GROWING NUMBERS
IN UK STUDENT MOBILITY
(from 2005-06 to 2009-10)

Joan-Anton Carbonell

Manager European and Study Abroad Office

Kingston University

ja.carbonell@Kingston.ac.uk

November 2011

INDEX

FOREWORD

This report is the third in a series started in 2009. The procedure for this report was the same as that used in the previous two reports: a survey was distributed to all UK Higher Education institutions asking for the number of students sent on exchange to non-European destinations. This provided the basic information for non-European mobility. The survey was distributed through the mailing lists of HEURO (the Association of UK Higher Education European Officers), BUTEX (British Universities Transatlantic Exchange Association) and the ETT (Erasmus and Tempus Talk). The institutions were asked to specify the figures for the last five academic years (from 2005/06 to 2009/10) for each country where they send students. This information complements data provided by the Erasmus National Agency, British Council Wales about Erasmus students.

Data was also collected for other groups of UK students going abroad: Language and Comenius Assistants; those going to Switzerland; and students going to a branch campus for a semester in China and Malaysia.

The report summarises the findings and discusses the assumption that it is mainly language students who are interested in going abroad. .

In the final year before the introduction of the new fee structure and the challenges this might represent for outward mobility it seems appropriate to investigate the current situation.

Finally, many thanks to all those who replied to the survey, even if they were not able to provide the figures for their institutions, as well as to David Hibler and Edmund Thomas, from the Erasmus National Agency, British Council Wales, Gary Shiells, from Comenius, British Council Scotland and Talin Chakmakjian, from the Language Assistants Team at the British Council, for their kindness in providing the institutional performance for their respective programmes.

1. INSTITUTIONS INCLUDED IN THE REPORT

A total of 89 institutions sent their data in response to the survey made in November 2010. The two previous editions had a lower number of participants: 59 in 2009 and 82 in 2010. Therefore these results should provide a higher level of reliability. As usual, all Higher Education Institutions have been classified according to the groupings made by association, origin or type of institution.

INSTITUTIONS INCLUDED IN THE REPORT

RUSSELL GROUP (19 institutions)

Cardiff University
Imperial College of Science, Technology and Medicine
King's College London
London School of Economics and Political Science
Newcastle University
University College London
University of Birmingham
University of Bristol (**)
University of Cambridge
University of Edinburgh
University of Glasgow
University of Leeds
University of Leicester (*)
University of Liverpool
University of Manchester
University of Nottingham
University of Oxford
University of Sheffield
University of Warwick

PRE-92 INSTITUTIONS (27)

Aberystwyth University
Bangor University
Brunel University
City University London
Cranfield University
Heriot Watt University (*)
Loughborough University
Queen Mary and Westfield College
Royal Holloway, University of London
Swansea University
University of Bradford
University of Durham
University of East Anglia
University of Essex
University of Exeter
University of Hull
University of Keele
University of Kent
University of Lancaster
University of Reading
University of Salford
University of St Andrews
University of Strathclyde
University of Surrey
University of Sussex
University of Wales, Lampeter
University of York

POST-92 INSTITUTIONS (27)

Anglia Ruskin University
Bournemouth University
Coventry University
Edinburgh Napier University
Glasgow Caledonian University
Kingston University London
Leeds Metropolitan University
Liverpool Hope University (*)
Liverpool John Moores 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 Central Lancashire
University of Chichester
University of Greenwich
University of Northumbria at Newcastle
University of Portsmouth (*)
University of West of England
University of Westminster
University of Wolverhampton
University of Worcester
York St John University

OTHER (Small and Specialist) (16)

Arts University College at Bournemouth (**)
Bishop Grosseteste University College (*)
Bradford College
Edinburgh College of Art
Glasgow School of Art
Glyndwr University (*)
Guildhall School of Music and Drama
Harper Adams University College
Heythrop College
Leeds Trinity University College
Newman University College
North West Regional College
Royal Agricultural College
Royal College of Music
Stranmillis University College
University for the Creative Arts

(*) Institutions included in the report for the first time
(**) Data referring to 2008-09 due to lack of response in 2010.

2. THE SURVEY

All UK institutions subscribing to the three mailing lists used (ETT, HEURO and BUTEX) who responded to the survey have provided data for at least the last five years. The outcomes provided in Chapter 7 (Non-European mobility) are derived from the data obtained from the institutions; the outcomes in the other chapters are based either on this data, on extrapolations from this data or from information provided by other sources (e.g. Erasmus mobility statistics).

Extra information was requested to indicate how many of the students included were from a language degree. The results of this can be seen in Chapter 8.

Once more, the survey showed the difficulty of getting data for the two main types of mobility (European and non-European). In many institutions mobility is dealt with in two separate offices, or part of the non-European mobility is totally decentralised and managed by departments or Schools and information on this mobility is not always provided to the central administration.

There is still room for clear improvement to the survey. The definition of students to be included is vital to guarantee consistent results, as is the requirement for the same reporting conditions from all institutions, although this is something that might not be achieved until the HESA return is revised[1]. Efforts have been made in this report to use standardised definitions and data wherever possible.

3. SOME FIGURES FROM THE RESPONSES TO THE SURVEY

The 89 responses received between November 2010 and January 2011 provide the largest group of institutions ever obtained in this type of survey and thus increases the possibility of an accurate estimation of UK outgoing student mobility.

The distribution among the groups of universities is quite balanced and the responses represent a very important part of the actual mobility recorded in official statistics. Nine out of the top ten institutions with the highest Erasmus mobility are included, as well as 18 out of the top 20 and 41 of the first 50.

[1] Which is unlikely to happen immediately, asthe proposals made by the Working Group were recently postponed for one more year.

Table 1: Erasmus and non-European mobility at the institutions answering the survey in 2009-10 (89 institutions)

	Institutions in Erasmus	Institutions answering the survey	% institutions answering	Erasmus students	Erasmus students survey (A)	% total	Non-European mobility (B)	TOTAL MOBILITY (A + B)
Russell	21	19	90.48	5,278	4,796	90.87	1,874	6,670
Pre-92	35	27	77.14	3,407	2,871	84.27	1,325	4,196
Post-92	60	27	45.00	2,478	1,494	60.29	682	2,176
Other	30	16	53.33	561	145	25.85	88	233
TOTAL	146	89	60.96	11,723	9,306	79.38	3,969	13,275

Table 1 shows the mobility registered at the 89 institutions included in the report, but it is only a starting point to estimate the real mobility in the UK.

The percentages shown in the Erasmus column mean that the volume of mobility included is quite substantial (79.38% of all Erasmus students in 2009-10). Looking at the distribution by the types of institutions, the Russell Group achieves almost 91% of the total and answers from the Pre-92 universities represent 84%: this compensates for the lower level of response from the other two groups. Taking into account the higher volume expected for the remaining institutions for the first two groups, it is safe to calculate that the mobility shown in the table represents about 80% of the total non-European mobility.

Table 2: Percentage of Erasmus students included in the answers received (2008, 2009 and 2010 surveys)

Year	2008 survey	2009 survey	2010 survey
2005-06	63.0%	76.6%	80.5%
2006-07	63.2%	76.3%	80.7%
2007-08	62.6%	76.6%	79.3%
2008-09	n.a.	75.8%	80.0%
2009-10	n.a.	n.a.	79.4%

With the addition of an extra seven institutions this year, the percentage of total Erasmus students represented in the report has significantly increased. Work Placements students have also been included and Table 2 shows how the three reports in this series compare.

The addition of Erasmus work placement students for the first time has greatly increased the figures for overall European mobility compared to non-European mobility. Nevertheless, 13 respondents still send a higher number of students out of Europe than to Europe: five from the Pre-92 universities, six Post-92 and two from the others.

Twenty-five institutions sent less than 10 students out of Europe, but this does not mean that their European mobility was equally low. Five institutions did not send a single student abroad in 2009-10. At the other extreme, three universities sent more than 500 students abroad (both Erasmus and non-European mobility), 16 sent more than 250 and 44 more than 100 students (these figures do not include other types of mobility).

4. SOME DEFINITIONS AND TYPES OF MOBILITY INCLUDED IN THE REPORT

It is not the intention of this report to create a definition of student mobility, but only to describe the framework of the data collected[2]. Several authors have considered the differences between credit and degree mobility and confusion has been created by an indistinct use of the term ‘student mobility’. Furthermore, some reports describe the concept widely and others in a very narrow and specific way. An example of the latter is included in the 2004 HEFCE Report:[3]

> *We define ISM as any form of international mobility which takes place within a student’s programme of study in higher education. The length of absence can range from a short trip to the full duration of a course of study. In addition to study in a foreign HEI, mobility can include a period in a workplace or other non-HE environment. In order not to study HE mobility in isolation, we also consider the relevance of prior mobility, such as the gap year* (p.11)

This definition is much more comprehensive than that used by Eric Richters and Ulrich Teichler (2006, p.78)[4]

> *International student mobility is defined as crossing country borders for the purpose of or in the context of tertiary education.*

[2] Authors such as Bernd Wächter, Ulrich Teichler, Ute Lanzendorf, Hans de Wit and others have included definitions of student mobility in their works and these are easily available on the web.

[3] International student mobility. Report by the Sussex Centre for Migration Research, University of Sussex, and the Centre for Applied Population Research, University of Dundee. Commissioned by HEFCE, SHEFC, HEFCW, DEL, DfES, UK Socrates Erasmus Council, HEURO, BUTEX and the British Council, 2004

[4] In EURODATA – Student mobility in European higher education/Maria Kelo/Ulrich Teichler/Bernd Wächter (eds.) – Bonn: Lemmens Verlags- & Mediengesellschaft, 2006

The ‘Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009’[5] stated that ‘…In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad…’ and then went on to clarify the implications of this:

> *Within each of the three cycles, opportunities for mobility shall be created in the structure of degree programmes. Joint degrees and programmes as well as mobility windows shall become more common practice. Moreover, mobility policies shall be based on a range of practical measures pertaining to the funding of mobility, recognition, available infrastructure, visa and work permit regulations. Flexible study paths and active information policies, full recognition of study achievements, study support and the full portability of grants and loans are necessary requirements. Mobility should also lead to a more balanced flow of incoming and outgoing students and we aim for an improved participation rate from diverse student groups.*

Three elements are crucial in this paragraph: student mobility is understood in the structure of degree programmes, recognition and permission to work when abroad. In practical terms this means that some of the activities mentioned in the HEFCE report above would not be included in the 20% announced by the European ministers. Since this communiqué, the work of the Bologna Follow-up Group has been focusing on the definition of what types of mobility should be considered.

For the purposes of this report, a more simplified understanding of ‘student mobility’ is used. The data used in the report comes from a variety of institutions but the common threads for mobility are as follows:

- Students go to another country
- They are sent by a Higher Education institution
- They spend at least three months abroad

These three criteria exclude short visits, field-trips, Erasmus Intensive Programmes, most of the volunteering programmes and Summer Schools, etc. as it would be practically impossible to collect data for all of these activities. But it does include other activities and student groups that were not considered in previous reports, namely Erasmus Work Placements, Language Assistants, Comenius Assistants and those students going to Switzerland, which is currently not part of the Erasmus programme. And, as will be seen later in this report, these groups represent no less than 5,000 students previously unrecorded.

[5] Available at: http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communiqué_April_2009.pdf

The main characteristics of the new types of mobility included are:

Erasmus Work Placements grants are offered to students to work as part of their degree in an enterprise in another European country for more than three months and less than twelve;

Language Assistants come from two main sources: undergraduates on a language degree course fulfilling the year abroad requirement, or undergraduates or recent graduates of any discipline. Different conditions apply to the different country destinations.

Comenius Assistants are students (or recent graduates) following a teaching qualification who work in schools and colleges across Europe for 12 to 16 hours per week for flexible periods between 13 and 45 weeks.

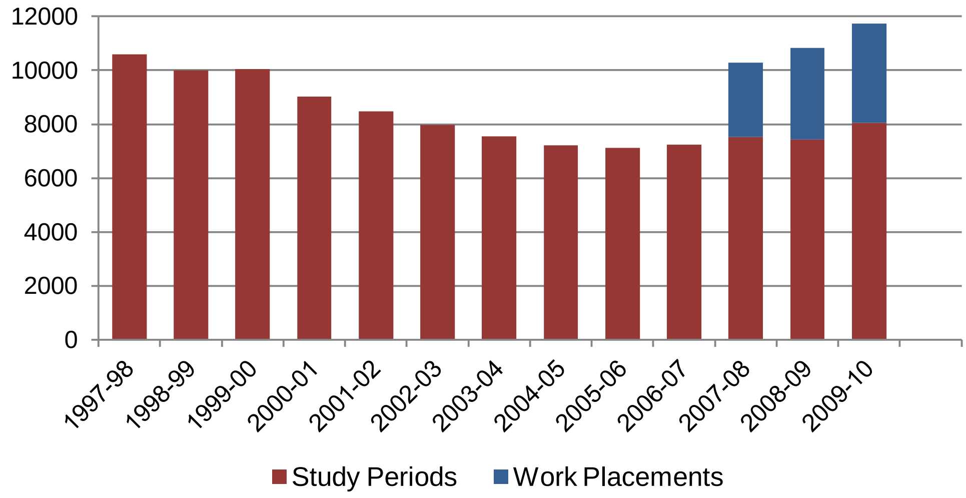
Exchange students going to Switzerland have been awarded a grant by the Swiss government since its decision to leave the Erasmus programme in 1997. Conditions are the same as for any Erasmus exchange. From 2011-12 mobility to Switzerland is fully integrated in the programme and will not show as a separate group.

The inclusion of Language and Comenius Assistants opens the door to recent graduates eligible for these programmes (even though they are not currently considered within the 20% of student mobility targeted by the Ministers of Education), as when applying they are still registered as students at their University. Their inclusion might open other possibilities that have not been considered here and which are usually very difficult to track. Initiatives such as UK-India and China, the IASTE programme or some of the PM-2 activities, as well as research mobility for postgraduate students are examples of this, as they do not represent any recognition of credits towards the degree the students are following.

5. ERASMUS MOBILITY

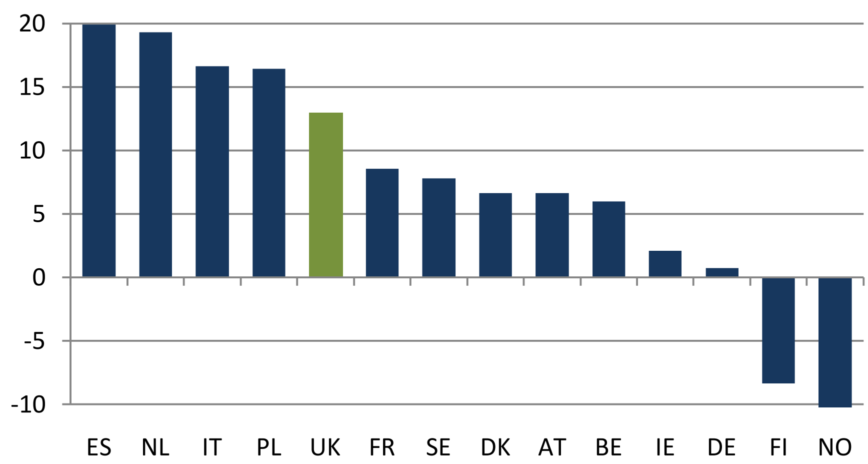
Confirming the trend from last year, Erasmus mobility has grown again in 2009-10. Almost 900 students more benefited from the programme and this made the number of UK students going abroad the third highest in history after 1994-95 and 1995-96. The main reason for this success has been the addition of work placements in the last three years, although the figures for study mobility have also increased slightly since 2007-08 and in 2009-10 reached similar levels to those of the early 2000s.

Table 3: Evolution of Erasmus students in the UK (from 1997-98 to 2009-10)



The total growth in 2009-10 was 8.3%, almost 1% higher than the increase registered by all participating countries together in the same period. Similar percentages of growth are recorded for Study Periods and Work Placements, when the main growth in Europe came from the latter (17%) with only 5% more of Study Periods[6]. This means that the growth is not only due to an increase in language students, but that it appears to come from a more general realisation across the board of the importance of mobility.

Table 4: Percentage of increase of Erasmus Study Periods in selected European countries[7] (from 2008-09 to 2009-10)



[6] Figures for Erasmus mobility in Europe are provided by the European Commission and can be seen at http://ec.europa.eu/education/erasmus/doc920_en.htm

[7] A look to the conditions of access to the programme at the beginning of this period recommends not including most of European accession countries or Turkey in this table.

Table 4 shows the growth in study periods in some selected European countries in the period covered by this report (between 2005-06 and 2009-10). Work placements are not considered here as they were not part of the programme in the first two years, and they are still in their infancy (in terms of promotion and introduction) in some countries. Therefore, their inclusion here would distort the figures.

Despite this growth, the percentage the United Kingdom represents in the whole Erasmus outgoing mobility is still low, as it was usually in the region of 5% in the last three years and only ranks sixth in volume, after Spain, France, Germany, Italy and Poland.

5.1. The destination of Erasmus outgoing mobility

The vast majority of UK Erasmus student mobility is in four countries: France, Spain, Germany and Italy. This has been the case for many years. These four countries represented 76.6% of the total destinations in 2002-03 and approximately 74% today, despite the addition of new countries to the programme.

A common element among the four largest destinations is the high number of courses taught in their national languages at Bachelor level. They also host a good number of the language students going abroad, but the increase in the numbers of those going to study is not justified solely by an increase in those students. Other disciplines are also represented in these countries, despite the relatively low level of language ability of non-language students.

Table 5: UK Erasmus students going to Germany, France, Italy or Spain
(All UK institutions from 2005-06 to 2009-10 - Study Periods only)

	France	Germany	Italy	Spain	TOTAL	% total
2005-06	2,192	971	658	1,578	5,399	75.71
2006-07	2,159	1,010	654	1,632	5,455	75.39
2007-08	2,197	992	670	1,759	5,618	74.57
2008-09	2,149	990	679	1,699	5,517	74.18
2009-10	2,337	1,012	726	1,865	5,940	73.76

The dominance of France, Spain, Germany and Italy in study periods is also mirrored in the high percentage for work placements in these countries (more than 85% of the total). One of the main reasons is due to the high numbers of language assistants included in this scheme, but it is also important to note an apparent lack of interest for other destinations. For example, out of the 30 other participant countries in Erasmus in 2009-10, only 11 received more than 20 UK students on a work placement and only 18 received more than 10.

Table 6: UK Erasmus students going to Germany, France, Italy or Spain
(All UK institutions from 2007-08 to 2009-10. Study Periods and Work Placements)

	France	Germany	Italy	Spain	TOTAL	% total
2007-08	3,423	1,573	772	2,255	8.023	78.26
2008-09	3,544	1,658	813	2,388	8,403	77.50
2009-10	3,839	1,668	867	2,689	9,063	77.30

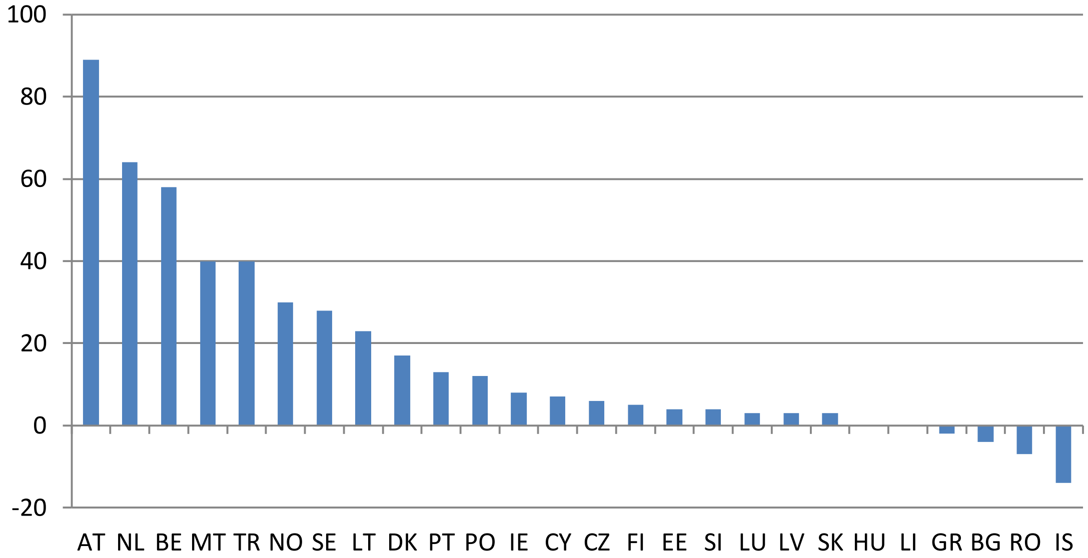
As lack of language skills is one of the main obstacles for student mobility, the destinations offering a large range of courses in English should be an attractive choice for UK students. When signing new or renewing bilateral contracts, the number of courses taught in English by a foreign institution is often viewed as important by UK institutions. However, the figures suggest that students do not view this as an incentive to study in some countries, as the figures show that take-up of this option is not as high as one might expect. In fact, there was more mobility to such countries (offering courses taught in English) ten years ago: in 2000-01 a total of 1,324 students went to Denmark, Finland, the Netherlands, Norway or Sweden and they represented 14.7% of the total mobility. Only 56 of those students (4.2%) were language students, which means that 1,268 came from other disciplines. This total is higher than the total number of students going to these countries in the last 5 years.

Table 7: UK Erasmus students going to Denmark, Finland, the Netherlands, Norway and Sweden. (All UK institutions from 2005-06 to 2009/10 - Study periods only)

	Denmark	Finland	Netherl.	Norway	Sweden	TOTAL	% total
2005-06	163	241	325	98	222	1,049	14.71
2006-07	146	202	323	94	262	1,027	14.19
2007-08	172	212	361	90	276	1,109	14.73
2008-09	174	217	367	99	301	1,158	15.57
2009-10	185	215	380	112	298	1,190	14.78

As these countries did not experience an increase in inward mobility from the UK it is interesting to see which countries did receive the extra students going abroad in recent years (1,445 more students went abroad in 2009-10 than in 2007-08) Table 7 shows that 1,040 went to the four main destinations (72% of the increase) and Table 8 shows the destinations of the remaining 405 students.

Table 8: Difference in students between 2009-10 and 2007-08 for all countries in Erasmus (except France, Spain, Germany and Italy) (All UK institutions)



The top destinations in Table 8 are those where courses are likely to be taught in English. The exception to this is Austria, who received a high number of students, despite the low levels of English-taught courses here. (This can perhaps be explained by students with a working knowledge of German choosing Austria over Germany as a destination).

5.2. The fields of study of Erasmus students

The relevance of language students in global mobility will be analysed in a separate chapter. In terms of Erasmus, the participation of Language Assistants in the programme has increased the total proportion of language students. Tables 9 and 11 compare the figures for 2006-07 (the year before their inclusion)and 2009-10 (the most recent figures).

Table 9: Increase of Erasmus students by field of study from 2006-07 to 2009-10

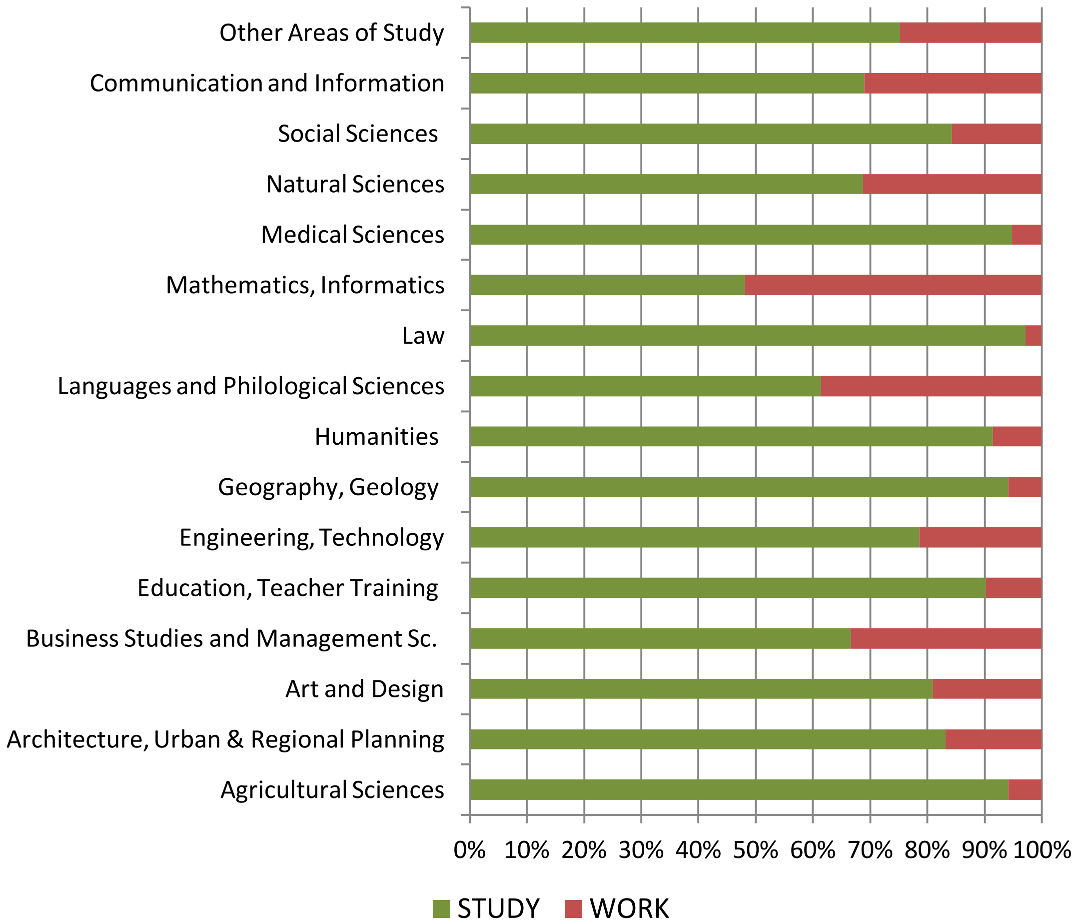
	2006-07	2009-10	Difference 2009-10/ 2007-08
Languages and Philological Sciences	2,947	5,742	2,795
Business Studies and Management Sc.	987	1,687	700
Art and Design	498	763	265
Natural Sciences	161	348	187
Social Sciences	611	771	160
Architecture, Urban & Regional Planning	92	218	126
Mathematics, Informatics	78	175	97
Medical Sciences	277	344	67
Law	760	823	63
Engineering, Technology	223	259	36
Other Areas of Study	29	47	18
Geography, Geology	100	115	15
Agricultural Sciences	29	30	1
Education, Teacher Training	162	158	-4
Communication and Information Sciences	66	61	-5
Humanities	215	183	-32
TOTAL	**7,235**	**11,724**	**4,489**

Language students represented 40.7% of the total Erasmus students in 2006-07 and 49% in 2009-10. This means that the proportion of non-language students was reduced by 8%, although the absolute numbers do show an increase in mobility in both groups. In fact, the number of non-language students grew by 1,594, with increases in most disciplines, except for three (Education, Communication and Humanities).

Table 10 shows the distribution of Study Periods and Work Placements in 2007-08 and 2008-09 together[8] and thus shows the importance of Work Placements in the evolution of student mobility in recent years.

[8] Due to the change in the coding of fields of study decided by the European Commission for 2009-10, the distinction between Study Periods and Work Placements for that year has not been possible.

Table 10: Distribution between Study Periods and Work Placements (2007-08 and 2008-09)



A significant part of the increase in mobility for three subject areas (Business, Natural Sciences and Mathematics/Computing) is based on work placements, as opposed to Art and Design, Social Sciences and Architecture, where the increase stems mainly from study periods.

The average growth between 2006-07 and 2009-10 was 62% Achieving growth above this average were Architecture (137%), Mathematics/Computing (124%), Natural Sciences (116%), Languages (95%) and Business Studies (71%).

Within the Work Placement period (since 2007-08), the growth of the different disciplines has followed similar patterns for most of them, although some exceptions can be noted, namely Social Sciences and Education on the positive side, and Engineering and Mathematics/ Computing on the negative.

Table 11: Evolution of Erasmus students by fields of study from 2007-08 to 2009-10

	2007-08	2008-09	2009-10	Difference 2009-10/ 2007-08
Languages and Philological Sciences	4,920	5,239	5,742	822
Business Studies and Management Sc.	1,414	1,416	1,687	273
Art and Design	638	667	763	125
Natural Sciences	242	251	348	106
Architecture, Urban & Regional Planning	123	121	218	95
Medical Sciences	265	447	344	79
Education, Teacher Training	115	160	158	43
Social Sciences	738	672	771	33
Law	802	738	823	21
Other Areas of Study	26	75	47	21
Mathematics, Informatics	160	184	175	15
Agricultural Sciences	27	23	30	3
Geography, Geology	112	110	115	3
Engineering, Technology	294	280	259	-35
Communication and Information Sciences	117	94	61	-56
Humanities	258	244	183	-75
TOTAL	**10,278**	**10,826**	**11,724**	**1,446**

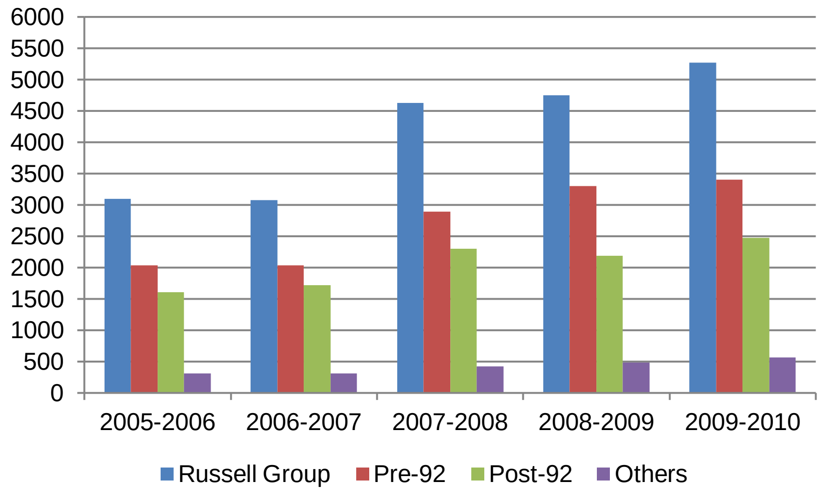
The inclusion of work placements in Erasmus is likely to continue for the coming years or, at least, until the end of the Lifelong Learning Programme in 2013. This means that the trends observed in Table 11 are also likely to become the pattern of the UK Erasmus student mobility.

In absolute terms, the highest growth corresponds to Languages, Business, Art and Design and Natural Sciences. In relative terms, there are some changes, as the biggest increases correspond to Architecture (77%), Natural Sciences (44%), Education (40%) and Medical Sciences (30%), well above Art and Design (20%), Business (19%) or Languages (17%). This shows a positive development for a general growth of the programme, which experienced an average increase of 14% in only two years.

5.3. Erasmus mobility by groups of universities

The growth experienced in the last years has been quite balanced among the groups of universities, although the Post-92 institutions experienced a decrease in 2008-09.

Table 12: Evolution of Erasmus mobility by groups of universities
(from 2005-06 to 2009-10)



- The Russell Group has mainly benefited from Work Placements and the addition of Language Assistants.

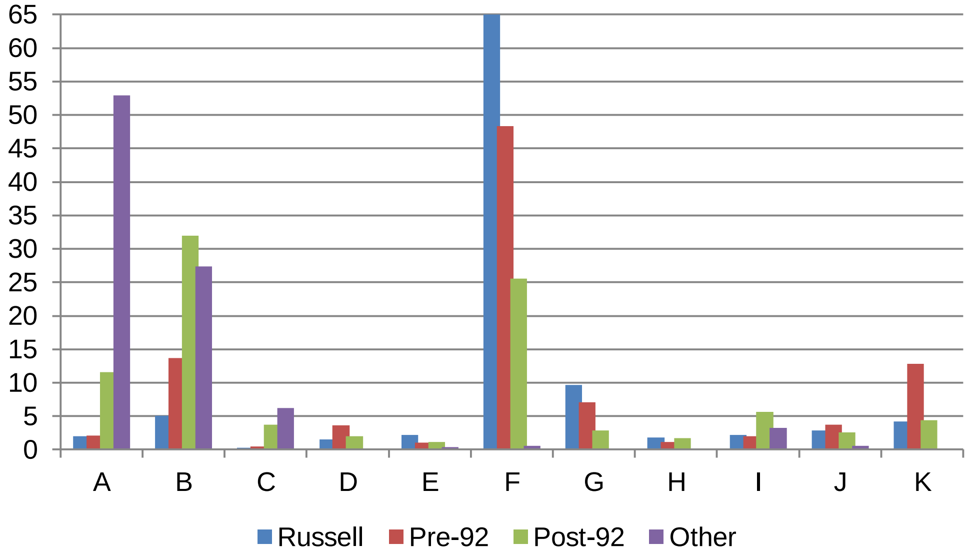
- The growth for Pre-92 institutions has slowed, although similar reasons for growth as for the previous group also apply.

- The Post-92 institutions obtained certain stability in their evolution, overcoming years of ups and downs and three years of decline since 2004 (2004-05, 2005-06, 2008-09).

- The rest of institutions have benefitted by the addition of new participants, as there were only19 in 2005-06 and 33 in 2009-10.

The different offerings of courses among the groups of institutions represents also a different distribution of students according to the subject areas. For obvious reasons, languages are the origin of the majority of students from Russell Group and pre-92 institutions and Art and Design and Education for the others and specialist institutions.

Table 13: Percentage of Erasmus students by subject area and type of institution (all institutions in 2009-10)



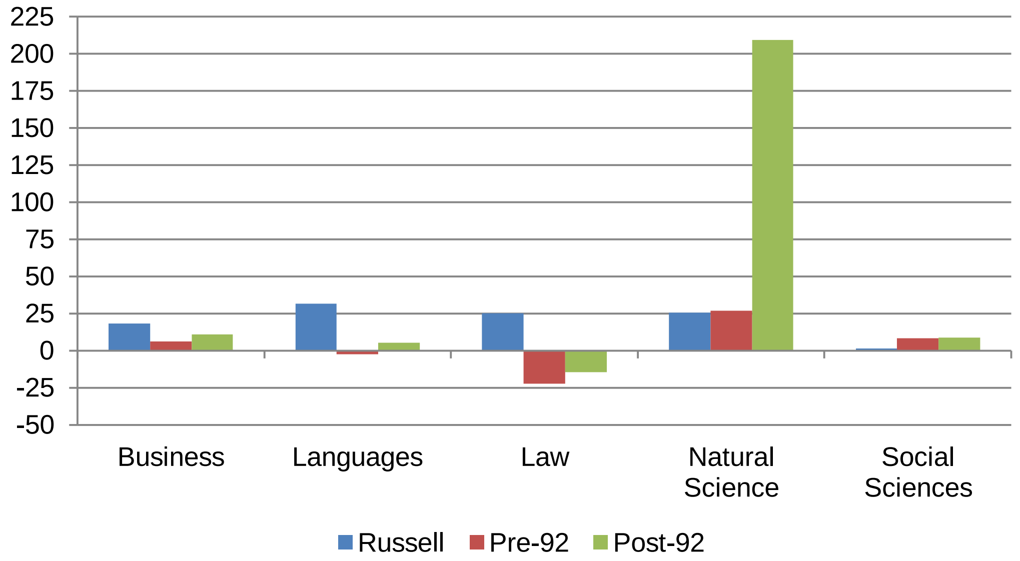
A Art and Design
B Business Studies and Management Sciences
C Education, Teacher Training
D Engineering, Technology
E Humanities
F Languages and Philological Sciences
G Law
H Mathematics, Informatics
I Medical Sciences
J Natural Sciences
K Social Sciences

There is not a single subject area where all groups follow a similar pattern, as it depends on their academic offering. The ranking of the three larger cohorts of outgoing students come from different areas:

- Russell Group : Languages, Law and Business
- Pre-92 institutions : Languages, Business and Social Sciences
- Post-92 institutions : Business, Languages and Art and Design
- Other institutions : Art and Design, Business and Education

Looking at the increase in selected areas, the dispersion of the evolution is more evident. Natural Sciences have doubled the number of students going abroad in two years at the Post-92 institutions, but have only grown by 25% for the Russell Group and Pre-92. Table 12 shows the evolution for some areas and does not include other and specialist institutions, which do not necessarily offer certain degrees.

Table 14: Percentage of increase of Erasmus students by selected fields of study from 2007-08 to 2009-10



Only Business Studies grows at the three types of institutions. Social Sciences has minor changes and, for the rest, it depends on the group. Natural Sciences has a spectacular growth for the Post-92 institutions, mainly due to the work placements, but this does not happen for the other groups. In contrast, Law is growing for the Russell Group, but decreasing for the other groups.

As a summary, the growth experienced from 2007-08 has been spread among areas of study and groups of institutions and should be the base for a sustainable increase of student mobility under Erasmus for a growing number of institutions and fields of study.

6. ERASMUS WORK PLACEMENTS[9]

Work Placements students have been offered the possibility of an Erasmus grant since 2007-2008. After three years of activity, it is clear that their popularity is growing, as numbers increased by 36% in only two years. It is important to mention that recipients of the British

[9] All data mentioned in this chapter refer to the whole UK Erasmus Mobility and not only to the institutions replying the survey. Figures for institutional performance were provided by the British Council and have been analysed by the author.

Council Language Assistants scheme may also receive an Erasmus grant depending upon their eligibility.

Table 15: Evolution of Erasmus Work Placements (2007-08 to 2009-10)

	2007-08	2008-09	2009-10
Erasmus Language Assistants	1,469	1,367	1,548
Non Language WPs	1,257	2,032	2,122
Total Work Placements	2,726	3,999	3,670
% Non LAs increase		61.6	4.4
% of total Erasmus mobility	26.6	31.4	31.3

Out of a total of 146 UK institutions involved in Erasmus in 2009-10, 93 sent students abroad for a Work Placement: 5 of them exclusively and 88 also for study periods. 66% of work placements came from 12 institutions, each of which sent more than 100 students and 10 others sent between 51 and 100. The importance given to this activity can be seen by the fact that, in the same year, 14 institutions sent more students to work than to study and two institutions sent equal numbers.

The inclusion of the Language Assistantship scheme in Erasmus initially represented a high number of grants awarded, but two years after its introduction the number of non-language students on placement has almost doubled. This means that the UK is the fourth European country in number of placements in 2009-10 behind France, Germany and Spain. The distribution of work placements in Europe shows a clear dominance of these four countries, as together they represent 50.6% of all outgoing and 57.9% of all incoming students for a work placement in the programme.

More data is needed[10] to look at the distribution of WP students by groups of universities, as an important part of them (47.3% in 2009-10) are Language Assistants. However, this

[10] Hannah Deakin, a researcher from Loughborough University, is finalising her PhD dissertation about Erasmus Work Placements in the UK. An advance of her work can be seen at www.emua.org.uk/docs/erasmusp-1298900941.docx

percentage has been decreasing since 2007-08 due to an increase of non-Language student placements.

Table 16: Percentage of language and non-language students in work placement in 2009-10 (by groups of universities)

Group	% of Language Assistants	% of non-Language placements
Russell Group	59.7	36.9
Pre-92 Universities	31.2	34.2
Post-92 Universities	21.1	23,8
Other institutions	0	5.1
TOTAL	100	100

The distribution of institutions according to the number of students sent for a work placement in 2009-10, as shown in Table 17, shows the influence of languages in mobility.

Table 17: Number of institutions according to the volume of non-language work placements in 2009-10 (by groups of universities)

Group	+ 100	51-100	26-50	11-25	- 10	Total
Russell Group	3	2	2	6	7	20
Pre-92 Universities	2	2	3	5	24	36
Post-92 Universities		2	8	7	43	60
Other institutions			1	3	26	30
TOTAL	5	6	14	21	100	146

The majority of institutions sent less than 10 non-language students on a work placement. However, it is positive to see that 46 sent more than 10 such students, with Post-92 universities making particularly good use of this opportunity.

7. NON EUROPEAN MOBILITY

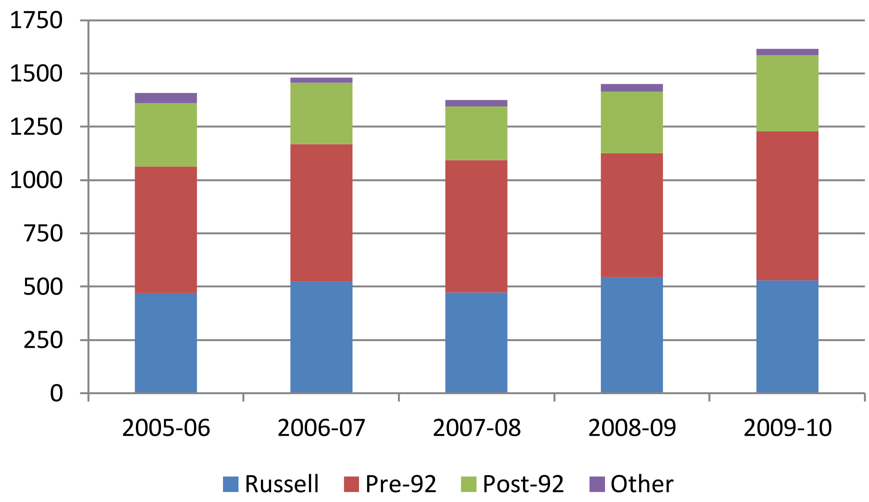
The answers provided by 89 institutions allow the analysis of evolution for a number of countries.

7.1. The United States

After a year of relative decline in 2007-08, the number of students going to the United States in 2009-10 is higher than in any previous year, with an increase of 11% in relation to 2007-08.

The main reason for this increase is a higher number of institutions sending students to this country (73 out of the 89 included in the survey) and the fact that 43 of them sent more students than the year before.

Table 18: UK students going to the United States (years 2005-06 to 2009-10)
(89 institutions)



One of the main groups of potential candidates to go to the United States (or Canada) is the cohort of students enrolled in American Studies degrees. For some of them mobility is compulsory in a 4-year degree structure or optional in a shorter course. According to the HESA records[11], the number of students on such degrees has been reduced by 30%, going from 3,560 in 2004-05 to 2,495 in 2009-10. This implies that a lower number of candidates are available every year and therefore the growth of UK student mobility towards the United States must come from other areas of study. Opportunities to study in the US for students

[11] Available at www.hesa.ac.uk

from other degree programmes have been made possible thanks to new agreements signed by British institutions and to a better promotion of these opportunities.

In 2007-08(the year with the lowest total for this mobility) only 1,376 students went to the US from the 89 institutions answering the survey. Students were from 66 different institutions with eight of them (all from the Russell or Pre-92 groups) sending more than 50 students each. Table 19 shows how the increase since then has happened by groups:

Table 19: Difference in number of students going to the United States between 2007-08 and 2009-10 by groups (89 institutions)

	2007-08	2009-10	Increase
Russell Group	472	529	57
Pre-92	623	701	78
Post-92	252	357	105
Other	29	30	1
TOTAL	1,376	1,617	241

The group of Post-92 universities provide almost half of the total increase thanks to a more active recruitment in recent years and to new institutions sending students. This is a change to the pattern shown at the beginning of the period analysed, when several institutions stopped the mobility towards the United States, possibly when American Studies programmes were closed due to a lack of candidates.

The United States is still the most popular non-European destination and figures could grow further if there was not a strict requirement for reciprocity commonly practiced by US institutions and the financial requirements for obtaining a visa. Only France, Spain and Germany receive more students within Erasmus and those going to the United States represented 41% of the non-European mobility, a percentage that has remained relatively stable in recent years.

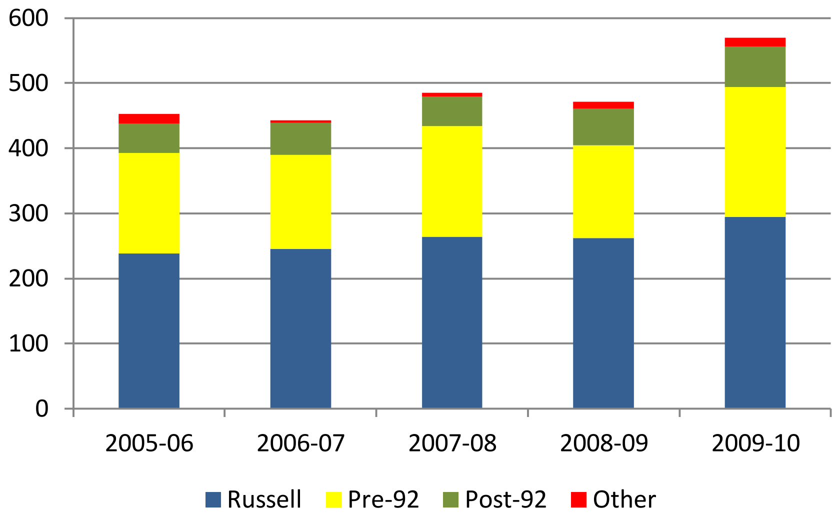
7.2 Canada

Mobility to Canada has grown by 21% in 2009-10, after a slight decline the year before.

The total increase for the last five years has been 26% with only the group of other institutions showing either the same low numbers or no growth over the period.

Canada is a popular destination for students, with 52 institutions sending students in the last three years and 28 of them increasing their numbers in 2009-10. However, it is still predominantly a destination for the Russell and Pre-92 universities, which represent 35 out of the 52 institutions and which send 86.7% of the students. This is an average of 14 students per institution, with one sending 65 students. In comparison, fourteen Post-92 institutions sent students in 2009-10, averaging only 4.4 students each.

Table 20: UK students going to Canada (years 2005-06 to 2009-10)
(89 institutions)



The number of institutions sending students each year provides an interesting pattern of the mobility with Canada, as it oscillates from 12 (in 2005-06) to 15 (in 2009-10) for the Russell Group with half of the institutions sending large groups and the rest ten or fewer students. The Pre-92 group has increased the number of universities sending students, but six of them send more than 10 students each. Large groups of students from some institutions are evidence of long-standing partnerships.

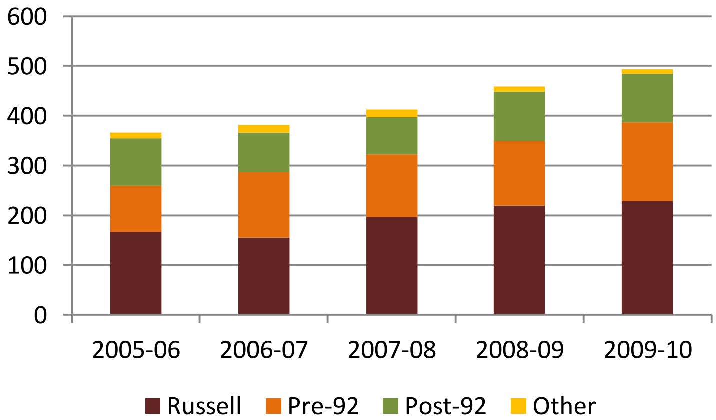
The situation looks different for the Post-92 group. Twenty universities sent students to Canada during the period 2005-06 - 2009-10, but never more than 16 of them sent students in each year and only eight managed to send students in all five years. Two new institutions appeared in the list in 2009-10, but five who sent students in 2008-09 disappeared. The assumption would be that the post-92 group either has lower student numbers in their agreements and/or has a lack of candidates for all the places available.

Only four institutions from the other group sent students to Canada in the last five years and the vast majority was from two Colleges of Art.

7.3 Australia

Australia is the third main non-European destination for UK students. The growth in numbers has been consistently in the region of 10% per year with a total of 55 institutions sending students there in at least one year during the period.

Table 21: UK students going to Australia (years 2005-06 to 2009-10)
(89 institutions)



Most students going to Australia come from the Russell and Pre-92 groups (78%) and the trend has increased since 2005-06, when they represented 70%. The reason for this has been the lack of growth for Post-92 institutions (just one student more after five years) and the rest of the institutions (marginal figures recorded).

A total of 115 students going to Australia in 2009-10 were from only two Russell Group institutions (this figure was only 69 in 2005-06). The growth of the rest of the group has been much slower, going from 98 students in 2005-06 to 113 in 2009-10 with eight universities sending fewer than ten students that year.

On the contrary, Australia has become a more popular destination for the Pre-92 institutions, showing an increase of 73% in five years. One of the reasons for this trend is more universities from this group sending students (from 14 to 22 in the period analysed), with ten of them sending more students in 2009-10 than in the year before.

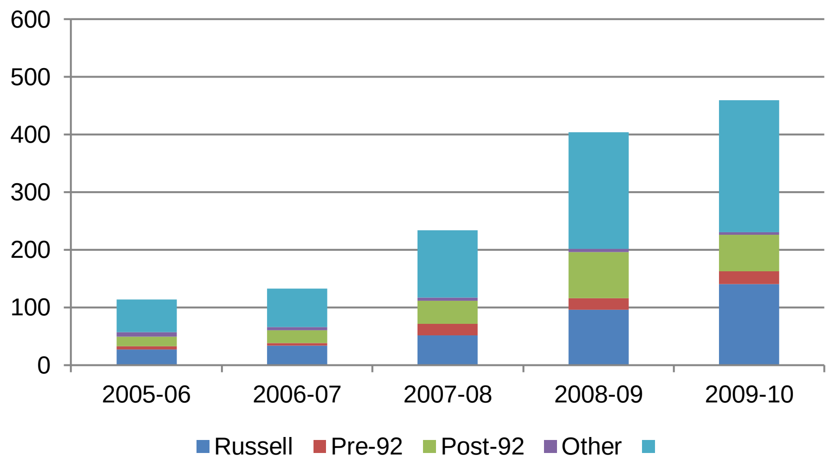
Four institutions from the Post-92 group sent 20 more students over the five years and represented 80% of all students from the group going to Australia. The rest lost 17 students, despite two more institutions sending students in 2009-10. But none of them managed to send more than five students last year.

Small institutions show a constant decline in numbers of students going to Australia, sending only 1.8% of the total in 2009-10, compared to 3% five years ago.

7.4 Japan

The increase of Japanese Studies as a discipline has improved the mobility towards this country in the last five years, with an increase of 405%. Although numbers are not spectacularly high, the total of full-time UG students in Japanese Studies went from 325 in 2001-02 to 680 in 2006-07 and 905 in 2009-10[12]. A total of 16 Higher Education institutions were offering these studies in 2011-12 and two more will join in 2012-13.[13]

Table 22: UK students going to Japan (years 2005-06 to 2009-10) (89 institutions)



Not surprisingly, student mobility is concentrated in a small number of institutions, which represent most of the growth in the five years. Six institutions offering Japanese Studies sent only 21 in 2005-06 but sent 173 students in 2009-10. This increase of 152 students

12 According to data from the HESA website.
13 UCAS website

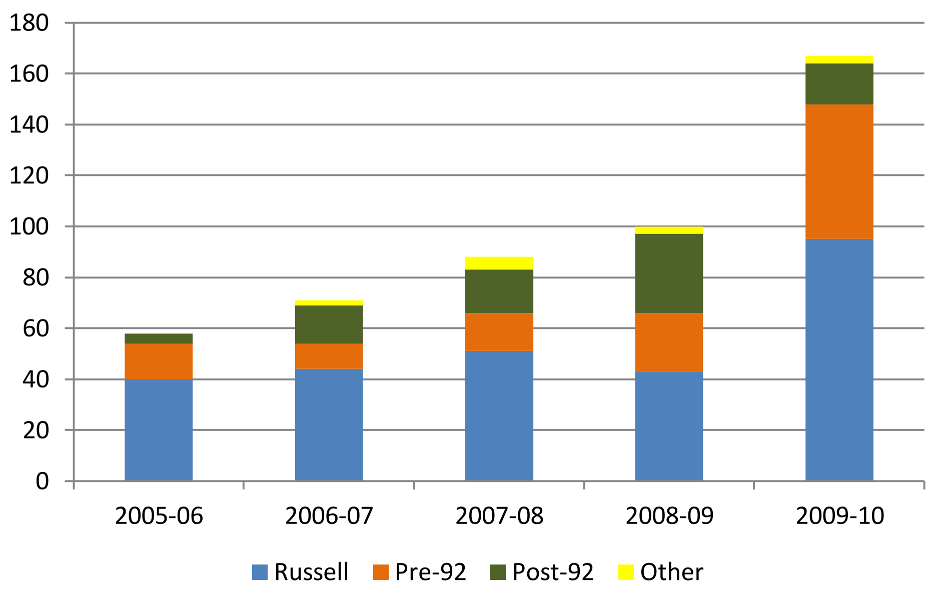
represents 88% of the total increase for the period and would suggest that mobility to Japan is a destination mainly driven by the language. Four of the institutions are from the Russell Group, but two are Post-92 universities, representing 54 students (86% for the total group).

The difficulty of establishing agreements with Japan and sending students there can be seen by the low number of students actually doing it. Apart from the group of six, in 2009-10 only four institutions from the Russell Group, seven from the Pre-92, five of Post-92 and two of others sent students. Five of these were also offering Japanese Studies or Language, implying that 13 institutions sent a total of 28 students in 2009-10. This is just four students more than five years before and implies that all these institutions sent up to three students per year with the only exception of one sending 4 in 2005-06.

7.5 Hong Kong

Hong Kong has become a popular destination for UK students in the last few years, one of the reasons possibly being the tuition in English. An open attitude from Hong Kong institutions towards exchange agreements with British institutions has increased the number of those sending students to that destination; there were 15 institutions in 2005-06 and 33 in 2009-10. Consequently, the number of students has also grown by 287%, a spectacular evolution clearly seen in the last two years, when the number of students went from the 88 to 167.

Table 23: UK students going to Hong Kong (years 2005-06 to 2009-10)
(89 institutions)



The expansion in the number of institutions has been mainly concentrated in the Russell Group and the Pre-92 universities, who were sending almost all of the students going to Hong Kong five years ago. The growth in number has incorporated more institutions, but the biggest volume is still in the two mentioned groups.

The evolution of the number of institutions exchanging students with Hong Kong by groups has been the following:

- Russell Group: 9 institutions and 40 students in 2005-06 and 12 institutions and 95 students in 2009-10.
- Pre-92 universities: 5 institutions and 14 students (2005-06); 20 and 53 (2009-10)
- Post-92 universities: 1 institution and 4 students (2005-06); 7 and 15 (2009-10)
- Other institutions: no exchanges in 2005-06; and 2 students (2009-10)

Twenty-three of the institutions sending students in 2009-10 increased their numbers that year in relation to the previous year. There is no reason to suggest that this progression will stop in future years, although it is unlikely that the growth in the number of institutions sending to Hong Kong will continue.

7.6 Singapore

What was said for Hong Kong applies equally to Singapore in terms of provision of English courses, steady growth in numbers and potential prospect of further increase. However, the main difference is the type of UK institutions exchanging students.

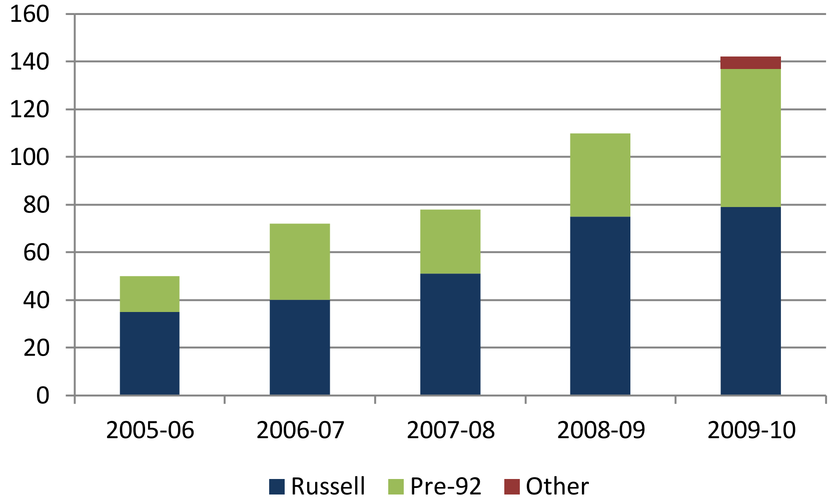
Until 2009-10, when an Art School started an exchange with Singapore, the only institutions reporting actual mobility were from the Russell Group or the Pre-92 universities. Going from 50 students in 2005-06 to 140 in 2009-10 shows that Singapore is an attractive destination and more institutions have been signing agreements for exchange.

Five years ago, a total of 15 institutions were sending students to this country, but nine of them were sending only one or two students. In 2009-10 a total of 25 universities and one School were involved, with ten of them sending one or two students.

Some institutions have increased their numbers quite spectacularly and four of them (two from the Russell Group and two from the Pre-92) sent more than ten students in 2009-10.

Starting from small numbers means that the percentage of increase has been very high (149% in five years), but the absolute numbers show a balanced growth between the two main groups concerned: 44 more students from the Russell Group and 43 from the Pre-92 universities.

Table 24: UK students going to Singapore (years 2005-06 to 2009-10) (89 institutions)



The possible evolution of the exchange with this country depends on the capacity of the current partners to increase the numbers from both sides and a change in the policy of the Singaporean universities to also include more Post-92 or other institutions in exchange agreements.

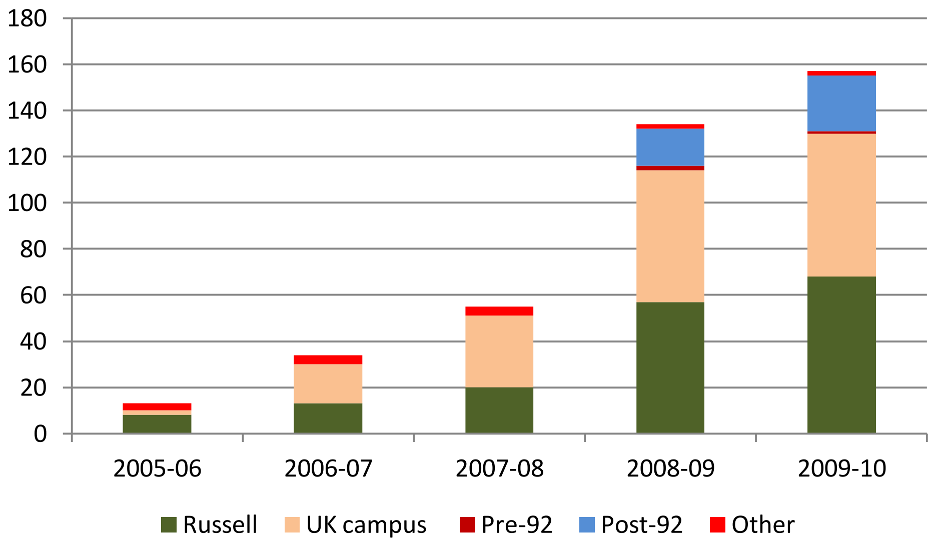
7.7. China

The number of UK students going to China is very much influenced by one institution from the Russell Group sending students to its campus there for a semester. A total of 303 students went to China from 2005-06 to 2009-10 and 169 of them were from one institution, which sent 62 students in 2009-10. Even without taking this particular case into consideration, UK mobility towards China has grown enormously in the last two years, going from 11 students in 2005-06 to 77 in 2008-09 and 95 in 2009-10.

Table 25 shows a peculiar trend for this country, as mobility from Pre-92 is almost non-existent, but it has been growing from Post-92 institutions. Not many institutions have set up an agreement for exchange, as in 2009-10 only three institutions (in addition to the China campus) from the Russell Group, five from the Post-92 and one from the Pre-92 and others sent students there.

Only 15 institutions have sent students to China in the last five years with two sending more than 25 students last year, which represented 63% of the mobility to this country. Adding the China campus, the three institutions were sending 84% of the students.

Table 25: UK students going to China (years 2005-06 to 2009-10)
(89 institutions)



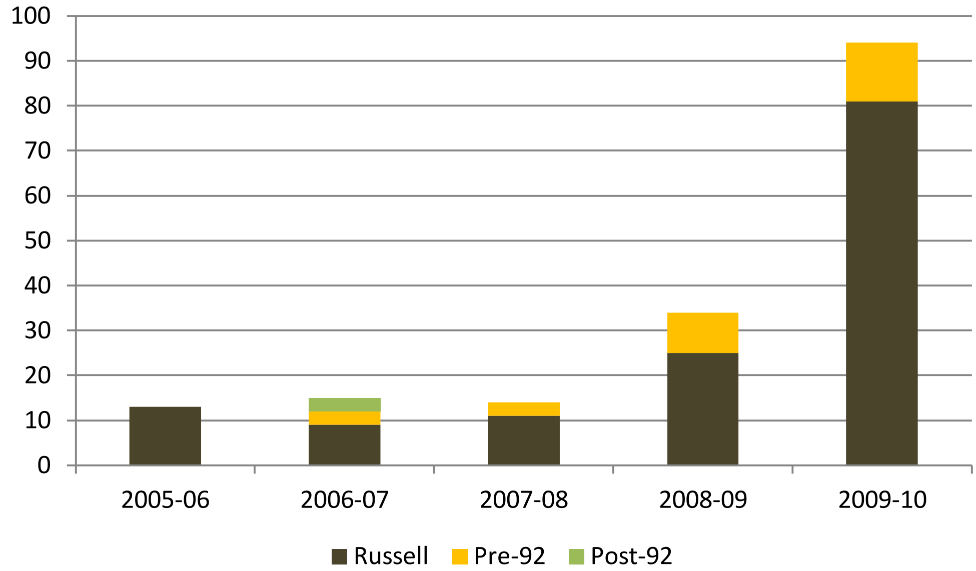
As a consequence, it cannot be said that China has become a popular destination for the UK, as most of the mobility comes from three institutions. However, the number of active agreements has grown, going from five in 2005-06 to 11 in 2009-10 with plenty of scope for further agreements. The presence of 5 Post-92 institutions and the minuscule participation of Pre-92 imply that there are possibilities for growth in the coming years. This would be helped by the growing number of students enrolled in Chinese Studies courses in the UK, which went from 425 in 2003-04 to 820 in 2008-09.

7.8 Russia

Exchanges with Russia have been growing in numbers in the last five years, but their evolution has not followed a regular trend. Only eight institutions have sent students there in this period, but three of these did not send any in 2009-10. Only one institution has been consistently sending more than nine students per year, but two started last year with 17 and 33 students respectively. This would suggest that these institutions have specific courses on Russian language and/or culture.

Table 26 shows a clear dominance of the Russell Group as the origin of students going to the Russian Federation. And this trend has been magnified in the last year when 86% of students were from that group. The only Post-92 institution stopped its mobility in 2006-07.

Table 26: UK students going to Russia (years 2005-06 to 2009-10)
(89 institutions)



All the data mentioned above do not provide a positive outlook for the immediate future. Those institutions sending large groups of students may follow the same evolution, but there is no evidence of an increase from the rest. Numbers could be higher in one year's time due to the activities of the three institutions but it does not look as if many others will start a new cooperation.

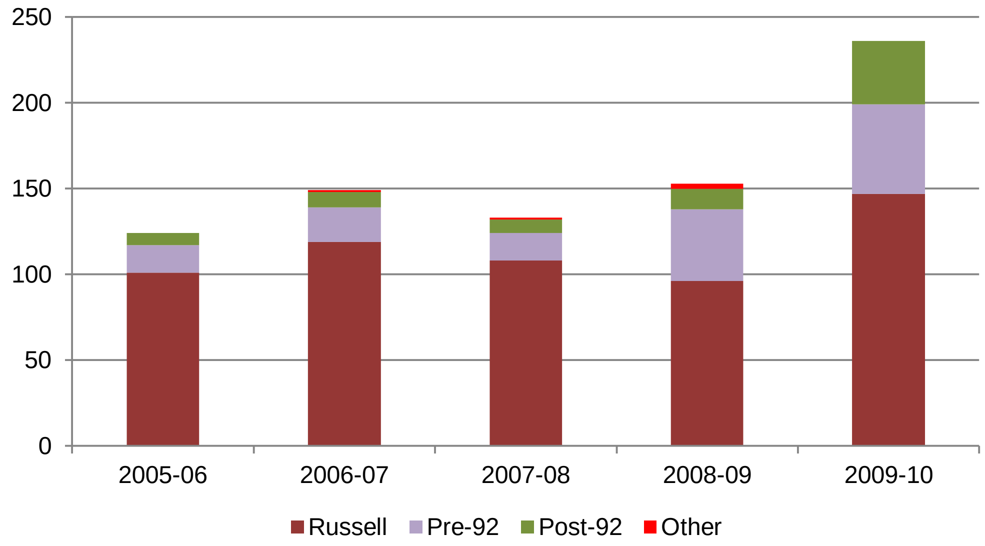
7.9. Latin America

Student mobility towards Latin America has grown much in five years and is not concentrated in only one country. 124 students went to seven different countries in 2005-06 and 236 to 14 different destinations five years later. Those countries with a more advanced Higher Education system, Mexico, Argentina, Chile and Brazil, currently dominate the scene but more countries have been added to the process, mainly during the last year. Due to the high numbers of language students going to the area, (see Chapter 8) at the beginning of the period the vast majority of students (93%) came from the Russell and Pre-92 groups.

Although these two groups still dominate, the percentage has been reduced to 84% by the incorporation of other types of students and the Post-92 institutions.

Twenty-six universities sent students to Latin America in 2009-10; eleven of them were from the Russell Group, eight from the Pre-92 and six from the Post-92. Five years earlier, only 15 institutions were doing so and 12 of them were from the Russell or Pre-92 groups.

Table 27: UK students going to the Latin America by groups of institutions (years 2005-06 to 2009-10) (89 institutions)

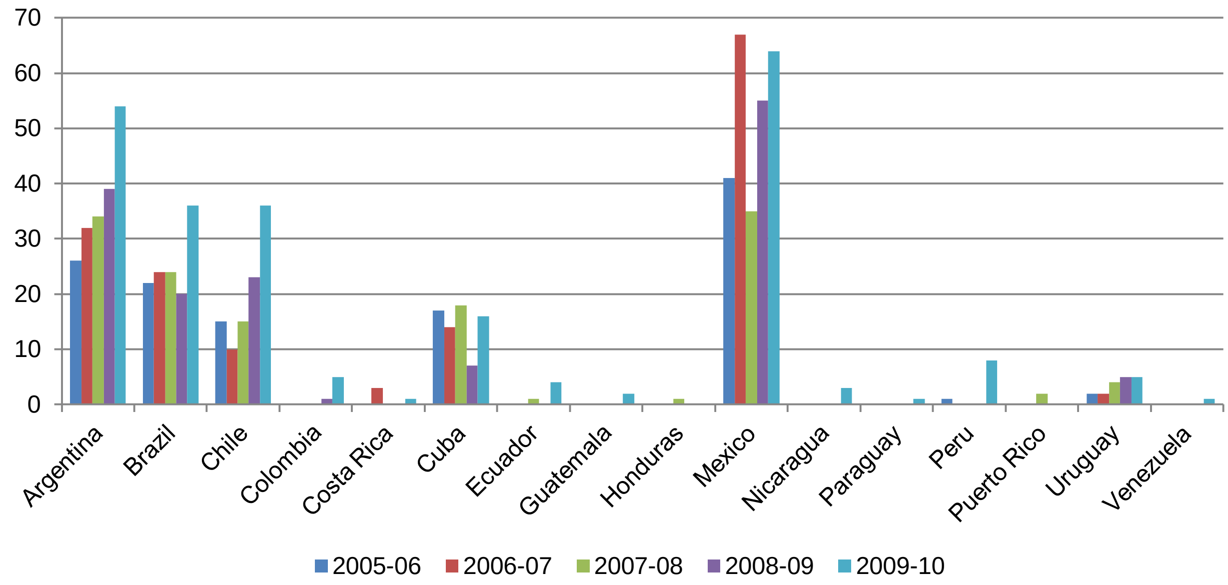


In addition, the growth between 2008-09 and 2009-10 was 54% in only one year, when total growth over the five-year period was 90%. When all Latin American countries are grouped together this area is the fourth largest recipient of students behind the United States, Canada and Australia.

Looking at the destinations by countries, the increase is mainly concentrated in five of them (Mexico, Chile, Argentina, Cuba and Brazil) with an overall increase of 83% in five years. There is certainly potential for further increase in student numbers to other countries in this region.

In 2009-10, the most popular destination in Latin America was Mexico, which received 64 students from the 89 institutions who replied to the survey, followed by Argentina (54) and Brazil and Chile (36 each).

Table 28: UK students going to the Latin America by countries of destination (years 2005-06 to 2009-10) (89 institutions)



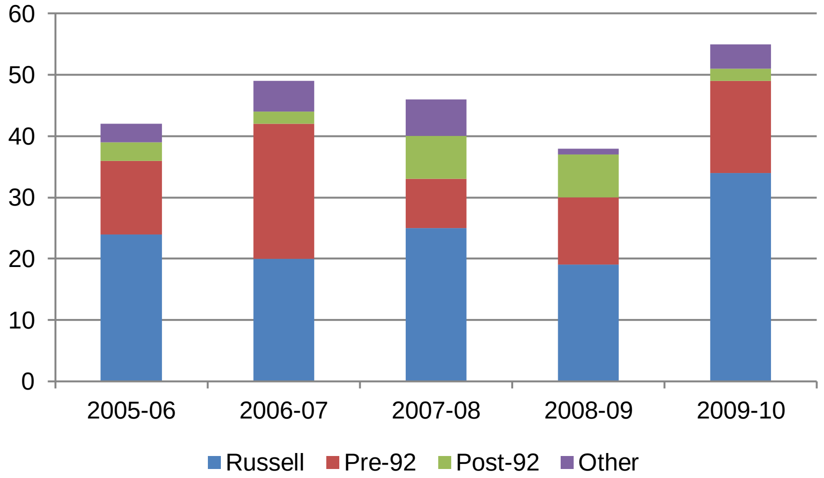
Despite the overall growth experienced in the last year, the trend of mobility has not been consistent over the last five years. 2007-08 and 2008-09 saw a decrease in numbers for the Russell Group (from 119 to 96), although the Pre-92 universities only sent fewer students in the first of the years mentioned, but these increased again one year later. There is no apparent reason for these variable figures.

7.10. New Zealand

New Zealand is the English speaking country which has the lowest mobility from the UK. While other countries have become more attractive for students, New Zealand has seen its total mobility increase over the five years, but with fluctuations during this time - 219 students have been sent in five years. As a consequence, New Zealand was the seventh most popular destination outside Europe in 2005-06 but it was only the tenth in 2009-10.

A quick look at Table 29 immediately shows the irregularity of the trends for all groups of institutions. Twenty five different institutions have sent students to New Zealand in the last five years but only nine managed to do so in every year. Four were sending in the first three years only and only five were added to the list in 2009-10.

Table 29: UK students going to New Zealand (years 2005-06 to 2009-10)
(89 institutions)

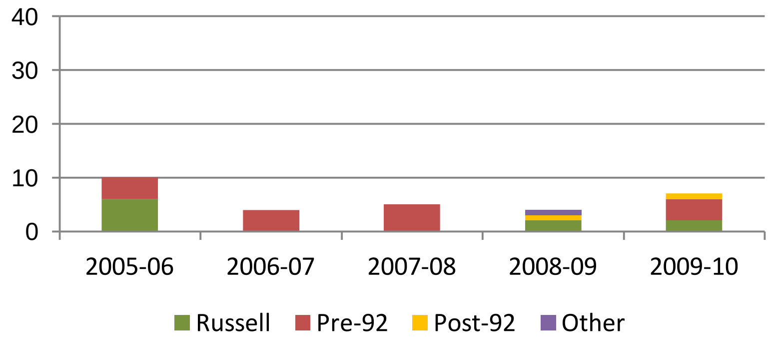


The Russell and Pre-92 groups have been sending the majority of students. However, the percentages had strong oscillations, going from 71.7% in 2007-08 to 89.1% in 2009-10. The number of students from Post-92 universities went from 2 to 7 and stayed at that level for two years, before going back to only 2 students last year. One of the reasons for the low numbers recorded is the fact that 12 out of 19 institutions sending students only sent one or two in 2009-10.

7.11. South Korea

The other main country registering irregular mobility was South Korea, which was the destination for only seven UK students from the 89 institutions in 2009-10. The low numbers do not give much scope for analysis, nor for discerning any major trends. Only five institutions sent students there in the past year and three of these were from the Pre-92 group and one each from the Russell Group and others. Three more universities sent students during the five-year period and each of them was from a different group.

Table 30: UK students going to South Korea (years 2005-06 to 2009-10 (89 institutions)



Not a single university has managed to send at least one student every year and, in total, only 30 UK students have gone to South Korea from the 89 institutions in five years. An optimistic estimation would venture approximately 37 from the entire sector.

Not surprisingly, almost all students going to South Korea are not from the language area and have to rely on courses taught in English at the partner universities: this might explain the low number of students choosing this country as a destination.

7.12. Other countries

A group of 89 institutions represents a large variety of policies and agreements/alliances with countries from all over the world and the list of countries where students are sent reflects this situation. A comparison of the list of 2005-06 to that of 2009-10 shows that, over this time, an additional 24 countries were selected as destinations by UK students, probably as their institutions had signed agreements with partners in these countries.

These countries can be categorised geographically:

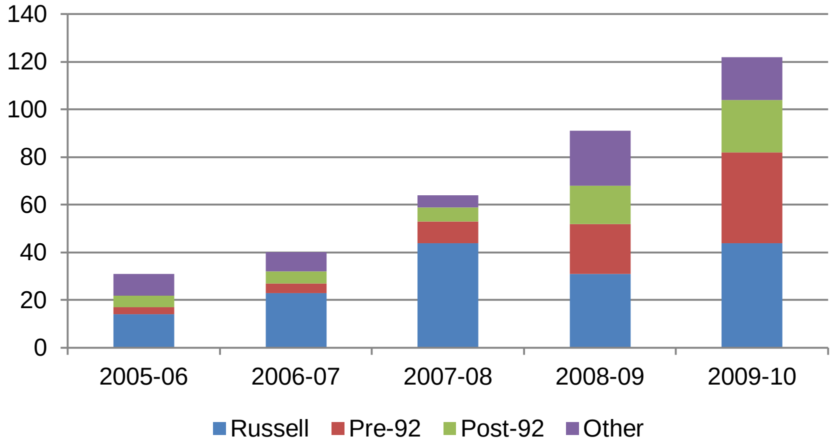
Africa	Botswana, Gambia, Madagascar, Malawi, Mauritius, Senegal, South Africa, Uganda, Zambia
America	Barbados, Martinique
Asia	Cambodia, India, Malaysia, Taiwan, Thailand
Middle East	Egypt, Iran, Israel, Syria
Rest of Europe	Serbia, Ukraine

And, with reference to the types of agreements, four main groups can be seen:

- Agreements for language students, normally implying groups travelling;
- Agreements based on cooperation for development activities;
- Individual initiatives from a faculty or University and
- Branch campus[14]

[14] A UK campus in Malaysia records 69 students in 2009-10 when the rest of the UK institutions only sent 5 students to that country.

Table 31: UK students going to the rest of the world (years 2005-06 to 2009-10)
(89 institutions)



The numbers of students sent to these countries are not yet significant, although some of them have started to grow at a good pace. From 2005-06 to 2009-10 the more relevant changes have been:

- Egypt has gone from 8 to 27 students, although from only four institutions.
- Syria was not in the list in 2005-06 and received 15 students from three institutions last year.
- Gambia and Ghana both had one institution sending groups of students and therefore had an irregular presence in the list.
- Israel had a clear decline in 2007-08, but maintains a level between 9 and 11 students per year.

Nine of the countries mentioned above only received one or two students in 2009-10, which could explain the diversity of countries included in the list. A total of 23 institutions sent students to the countries included in this section; eight were from the Russell Group, seven from the Pre-92, six from the Post-92 and two others. Only five institutions sent students to more than one country in this list, where particular agreements were in place for particular projects/student groups.

The largest increases in the last two years are in Egypt, Syria, Taiwan, Malawi, Cambodia and Ukraine; with the last four having appeared in the list only in 2009-10.

7.13. Results of all non-European mobility

Table 32 shows the total mobility to non-Erasmus destinations over the past five years according to the data provided by 89 institutions.

Table 32: UK students going to non-Erasmus destinations (years 2005-06 to 2009-10) (89 institutions)

		2005-06	20076-07	2007-08	2008-09	2009-10	TOTAL
1	United States	1,408	1,482	1,376	1,451	1,617	7,334
2	Canada	453	443	485	471	570	2,422
3	Australia	366	382	412	459	493	2,112
4	Japan	57	66	117	202	230	672
5	Hong Kong	58	71	88	100	167	484
6	Singapore	50	72	78	110	142	452
7	China *	13	34	55	134	157	393
8	Mexico	41	67	35	55	64	262
9	New Zealand	42	49	46	38	55	230
10	Malaysia **	19	19	40	54	74	206
11	Argentina	26	32	34	39	54	185
12	Russian Federation	13	18	14	34	94	173
13	Brazil	22	24	24	20	36	126
14	Chile	15	10	15	23	36	99
15	Egypt	8	8	17	37	27	97
16	Cuba	17	14	18	7	16	72
17	Israel	9	10	11	1	9	40
18	Gambia	1	2	4	18	10	35
19	Ghana	15	10	8	0	0	33
20	South Korea	10	4	5	4	7	30
21	Syria	0	0	0	6	15	21
22	South Africa	5	3	3	0	7	18
23=	Uruguay	2	2	4	5	5	18
23=	India	1	1	1	7	6	16
25	Iran	2	3	1	3	3	12
26	Taiwan	0	0	0	3	7	10
27=	Malawi	0	0	0	1	7	8
27=	Thailand	0	0	1	1	6	8
27=	Uganda	2	2	0	2	2	8
30=	Colombia	0	0	0	1	5	6
30=	Zambia	2	0	0	2	2	6
32	Ecuador	0	0	1	0	4	5
33=	Cambodia	0	0	0	0	4	4
33=	Costa Rica	0	3	0	0	1	4
33=	Ukraine	0	0	0	0	4	4
36=	Dubai	0	1	2	0	0	3
36=	Nicaragua	0	0	0	0	3	3
38=	Guatemala	0	0	0	0	2	2
38=	Martinique	0	0	0	0	2	2
38=	Mauritius	0	0	0	1	1	2
38=	Paraguay	0	0	0	0	2	2
38=	Puerto Rico	0	0	2	0	0	2
38=	Venezuela	0	0	0	0	2	2
44=	Barbados	0	0	0	0	1	1
44=	Botswana	1	0	0	0	0	1
44=	Honduras	0	0	1	0	0	1
44=	Madagascar	0	0	0	0	1	1
44=	Monaco	0	0	1	0	0	1
44=	Mozambique	0	0	0	1	0	1
44=	Palestine	0	0	1	0	0	1
44=	Peru	1	0	0	0	0	1
44=	Senegal	0	0	0	0	1	1
44=	Serbia	0	0	0	0	1	1
44=	Sudan	0	0	0	0	1	1
54	**TOTAL**	**2,659**	**2,832**	**2,900**	**3,290**	**3,953**	**15,634**

*   169 going to a UK branch campus
** 197 going to a UK branch campus

Fifty-four countries are listed. The United States is the most popular destination (46.7% of students) for non-Erasmus mobility over the last five years, followed by Canada (15.5%) and Australia (13.5%). There is then a clear gap to the fourth most popular destination.

The exact type of mobility taking place with some of the countries (e.g. Cuba, Syria and most of the African countries) is unclear, as the numbers appear to refer to cohorts rather than individual student mobility. For example, it is doubtful whether British institutions sent 32 students to Sub-Sahara Africa in 2009-10 on exchanges organised by the universities; these seem more likely to be more voluntary activities or other forms of mobility.

7. LANGUAGE IN STUDENT MOBILITY

One of the main barriers for student mobility in the United Kingdom is the low level of languages shown by Higher Education students. This has been the subject of discussion in much of the literature produced in recent years. Summarising the debate, King and Findlay (2010[15]) state that

> *"…Credit mobility is mainly to Europe, especially via the Erasmus programme, and to North America. A decade-long decline in UK outward Erasmus mobility between the mid-1990s and the mid-2000s has recently reversed, mainly due to the introduction of the work placement scheme. Language and finance are major obstacles for UK students contemplating mobility abroad. Hence the trends, for both credit and degree mobility, are increasingly to Anglophone destinations… (p. 2)"*

The same authors synthesise recent trends seen when looking at the field of study followed by students

> *Second, there was a general shift of mobility away from the language-degree year-abroad model (especially where language enrolments had fallen or the degree programmes themselves had been discontinued) in favour of non-language mobility, which was more popular in the humanities and social sciences than in the sciences, engineering or medicine (partly due to curricular and accreditation reasons). (p.17)*

However, the distribution of Erasmus students does not show such strict patterns as described here and has fluctuated and been impacted upon by the number of students in languages, as well as by students from other disciplines. In 2001-02, 35.9% of students going abroad with Erasmus were coded as 'language students' according to the classification used by Brussels[16] and two years later this figure was 41%. These

---

[15] King, R.-Findlay, A.: *International student mobility literature review.* HEFCE, November 2010, p. 2

[16] The traditional table where Languages where under the epigraph 09.0 in a list of 17 has been recently changed to the ISCTED table where the fields are more defined and the division is made over one hundred epigraphs.

percentages did not include students with a language component in their degree (e.g. in Business Studies and other degrees).

The inclusion of work placements in Erasmus has changed the proportions in the last three years, as a high proportion of students are Language Assistants and thus eligible to be counted as work placements. This has given more opportunities to language students, who represented almost 50% of the total Erasmus mobility, but has not negatively impacted upon the growth in the number of non-language students going to Europe.

Table 33: Non-language Erasmus students from 2001-02 to 2009-10

Year	Non-language students
2001-02	5,435
2003-04	4,670
2005-06	4,288
2007-08	5,331
2009-10	5,982

In the paragraphs mentioned above, Russell and Findlay attribute the decrease in European mobility mainly to the overall decrease in the number of language students. The evolution of mobility shows such significant decline until the mid-2000s, but not in later years. Language students represented 3,314 Erasmus students in 1997-98, 3,260 in 2000-01 and 2,877 in 2003-04, a reduction of 13.2% in six years. These figures do not include Business Studies with Languages, for which no data is available: however, Business student numbers did decline over this period, going from 2,656 in 1997-98 to 1,334 in 2003-04.

More recent figures show a change in the trend, despite the lower number of enrolments for language degrees. When considering only students from language degrees going to Europe for a Study Period, the data for 2007-08 and 2008-09 show a similar level to that of 2000-01 and the numbers still seem to be growing.

No historical data is available for non-European mobility, but the survey included a question referring to language students going abroad. Using the responses to this question, the situation in 2009-10 can be discerned and estimates made for the previous five years.

Table 34 includes the number of students from language degrees and estimates the results for 2005-06 based on the percentage represented in each country or area four years later. The assumption is made that these are not likely to have changed dramatically, as students would come from similar institutions and degrees.

Table 34: Language students by destination country/area (estimation)

Destination	**2005-06**			**2009-10**		
	Language students	Non-language Students	% language students	Language students	Non-language Students	% language students
ERASMUS	2,947	4,288	40.7	5,742	5,982	49.0
Russia	15	1	93.6	110	8	93.6
Latin America	132	23	85.1	243	42	85.1
Middle East	18	3	84.7	63	11	84.7
China	13	3	82.2	161	35	82.2
Japan	57	14	80.1	231	58	80.1
South Korea	2	11	14.3	1	7	14.3
Canada	17	549	3.0	21	692	3.0
Malaysia	1	23	2.7	3	90	2.7
Hong Kong	0	73	0.6	1	218	0.6
United States	9	1,751	0.5	10	2,011	0.5
Australia	0	445	0.0	0	616	0.0
Singapore	0	63	0.0	0	175	0.0
New Zealand	0	53	0.0	0	71	0.0
Others	17	19	48.0	15	16	48.0
TOTAL	3,228	7,319	44.1	6,601	10,032	39.7

The results clearly show that student mobility is driven by language courses for some areas or countries, such as Russia, Latin America, the Middle East, China or Japan. Using the data in Table 34 a distinction between destinations teaching in English or in their national languages can be made. The first group could include some countries in Europe (see Chapter 5), the United States, most of Canada, Malaysia, Hong Kong, Australia, Singapore and New Zealand, in addition to other smaller choices.

Non-English speaking countries are the destination for both language and non-language students. As a consequence, two different issues have to be considered: how many of the outgoing students are from language degrees, as shown in Table 34 and how many go to destinations where the tuition is in English. Unfortunately, information about the language of tuition in all countries and destinations in Europe is not available and the results are not as accurate as they should be.

9. LANGUAGE ASSISTANTS

For a number of years, the British Council has been offering the opportunity to work as a Language Assistant in eighteen different countries: eight in Europe, five in Latin America, plus China, Canada, Russia, Senegal and Tunisia. There are two types of eligible candidates: undergraduates on a language degree course fulfilling the year abroad requirement or an undergraduate or recent graduate of any discipline. Most of the candidates selected come from language degrees.[17]

Table 35: Language Assistants by countries (from 2005-06 to 2009-10)

	2005-06	2006-07	2007-08	2008-09	2009-10	TOTAL
Austria*	99	101	73	80	92	445
Belgium*	4	3	5	5	5	22
France*	798	895	907	830	922	4,352
Germany*	321	287	294	283	317	1,502
Italy*	43	46	48	48	48	233
Spain*	366	421	434	426	496	2,143
Canada	26	16	19	22	23	106
China	0	0	37	0	0	37
Switzerland	6	8	5	9	8	36
Latin America	76	76	80	69	98	399
Russia	4	5	4	0	0	13
Senegal	3	2	2	3	1	11
Tunisia	2	0	0	0	0	2
TOTAL	1,748	1,860	1,908	1,775	2,010	9,301

*Eligible for an Erasmus grant if fulfilling its requirements

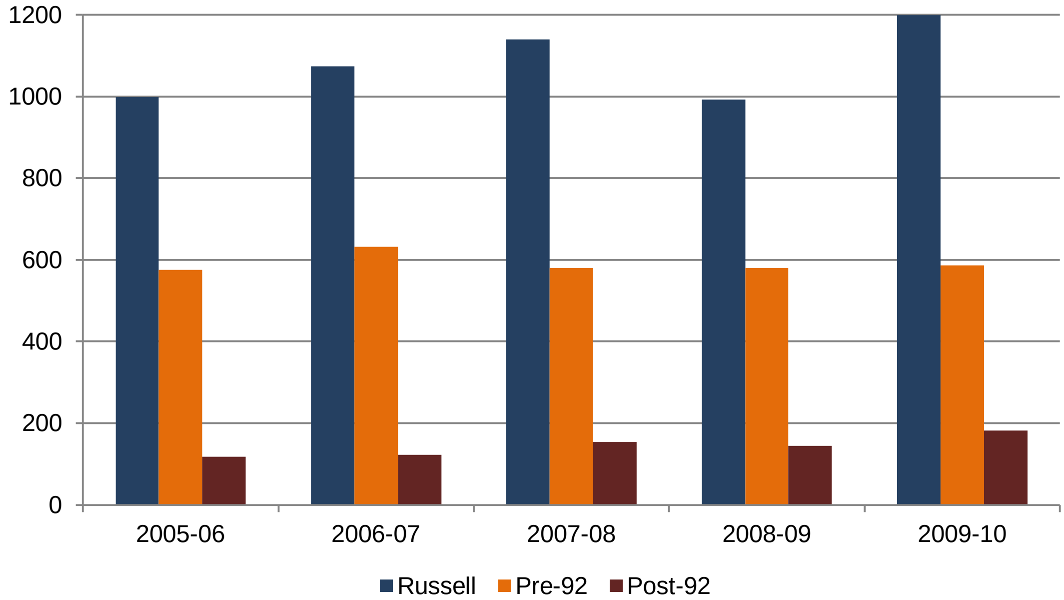
[17] Information about the scheme can be seen at http://www.britishcouncil.org/languageassistants

In 2007, when work placements were integrated in Erasmus, it was decided that Language Assistants qualifying for an Erasmus grant would also be part of the programme and receive a grant as work placement students. About 80% of candidates applying are second year undergraduates who are eligible for the grant and the fee-waiver. This means that every year, about 77% of allocated places go to students receiving the European grant.[18]

More than 9,000 students have benefitted from the scheme in the last five years with more places available for students than have been taken up by eligible candidates. Even before the assistants were offered the opportunity of an Erasmus grant, the vast majority were going to Europe and, in fact, the proportion has not changed in the last three years and has always been over 92% of the total.

With the majority of students going to Europe, the distribution of assistants by groups of universities follows a similar pattern to Erasmus mobility and to the pattern of students in language degrees across the UK HE sector.

Table 36: Distribution of Language Assistants by types of universities (from 2005-06 to 2009-10)



Small and specialist institutions have not been involved in the scheme. Among the others, the Russell and Pre-92 groups have had no less than 90% of assistants all years, although the number of those coming from the Post-92 universities is increasing every year and, from a small scale, has grown by 55% during the period.

[18] Data provided by the British Council

10. OTHER GROUPS

The other two new groups, Switzerland and Comenius Assistants, are included in the report but only currently represent approximately 200 students every year.

10.1. Switzerland

Since 1996-97 Switzerland has not been directly involved in the Erasmus programme. At the time, the Federal Government decided to stop its' financial contribution to the programme and replace it by funding both outgoing and incoming mobility from and to the country.

Switzerland is joining Erasmus again in 2011-12, but during the last fifteen years it has followed similar regulations to the European programme. This means that Swiss institutions have been signing bilateral agreements with other countries and that student applications for mobility have been referred to the Ministry for approval and payment.
The figures would suggest that this system has limited student mobility and, in the case of the UK, has left numbers well below what could have been expected.

Table 37: Student mobility with Switzerland (from 2005-06 to 2009-10)[19]

In the last nine years, the outgoing student mobility to Switzerland has been low with the highest numbers registered in 2007-08 (104 students) and no noteworthy trends. The pattern of incoming mobility is different; this showed growth until 2007-08 and then a slow decline. What will happen in the future is unpredictable, as this will depend on the new bilateral agreements, but there is unlikely to be a significant increase in the numbers in the short term.

[19] Data obtained from the website of the Rectors' Conference of the Swiss Confederation available at: http://www.crus.ch/information-programmes/etudier-en-suisse/mobilite/erasmus/rapports.html?L=1

10.2. <u>Comenius Assistants</u>

Comenius Assistants is another type of student mobility funded by the European Commission. Candidates have to apply to the British Council for a teacher training period in a school in another country of the Erasmus area.

The volume of grants awarded every year is not very high and details provided by the British Council show that origin and destination of the assistants have a similar distribution of the rest of the European mobility. Only the figures for the last three years (from 2007-08 to 2009-10) are available for this report[20] and, although these have grown in the last two years, it has not represented a main opportunity for student mobility, going only from 96 grants in 2006-07 to 121 in 2009-10. France (with an average of 32.3% of assistants in the three years), Spain (24.7%), Italy (10.6%) and Germany (7.6%) represent 75% of the total, which means that the other 19 countries received less than 20 assistants for the total of the three years.

Two-thirds of the assistants were from the Russell Group and 27% from the Pre-92 universities with only 5% from the Post-92 institutions.[21]

11. ESTIMATION OF UK STUDENT 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) are complemented by a calculation of the non-European mobility based on the results of the survey made to UK Higher Education institutions. The 89 institutions which provided the data account for approximately 80% of the total student mobility in the programme across all the years and, consequently, should represent a similar percentage for non-European mobility as an average. The vast 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 reliable. There are slight fluctuations in the total percentage of 80% throughout the years, but this percentage has been used as the norm for these estimations for reasons of ease and clarity.

Table 38 summarises the estimation of the mobility to non-European destinations after the calculations made to the data from Table 32.

[20] At http://www.britishcouncil.org/comenius-erasmus-final-activity-report-2010.pdf
[21] Figures for 2010-11, already available, show an increase in the number of assistants from Post-92 institutions.

Table 38: Estimation of non-European mobility by countries (years 2005-06 to 2009-10)
(All UK institutions)

	Country	2005-06	2006-07	2007-08	2008-09	2009-10	TOTAL
1	United States	1,760	1,853	1,720	1,814	2,021	9,168
2	Canada	566	554	606	589	713	3,028
3	Australia	458	478	515	574	616	2,641
4	Japan	71	83	146	253	288	841
5	Hong Kong	73	89	110	125	209	606
6	Singapore	63	90	98	138	178	567
7	China	16	38	61	153	177	445
8	Mexico	51	84	44	69	80	328
9	New Zealand	53	61	58	48	69	289
10	Argentina	33	40	43	49	68	233
11	Russian Federation	16	23	18	43	118	218
12	Malaysia	19	19	40	55	75	208
13	Brazil	28	30	30	25	45	158
14	Chile	19	13	19	29	45	125
15	Egypt	10	10	21	46	34	121
16	Cuba	21	18	23	9	20	91
17	Israel	11	13	14	1	11	50
18	Gambia	1	3	5	23	13	45
19	Ghana	19	13	10	0	0	42
20	South Korea	13	5	6	5	9	38
21	Syria	0	0	0	8	19	27
22=	South Africa	6	4	4	0	9	23
22=	Uruguay	3	3	5	6	6	23
24	India	1	1	1	9	8	20
25	Iran	3	4	1	4	4	16
26	Taiwan	0	0	0	4	9	13
27	Uganda	3	3	0	3	3	12
28=	Malawi	0	0	0	1	9	10
28=	Thailand	0	0	1	1	8	10
30	Zambia	3	0	0	3	3	9
31	Colombia	0	0	0	1	6	7
32	Ecuador	0	0	1	0	5	6
	Other	3	5	9	5	32	54
	TOTAL	**3,323**	**3,537**	**3,609**	**4,093**	**4,910**	**19,472**

Consequently, an arithmetic calculation has been used by assuming that the mobility recorded for each country would represent 80% of the actual total mobility. Only two exceptions have been made to this rule, for China and Malaysia due to the high number of students sent by one institution to its branch campus every year, thus skewing the overall results. Actual figures have been considered for this institution and then added to the extrapolation made for the rest of institutions sending students to China and Malaysia.

The number of students going to non-European destinations is based on 89 institutions this year, seven more than in 2010, which hopefully makes data more accurate and reliable. At this level of response to the survey, the final results do not differ excessively. The difference between the estimations made in 2010 and 2011 is less than 50 students for all years included.[22]

Table 39 shows the estimated total number of UK students going abroad in the last five years, when the above adjustments have been made.

Table 39: Estimation of UK student mobility from 2005-06 to 2009-10

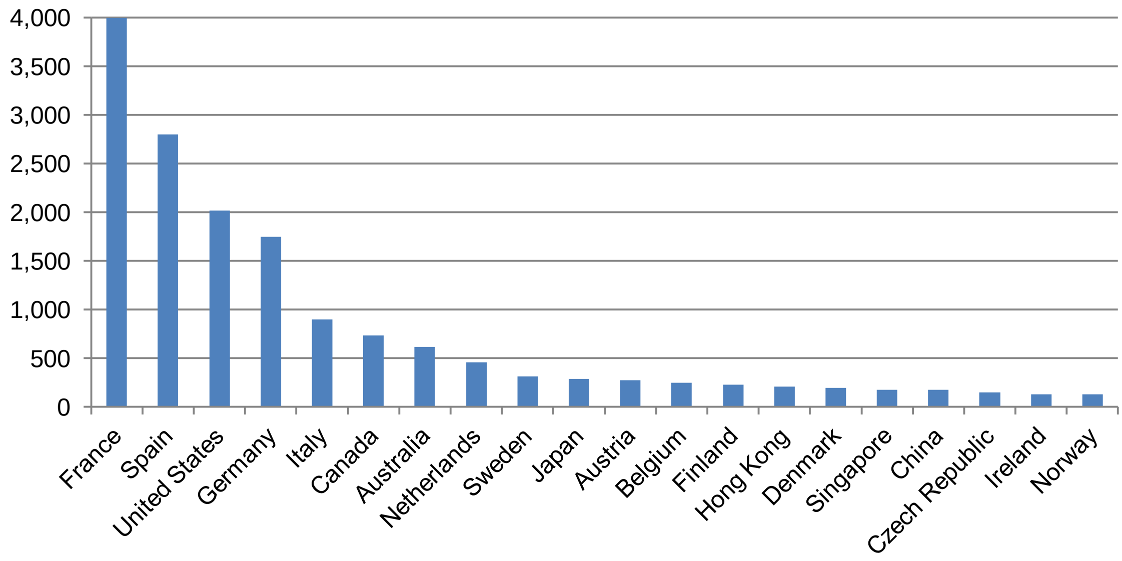
	Erasmus Study periods	Erasmus Work Placement	Switzerland	Non-European mobility	Language Assistants (non-Erasmus)	Comenius Assistants	TOTAL UK MOBILITY
2005-06	7,124	n.a	97	3,323	1,748	n.a.	**12,292**
2006-07	7,235	n.a	87	3,577	1,860	96	**12,833**
2007-08	7,525	2,726	104	3,609	435	78	**14,477**
2008-09	7,428	3,399	99	4,093	410	137	**15,566**
2009-10	8,053	3,670	100	4,910	460	121	**17,314**

Table 40 shows a revised estimation of the more popular destinations for UK student mobility.

[22] The current estimation represents 50 students more for 2005-06, 48 for 2006-07, 39 for 2007-08 and 34 for 2008-09.

Four countries (France, Spain, the United States and Germany) are clearly the most popular destinations, comprising 63.4% of the students going abroad in 2009-10. There have been no real changes to that in recent years, other than an increase in the number of those going to European countries thanks to the Erasmus Work Placements. This also means that the top destinations have not changed from the years covered by the previous reports

Table 40: Estimation of the top destinations for UK student mobility in 2009-10



Nine of the top ten countries have been the same since 2003-04, according to the data compiled for the three reports in this series. Only Finland has been replaced as the 10th destination in the last year and Spain and the United States changed their position in 2006-07, but the introduction of work placements in Erasmus has returned Spain to second place. The stability in the ranking suggests a quite established system for mobility, with constant partnerships and opportunities for students. Obviously there are fluctuations from year to year and student preferences may change but overall it would appear that the patterns of mobility from the past eight years will continue into the future.

12. CONCLUSIONS

The main conclusion of this report has to be that UK outgoing student mobility has grown again in 2009-10, as it has done in the last five years. A total increase of 11% for that year is part of a positive trend of an overall 41% growth since 2005-06. The different components of student mobility have helped this growth, but it is important to note that the number of

Erasmus students grew by 8% last year, whereas non-European mobility reached a 20% increase in the same period.

Data for this report was obtained from official statistics provided by the Agencies managing the European initiatives, but also from the contribution of the surveyed institutions. Their data on non-European mobility is not currently collated anywhere else.

The analysis of the data shows a clear preponderance of the Russell and Pre-92 groups, which represent over 70% of the total mobility and which not only maintain, but also steadily increase, their mobility numbers. The Post-92 group shows a more irregular trend, although its growth is also noteworthy in recent years. Not much can be said about the rest of the institutions, as they are too fragmented to have a joint evolution and a significant number of institutions still have very little mobility.

Language has traditionally been the mainstream field of study for mobility, especially in four-year degrees with a compulsory mobility component. However, other discipline areas are showing a healthy growth in all types of institutions and especially in the Post-92 institutions, where languages have a less relevant role. In addition, language students do not make up the majority for mobility to English speaking countries, another area which is experiencing growth.

Finally, work placements have appeared in the last three years as an attractive opportunity for students in all fields. Unfortunately, they are currently only limited to Europe under Erasmus, but this has not stopped their increasing role.

Overall, it would appear that whichever criteria are used to analyse outgoing student mobility, the outcome is positive. The growth in mobility (in whatever form) contradicts the perception of UK students not travelling, which has been prevalent in recent years. Furthermore, it would appear that student mobility is not confined solely to language students or to students seeking to study where English is the language of tuition. That 'student mobility' is also solely concerned with the recruitment of international students (as the section devoted to the United Kingdom at the recently published report for the European Commission suggests) [23] is also refuted by the evidence presented in this report. Let's hope this positive trend is not negatively influenced by the introduction of the new fees, or by an eventual cancellation of the Erasmus fee-waiver, both of which could discourage many students from going abroad.

[23] *'Mapping mobility in European higher education'* (DG EAC, June 2011) available at: http://ec.europa.eu/education/erasmus/doc922_en.htm