutions show clear differences. In decreasing order they are:

- For the Russell Group:
Languages, Social Sciences and Law.

- For the Pre-92 universities:
Languages, Business and Social Sciences.

- For the Post-92 universities:
Business, Languages and Art and Design.

- For the other institutions:
Art and Design, Business and Education.

Not many changes can be seen when compared with the previous year, as only Social Sciences and Law swopped places for the Russell Group and Education replaced Humanities for the other institutions. This shows stability for student mobility in the different groups of universities. However, it also shows disparity created by the influence of courses with language in the different fields of study, as shown in Table 35. It also confirms the minor role of language courses for Post-92 and other institutions compared to the other two groups. In 2012-13 courses including languages represented 68% of the Erasmus mobility for the Russell group, 58% for the Pre-92 universities and only 30% for the Post-92. One single student went abroad from one of the other institutions.

Table 35: Number of Erasmus students by groups of universities and courses with or without languages (from 2010-11 to 2012-13)

	2010-11			**2011-12**			**2012-13**		
	Language	With language	No language	Language	With language	No language	Language	With language	No language
Russell	3,242	638	1,391	3,366	882	1,657	3,351	826	1,955
Pre-92	1,454	588	1,226	1,194	582	1,469	1,354	598	1,436
Post-92	624	239	1,494	525	280	1,704	613	274	2,092
Other	0	3	522	4	0	484	1	0	571
TOTAL	**5,320**	**1,468**	**4,633**	**5,089**	**1,214**	**5,314**	**5,319**	**1,698**	**6,054**

Students going abroad from language degrees or degrees with a language represent 54% of the total Erasmus cohort of students, a percentage that has decreased every year since 2010-11. Clearly these figures depend on the offer of such degrees at universities. 67 institutions (46% of the total) do not send a single language student abroad. The relative decrease of languages, at a time of mobility overall growth, indicates that, while languages are important, their relative importance in overall mobility is decreasing.

For 18 institutions, language students represent more than 75% of those going abroad and for 5 of them the percentage is higher than 90% in 2012-13. The percentage of language students among those going abroad was 68% for the Russell Group, 57.6% for Pre-92 universities, 29.7% for Post-92 institutions and only 0.2% for the other institutions. In addition, 56% of students from institutions in England came from language degrees, 45% in Scotland, 32% in Northern Ireland and 70.8% in Wales.

Post-92 institutions send abroad more non-language degree students than any other group and the difference is growing. In 2012-13, 34.6% of the non-language degrees were from a Post-92 institution, when it was 32.2% in 2010-11. A slight increase can also be seen in the Russell Group, but not at the pre-92 universities, where there were 33 non-language students fewer in 2012-13 than the year before.

The combinations of degrees with languages differ among the groups. Law is the more popular field for mobility with languages at the Russell Group, Business and Social Sciences for the Pre-92 universities and Business for the Post-92. Table 36 illustrates the distribution of those students with languages across the academic areas of study.

Table 36: Increase in the number of languages and non-languages students by areas of study[16] (from 2010-11 to 2012-13)

Area of study	Students with no languages in the degree				Students with languages in the degree				Total increase
	2010-11	2011-12	2012-13	% INC	2010-11	2011-12	2012-13	% INC	
Agriculture	11	9	9	-18.18	0	0	0	0.00	-2
Architecture	147	201	237	61.22	0	0	0	0.00	90
Art & Design	742	772	886	19.41	10	38	39	290.00	173
Business	1,193	1,271	1,432	20.03	547	599	637	16.45	329
Education	173	142	160	-7.51	21	15	8	-61.90	-26
Engineering	247	347	385	55.87	51	36	33	-35.29	120
Geography, Earth	101	92	117	15.84	27	30	16	-40.74	5
Humanities	213	267	323	51.64	143	158	200	39.86	167
Languages	0	0	0	0.00	5,320	5,090	5,319	-0.02	-1
Law	370	471	451	21.89	369	360	322	-12.74	34
Computing, Maths	110	115	235	113.64	49	62	40	-18.37	116
Health	296	350	304	2.70	27	24	17	-37.04	-2
Sciences	373	480	562	50.67	44	48	25	-43.18	170
Social Sciences	582	680	852	46.39	171	320	319	86.55	418
Communication	75	117	120	60.00	9	53	41	355.56	77
TOTAL	**4,633**	**5,314**	**6,073**	**31.08**	**6,788**	**6,833**	**7,016**	**3.36**	**1,668**
%	40.56	43.74	46.39		59.44	56.26	53.61		

Non-language students represent an increasing number of students going abroad in the United Kingdom. The percentage of non-language students has gone from 40.56% in 2010-11 to 46.39% in 2012-13. This means that the number of non-language students rose from 4,633 (in 2010-11) to 6,073 (in 2012-13) with a relative increase much higher than the general growth. The highest increases can be seen in Social Sciences (270 students more), Business (239), Sciences (189) and Art and Design (144). Education is the only one of the main areas of study where fewer non-language students went abroad.

Table 37: Destination of non-language students by countries

	1	2	3	4	5	6	7	8	10	11	12	13	14	15	TOTAL	% country
AT		10	22	27	7	9	1	5	12	1	7	6	6	1	114	45.42
BE		10	15	28	5	7			23	1	15	14	31	6	155	60.31
BG		1	4	8							4		1		18	94.74
CH		13	7	27		11	1	2	8	7	9	24	1		110	59.14
CY		1	7	11	4			`	1	1	7	6	3	5	46	92.00
CZ		10	26	10	4	23	1	10	13		1	4	42	7	151	87.79
DE	1	38	152	163	9	74	7	45	47	19	17	87	55	10	724	37.53
DK		15	34	34	11	11	1	7	25	1	17	7		6	169	73.48
EE			20			2		1	2				3		28	100
ES		16	75	320	17	34	12	51	35	14	49	75	94	24	816	26.06
FI		2	56	24	19	9	1	1	15	1	57	16	21	10	232	95.47
FR	2	27	109	320	6	72	2	57	124	10	42	101	168	10	1050	25.26
GR		1	1	7		6	2	2	4	2	4	9	5		43	81.13
HR									2						2	100
HU		1	11	5	3			2	2		2	1	13	1	41	87.23
IE	3	3	16	32		23	2	1	2	34	5	6	5	1	133	94.33
IS			4	2			7		2				7	1	23	79.31
IT	2	14	55	81	1	16	3	25	17	7	19	28	40	2	310	33.26
LT			3	5					1	1	1	2	2	1	16	100
LU				10	1	1									12	48.00
LV			2	1	1	2						1	3		10	90.91
MT			7	15	3		2	8	12		12	2	8		69	94.52
NL	1	15	61	113	28	19	22	35	83	7	28	40	45	26	523	90.33
NO		1	20	7	3	2	7	2	12	2	28	11	14		109	92.37
PL		2	8	7	3	11	3	2	4	1		5	14	2	62	83.78
PT		2	10	6				2	1		11	9	2		43	34.13
RO		4	5	5						3			2		19	95.00
SE		16	36	26	15	24	21	9	36	2	37	24	46	3	295	87.80
SI		1	2	1	1			1	5			1	1		13	92.86
SK			4			2				1	1		1		9	100
TR		3	10	12		6	1	3	1	1	3	10	20	2	72	88.89
TOTAL	**9**	**206**	**782**	**1307**	**141**	**364**	**96**	**271**	**489**	**116**	**376**	**489**	**653**	**118**	**5,417**	**40.61**

Yellow: highest number of students for that area of study
Blue: highest number of students for that country
Green: highest number for this area of study and country

1 Agriculture
2 Architecture
3 Art & Design
4 Business

5 Education
6 Engineering
7 Geography, Earth
8 Humanities
10 Law

11 Computing, Maths
12 Health
13 Sciences
14 Social Sciences

The same destination countries appear both in this list and in the general list. However, Table 37 shows an interesting distribution, depending on the degrees the students are studying. Countries such as Finland or the Netherlands have a more prominent position than in general statistics, as the tuition in English make them more attractive for UK students going abroad. This is particularly the case for Education, Social Sciences and Communication.

5.4. European universities receiving more students from the UK

Institutions in Spain, France and Italy receive the most students, mainly due to the large size of the universities in these countries and their high involvement in Erasmus. All institutions included in the list of those receiving more than 160 students are from those countries, with the only exception of three universities from Germany and one from Denmark.

Table 38: European universities receiving more Erasmus UK students (from 2010-11 to 2012-13)

	Country	Institution	UK students
1	Spain	Granada	667
2	Spain	Valencia	545
3	Spain	Complutense de Madrid	348
4	France	Lyon 3	342
5	France	Paris-Sorbonne	341
6	France	Sciences Po Paris	330
7	Italy	Bologna	321
8	Spain	Sevilla	314
9	Spain	Salamanca	312
10	Germany	Humboldt Berlin	284
11	Spain	Alicante	271
12	France	Montpellier III	255
13	Germany	Heidelberg	243
14	Spain	Pompeu Fabra, Barcelona	237
15	France	Aix-Marseille I	236
16	Spain	Murcia	212
17	Denmark	Copenhagen	209
18	France	Grenoble III	199
19	France	Lyon 2	195
20	Germany	Freie Berlin	192
21	Spain	Autónoma de Madrid	190
22	Spain	Zaragoza	178
23	Spain	Autònoma de Barcelona	171
24	France	Lille II	167
25	Italy	Padova	161

The inclusion of the results from the last three years provides a more accurate vision of this aspect of mobility. In total, nine institutions received more than 300 British students. However, the rest of the list of destinations show a huge dispersion, as the top-25 institutions included in Table 38 only represent 19% of the total outgoing mobility every year. Also relevant to note is that the majority of those destinations teach in their national languages and not in English. The high numbers are due to large cohorts of students from certain institutions going to these destinations.

5.5. Work placements

The inclusion of work placements in Erasmus in 2007-08 not only represented an increase in numbers, but also a new opportunity for growth. Language Assistants were the main initial beneficiaries, but the following years have shown the progress in other fields and for all types of institutions. Although language students are still the main group of the work placement cohort, representing 71% of the total (they were 75% in 2010-11), the number of those from other fields has been growing every year from 2007-08. In that year, 961 students from non-language degrees went abroad for a work placement[17]. In 2012-13 their number had risen to 1,462 students, an increase of just over 50%. However, it is worth mentioning that, when comparing the last two years, the increase in non-language students was only 148, a modest 11.3%.

Not surprisingly, up to 80% of work placements come from the Russell Group and the Pre-92 universities, due to the high number of language assistants and degrees with a language component. However, the Post-92 universities show a sizeable increase thanks to the growing number of students taking up the placement opportunity. Of the 853 students in this group only 311 (36%) were from a degree with language in 2012-13. Other disciplines with no language component include Business (193 students), Art and Design (114), Sciences (65) and Health related degrees (51). The other institutions have a much smaller role in work placements with only 133 students, although they represent a small increase from the drop in numbers experienced in 2011-12. The main areas of study were Art and Design (66 students) and Business Studies (28).

Table 39: Area of study of work placements (2012-13)[18]

	Non-Language Assistants	Language Assistants	**TOTAL**	Language & degrees with languages	% of language WPs	**Non language degrees**
Agriculture	6		**6**	0	0.00	**6**
Architecture	96		**96**	0	0.00	**96**
Art & Design	204	15	**219**	22	10.04	**197**
Business	657	43	**700**	327	46.71	**373**
Computing, Maths	116	8	**124**	9	7.26	**115**
Education	17	1	**18**	2	11.1	**16**
Engineering	127		**127**	2	1.57	**125**
Geography, Earth	23	1	**24**	1	4.17	**23**
Health	73		**73**	0	0.00	**73**
Humanities	57	51	**108**	94	87.03	**14**
Languages	1,430	1,553	**2,983**	2,983	100.00	**0**
Law	19	7	**26**	11	42.31	**15**
Communication	22	11	**33**	18	54.54	**15**
Science	243		**243**	0	0.00	**243**
Social Sciences	187	44	**231**	80	34,63	**151**
TOTAL	**3,277**	**1,734**	**5,011**	**3,549**	**70.83**	**1,462**

The country of destination for work placements can be seen in Tables 40 and 41. In order to avoid annual fluctuations, only the data for 2011-12 and 2012-13 has been considered. The majority of the work placements (77.6.1%) took place in France, Spain or Germany, mainly due to language students involved. Table 40 shows how Spain is growing at a faster rate than France and Germany. For the rest, numbers are mainly growing, although only some countries can show a consistent growth. In 2011-12, only two more countries (Italy and Austria) received more than 100 students. One year later, Ireland and the Netherlands also received more than 100 students. With the exception of Liechtenstein, all eligible countries received work placements in 2012-13 (Croatia, Estonia and Iceland did not receive students for work placement the year before). Only four countries received fewer than ten students in 2012-13 (it was ten countries the year before). Overall the figures have not significantly changed since the previous year and still show a consistent trend largely influenced by the language assistants and their destinations. Apart from the three main destinations, only Ireland (87 students more), Malta (49) and the Netherlands (41) registered a high increase.

Table 40: Evolution of the number of work placements to France, Spain and Germany (2011-12 and 2012-13)

Table 41: Country of destination of work placement students (2011-12 and 2012-13)

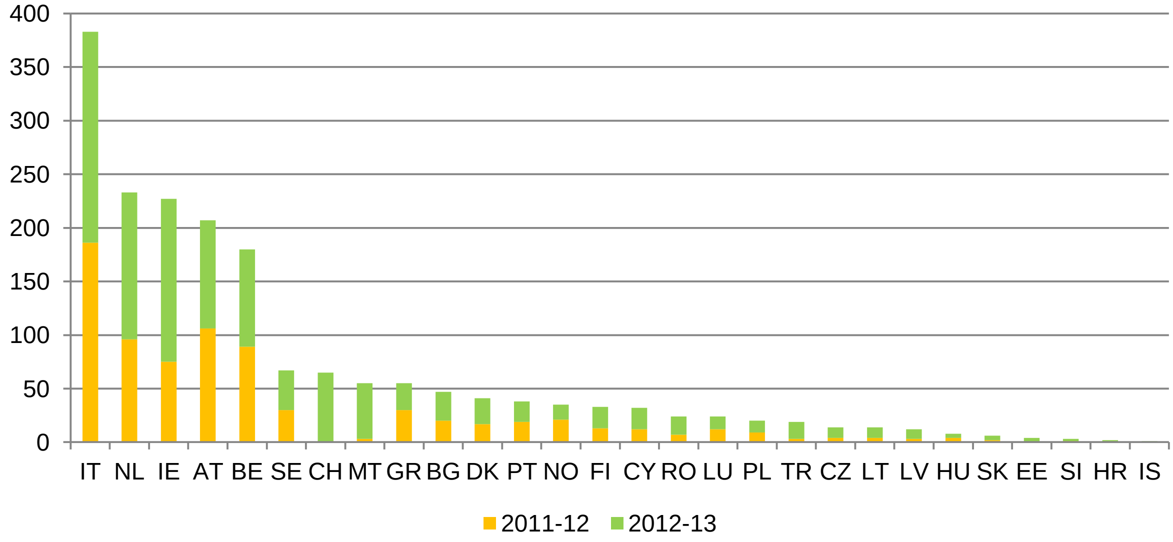
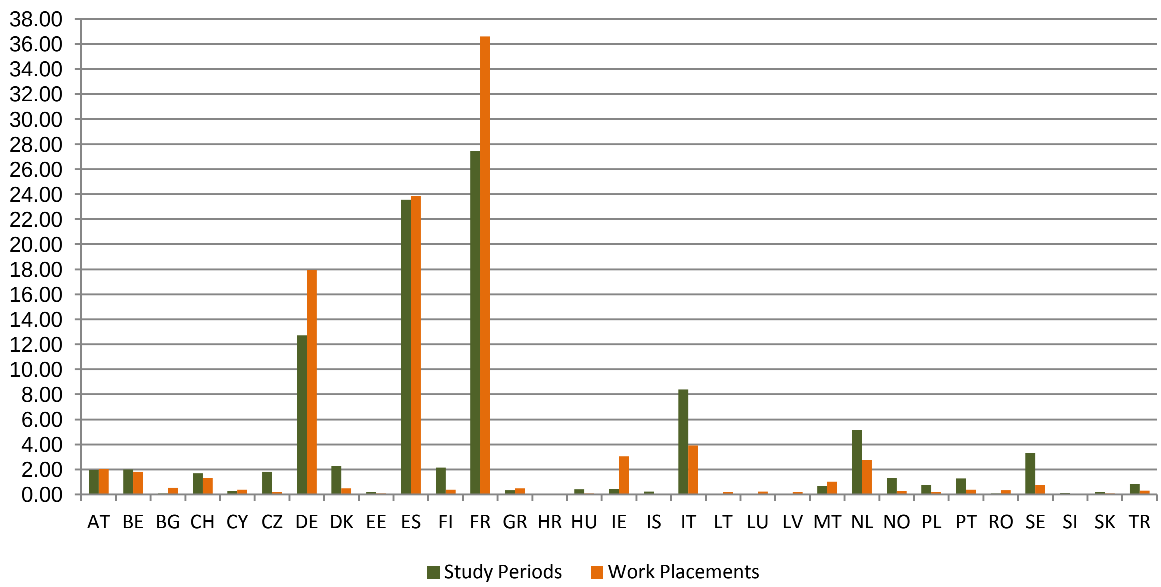


Table 42 compares the study periods and work placements by percentage. Work placements are highest in Spain, France, Germany and Ireland. Study periods are a more popular form of mobility in the Czech Republic, Denmark, Finland, Italy, the Netherlands and Sweden, all countries where the influence of languages is not that relevant, as English is the main language used. Austria and Belgium have almost equal amounts of study and work mobility.

Table 42: Percentage that every country represents for Study Periods and Work Placements (2012-13)



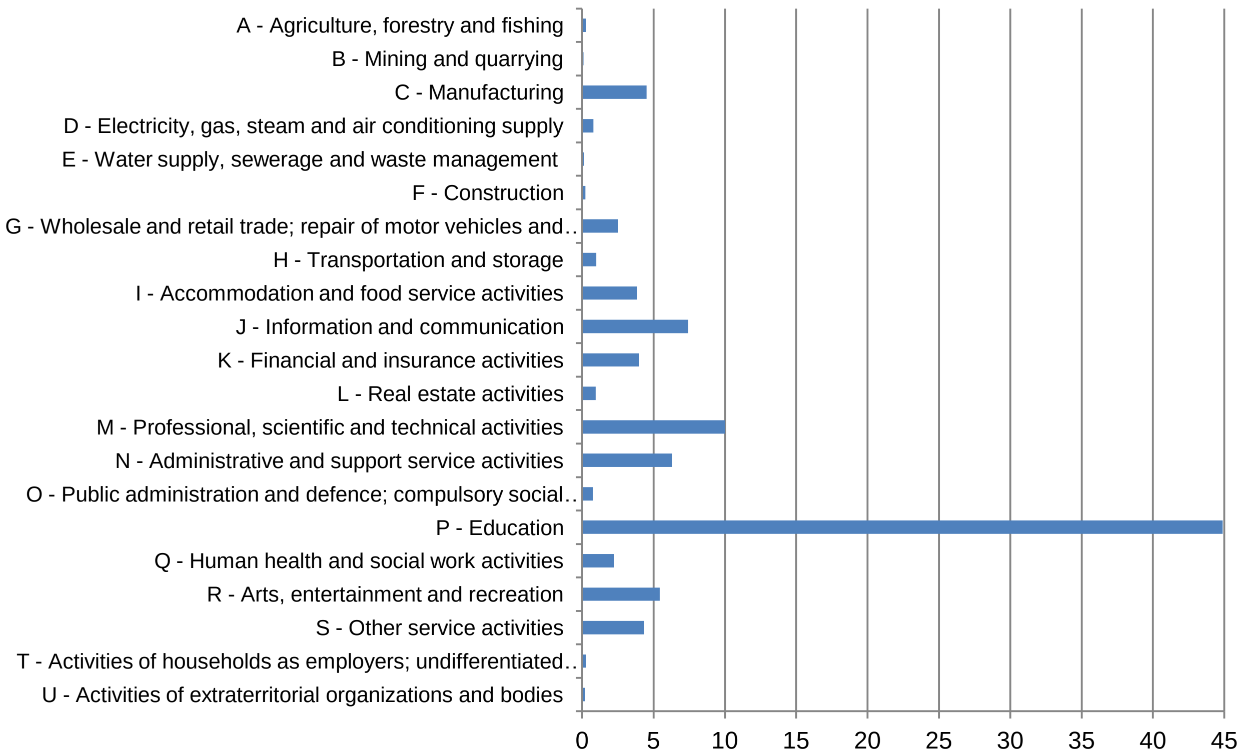
The data shown in Table 43 might not be a true representation, as there appear to be misallocations in the data given by institutions of the types of degrees their students are undertaking when reporting to Erasmus. Taking this fact into consideration, a more accurate representation is given in Table 43, which uses data from 2010-11 to 2012-13.

Despite apparent inconsistencies, total numbers show that almost half of the placements were made in the Education sector, with four other sectors contributing more than 5% of the placements: M) Professional, scientific and technical activities; J) Information and communication, N) Administrative and support service activities and R) Arts, entertainment and recreation.

Of those students included in the Education sector in 2012-13, 91% went to France, Spain or Germany (95% including Italy) with the rest of countries registering marginal percentages. The other sectors showed a wider variety of destinations. Taking the example of the second most popular sector (Professional, scientific and technical activities), where the influence of language courses is less evident, the percentage of France, Spain and Germany together is reduced to 58%, followed by the Netherlands (11%), Switzerland (5%) and Italy and Belgium (3%).

As for the size of the companies hosting the work placements in 2012-13, 1,649 students (32.9% and 108 more students than in 2011-12) went to small enterprises with 50 or fewer staff; 2,138 (42.7% and 383 students more) to medium companies from 51 to 250 staff members and 1,224 (24.4% and 109 students fewer) to large companies with over 250 staff members. Small and large companies were the main host organisations one year before, suggesting that the evolution is not consistent. Adding the figures for the last two years, small enterprises represent 33.1% of the work placements, medium enterprises 40.4% and large companies 26.5%, meaning that two thirds of the work placements are not undertaken in large corporations.

Table 43: Work placements by economic sector (2010-11, 2011-12 and 2012-13) (in %)



6. NON-EUROPEAN MOBILITY

This section analyses student mobility towards non-European countries by using the data from the 133 institutions who replied to the survey. A first look at the data shows that 80% more students went to non-European destinations in 2012-13 than six years before, a marked increase. Despite a lower increase in the middle of the period, the growth percentage has been quite stable and slightly higher than for European mobility. However, the differences are still notable and a long period would be necessary to balance the figures between the two types of mobility. The distribution of this growth is not uniform and is described in the following sections.

Table 44: Growth of non-European mobility (135 institutions)[19]

	Non European mobility	% increase	% increase since 2008
2007-08	3,621		
2008-09	4,235	16.96	16.96
2009-10	4,937	16.58	36.34
2010-11	5,421	9.80	49.71
2011-12	5,766	6.36	59.24
2012-13	6,528	13.22	80.28

6.1. The United States

Since 2007-08 mobility towards the US has been rising. The United States is the most popular non-European destination for the majority of institutions sending students abroad and is third in the list of most popular destinations for all UK students.

Students going to the United States can come from most academic disciplines, although American Studies courses have traditionally represented an important proportion. However, and according to the HESA records[20], the number of students on such degrees fell by 30%, from 3,580 in 2006-07 to 2,515 in 2012-13, which could pose a threat to continued growth in the US as a destination. Despite this decrease, the number of students going to the United States has not stopped growing in the last year, showing that American Studies is not the only field of origin for students.

The six years under review have seen an increase of 50%. However, the number of institutions has decreased in the last two years. This represents an increase in the average number of students per institution: 18.9 in 2007-08, 26.6 in 2012-13. In only one year (from 2011-12 to 2012-13) the number of institutions sending 20 or more students to the United States went from 37 to 43 with 14 of them sending more than 50 and 2 sending more than 100 in 2012-13. Table 46 shows the increase according to the groups.

Table 45: UK students going to the United States (years 2007-08 to 2011-12) (135 institutions)

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Russell	534	650	678	716	813	881
Pre-92	617	614	692	664	817	870
Post-92	386	410	469	533	536	617
Other	73	79	77	89	92	80
TOTAL	**1,610**	**1,753**	**1,916**	**2,002**	**2,258**	**2,448**
Institutions	85	94	95	97	95	92

Table 46: Difference in number of students going to the United States between 2007-08 and 2012-13 by groups (135 institutions)

	2007-08	2012-13	Increase	% increase
Russell Group	534	881	347	64.98
Pre-92	617	870	253	41.00
Post-92	386	617	231	59.84
Other	73	80	7	9.59
TOTAL	1,610	2,448	838	52.04

The Russell Group and the Pre-92 universities constitute 72% of the increase in absolute figures, but the percentage of the different groups varies. After a decrease in 2010-11 for the Pre and Post-92 universities, numbers have grown again in the last two years. 'Generation Study Abroad', the new initiative launched in the United States to double the number of outgoing students might also have an effect, if based on exchanges rather than on fee-paying students.[21]

6.2. Canada

Canada is an attractive destination for UK students, but the mobility trend has always been very irregular. All groups of universities have experienced periods of decrease in student numbers and there is no apparent reason for this. The consequence has been that Canada has been overtaken by Australia as the second most popular non-European destination despite an increase of 48% in the last six years. Having traditionally been a destination for pre-92 universities (representing 86.5% of students in 2007-08), it has become a popular destination for Post-92 universities as well, as their students went from 11.2% of those going to Canada in 2007-08 to 18.3% in 2012-13. This has been partly due to a continuous increase in the number of institutions sending students to Canada, although the growth stopped in 2012-13. This would represent higher number of students going from each institution, as a result of well-established partnerships. Thirteen institutions sent more than 20 students to Canada in 2012-13 when each institution sent an average of 11.5 students, 2.5 more than six years before. The reasons for the growth can be seen in the consolidation of exchanges for many institutions and an increased interest from students. It is expected that Canada will maintain this growth shown and more students from the different university groups will be choosing this destination.

Table 47: UK student mobility to Canada (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	289	280	309	318	322	362
Pre-92	173	175	209	208	237	274
Post-92	60	76	73	100	90	145
Other	12	19	29	17	27	11
TOTAL	**534**	**550**	**620**	**643**	**676**	**792**
Institutions	59	67	67	73	77	69

6.3 Australia

Since 2010-11 Australia has become the second largest non-European destination and the sixth in the world for students from the United Kingdom. In the near future it is likely to overtake Italy as the fifth most popular destination. Between 2007-09 and 2012-13 the number of students going to Australia almost doubled and the number of institutions sending students went from 51 to 71 in the same period.

Table 48: UK student mobility to Australia (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	209	243	265	330	374	440
Pre-92	121	128	165	171	162	177
Post-92	90	120	125	166	178	194
Other	15	19	18	26	22	21
TOTAL	**435**	**510**	**573**	**693**	**736**	**832**
Institutions	51	62	64	71	71	71

The increase for the six years period can be seen in all groups of universities with the Russell Group and the Post-92 universities showing the highest percentage (110% and 115% respectively) and also relevant figures, but lower, for the Pre-92 universities (46%) and the other institutions (40%). The only explanation for this difference is that 11 of the 12 institutions sending more than 20 students to Australia are from the two groups with a higher increase. Other factors include the pro-active attitude of the universities and the ongoing support to student mobility shown in recent times by the Australian Government. The measures taken by the Australian government to promote student mobility by the end of 2012 could have an influence, even though the priority is given to Asian countries. However, an increase of opportunities for exchange can also benefit institutions from the United Kingdom.[22].

6.4. Japan

Students of Japanese Studies account for the largest proportion of students going to Japan, although HESA statistics show an irregular trend in the number of students on such degrees. Mobility has also been influenced by the cohorts from particular institutions travelling to that country. Six institutions sent more than ten students in 2007-08, nine in 2010-11 and eleven in 2012-13. They represented 130, 232 and 284 students respectively, or, in relative terms, 70.3% of the total students going to this country in 2007-08 and 78.5% in 2012-13. As part of these cohorts, five institutions sent more than 30 students in 2012-13 representing 55.5%% of the total number of students going to Japan but the growth of the five institutions together was only of 30 students since 2008-09, when a large increase was registered. This means that the other institutions consider Japan as a potential destination for their students and have signed exchange agreements.

Table 49: UK student mobility to Japan (135 institutions)

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Russell	52	100	145	130	144	144
Pre-92	72	70	77	86	73	65
Post-92	47	88	70	84	87	136
Other	14	18	18	17	12	17
TOTAL	**185**	**276**	**310**	**317**	**316**	**362**
Institutions	29	29	36	36	36	38

6.5. Hong-Kong

Hong Kong has consolidated its position as the sixth most popular non-European destination for UK students. However, its recent growth has slowed after a spectacular increase between 2008-09 and 2010-11. The number of institutions has been stable for the last four years, although the distribution by groups has been irregular. Pre-92 and Post-92 universities sent 5 students fewer in 2012-13 than the year before, whereas the Russell Group increased the numbers by 33 and the other institutions by 5. The growth experienced in six years is very close to triple the figures. This has been due to an increase in the number of institutions exchanging students with this country. Over the six years, 19 more institutions sent students, although this did not change the institutional origin of the majority of them. Quite consistently, more than 80% of students were from the Russell Group and the Pre-92 universities. They made the most significant contribution to the growth by going from 92 students in 2007-08 to 265 in 2012-13. The increase in the other two groups of universities was much smaller.

Table 50: UK student mobility to Hong Kong (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	56	48	109	123	126	159
Pre-92	36	46	79	107	109	106
Post-92	17	31	16	33	30	28
Other	5	4	4	4	16	21
TOTAL	**114**	**129**	**208**	**267**	**281**	**314**
Institutions	30	29	41	49	46	49

Hong Kong is an English speaking country in higher education and this element added to the quality of its institutions makes it very attractive for UK universities and students. Its small size might limit the possibilities of growth long-term but, Hong Kong still offers opportunities for expansion as a destination, as shown by the upturn in numbers in 2012-13 after the much slower growth of the previous year.

6.6. Singapore

Exchanges with Singapore present peculiar characteristics noted year after year. Despite the similarities to Hong Kong in many ways (and particularly in the use of English as the language of instruction) a particular factor of mobility to Singapore is the type of institution involved – almost all exchanges are with the Russell Group or the Pre-92 universities. The presence of other types of institutions is minimal and shows a concrete policy followed by the universities in Singapore when selecting the partners for exchange agreements.

Table 51: UK student mobility to Singapore (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	53	80	90	94	85	134
Pre-92	26	34	52	43	51	71
Post-92	5	2	3	15	13	11
Other			9			1
TOTAL	**84**	**116**	**154**	**152**	**149**	**217**
Institutions	24	26	30	29	26	33

The limited number of institutions participating in exchanges clearly has an effect on the total numbers. After slight decreases in numbers in 2010-11 and 2011-12, 2012-13 showed an increase due to eight new institutions exchanging students (seven of them from the Pre-92 universities) and ten others increasing their numbers. This compensates for the fact that seven institutions reduced their mobility in small numbers. The consequence of the type of universities exchanging students with this country is that the Post-92 group have never reached 6% of the total mobility and the other institutions have only registered minimal numbers.

It is not possible to predict the evolution of the mobility to Singapore, as any future increase is dependent either upon an increase in number in current exchanges or a change in policy by the Singaporean universities.

6.7 China

Despite a slower growth in 2011-12 (5.1%) than in previous years, the number of UK students going to this country has more than doubled in six years putting China as the fourth most popular destination among the non-European countries since 2010-11. The official HESA statistics on numbers of students in Chinese Studies in the United Kingdom show a growing interest in such degrees in the last six years. This has been reflected in the number of exchanges with a steady increase in the number of students and institutions involved.

Table 52: UK student mobility to China (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	74	145	158	193	193	238
Pre-92	84	84	85	92	86	97
Post-92	1	18	29	63	90	90
Other	29	34	35	35	31	51
TOTAL	**188**	**281**	**307**	**383**	**400**	**476**
Institutions	8	13	18	26	35	34

Traditionally, two institutions (one sending students to its own campus in the country and the other specialising in oriental languages) had consistently sent at least 60% of the total students included in Table 52. However, four other institutions also sent more than 20 students in 2012-13 and all six together represented only 53% of the total. This is due to a gradual increase in the number of institutions sending students to China. Only three years before, in 2009-10, those six institutions sent 200 students to China and the other 12 only 107. In 2012-3 the six universities had increased mobility in 64 students, but 28 others sent 212.

China has become a very attractive destination for students and institutions in recent years. Specialisation of studies (mainly language and art and design) and institutional policy to tighten links with Chinese institutions across many areas of international collaboration are some of the reasons for the increasing interest..

6.8. South Korea

Student mobility to South Korea shows particular characteristics not seen with other countries. The Russell Group has never contributed more than 10% of the students going to this country, the Pre-92 institutions showed increasing numbers until 2012-13, when there was a reduction of 11 students. The other institutions have never contributed significant numbers and the Post-92 universities have seen increasing numbers, especially since 2010-11. In fact, students from this group represent almost a third of the total. Comparing the last two years of the period, seven institutions sending students in 2011-12 did not do so the following year and only one new institution sent students to Korea in 2012-13. In addition, five universities sent fewer students that year and all of them are from the Russell Group or the Pre-92 universities.

Table 53: UK student mobility to South Korea (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	3	2	2	5	9	5
Pre-92	22	20	24	26	44	33
Post-92		1	1	18	16	22
Other		1	1	2		
TOTAL	**25**	**24**	**28**	**51**	**69**	**60**
Institutions	4	5	8	13	19	14

These changes have given South Korea a variable position in the ranking of top non-European destinations going from 14th position in 2010-11 to 11th position in 2011-12 and 15th last year.

The importance of language is only clearly seen in one institution, which sends a cohort of no less than 10 students every year. In general, the rest of the institutions have not managed to achieve stability in the flows of students from different academic disciplines, possibly due to the lack of influence of language degrees. But, apart from that reason, there is no obvious explanation for the decrease in numbers last year after years of slow, but continuous growth

6.9. The rest of Asia

The rest of the Asian countries can be analysed in five groups: Malaysia, India, Taiwan and Thailand and ten more countries with modest numbers.

The high figure for Malaysia is explained by the number of students from one UK institution attending an off-shore campus which consistently accounts for more than 80% of the mobility to that country. India has been modestly growing every year, possibly due to active links with institutions in this country in areas other than student mobility.

Thailand had also been growing until its mobility was reduced in the last two years. In 2012-13, this was due to four institutions not sending students in that year, a reduction that was not compensated by one new institution sending one student to Thailand. Only four of those institutions sending students in 2010-11, when the highest level of mobility was registered, were still among those included two years later. This could explain the irregularity shown in the figures.

Taiwan has shown a slow, but steady progress in the last three years going from 3 institutions sending students in 2010-11 to 4 one year later and 8 in 2012-13 indicating an increased interest in the country.

Table 54: UK student mobility to the rest of Asian countries (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Diff. 2013-2007
Brunei					1		0
Burma	2	2	2	2	2		-2
Cambodia			4				0
India	5	11	10	14	21	25	20
Indonesia	2	2	2	2		1	-1
Kazakhstan					4	2	2
Macao				1			0
Malaysia	41	57	75	80	104	118	77
Mongolia						1	1
Nepal	2	2	2	2	1	1	-1
Pakistan	1	1	1	1	1	1	0
Sri Lanka	1	1	1	1	1		-1
Taiwan	2	8	12	11	13	36	34
Thailand	8	12	21	24	20	14	6
TOTAL	**64**	**96**	**130**	**138**	**168**	**200**	**136**

The ten other Asian countries included in this section have a very marginal role. Pakistan is the only country present in the list in all six years, although it only received one student each year. Burma, Nepal and Indonesia appear five out of the six years. Brunei, Kazakhstan and Mongolia were new in the last two years, but with very small numbers.

6.10. New Zealand

Despite similarities with Australia, New Zealand continues to show the lowest level of mobility among English speaking destinations and this has been the case since 2007. Some increase was recorded between 2009-10 and 2011-12, but numbers decreased again last year.

Table 55: UK student mobility to New Zealand (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	27	22	36	40	37	42
Pre-92	7	10	17	23	23	17
Post-92	7	7	2	10	6	7
Other	6	1	4	2	5	1
TOTAL	**47**	**40**	**59**	**75**	**71**	**67**
Institutions	16	17	21	25	26	22

A total of 34 institutions have sent students to New Zealand in the last six years. Yet only seven of them managed to send students in all six years and only 18 in both the last two years. In 2012-13, 22 institutions were involved in student mobility with New Zealand, but 16 of them sent three or fewer students.

The participation of the different institutions shows an irregular trend in the exchanges with New Zealand. The distribution by groups shows an increasing dominance of the Russell and Pre-92 groups (72% of the students in 2007-08 and 88% in 2011-12) with the Post-92 institutions struggling to consolidate mobility numbers. In fact, total mobility went from representing 1.38% of the non-European mobility in the UK in 2010-11 to just 0.95% in 2012-13, indicating that the potential for mobility to this country is not currently being exploited.

6.11 Russia

Student mobility towards Russia is based more on individual institutions' behaviour rather than on a general increase in the popularity of Russia as a destination. Seven institutions represent 96.9% of mobility and their activity has made Russia one of the top non-European destinations (7th since 2011-12) despite the fact that only ten institutions sent students there over the last two years. The influence of Russian language degrees in the results is evident; this could cause a problem in the future for mobility as, according to HESA, the number of students on such degrees in the UK is decreasing. Looking at the last four years of the period, only 15 institutions sent students to Russia and five of them did not do so in 2012-13, although two new institutions entered the list this year. Only three institutions sent students in all four years. Of the seven institutions sending more than 10 or more students per year, four are from the Russell Group, 2 from the Pre-92 universities and one from the other institutions. Seven institutions only sent students in one of the years analysed. The consequence is that exchanges with Russia have proven to be challenging to keep alive, except for those institutions with solid and long-lasting partnerships.

Table 56: UK student mobility to Russia (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	29	48	97	98	124	193
Pre-92	8	14	18	6	18	18
Post-92				3	5	1
Other	4	17	21	15	10	14
TOTAL	**41**	**79**	**136**	**122**	**157**	**226**
Institutions	5	6	8	7	10	10

6.12. Other European countries (not included in Erasmus)

The mobility to non-Erasmus European countries (excluding Russia) is marginal. Only Ukraine managed to show a pattern of student mobility (over three years) and the other countries only show sporadic mobility. Only the Russell Group and the Pre-92 universities were involved in mobility to these countries, but 2012-13 did not see a single student going to one of these countries.

Table 57: Students going to non-Erasmus European countries (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
Ukraine			4	2	1		7
Serbia			1	2			3
Belarus				1			1
Monaco	1						1
TOTAL	**1**	**0**	**5**	**5**	**1**	**0**	**12**

6.13. Latin America

The increase experienced by Latin American destinations in recent years suddenly stopped in 2011-12. The three main countries (Argentina, Brazil and Mexico) received 62 fewer students than in 2010-11 and this was the reason for most of the negative difference between the two years. The numbers for 2012-13 increased but still did not achieve the 2010-11 levels and this increase was primmarily due to more mobility to the three main countries. This has been the characteristic of this geographical area; some large countries have increased their participation in student mobility, but others have shown erratic development.

Table 58: UK student mobility to Latin America by groups (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	113	121	170	185	164	198
Pre-92	26	53	68	76	52	35
Post-92	8	12	39	28	23	25
Other	25	37	35	44	27	40
TOTAL	**172**	**223**	**312**	**333**	**266**	**298**
Institutions	23	26	30	35	33	36

Table 58 shows an increase in total numbers from 2007-08 to 2010-11 (including a reduction for Post-92 universities in 2010-11). The distribution of students has been largely related to language courses (Spanish or Portuguese), which explains the higher percentages for the Russell Group and the Pre-92 universities (78% in 2012-13 and similar percentages in previous years). As an exception, one institution alone from the others group has undertaken more mobility than the Post-92 universities together since 2010-11.

Table 59: Number of institutions sending students to Latin America by groups of universities (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Russell	9	9	12	13	13	14
Pre-92	7	11	9	13	12	12
Post-92	5	4	8	8	8	8
Other	2	3	1	1	1	2
TOTAL	**23**	**27**	**30**	**35**	**34**	**36**

The number of institutions sending students to Latin America has been slowly growing with the exception of 2011-12. Six institutions from the Russell Group, one from the Post-92 universities and one from the other institutions represented 62.8% of students in 2011-12 and 69.1% a year later This is caused by existing institutions sending larger cohorts of students (mainly from language degrees) rather than new institutions starting to send students.

Table 60: UK student mobility to Latin American countries (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
Argentina	50	67	78	105	64	83	447
Mexico	41	67	78	77	64	61	388
Brazil	27	29	53	50	40	61	260
Chile	22	35	46	38	40	38	219
Cuba	21	10	19	11	15	11	87
Uruguay	4	7	9	10	10	9	49
Peru	3	5	8	13	9	6	44
Colombia		1	5	12	6	14	38
Ecuador	1	2	5	4	6	8	26
Costa Rica			1	11	8	5	25
Bolivia		2	3	1		1	7
Nicaragua		1	2			1	4
Paraguay			1		2		3
Puerto Rico	1				1		2
Venezuela		1	1				2
Guatemala			2				2
Honduras	1						1
El Salvador				1			1
Dominican Rep.					1		1
Guadalupe						1	1
TOTAL	**172**	**227**	**311**	**333**	**266**	**299**	**1,608**

As a consequence of the fluctuations of mobility from UK institutions towards Latin America, the distribution by countries has consolidated the position of some of them, such as Argentina, Mexico, Brazil and Chile, and shown levels of irregularity for the rest. The four main countries represented 81% of the UK mobility towards Latin America in 2007-08 and the same percentage in 2012-13, showing their continued importance. Fluctuations in numbers to Colombia could be an indication of potential future increases. at the other countries are not decreasing the gap in numbers. With highs and lows, Out of 20 countries considered in this section, ten had fewer mobility than the year before in 2010-11, eight in 2011-12 and nine in 2012-13. In addition, ten countries have received fewer than ten students during the six years, showing a fragile trend and the difficulty of consolidating exchanges with Latin America.

The evolution of student mobility in the last three years has affected the position of the main Latin American countries in the ranking of the top non-European destinations. Argentina went from the 9th position in 2010-11 to share 13th with Mexico a year later and climb to the 9th in 2012-13. Mexico went from the 11th position in 2011-13 to 13th in the last two years and Brazil managed to keep its 15th position the first two years and improved two positions in 2012-13.

Student mobility towards Latin America in 2012-13 was at a lower level than in 2009-10 and 2010-11. Lower dependence on language students would help increase the numbers.

6.14. Other areas of the world

The different policies and alliances make the map of world partnerships very large and the number of countries involved varies every year. A total of 76 different countries have received UK students since 2007-08, although the number of countries in one year was never higher than 56 (in 2010-11). This section briefly analyses those countries not included in the preceding parts of the report.

Table 61 shows a mixture of students going to study and to carry out volunteering activities for 3 months. It is unlikely that proper exchange agreements (such as those established with institutions from other areas) exist for many countries in Africa (South Africa and one or two countries are exceptions to this). The number of students has been irregular and dependent upon cohorts travelling to a concrete place. As an example, Gambia and Ghana represented more than 50% of the students at the beginning of the period, but the irregularity of their respective student flows reduced their contribution in the latter years. Nine countries showed a decrease in numbers in 2011-12 and their numbers did not recover in 2012-13 indicating the fragility of exchanges to this area of the world.

Table 61: Students going to Sub-Sahara Africa (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
Gambia	4	18	14	12	5	6	59
South Africa	3	4	9	17	13	8	51
Ghana	8			3	12	8	31
Kenya				8	5	12	25
Malawi		1	7	7	1	2	18
Tanzania	1	1	1	7	6		16
Senegal	1	1	2	4	6	2	16
Zambia		2	2	2	2	4	12
Uganda		2	2	2	2	2	10
Madagascar			1	6		1	8
Mauritius		2	2	2		1	7
Botswana						5	5
Nigeria						2	2
Cameroon				1			1
Mozambique		1					1
Central African R.				1			1
Namibia						1	1
Sudan			1				1
TOTAL	**17**	**32**	**41**	**72**	**52**	**54**	**268**

The Middle East and the South Mediterranean have been the destination mainly for language students from a small number of institutions. Only 17 institutions have sent students to these areas in the last two years, although this shows an improvement on the situation in 2007-08 when two universities represented 88% of the total number of students and only six institutions were sending students to the area. Six years later, the same two institutions have increased their numbers, but only represent 46% of UK students going to the Middle East. This means that more universities have started considering the area as a destination for their students and three others sent more than 10 students in 2012-13. However, an important element to be considered refers to the political situation in the area. Recent events in Syria and Egypt have impacted upon the numbers, as is probably also the case with Israel, Palestine and Iran. In this context, Morocco has consolidated the third position and the UAE appears to be a growing alternative, as it can offer teaching in English. For the rest of countries in this area, politics will probably continue to influence student choice to travel there.

Table 62: Students going to the Middle East and South Mediterranean (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
Egypt	28	48	38	29	90	76	309
Syria	42	48	57	73	1		221
Morocco	15	20	20	22	23	33	133
Jordan			8	16	28	29	81
Israel	12	2	10	15	9	13	61
United Arab Emir.	2	1	1	6	13	6	29
Palestine	2					13	15
Lebanon				2	2	5	9
Iran	1	3	3				7
Algeria						1	**1**
Saudi Arabia						1	**1**
TOTAL	**102**	**122**	**137**	**163**	**166**	**177**	**867**

Table 63: Students going to the English-speaking Caribbean (135 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
West Indies	2	4	1	5		4	16

The last group to be considered is formed by the University of the West Indies. Due to confusion in the dates, no split is possible between the three campuses (Jamaica, Barbados and Trinidad and Tobago), although the low numbers would not represent a huge difference to the data shown in table 63. As with some other countries, student mobility disappeared in 2011-12 for the West Indies, but returned a year later. Only five UK institutions have sent students there in the last six years from three of the groups of universities. There is thus no particular pattern for his mobility.

6.15. The total numbers of non-European mobility

The summary of the data received from the 135 institutions shows that a total of 76 countries received non-Erasmus students during the six years. Their distribution by geographical areas is shown in Table 64, from which interesting conclusions can be drawn. Between 2007-08 and 2012-13, North America went from representing 59.2% of non-European mobility to 49.64%, despite a growth in real numbers of 51%. But the total increase of non-European mobility has been of 80.3% and that reduces the percentage of those areas dominating the scene five years ago.

The growth of mobility to Australia and Russia has increased from 13.3 and 1.1% respectively in 2007-08 to 13.7 and 3.5% by the end of the period analysed.

The English speaking Caribbean occupies the last position and African Sub-Sahara, despite experiencing a modest increase of 37 students still only represents less than 1% of the total mobility.

Table 64 UK student mobility by geographical areas of destination (135 institutions)

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	% in 2012-13	Increase in 6 years
North America	2,144	2,303	2,536	2,645	2,934	3,240	49.64	1,096
Asia	660	922	1,137	1,308	1,383	1,629	24.96	959
Oceania	482	550	632	768	807	899	13.77	417
Non-EU Europe	42	79	141	127	158	226	3.46	184
Latin America	172	223	312	333	266	299	4.58	127
Middle East	102	122	137	163	166	177	2.70	75
Africa	17	32	41	72	52	54	0.83	37
Caribbean	2	4	1	5	0	4	0.06	2
TOTAL	**3,621**	**4,235**	**4,937**	**5,421**	**5,766**	**6,528**	100	2,907

Emergent areas shown in Table 64 are Asia (more than 147% increase in six years) and the Middle East (73%), although in both cases it is the growth in particular countries (Hong Kong, Japan, China, Singapore, Egypt) rather than a global trend for the area which makes the difference. All main geographical areas grew year after year with the exception of Latin America in 2011-12.

7 – The HESA return and Outbound Student Mobility

The Higher Education Statistics Agency (HESA) has been collecting records about higher education in the UK since 1994/95. Data is provided by subscribing institutions throughout the devolved administrations of the United Kingdom. The data collected as part of the student record is used extensively by various stakeholders and is fundamental in the formulation of funding, performance indicators, publications and league tables.[23] Until 2012-13, institutions were requested to report those students who went abroad for a period of mobility over three months and this was identified by particular fields where aspects such as mobility, type of fees and mobility schemes were required. Consequently, the analysis of the HESA return should be able to provide an accurate picture of student mobility. Unfortunately, this has not been the case so far, due to the diverse interpretation of the HESA requirements made by the institutions or the lack of complete data available to the office responsible for this exercise at the universities.

The results for 2011-12 and 2012-13 have been analysed for those fields that identify the mobility periods, excluding the confidential data. These fields refer to individual students and include, among others, individual records for institution, degree, type of mobility, type of fee paid, gender and nationality. The data represents the information provided by 148 institutions for 2011-12 and 150 for 2012-13 and 152 different institutions in total, as some of them only provided data in one of the years due to merging processes.

One of the most important elements of the HESA procedures is the ownership of the data at the higher education institutions. Depending on who collects the data, interprets the regulations and sends the results to HESA the results can be quite different. In order to find out how this process is carried out at the universities, a survey was sent in April 2014 to the 135 institutions who contributed to this report. The summary of the 65 replies received shows total disparity in the sector. Only three questions were asked and their results can be seen in table 65. The results show just how much variety in the models, processes and the policies exists in the higher education sector:

Table 65: The collection of the HESA return at the UK higher education institutions (April 2014)

1) Who does the HESA return at your institution?

Planning Office	25 institutions
Registry	20 institutions
Student Administration	16 institutions
Quality Office	2 institutions
No return made	2 institutions

2) Is the office (or offices) managing mobility asked to provide data for the return?

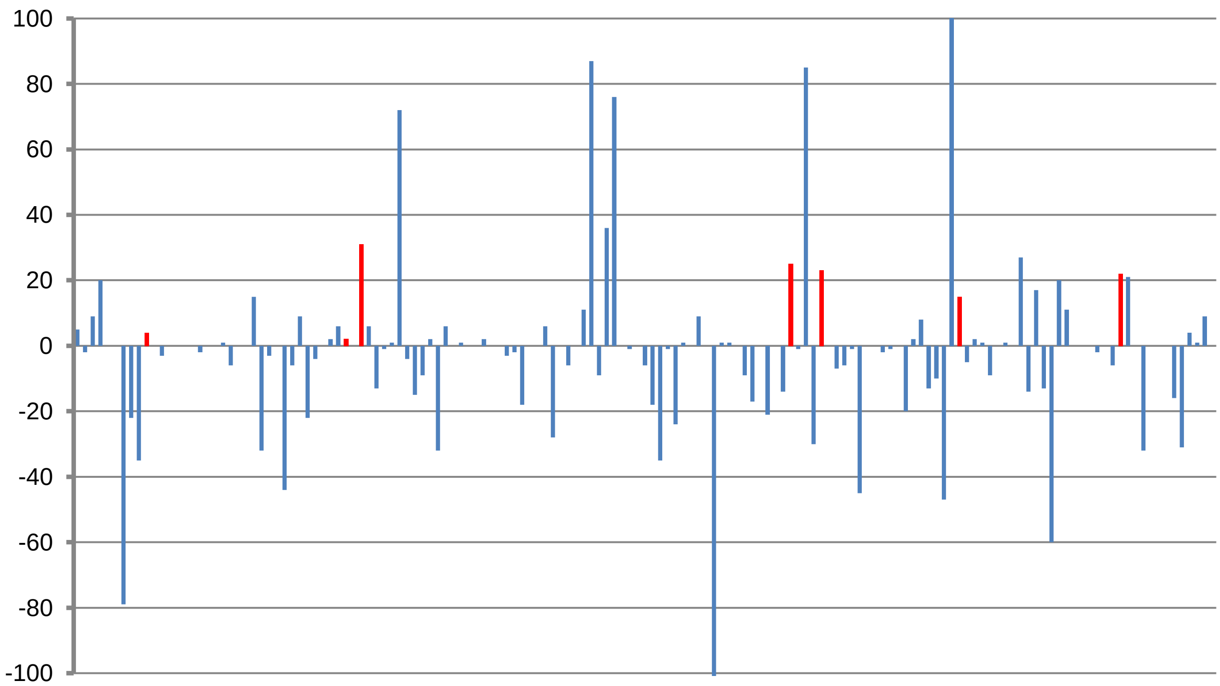
YES	45 institutions
NO	15 institutions
PARTIALLY	5 institutions

3) Are you aware of other students included in the return, but not managed by the office/s managing mobility?

YES	34 institutions
NO	31 institutions

The result of the survey showed an important disparity between those who collect the data for the return and those who manage student mobility. As one could expect, the analysis of the HESA return shows that its results are not entirely reliable, as a clear discrepancy can be seen between the data provided by the institutions for the HESA return and that provided for this report for most of the institutions. Table 66 shows the difference between the mobility recorded in the HESA return and the data on non-European mobility provided by the institutions for this report. NB: The institutions in red did not answer the survey and their data is exclusively from the HESA return.

Table 66: Non-European mobility: difference between the HESA return and responses to the survey for all institutions completing the return n 2012-13



On a smaller scale, the disparity shown in Table 66 for non-European mobility is also reflected in the Erasmus figures. The need for reporting all payments made by the institutions to the National Agency provides an accurate picture of student mobility towards European destinations, but not all institutions included the same data in the HESA return. Some of the reasons for this discrepancy are reported by some institutions in the April 2014 survey, such as ignoring students whose fee status does not change or those with short periods of mobility. As a result, 130 Erasmus students fewer were reported in 2011-12 and 192 in 2012-13.

7.1 - Some data about outgoing students from the HESA return

Not all data is available and/or reliable (due to data protection, confidentiality, differing reporting procedures, etc) and due to certain restrictions imposed by HESA on the use of the data; nevertheless it is possible to present a comparison of certain student characteristics between Erasmus and non-European mobility and, by combining the data, more details on the typology of students involved in mobility.

7.1.1. Gender

The distribution of outgoing students by gender is one of the more stable elements in the data. In the case of Erasmus, year after year almost a third of students are male and the rest female. This is not exactly the case for non-European mobility, according to the HESA data. Only 56-57% of students are female, almost 10% fewer than in the European programme. The only apparent reason for this difference would be given by the type of degree studied, as language degrees (which represent a good percentage of European mobility) tend to have more female students. As an example, in the case of Erasmus in 2012-13, 72% of the language students were female compared to 57% of those from degrees with no languages. As a consequence, as shown in Table 67, the addition of both types of mobility slightly reduces the differences in gender, leaving the global distribution of gender in 62% female and 38% male.

Table 67: Distribution of mobile students by gender (in %)

	2011-12			2012-13		
	Erasmus	Non-European	TOTAL	Erasmus	Non-European	TOTAL
Male	34.49	43.35	37.30	35.12	44.04	37.98
Female	65.51	56.65	62.70	64.88	55.96	62.02
TOTAL	100	100	100	100	100	100

7.1.2. Nationality

Possibly due to a similar effect of that seen when analysing the nationality of Erasmus students, the influence of those going back to their own countries or geographical areas cannot be disregarded. This is less important than in Erasmus but, on the other hand, the percentage of international students participating in non-European mobility is higher than in the case of Europe.

Table 68:: Percentage of students going abroad according to their origin and destination

	2011-12			2012-13		
	Erasmus	Non-European	TOTAL	Erasmus	Non-European	TOTAL
United Kingdom	79.01	78.92	78.98	78.68	78.08	78.49
Erasmus countries	17.72	14.53	16.71	17.66	15.38	16.93
Rest of the world	3.27	6.55	4.31	3.66	6.54	4.59

British outgoing students represent almost the same percentage (79%) in all years and types of mobility under consideration. The difference can be seen in the distribution of the rest of nationalities. Nationals of the Erasmus countries show an irregular pattern with some countries representing a higher percentage of those going to Europe (Polish, Irish, Bulgarian, Romanian) and others showing higher preference for the rest of the world (notably German, French and Italian). In addition, the percentage represented by European students is lower towards non-European destinations, possibly because of the effect of those returning to their home countries or going to concrete countries for their language degrees.

Table 69: Percentage of the students from the Erasmus countries represented by the main nationalities (2011-12 and 2012-13)

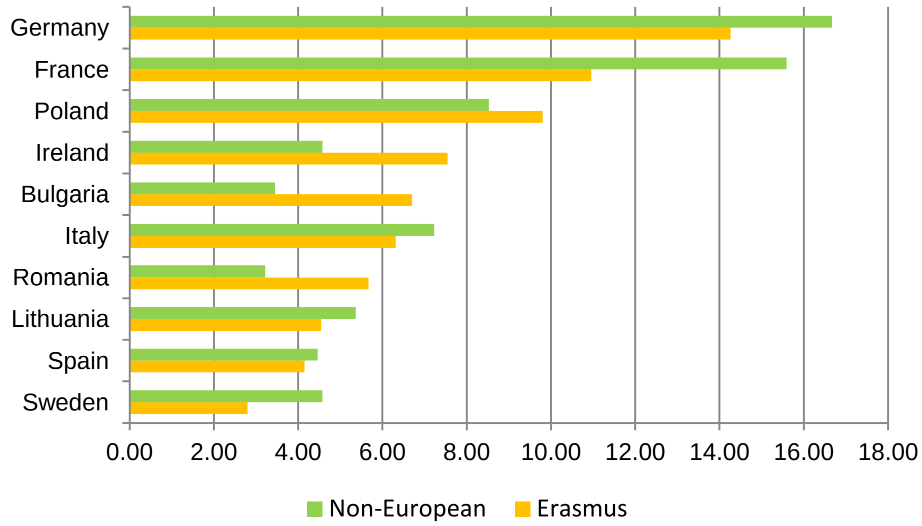
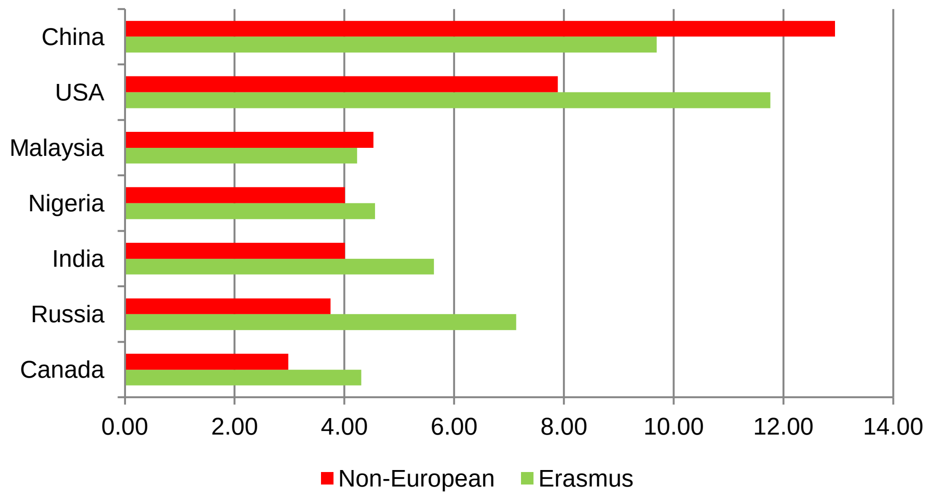


Table 70: Percentage of the international students represented by the main nationalities (2011-12 and 2012-13)



International students represent the smallest portion of outgoing mobility, although twice as many international students travel out of Europe that those who use the Erasmus programme. Table 70 shows the pattern for the seven countries of origin with the highest number of mobile students. As is the case with European students, there is no clear trend. Students from the USA, India, Russia or Canada tend to go more to Europe than to the rest of the world, but the opposite situation can be seen for those from China (the largest cohort) and Malaysia, who are more likely to go out of Europe. Unfortunately, there is not sufficient data to discern how many American students go back to their home country, clearly the largest non-European destination.

7.1.3. Areas of study

European mobility is highly influenced by language students, including those with language as part of their degree. Table 71 shows a comparison of the HESA return data for student destination. The percentage of students from language degrees going out of Europe is much lower (25%) than is the case with Erasmus (41%) and, when factoring in degrees with a language component, these percentages become 33% and 55% respectively.

The figures show that 48% of the outgoing students have language at least as part of their degrees and, consequently, that 52% do not come from language degrees.

Table 71: Distribution of outgoing students according to the type of degree

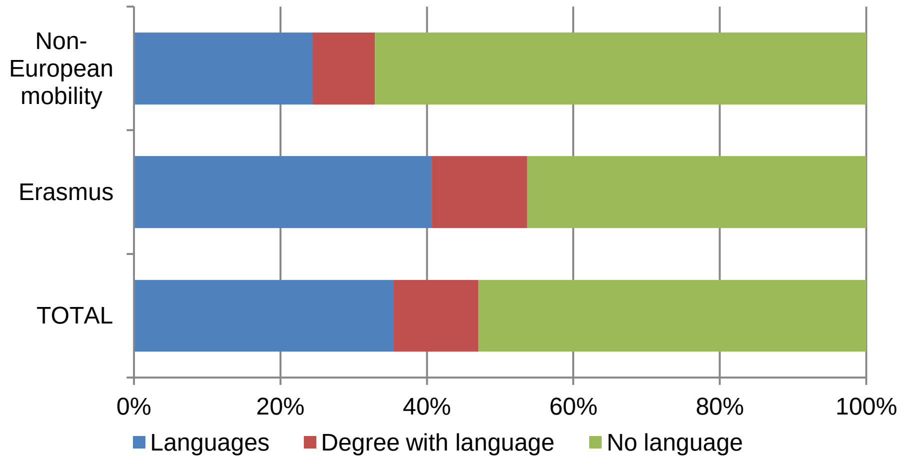
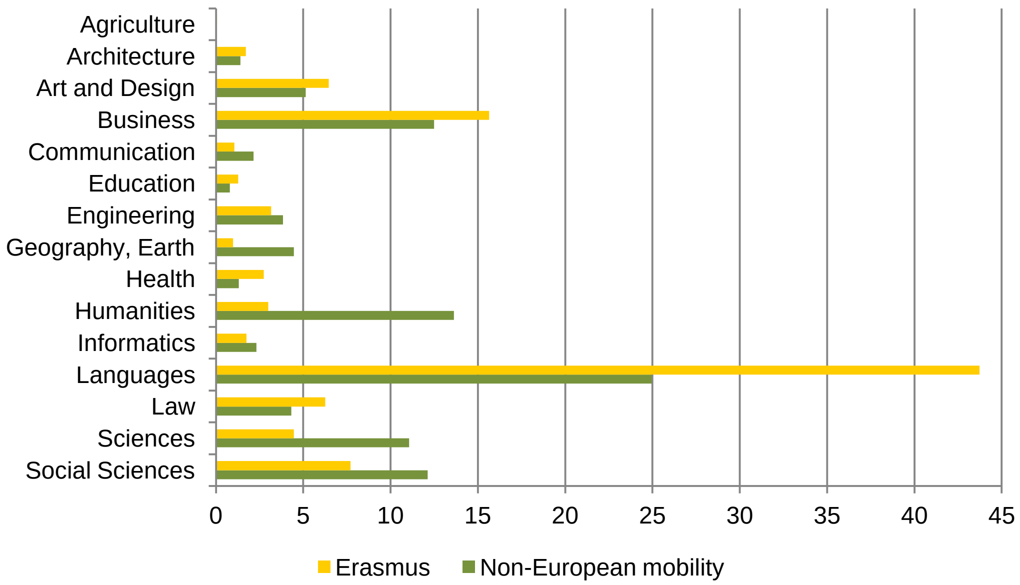


Table 72 illustrates the comparison between the two destinations by areas of study, following the traditional division established by the Erasmus programme.

Table 72: Distribution of outgoing students by areas of study



Languages and Business are the two fields of study with largest difference in destinations. They represent 57% of the students going to Europe, but only 37% of those going to the rest of the world, where Humanities, Sciences and Social Sciences are dominant. One reason for this difference could be the influence of American Studies (almost 600 students in the HESA return only in 2012-13) and the number of degrees with country or cultural studies.

7.2. The use of the HESA data for the report

Issues with the HESA data have been outlined and discussed above. Despite these reservations, the inclusion of the HESA data in this report both complements and supplements the data provided directly to the author and has enabled a much more accurate picture of overall mobility to be drawn. Students from some new institutions can be incorporated to the total estimation, even without knowing the concrete destination out of Europe.

8. OTHER TYPES OF MOBILITY

In addition to the traditional student exchanges, other forms of mobility (which meet the condition of more than three months duration) are included in this report. Two main initiatives have to be considered: the language assistants who do not qualify for an Erasmus grant and the Comenius assistants, both programmes managed by the British Council. In the past, mobility towards Switzerland (not included in the Erasmus programme until 2011-12) had also to be considered. Other opportunities are offered by the IASTE scheme or the Fulbright Foundation. For others, such as the Leonardo placements, it has not been possible to obtain the necessary data.

Finally, this chapter considers mobility of shorter duration, included in the HESA return since 2013-14 and an area of growing interest at the higher education institutions. Such short mobility can be funded by European opportunities, such as the Erasmus Intensive programmes, national policies, such as Study India and China or the initiative of the institutions, such as field-trips, volunteering periods abroad or work placements of short duration. Although no figures have been collected for 2012-13, all these initiatives will become an important addition to student mobility from next year, especially because of the requirement for including them in the HESA return.

8.1. Language Assistants

The Language Assistants programme is managed by the British Council to provide English assistants to schools in a number of countries in Europe and beyond. Undergraduate students and recent graduates are eligible for this activity. Since the beginning of the Lifelong Learning Programme in 2007-08 those Language Assistants eligible for an Erasmus grant have been included in Erasmus as students on a work placement. Table 73 shows the evolution in the last two years.

Table 73: Language Assistants in 2011-12 and 2012-13

	2011-12				2012-13			
	Erasmus	Non-Erasmus	TOTAL	% Erasmus	Erasmus	Non-Erasmus	TOTAL	% Erasmus
Russell	1,130	236	1,366	82.72	1,098	202	1,300	84.46
Pre-92	310	157	467	66.38	468	136	604	77.48
Post-92	128	30	158	81.01	167	39	206	81,07
TOTAL	**1,568**	**423**	**1,991**	**78.75**	**1,733**	**377**	**2,110**	**82.13**

Despite the shared funding of the programme between Erasmus and the British Council, there is not a regular trend in the number of participants. For those assistants who had no access to the grant, numbers have fluctuated from a maximum 460 (in 2009-10) to a minimum

377 (in 2012-13). The total number of language assistants (both with and without an Erasmus grant) has always been in the region of 2,000, from 1,775 in 2008-09 to 2,163 in 2010-11.

The purpose of this type of mobility is to support the learning of English in other countries and it is therefore logical that the majority of language assistants are from language degrees. This explains the high proportion of students from the Russell and Pre-92 universities, who together make up over 90% of the total. Also logical is the absence of specialist institutions, where languages are not taught as a degree.

Just over three quarters of the language assistants receive an Erasmus grant implying that they had not already graduated at the time of the mobility and nor had they previously benefited from such a grant. The rest of the students had already graduated, had been Erasmus students in the past or went to destinations that were not covered by the programme, such as Latin America. Their number seems to be decreasing in the last years, from 412 in 2010-11 to 423 in 2011-12, but only 377 in 2012-13.

Table 74 details the destination of the language assistants. It differentiates between those who received the Erasmus grant ('Erasmus column') from those who did not ('Non Erasmus' column). These include 143 students going to Latin America, although no details are available about the exact destination. This lack of information also applies to the evolution of the number of the language assistants receiving an Erasmus grant between 2007-08 and 2010-11. The distribution in 2010-11 and 2012-13 shows that France, Spain, Germany and Austria together represent 93% of the language assistants as proof of the importance given to French, Spanish and German; these are also the language degrees with more students at the universities.

Table 74: Distribution of Language Assistants by countries (2011-12 and 2012-13)

	Erasmus	Non Erasmus	TOTAL	%
France	1,642	245	1,887	46.01
Spain	928	270	1,198	29.21
Germany	506	40	546	13.31
Austria	111	75	186	4.54
Latin America	0	143	143	3.49
Italy	103	11	114	2.78
Switzerland	2	13	15	0.37
Belgium	9	3	12	0.29
TOTAL	**1,568**	**423**	**1,991**	**100**

8.2. Comenius Assistants

Comenius Assistants used to receive a grant from this action of the LLP to '...*work in schools and colleges across Europe for between 12 and 16 hours per week.*'[24] The British Council managed this initiative and awarded the grants through an annual call for candidates. The number of beneficiaries is low compared to the other initiatives included in the report, with 131 students participating in the programme in 2011-12 and 134 in 2012-13 and the information available only gives the origin of students and their destination. Their distribution among the UK countries is also quite stable, with England representing 60%, higher percentage for Scotland sue to increased participation in this activity (36%). Northern Ireland and Wales have a marginal role in this activity.

Due to the small numbers, Comenius Assistants in the last two years (2011-12 and 2012-13) have been added in Table 75. This shows that, despite Comenius being open to all the Erasmus countries, only seven of them received assistants in these two years. France hosted 43% of the Comenius assistants and only Spain also had a significant percentage (25.7%). This concentration in a small number of countries started in 2011-12 and was consolidated in 2012-13 with very similar figures for all countries involved and with no new destinations.

Table 75: Destination of Comenius Assistants in 2011-12 and 2012-13

	Russell	Pre-92	Post-92	TOTAL
Austria	4			4
Belgium	6	4		10
France	73	38	4	115
Germany	16	6		22
Italy	27	8	3	38
Portugal	8			8
Spain	32	33	3	68
TOTAL	**166**	**89**	**10**	**265**

The Russell Group and the Pre-92 universities contain the majority of the grantees with 63% and 34% of them respectively for the participants in the two years. Their percentages are kept stable, implying that this action is almost exclusively taken up by students from these universities. The relatively small impact of this action can also be seen by the fact that these students came from 29 different institutions in 2012-13 (three more than the year before), but still represent an average of fewer than five students per institution

8.3. Switzerland

Switzerland was not part of the Erasmus programme between 2001-02 and 2010-11 and the data corresponding to student mobility towards that country is only available from the Swiss authorities, who funded all mobility to and from that country during those years[25].

As Switzerland was part of the Erasmus programme from 2011-12 to 2013-14, its data is included in other sections of the report and no more details are offered in this section. Figures for the previous years can be seen in the overall estimation of outgoing mobility.

8.4. Other mobility initiatives

A number of other initiatives are available for mobility. Three examples have been analysed through the information offered by the organising body (IASTE) or through their websites (Fulbright and Leonardo placements).

. IASTE: according to its website '... *The International Association for the Exchange of Students for Technical Experience (IAESTE) is an independent, non-profit and non-political student exchange organisation. It provides students in technical degrees (primarily Science, Engineering and the applied arts) with paid, course-related, training abroad and employers with highly skilled, highly motivated trainees, for long or short term projects. With over 80 countries involved and exchanging over 4000 traineeships each year worldwide, it is the largest organisation of its kind in the world...*'[26]. Created in 1948, the British Council manages IAESTE UK with support from the Scottish and Welsh Governments and Department of Education Northern Ireland.

Work placements organised through IASTE can last from 4 weeks to one year and a total of 288 students have used the scheme for placements to different countries between 2009-10 and 2012-13. Of those, 191 placements were for 8 or more weeks and so would be eligible to be part of this report. 53 different countries have received students in the last four years. Those receiving more were Germany (28), Brazil (20), Switzerland (15), Colombia (9), China (8), Japan (6) and the Czech Republic, India, Poland, Serbia and Spain, with 5 each.

However, numbers have been decreasing, going from 105 in 2009-10 to 30 in 2012-13 and from 68 to 21 in the same years for those going abroad for a minimum of three months, suggesting that either interest in the programme is decreasing or that there is less funding available.

. Fulbright: for more than sixty years, the Fulbright Programme[27] has been offering grants for students, graduates and researchers to go to the United States to improve their qualifications. Although the application for a grant is made on an individual basis, it is also part of the student mobility opportunities offered. A total of 156 beneficiaries received the award from 2009-10 to 2012-13 with the majority at doctoral and post-doctoral level.

. Leonardo placements: As part of the Lifelong Learning Programme, the Leonardo Action offered the possibility of short term work placements in the framework of mobility projects with partners from several European partner institutions. Unfortunately, a mixture of centralised and decentralised structures for reporting means that it has been impossible to collect accurate data on the number of UK students who benefit from the action, although this will change with the Erasmus + programme.

8.5 Short term mobility

Study or work periods for one or two semesters are not the only activities of student mobility, although they still are the more popular. This section briefly analyses other initiatives offered to students for periods shorter than three months and with or without recognition from the home institutions. The oldest one is and European initiative: the Erasmus Intensive Programme Action developed by the European Union.

. Erasmus Intensive Programmes

The Intensive Programmes were created as part of the Erasmus Action in the 1990s to organise short accredited courses (usually between two and four weeks) for students and teachers from several European institutions. Despite their relative popularity, they have disappeared as a separate Action with the implementation of Erasmus+, but were active until 2013-14. Unfortunately, no data for 2012-13 has been made public and the figures for the number of participants in 2011-12 are the most recent available. In that year, 879 UK students benefited from such courses, a figure that places the UK in the sixth position in Europe, the same as for longer student mobility, although there are some changes in the order of the top countries for student mobility within Erasmus. The ten countries with more students participating in Intensive Programmes in 2011-12 were[28]

	Country	Students
1	Germany	1,402
2	Italy	1,127
3	Spain	1,041
4	Belgium	987
5	Netherlands	900
6	**United Kingdom**	**879**
7	Poland	848
8	Finland	768
9	Portugal	761
10	Turkey	717

Surprisingly, France is not in the top ten ranking, with only 694 students. In the case of the UK, the numbers had been growing every year since 2008-09 with a total of 2,764 students participating in the last four years of the available data.

. Study India Programme

UK-India Education and Research Initiative (UKIERI) started in April 2006 with the aim of enhancing educational links between India and the UK. According to its website the strand called 'Enhancing Mobility aims to: '...*foster mobility of students across India and the UK and to work on key areas like mutual recognition of qualifications and credit transferability. The strand also aims to strengthen cultural links between India and the UK by creating mutual opportunities for student mobility. Institutional tie-ups to support study tours, summer programmes and other short visit opportunities with special emphasis on India's heritage and culture are also being structured in the programme delivery*…'[29]

Study India had 4,372 applicants in 2012-13 attracted by the possibility of a 3-week period of mobility in India. Of those, 200 were selected and, according to the '2013 Programme Summary Report'[30] they came from 67 different higher education institutions with students from Russell Group universities representing more than 60% of participants. From 2009 to 2013, the mobility action, managed by the British Council, has awarded 915 grants.

. Study China programme

The Study China Programme is managed by the University of Manchester and funded by the Government department for Business, Innovation and Skills. According to the website of the programme: *'…This distinctive three week programme offers the opportunity to interact with Chinese students, academic staff, local families and businesses, providing profound access to this fascinating country. Throughout the programme you will be immersed in a vibrant campus environment at a leading*

Chinese University, ensuring that your Study China experience is truly unforgettable…'[31]

Despite not having access to the data of beneficiaries, approximately 500 students travel to China every year as participants.

. Other initiatives

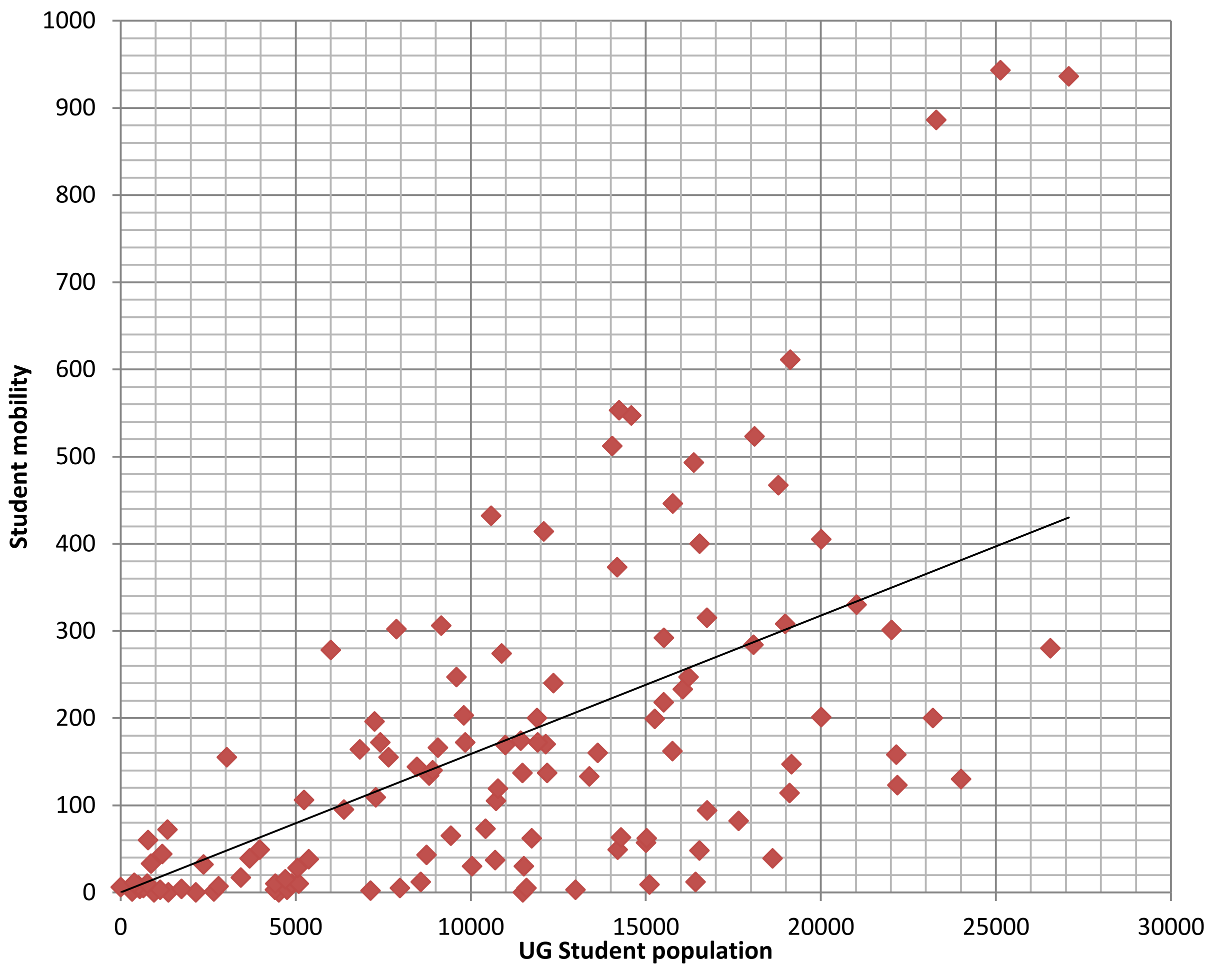
In addition to the above mentioned programmes, higher education institutions organise many other activities that can be considered as part of outgoing student mobility for short periods. They include field trips, volunteering and short work placements abroad, cultural or exchange visits or summer schools. The number of participants in these activities will only be discerned when institutions report them in the HESA return for 2013-14, but it is anticipated that their numbers will be much higher than for formal exchange mobility. As an example, Kingston University London sent almost double the number of students for short periods than for one or two semesters in 2013-14 and this proportion is likely to be similar in many institutions.

9. ESTIMATION OF UK OUTWARD MOBILITY

9.1. Institutional performance

The data provided by 135 institutions together with their Erasmus records, provides a picture of respective performance related to student mobility. Table 76 combines the Erasmus and non-European mobility for each of the institutions and compares the results with their total number of registered undergraduate students (according to the HESA statistics for 2012-13). Institutions are positioned in the chart in decreasing order of the volume of their student mobility.

Table 76: Comparison of student mobility and total number of students for 133 institutions



The table shows that mobility is related to the number of students and that higher numbers of registered students predispose to more mobility in relative terms. The red line marks the average for the 133 institutions. Institutions with fewer students enrolled but more going abroad than the average would be at the top performance level. Those with high student enrolment and low student mobility could be said to be underperforming.

9.2. Estimation of non-European mobility

An estimation of UK student mobility can be made by combining the data from different sources. The figures provided by official statistics (Erasmus, Language and Comenius Assistants and exchanges with Switzerland until 2010-11) are complemented by a calculation of the non-European mobility based on the results of the survey made of UK Higher Education institutions. The figures resulting from the answers received from the institutions on non-European mobility have been related to the Erasmus data to estimate the real mobility in the entire country and the results can be seen in Table 77.

Table 77: Estimation of non-European mobility by countries (all institutions in the UK)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
United States	1,741	1,895	2,071	2,164	2,441	2,646	12,959
Canada	577	595	670	695	731	856	4,124
Australia	470	551	619	749	796	899	4,085
China	203	304	332	414	432	515	2,200
Japan	200	298	335	343	342	391	1,909
Hong Kong	123	139	225	289	304	339	1,419
Singapore	91	125	166	164	161	235	943
Russia	44	85	147	132	170	244	823
Malaysia	44	62	81	86	112	128	514
Argentina	54	72	84	114	69	90	483
Mexico	44	72	84	83	69	66	419
New Zealand	51	43	64	81	77	72	388
Egypt	30	52	41	31	97	82	334
Brazil	29	31	57	54	43	66	281
South Korea	27	26	30	55	75	65	278
Syria	45	52	62	79	1	0	239
Chile	24	38	50	41	43	41	237
Morocco	16	22	22	24	25	36	144
Thailand	9	13	23	26	22	15	107
Cuba	23	11	21	12	16	12	94
India	5	12	11	15	23	27	93
Taiwan	2	9	13	12	14	39	89
Jordan	0	0	9	17	30	31	88
Israel	13	2	11	16	10	14	66
Gambia	4	19	15	13	5	6	64
South Africa	3	4	10	18	14	9	58
Uruguay	4	8	10	11	11	10	53
Peru	3	5	9	14	10	6	48
Colombia	0	1	5	13	6	15	41
Ghana	9	0	0	3	13	9	34
United Arab Emir.	2	1	1	6	14	6	31
Ecuador	1	2	5	4	6	9	28
Costa Rica	0	0	1	12	9	5	27
Kenya	0	0	0	9	5	13	27
Malawi	0	1	8	8	1	2	19
Senegal	1	1	2	4	6	2	17

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	TOTAL
Tanzania	1	1	1	8	6	0	17
West Indies	2	4	1	5	0	4	17
Palestine	2	0	0	0	0	14	16
Zambia	0	2	2	2	2	4	13
Burma	2	2	2	2	2	0	11
Nepal	2	2	2	2	1	1	11
Uganda	0	2	2	2	2	2	11
Indonesia	2	2	2	2	0	1	10
Lebanon	0	0	0	2	2	5	10
Madagascar	0	0	1	6	0	1	9
Bolivia	0	2	3	1	0	1	8
Iran	1	3	3	0	0	0	8
Mauritius	0	2	2	2	0	1	8
Ukraine	0	0	4	2	1	0	8
Kazakhstan	0	0	0	0	4	2	6
Pakistan	1	1	1	1	1	1	6
Botswana	0	0	0	0	0	5	5
Sri Lanka	1	1	1	1	1	0	5
Cambodia	0	0	4	0	0	0	4
Nicaragua	0	1	2	0	0	1	4
Paraguay	0	0	1	0	2	0	3
Serbia	0	0	1	2	0	0	3
Guatemala	0	0	2	0	0	0	2
Nigeria	0	0	0	0	0	2	2
Puerto Rico	1	0	0	0	1	0	2
Venezuela	0	1	1	0	0	0	2
Algeria	0	0	0	0	0	1	1
Belarus	0	0	0	1	0	0	1
Brunei	0	0	0	0	1	0	1
Cameroon	0	0	0	1	0	0	1
Central African R.	0	0	0	1	0	0	1
Dominican Rep.	0	0	0	0	1	0	1
El Salvador	0	0	0	1	0	0	1
Guadalupe	0	0	0	0	0	1	1
Honduras	1	0	0	0	0	0	1
Macao	0	0	0	1	0	0	1
Monaco	1	0	0	0	0	0	1
Mongolia	0	0	0	0	0	1	1
Mozambique	0	1	0	0	0	0	1
Namibia	0	0	0	0	0	1	1
Saudi Arabia	0	0	0	0	0	1	1
Sudan	0	0	1	0	0	0	1
TOTAL	**3,914**	**4,583**	**5,336**	**5,861**	**6,234**	**7,056**	**32,983**

9.3. UK Outgoing Student Mobility: total figures

The 135 institutions which provided the data account for approximately 92.5% of the total student mobility in the programme across all the years and, consequently, it is assumed that they represent a similar percentage for average non-European mobility. The majority of the main participants in Erasmus are included in the report and therefore it is reasonable to assume that any figures extrapolated using these sources will be quite reliable. There are slight fluctuations in the total percentage throughout the years, but 92.5% has been used as the norm for these estimations for reasons of ease and clarity.

Several institutions with a high level of mobility in recent years are new in the report, making the difference between the estimations made for previous reports slightly smaller and, thus, more accurate.[32]

Data from the HESA return enables the inclusion of students travelling outside Europe who were either:

a) not recorded by their institution when calculating non-Erasmus mobility.

b) who were recorded in the HESA return but whose data was not provided by their institutions for this report.

Through comparing the data obtained from the survey and the data from the HESA return it can be seen that the shortfall of such students was 945 students in 2011-12 and 860 in 2012-13. They have been added in Table 78 which shows the estimated total number of UK students going abroad in the last six years for all types of mobility.

Table 78: Estimation of UK student mobility from 2005-06 to 2010-11

	Erasmus Study periods	Erasmus Work Placement	Switzerland	Non-European mobility	Language Assistants (non-Erasmus)	Comenius Assistants	HESA return	TOTAL UK MOBILITY
2007-08	7,525	2,726	104	3,914	435	78	na	**14,782**
2008-09	7,428	3,399	99	4,583	410	137	na	**16,056**
2009-10	8,053	3,670	100	5,336	460	121	na	**17,740**
2010-11	8,553	4,280	90	5,861	412	117	na	**19,313**
2011-12	9,095	4,568	(Erasmus)	6,234	423	131	945	**21,456**
2012-13	9,642	5,009	(Erasmus)	7,056	377	134	860	**23,078**
TOTAL	**50,296**	**23,652**	**393**	**32,984**	**2,517**	**718**	**1,805**	**112,425**

The distinction made in chapters 4 and 5 between real mobility of students and mobility periods becomes more relevant when trying to estimate the total number of students going abroad from the United Kingdom. However, it is important to note that all official statistics made public by the European Commission and the Member States refer to mobility periods (where a student can count twice if undertaking two mobility periods in the same year) and not to real mobility (head counting the students involved). As seen in chapter 5, this distinction can cause a difference in the totals of approximately 11%. Hence, a new estimation could be made to know the approximate number of students for 2012-13. It is expected that double mobility is less likely to occur for non-European mobility than for Erasmus (where students can take advantage of the financial assistance provided by the grants). For the purposes of this report, an adjustment has been made to reduce the non-European mobility by 5% to account for this. The rest of the figures represent students in single mobility periods as in Table 78. Considering all these elements, the real mobility in 2012-13 could be estimated as follows:

Erasmus students	13,071
Non-European mobility	6,703
Language Assistants (non Erasmus)	377
Comenius Assistants	134
Added from HESA return	817
TOTAL ESTIMATION	**21,102**

Bearing in mind the reservations about the reliability of the figures the difference between mobility periods and students represents 1,976 less than the total obtained in Table 78 and <u>it is estimated that the total UK Outbound Mobility in 2012-13 will be between 21,000 and 23,000 students</u>.

The sustained growth of the main destinations in terms of the high volume of students means that the first four positions are likely to continue to be occupied by France, Spain, the United States and Germany for some time to come. However, other countries are slowing down their growth and others are accelerating. With small difference among them, the top destinations after the 5th position are likely to change in the next few years, as can be seen in table 80.

Table 79: Comparison of the growth in number of students for the top destinations (2007-08 and 2012-13)

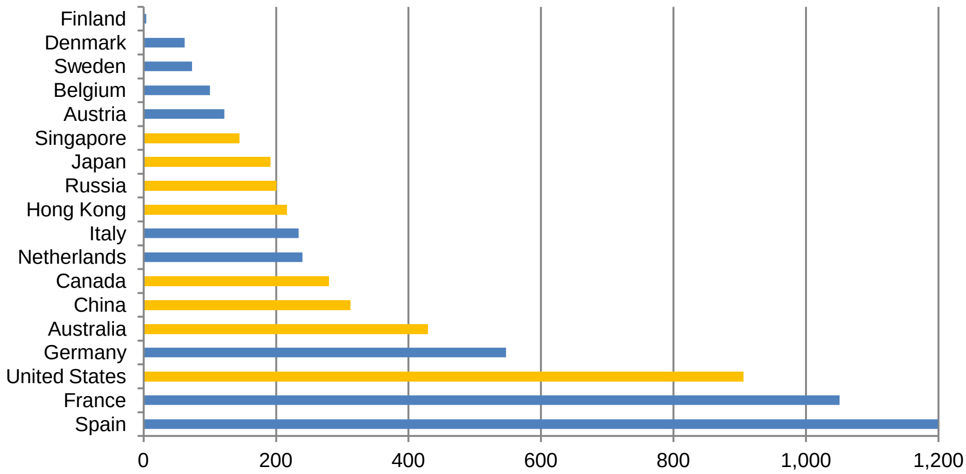


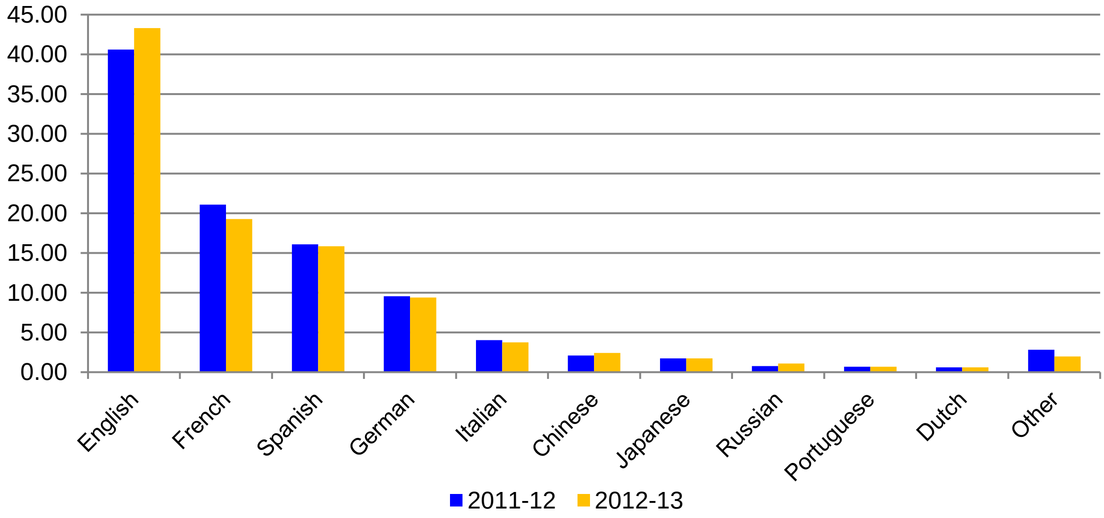
Table 80: Top destinations in 2007-08, 2012-13 and 2017-18 (estimation)

	2007-08	2012-13	2017-18
1st	France	France	France
2nd	Spain	Spain	Spain
3rd	United States	United States	United States
4th	Germany	Germany	Germany
5th	Italy	Italy	Australia
6th	Canada	Australia	Italy
7th	Australia	Canada	Canada
8th	Netherlands	Netherlands	Netherlands
9th	Sweden	China	China
10th	Finland	Japan	Japan
11th	China	Sweden	Hong Kong
12th	Japan	Hong Kong	Russia
13th	Belgium	Austria	Sweden
14th	Denmark	Belgium	Austria
15th	Austria	Denmark	Belgium
16th	Hong Kong	Russia	Singapore
17th	Singapore	Singapore	Denmark
18th	Russia	Finland	Finland

Australia climbed one position every five years. Other countries are slowly improving their positions (China, Hong Kong, Singapore, Russia) and others (mainly European) are reducing their importance, even in cases where all or part of the tuition is in English, such as Sweden, Belgium, Denmark or Finland. Only the Netherlands managed to keep the same position (8th) through the years. The influence of the language students is evident in the results of the table. Otherwise, the position of countries with French, German or Spanish as the language of tuition would be much lower.

Given the available information, estimates can be made about the expected language of tuition (or, in the case of Erasmus destinations, actual language of tuition). This is shown in Table 81.

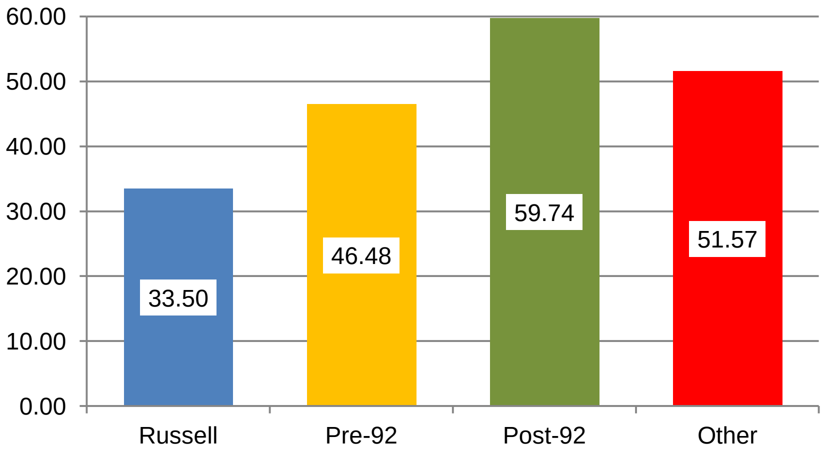
Table 81: Estimation of the language of exchanges in 2011-12 and 2012-13 (in %)



Not surprisingly, English has the highest percentage due to the English-speaking countries involved (mainly the United States) and all European countries also offering courses in that language. Second and third positions for French and Spanish are mainly due to Erasmus, as well as the fourth position of German. All these four languages together represent 87.3% of the total number of students and leave the other languages in marginal position, with the only exception of Italian. Non-European languages cannot compete with those of the European Union, which are obviously more widely spoken and studied than the rest.

It is also worth observing that in one year (from 2011-12 to 2012-13) the percentage of students following courses in English has increased, at the same time that French, Spanish, German and Italian have slightly reduced their percentage. That could represent an increasing importance of partnerships with English speaking partners or those offering part or all the tuition in that language. Table 82 shows how the percentage of students following courses in English is distributed among the groups of universities. Once again, the importance of language students is clearly visible. For the Russell Group and the pre-92 universities English represents less than 50% of students. For the rest it is more than half and it is likely to keep growing, as the increase of student mobility is, in many cases, dependent upon the language of tuition. This, in turn. is an important factor when new partnerships are made or when students are choosing their destination.

Table 82: Percentage of students with English as language of instruction abroad in 2012-13 (by groups)



9.4. Outgoing Student Mobility in the UK countries

The addition of some data from the HESA return enables an estimation of student mobility from the different UK countries, as seen in Table 83. Not surprisingly, England shows the highest numbers, but also the highest growth between 2011-12 and 2012-13. In relative terms, this is followed by Northern Ireland, Scotland and Wales. Considering the differences in volume between them and the number of students and institutions in each of the countries, it is not expected that the situation will change in the short term. However, different initiatives have been launched by the governments in Scotland, Wales and Northern Ireland with the objective of increasing their outgoing mobility[33].

Table 83: Estimation of UK countries student mobility in 2011-12 and 2012-13

		Erasmus	Non-EU mobility	Language Assistant	Comenius Assistant	HESA addition	TOTAL	Increase
England	2011-12	10,734	5,112	246	79	768	**16,939**	9.52
	2012-13	11,606	5,898	333	81	635	**18,553**	
Northern Ireland	2011-12	433	70	5	2	26	**536**	8.58
	2012-13	467	70	20	2	23	**582**	
Scotland	2011-12	1,598	870	112	47	120	**2,747**	7.24
	2012-13	1,875	854	9	47	161	**2,946**	
Wales	2011-12	688	146	58	3	31	**926**	3.78
	2012-13	703	198	15	4	41	**961**	

The destination of students shows significant differences between the UK countries. For example, the percentage of students going to France (the top destination) goes from 17 to 21% and that for Italy goes from 1 to 8%. Also relevant is to note that the main destination for students from Northern Ireland is the Republic of Ireland, with 23.5% of the total.

From Table 84 it can also be seen that the top ten countries represent 83.4% of the students from Wales, 78.1% for England, 74% for Scotland and only 60.5% for Northern Ireland, due to the high percentage represented by the Republic of Ireland. On average for the UK, 79% of students go to these ten countries.

Table 84: Main destinations of students from the UK countries (in %)

	England	Northern Ireland	Scotland	Wales	UK
France	21.36	16.95	17.66	21.43	21.23
Spain	15.97	18.62	14.39	19.64	16.32
United States	12.27	8.75	12.01	12.39	12.40
Germany	9.93	8.01	8.55	12.17	10.01
Italy	4.78	0.93	3.31	8.15	4.73
Australia	4.36	0.56	4.13	1.79	4.22
Canada	3.57	0.74	6.73	4.58	4.01
Netherlands	1.22	5.21	5.06	1.23	1.83
China	2.72	0.74	1.08	0.00	2.41
Japan	1.95	0.00	1.08	2.01	1.83

Table 85: Percentage of graduates with an international experience during their degree (students graduating in 2012-13)

	First degree graduates in 2012-13	Student mobility in 2011-12	% graduates with international experience
England	302,370	17,059	**5.64**
Wales	21,445	926	**4.32**
Scotland	32,415	2,929	**9.03**
Northern Ireland	8,155	542	**6.65**
UK	364,385	21,456	**5.89**

Another possible estimation would be to calculate the percentage that these students represent in terms of total graduates in any particular year. The exercise shows that the UK is still very far from achieving the Bologna target of 20% of graduates having had some form of experience abroad in 2020. The vast majority of students going abroad in 2011-12 graduated one year later. Using the 2011-12 mobility data (and taking postgraduates out of the equation) means that approximately 5.9% of UK graduates have undertaken international mobility[34]. A similar calculation can be made for the four countries of the UK and the results (with all reservations mentioned above) show that the figure would be around 5.6% in England, 6.6% in Northern Ireland, 9% in Scotland and 4.3% in Wales if absolute mobility numbers are used. The increase in mobility in 2012-13 should mean higher percentages for those graduating in 2013-14.

10. CONCLUSIONS

As was the case last year, the conclusion of this report has positive and negative aspects to consider. Without a doubt, the most positive element is the continuous growth in mobility experienced in the last years. Over the six years of this report an estimated additional 8,000 students. This growth has been shared in similar proportion by European and non-European mobility showing that both areas of the world can be attractive for students from the UK. France, Spain, the United States and Germany have consolidated their places as the most popular destinations. However, two noteworthy elements in the evolution of the last six years are that some countries have experienced high growth, while others have struggled to maintain a healthy exchange of students. Examples of the former would be Australia, China and Japan, although the interest for the two Asian countries is much more specialised and based on their national studies. Latin America is a good example of a geographical area where figures have risen, but with erratic figures per destination country and per UK institution.

This year has seen some significant changes in data collection which have helped in the preparation of the report. More institutions than ever have kindly contributed, more accurate information has been made available and new possibilities have been opened up by access to the HESA return. In previous years, the HESA return could only be used to complement the data provided by the institutions, as its level of detail was insufficient to make the estimations more accurate. Now, the analysis of the data has enabled adding in the region of 900 students to the figures used in previous years, although there is little information available about destination. Nevertheless, this is a first step towards data accuracy and can only be improved by a more detailed HESA return in 2013-14. Institutions have been required to provide much more details on destination, length of the period abroad and type and mobility and that should be a tremendous source of information for further estimations of mobility. Unfortunately the information provided by the institutions is not always accurate or complete, because not all mobility is recorded. Improving the quality of information on mobility provided to HESA would make the return an invaluable source for analysis of UK outward student mobility from 2013-14.

Some typical trends of student mobility show their importance by re-appearing every year the analysis is made. There is nothing new in saying that European student mobility is mainly based on language students (or those with language in their degrees). However, the number only grew by 229 students from 2010-11 to 2012-13 whereas there were 1,421 more students from non-language degrees in the same years. Also, the fact that most of students (84%% in 2012-13) add one year to their studies to go abroad is still characteristic of the system, but the percentage was 86.5% the year before. That could mean that, slowly, some things are starting to change Similarly, the percentage of those students going abroad for a year decreased from 71.4% in 2010-11 to 69.1% in 2012-13. This is expected to change next year, due to the influence of the new fees regime, which will make the possibility of going abroad for a year rather than for a semester more attractive.

At the same time, two negative aspects deserve separate consideration. They are work placements and recognition of studies. The possibility of working in a European destination as part of the degree was seen as a spur for steady increase of student numbers. However, the reality has not proved this to be strictly true. The difference between the two last years is 271 more students from language degrees going for a work placement, but only 148 from non-language degrees. In the same period, the number of study periods grew by 547 showing that there is not a clear reduction in the gap in numbers between study and work periods.

Recognition is the second element requiring improvement. The data on this issue obtained from the Erasmus final reports has not been included this year. One main reason justifies that decision: there is no change in the situation compared with last year. Adding a year to the degree means that, in many cases, credits are not allocated, ECTS credits are not recognized and, if so, their number does not match the periods abroad in too many cases. Some institutions are making a real effort to improve recognition of credits but, in general, the situation described last year is still valid. There is no doubt that this reality discourages many students from the possibility of going abroad.

Going back to languages as an important component of mobility, it is important to note that English is becoming more and more dominant as the language of tuition for any type of mobility, either in Europe or in the rest of the world. It currently represents more than 42% of the total number of students and keeps growing in percentage. It also reduces the presence of the other main European languages (French, Spanish and German) in exchanges. The reason for this trend can be seen when looking at the distribution of students according to the division between languages and non-languages degrees. The number of those with at least one language as part of the degree increased in Erasmus by 228 between 2010-11 and 2012-13. But there were 1,440 more students without a language. This is explained by the Post-92 universities, increasing the number of non-language students going abroad. Both the Russell Group and the Pre-92 institutions also increased non-language mobility, but each of them sends fewer students from those degrees than the Post-92 group. Most of the areas of study show a healthy growth in numbers, a trend which will hopefully continue in the future.

What are the barriers for a more consistent growth? Some of them are academic, such as the lack of opportunities and recognition or the compulsory additional year, which represents an extra year of expenditure. Others can be due to the poor level of foreign languages, financial constraints, the influence of tuition fees, part-time works or lack of culture of mobility. Most of these barriers are difficult to solve, with only new partnerships and more funding being seen as solutions in the short term.

The United States (and at lower level Canada and Australia) is the most popular destination in the wish list of students. However, the requirement for strict reciprocity creates no small problems for the UK institutions. This means that those countries have a limited capacity for growth, unless there is strong investment in creating new partnerships. If there is no increase in the number of partnerships the opportunity for exchange will be restricted, especially in countries such as Singapore and Hong Kong where a small number of higher education institutions means a low level of potential exchanges. This is not such an issue in Europe. Erasmus, stronger exchange experience and expectations make mobility towards Europe easier to organize. However, the current administrative burden of Erasmus and the potentially low number of candidates for non-English speaking destinations deter institutions from signing exchange agreements with new institutions. Despite this situation, the Erasmus programme still represents almost two thirds of the total outward mobility in the UK. But new partnerships also require higher levels of funding and for the first time since records have been kept, the Erasmus funding was insufficient to cover all student mobility in 2013-14. This is likely to be the case in 2014-15 and, possibly, beyond.

The combination of different factors at structural level helps explaining this new funding deficit. The first element to consider is an impressive increase in demand for study or work abroad periods thanks to a slow change in institutional behaviour favouring mobility, an increase in the promotional activities and a stronger professionalization of the colleagues managing exchanges. The introduction of the new tuition fees in 2012-13 did not impact until 2013-14, when some students went abroad for one or two semesters in the second year of their undergraduate course. Those who were in the third year then were still paying the much lower fees. But the majority of students go abroad in the third year and, for those under new fees, this meant in 2013-14. More students willing to go abroad and a reduction of resources due to higher Erasmus grants have created the non-desired effect of a reduction of funding available to be distributed among more students. Despite a financial contribution made by BIS to alleviate the deficit in 2013-14, a question mark remains about the short-term future of Erasmus in the UK, because for the first time there is an inability to subsidize all participating students.

The effect of the reduction of resources in student mobility numbers should not be as dramatic as it looks. When comparing European and non-European mobility, the most prominent difference is the fact that the former offers grants to participants and the latter is almost entirely funded by the students themselves. In that sense, a reduction in the grant received should not deter a large number of students from going to Europe. However, it can be very relevant for students from lower economic backgrounds, who are more likely to rely on the grant. This would accentuate the selective nature of European and international exchanges, an issue that all those involved in student mobility try to avoid as much as possible.

Although mobility in the UK does not receive the same acknowledgement as in many other countries, the link between mobility and employability is having a strong impact. Although mobility in the UK is still well below the objectives set by the Bologna process in terms of the percentage of students graduating with an international experience, numbers are growing, as they are in the rest of Europe. Different initiatives of the UK devolved administrations, the support offered by BIS in recent times and the existence of a national strategy for the growth of UK student mobility should only help to maintain this growing trend.

[1] *Data from two more institutions (School of Pharmacy, University of London and the Edinburgh College of Art) is included in the report, although they got integrated in the University College of London and the University of Edinburgh respectively in 2012-13.*

[2] *The percentages represented by the answers received for previous years are as follows: 92.1% in 2007-08, 92.2% in 2008-09, 93% in 2009-10, 92.8% in 2010-11 and 93% in 2011-12.*

[3] *Six of those institutions lost a minimum of 118 students with 221 as the highest loss experienced by one single institution in eight years, going from 285 students in 1997-98 to 64 in 2005-06.*

[4] *See http://europa.eu/rapid/press-release_IP-14-821_en.htm*

[5] *Data for 2013-14 is available from the presentations made at the Spanish Erasmus National Workshop ('Jornadas de Movilidad Erasmus+ de Educación Superior') held in Tarragona on 26th-27th June 2014 (http://www.oapee.es/oapee/inicio/Eventos.html)*

[6] *The new conditions of the Erasmus grants in Spain for 2014-15 can be seen at: https://sede.educacion.gob.es/catalogo-tramites/becas-ayudas-subvenciones/movilidad/de-estudiantes/erasmus-es.html*

[7] *Since 2010-11 the analysis of data from the final reports allows looking at the actual number of students. Consequently, most of the tables in this chapter refer to the last three years.*

[8] *Data about some European countries available at: http://statisticsforall.eu*

[9] *Data from 2008-09 to 2011-12 in the United Kingdom is available at http://www.britishcouncil.org/student_and_staff_mobilities_by_gender_2007-2011.pdf, although it considers mobility periods and not individuals, what makes the influence of female language students(and double mobility) higher.*

[10] *www.hesa.ac.uk/index.php/content/view/1973/239/*

[11] *But not Germany, as a high number of those students going to that country were actually German,*

[12] *Available at: http://www.hesa.ac.uk/content/view/3103/393/*

[13] *In some cases (Bulgaria, Latvia) this is due to the high number of local students going to those countries (see Table 22)*

[14] *It is worth reminding that, as seen in Table 14, British citizens represent about 80% of the total number of Erasmus students in the UK.*

[15] *http://www.britishcouncil.org/outgoing_uk_erasmus_student_mobility_by_subject_area_-_2007_to_2011.pdf*

[16] *The traditional Erasmus classification of areas of study is preferred to the current ISCED codes, as it helps better describing the degrees included.*

[17] *Data extracted from the statistical summary at http://www.britishcouncil.org/erasmus-facts-and-figures.htm*

[18] *Figures for language Assistants on this table may differ from those mentioned later. Here, they are based on the Erasmus Final reports for 2011-12 and 2012-13.*

[19] *The figures for this section correspond to the answers received from 124 institutions for 2007-08 and 133 for the rest of the years.*

[20] *All figures from HESA mentioned are available at www.hesa.ac.uk*

[21] *http://www.iie.org/Programs/Generation-Study-Abroad/Join-Generation-Study-Abroad*

[22] *'The Australian', 14th November, 2012*

[23] *Information about HESA and the data can be found at their website (www.hesa.ac.uk)*

[24] *Information about the Comenius Assistants is available at http://www.britishcouncil.org/comenius-assistant.htm*

[25] *Available at: www.crus.ch/information-programmes/etudier-en-suisse/mobilite/erasmus/rapports.html?L=1*

[26] *http://www.iaeste.org/about-iaeste/*

[27] *http://www.fulbright.org.uk/*

[28] *Statistics for all countries are available at the European Commission website: http://ec.europa.eu/education/library/statistics/aggregates-time-series/country-statistics_en.pdf*

[29] *http://www.ukieri.org/*

[30] *Available at http://studyindia.co.uk/*

[31] *http://www.studychina.org.uk/pages.php?id=25*

[32] *The current estimation represents 64 students fewer for 2007-08, 74 more for 2008-09, 51 more for 2009-10, 34 more for 2010-11 and 11 fewer for 2012-13.*

[33] *It is worth mentioning the Scottish Government's Developing Scotland's Global Citizens initiative, the Northern Ireland's Department for Employment and Learning (DELNI)'s Higher Education Strategy, Graduating to Success and the Welsh Assembly Government's 2013 Policy Statement on Higher Education, all of them promoting the value of outgoing student mobility.*

[34] *Data about the number of graduates in 2011-12 has been taken from HESA. Students going abroad in that year should graduated in 2012-13.*