Outward student mobility in the United Kingdom between 2006-07 and 2010-11. Growth in times of crisis

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December 2012

INDEX

FOREWORD

For the fourth time in a row, this report quantifies the number of students going abroad from the United Kingdom. This edition covers the data corresponding to the 2010-11 year, with references to the four previous years. As in previous reports, institutions were asked to provide the data of their non-European mobility, this was then added to the Erasmus mobility and other initiatives. Three main mailing lists were used: HEURO (the Association of UK Higher Education European Officers), BUTEX (British Universities Transatlantic Exchange Association) and ETT (Erasmus, Tempus Talk) managed by the British Council. Institutions were asked to provide the data for the last five years or, in the case of those that were already included in the previous report, the figures for 2010-11.

The current edition has been very successful so far in getting the figures from the higher education sector. A total of 109 institutions replied to the request and they can only be warmly thanked for sharing their data and taking the time to prepare the table with the figures. They represent 20 institutions more than in the previous year and almost double those answering in 2009. With their contribution, figures and estimates are much more accurate and reliable, although they still do not reach 100% of the UK outward mobility. However, the 109 institutions included in this edition of the report represent the vast majority of the institutions sending more students abroad, including 84% of the Erasmus outgoing mobility. This should make the data in this report more relevant.

This gratitude to the institutions has to be also extended to others colleagues from the British Council who were generous with their time and data. Gary Shiells, from the Comenius, British Council Scotland, and Talin Chakmakjian, from the Language Assistants team at the British Council provided institutional data for their programmes, but special thanks have to be given to David Hibler and Lorna Williams, from the UK Erasmus National Agency, who facilitated access to the non-personal data of Erasmus students, which allowed a much deeper analysis of this type of mobility.

1. INSTITUTIONS INCLUDED IN THE REPORT

As in previous reports, the institutions included in the report have been classified according to the main groups in order to make comparisons. The classification corresponds to the situation at the end of the 2010-11 academic year and does not, therefore, include any changes made since then.

Institutions included in the report by university group

RUSSELL GROUP (18 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 Liverpool
University of Manchester
University of Nottingham
University of Oxford
University of Sheffield
University of Warwick

PRE-92 INSTITUTIONS (33)
Aberystwyth University
Bangor University
Brunel University
City University London
Cranfield University
Heriot Watt University
Loughborough University
Queen Mary, University of London
Royal Holloway, University of London
School of Pharmacy, University of London (*)
St George's, University of London (*)
Swansea University
University of Aberdeen (*)
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 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 (*)
University of York

POST-92 INSTITUTIONS (34)
Anglia Ruskin University
Bournemouth 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 Central Lancashire
University of Chester (*)
University of Chichester
University of East London (*)
University of Greenwich
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) (24)
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
Havering College of Further and Higher Education (*)
Heythrop College
Leeds Trinity University College
Llandrillo College (*)
New College Nottingham (*)
Newman University College (**)
North West Regional College
Regent's College (*)
Royal Agricultural College
Royal College of Music
Royal Conservatoire of Scotland (*)
St Mary's University College, Belfast (*)
Stranmillis University College
University College Falmouth (*)
University College Plymouth St Mark and St John (*)
University for the Creative Arts

(*) Institutions included in the report for the first time
(**) Data referring to 2009-10 due to lack of response in 2011.

2. THE ORIGIN OF THE DATA

Institutions were asked to provide the data for outward mobility by countries in the last five years (or for 2010-11 academic year for those institutions who had already provided the data for previous reports). The data obtained has been used for the chapters relating to non-European mobility and is the base for the estimates made of the total number of students going abroad.

Erasmus data has been provided by the UK Erasmus National Agency and, for the first time, this data not only gave the institutional performance, but also included the individual entries (with personal data deleted) provided in the final reports submitted by all UK institutions in July 2011. It has been possible to discern the actual mobility of students, which is often confusing due to multiple mobility periods. In such a way, a distinction has been made between total mobility (as recorded in all European data) and real mobility with the actual number of students who went abroad with Erasmus. Figures for Comenius Assistants and Language Assistants were provided by the respective units at the British Council responsible for these activities.

Due to the availability of more detailed data on Erasmus individual students, the section devoted to this programme is much longer and more detailed than in previous years, as it is now possible to analyse aspects such as the gender of students, the type of degree they were enrolled in, the influence of courses including languages, the geographical origin of students or the languages of the exchanges, among others.

Despite the increase in reliability of the data, some difficulties still remain in the making of the report. Especially relevant are: the dispersion of the information at many institutions, due to different offices or Faculties dealing with mobility; and the lack of a reliable source of information from the HESA return, as it does not collect the real figures for UK outward students mobility.

3. WHAT DO THE RESPONSES TO THE SURVEY REPRESENT?

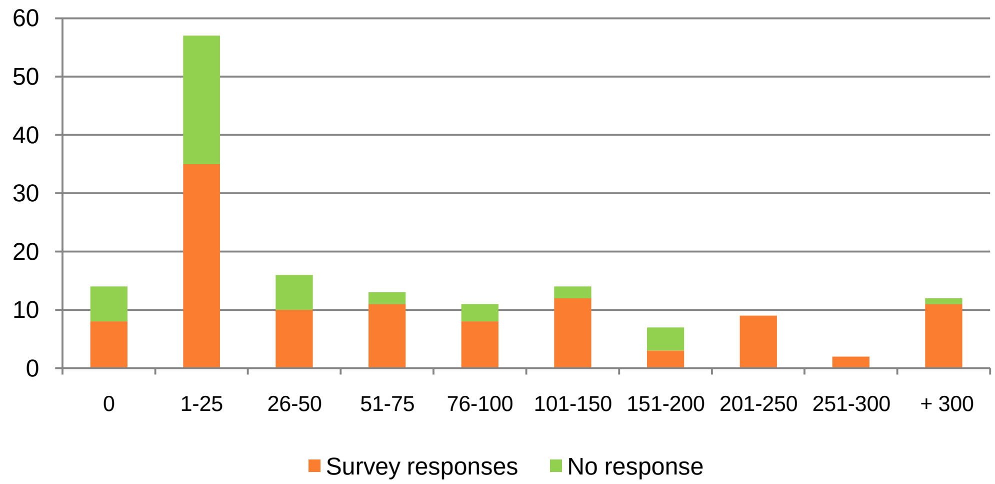
Getting responses from 109 institutions represents the highest number of institutions involved for this type of report. It means that 72% of the institutions sending students with Erasmus are represented in the report and 84% of the total mobility in 2010-11. Only one of the twenty institutions sending the most students with Erasmus is not included in the report and only six out of the top forty ones. Seven of the institutions who responded to the survey had no mobility at all, but are also included in the report.

TABLE 1: Student mobility at the institutions answering the survey in 2010-11

	Institutions in Erasmus	Institutions answering the survey	% answers received	Erasmus students	Erasmus mobility survey (A)	% total survey[1]	Non-European mobility (B)	TOTAL MOBILITY (A + B)
Russell	20	18	90.00	5,610	5,247	93.53	2,106	7,353
Pre-92	36	33	91.67	4,107	3,411	83.05	1,449	4,860
Post-92	57	34	59.65	2,573	1,857	72.17	1,003	2,860
Others	29	17	58.62	543	316	58.20	247	563
Others (no mobility)	0	7		0	0	0	0	0
TOTAL	142	109	76.76	12,833	10.831	84.40	4,805	15,636

Table 2 shows the volume of Erasmus mobility represented by the survey compared with the whole country.

TABLE 2: Number of institutions included in the report according to the number of Erasmus outgoing students in 2010-11



The lowest level of responses corresponds to the institutions sending fewer than 100 students with 65% of them responding to the survey. The percentage grows up to 84% among those sending more than 100 students.

[1] *The percentages represented by the answers received for previous years are as follows: 85.3% in 2006-07, 82.4% in 2007-08, 83.0% in 2008-09 and 83.4% in 2009-10.*

4. ERASMUS IN THE UNITED KINGDOM.
AN ANALYSIS OF MOBILITY IN 2010-11 BASED ON TOTAL NUMBERS

4.1. The global numbers and their growth

A total of 12.833 entries are registered in the Erasmus data for 2010-11, an increase of 9.47% compared to the previous year. Thus, the United Kingdom follows the pattern of growth established in Europe in recent years. Table 3 shows how the main actors in the Erasmus action have performed when the latest data is compared to 2007-08, at the beginning of the financial crisis and the Lifelong Learning Programme (LLP).

TABLE 3: Growth in the number of Erasmus students at the top ten European countries

	2010-11	2007-08	% increase
Spain	36,183	24,984	44.82
Netherlands	8,590	5,986	43.50
Turkey	10,095	7,119	41.80
Belgium	6,824	5,386	26.70
ALL ERASMUS	231,408	182,697	26.66
UNITED KINGDOM	12,833	10,278	24.86
France	31,747	25,945	22.36
Italy	22,031	18,364	19.97
Germany	30,274	26,286	15.17
Czech Republic	6,433	5,587	15.14
Poland	14,234	12,854	10.74

There is no doubt that the inclusion of work placements in Erasmus represented an important boost for the increase in the number of Erasmus students in the United Kingdom. The Language Assistants (previously entirely funded by the British Council) helped to raise the number of work placements, although their growth has been smaller than for other activities and other factors have also contributed to this growth.

Table 4 shows how the increase in the LLP years can be seen for both the study periods and work placements, the only exception being 2008-09. Despite this setback, the number of students has grown by 13.66% for study periods and a remarkable 57% for work placements. As Table 3 shows, the global mobility has grown by almost 25%, a higher percentage than France, Italy or Germany in the same years.

TABLE 4: 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
TOTAL	31,559		14,075		45,634	

The increased figures are not due to a specific type of institution. Table 5 shows the distribution among the different groups of universities in recent times.

TABLE 5: Evolution of the number of UK Erasmus students by groups of universities

	Russell Group	% increase	Pre-92	% increase	Post-92	% increase	Other	% increase
2007-08	4,493		2,678		2,043		430	
2008-09	4,620	2.83	2,981	11.31	1,979	-3.12	482	12.09
2009-10	5,134	11.13	3,119	4.63	2,192	10.76	567	31.86
2010-11	5,610	9.27	4,107	31.67	2,571	17.29	545	-3.88
TOTAL	19,857		12,885		8,785		2,024	

Comparing the evolution of the four years, the number of Erasmus students from the Pre-92 universities grew by 53.36%, the other institutions by 26.74%, the Post-92 universities by 25.84% and the Russell Group by 24.86% with only occasional decreases.

The destination of students has also followed a similar pattern of growth, based on the main destinations of previous years. The increase in the number of participants has not influenced the most popular destination countries for study periods or work placements, with France, Spain, Germany and Italy still the top four destinations for British students, with more than 75% of the mobility towards Europe. Similarly, those countries where teaching is mainly offered in English have also experienced an increase, although not as high as for the four main countries mentioned above.

TABLE 6: Destination of UK Erasmus students by countries

	2007-08	2008-09	2009-10	2010-11	TOTAL	% increase 2010-11/ 2007-08
France	3,429	3,538	3,838	4,271	15,076	24.55
Spain	2,267	2,385	2,689	2,990	10,331	31.89
Germany	1,579	1,657	1,668	2,015	6,919	27.61
Italy	772	809	868	916	3,365	18.65
Netherlands	397	440	461	491	1,789	23.67
Sweden	285	315	313	327	1,240	14.73
Austria	168	228	257	268	921	59.52
Finland	224	224	230	231	909	3.12
Belgium	184	189	242	241	856	30.98
Denmark	182	194	199	211	786	15.93
Czech Republic	140	137	146	135	558	-3.58
Ireland	126	172	134	100	532	-20.64
Norway	99	106	128	118	451	19.19
Portugal	99	106	112	116	433	17.17
Poland	69	70	80	84	303	21.73
Greece	59	48	57	67	231	13.56
Turkey	29	26	69	58	182	100
Malta	21	44	61	45	171	114.28
Hungary	27	18	27	40	112	48.15
Cyprus	17	19	24	30	90	76.74
Estonia	19	25	23	22	89	15.79
Iceland	23	17	9	12	61	52.17
Romania	15	19	8	15	57	0
Lithuania	5	12	28	10	55	200
Slovakia	15	9	18	13	55	-13.34
Bulgaria	10	6	6	22	44	220
Slovenia	10	3	14	14	41	40
Luxembourg	3	8	6	14	31	466.66
Latvia	4	3	7	5	19	25
Liechtenstein	1	0	1	0	2	-100
TOTAL	10,278	10,827	11,723	12,881	45,709	24.82

Despite the long list of countries involved in Erasmus, most of these experience only marginal mobility as France, Spain and Germany represent together 72% of the total mobility and adding Italy and the Netherlands brings the figure to 83%.

No particular trends can be seen in the last five years for the individual countries. Figures for Finland are stuck around 230 students and slow growth is experienced by Sweden, Belgium, the Netherlands and Denmark. Student numbers have decreased for the Czech Republic and the Republic of Ireland.

TABLE 7: Percentage that UK students represent for incoming mobility at each Erasmus country

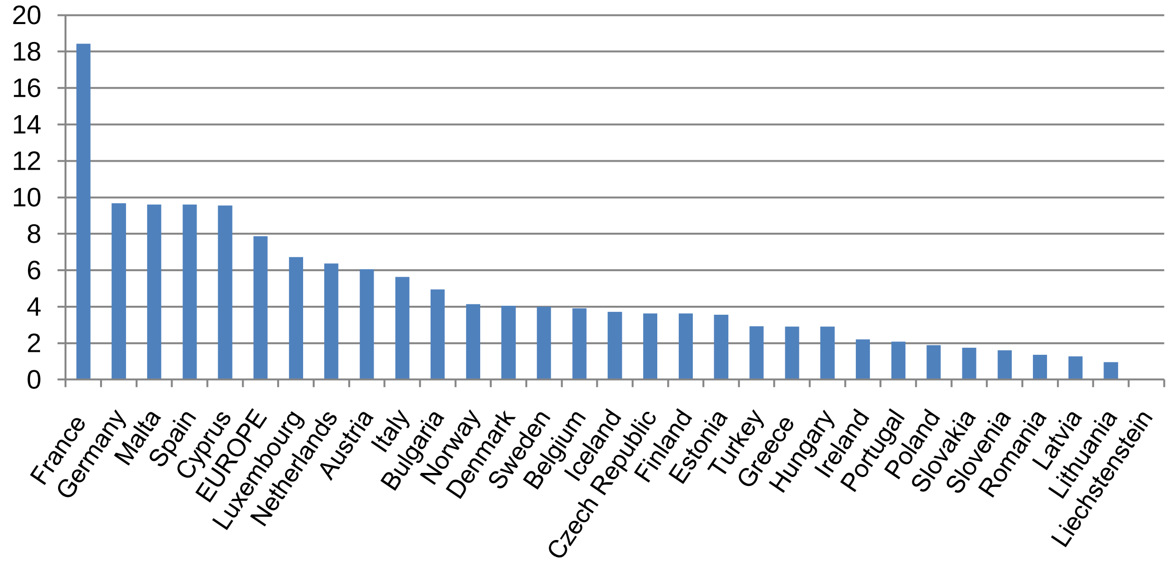


Table 7 illustrates which percentage of incoming mobility UK students represent for each of the Erasmus countries. Considering that the UK contributes 5.5% of students to the overall figures for Europe, this could be the average mobility to all the countries but, as one might expect, this is not the case. Almost two from every ten students received by France come from the United Kingdom. Almost 10% is registered by Germany and Spain (due to the volume of outgoing mobility) and Malta and Cyprus, countries more attractive for UK students than for those from other nationalities.

Percentages below 2% are recorded for a number of countries, including Slovakia, Slovenia, Romania, Latvia and Lithuania. Altogether they represented only 0.44% of the total UK mobility in 2010-11, and with little growth over the years. Only Lithuania shows a very slight increase in the number of UK students received.

The area of study of students shows significant differences with other countries in Europe. With data from the European Commission and the respective National Agencies websites, Table 8 compares the distribution of students by areas for the whole Erasmus programme, the United Kingdom, Germany, Italy and Spain in 2010-11.

The role played by language students in the UK makes the difference in numbers. The group formed by Humanities and Arts (including Languages) represents more than 50% in the case of the UK, but less than a third for the other countries or Europe. And this is only for study periods, as for work placements the difference is even higher. On the flip side, the UK is badly underrepresented in Engineering, Education and Health (at both study and work figures) and in work placements for students from Sciences.

TABLE 8: Area of Study of outgoing Erasmus students in Europe and selected countries (2010-11)

STUDY PERIODS	All Erasmus	United Kingdom	Germany	Italy	Spain
Humanities and Arts (including Languages)	31.52	54.67	26.69	38.51	15.20
Social Sciences, Business and Law	34.71	31.63	40.94	37.00	35.91
Science, Mathematics and Computing	7.25	5.54	9.87	n.a.	9.46
Engineering	12.63	3.01	10.93	10.08	21.22
Education	3.20	1.88	3.39	n.a.	4.92
Health and Welfare	5.66	2.67	5.33	12.12	8.02

WORK PLACEMENTS	All Erasmus	United Kingdom	Germany	Italy	Spain
Humanities and Arts (including Languages)	17.13	87.29	29.25	33.25	9.55
Social Sciences, Business and Law	26.65	2.56	25.02	29.45	22.12
Science, Mathematics and Computing	8.93	3.48	11.99	9.69	12.01
Engineering	13.45	0.35	17.75	14.96	23.11
Education	2.26	2.21	6.26	n.a.	4.54
Health and Welfare	5.13	2.88	5.33	12.13	11.31

Not all areas of study are represented in Table 6, but only those with a higher number of students going abroad with Erasmus. Nevertheless, the areas included represent more than 95% of the total in all cases for study periods

5. ERASMUS IN THE UNITED KINGDOM. AN ANALYSIS OF MOBILITY IN 2010-2011 BASED ON REAL NUMBERS

5.1. Estimation of real Erasmus mobility in 2010-11

Due to the fact that many students undertake two periods of mobility in two different countries or in two different types (study/work) in the same or different country, 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 National Agency.

TABLE: 9: Comparison between Erasmus study/work periods and actual number of students

	Single mobility		Double mobility			TOTAL
	SP	WP	SP	WP	SP+WP	
Mobility periods	8,529	4,256	-	-	48	12,833
Mobility students	6,746	3,249	705	318	403	11,421
Difference	- 1,883	-1,007	+705	+318	+ 355	-1,412

It is estimated that the total number of Erasmus students in 2010-11 was 11,421 with 1,412 students splitting the year between two (or three) destinations. These are the figures used for the following sections where individual students have been considered and not the periods of mobility, unless stated.

5.2. Gender

The protection of personal data means that some of the characteristics of students, such as their name, or date of birth were not available for this report. However, two important elements can be considered: gender and nationality.

TABLE 10: Gender of UK Erasmus students in 2010-11

	Male	Female	% males	% females
RUSSELL	1,515	3,386	30.91	69.09
PRE-92	1,335	2,295	36.78	63.22
POST-92	870	1,494	36.80	63.20
OTHER	209	317	39.73	60.27
TOTAL	3,929	7,492	34.40	65.60

The average distribution of students by gender follows the usual pattern with a proportion going from 55 to 65% of female students for those students going abroad. Countries such as the Netherlands (63% of women among Erasmus students), Germany (62%), Italy (58%) or France (57%) show a very similar trend[2]. With the exception of some specific degrees, traditionally more male dominated, the United Kingdom also shows this pattern and has followed it in recent years[3]

Looking at the different areas of study the differences are considerable. In some of them the percentage of female is higher than the average in the UK, such as Education (82%), Health (80%) or Languages (73%). In others it is clearly lower, as Engineering (22%), Architecture (43%) or Communication (46%). Average values can be seen for Humanities (64%), Art and Design (62%), Social Sciences (60%), Business and Sciences (56%) or Geography (54%).

5.3. Nationality

Traditionally, the benefits of Erasmus were restricted to the nationals from the participating countries (the 27 Member States plus Norway, Turkey, Iceland and Liechtenstein). Other countries (Croatia and Switzerland) joined Erasmus in 2011-12 and since 2010-11 grants are also available for international students enrolled at European institutions. Table 11 shows the distribution of UK Erasmus students according to their nationality.

TABLE 11: Distribution of Erasmus students by origin and groups of universities (2010-11)

	United Kingdom	EU + Erasmus countries	International students	TOTAL
RUSSELL	4,265	509	127	4,901
PRE-92	2,870	648	112	3,630
POST-92	1.768	534	62	2,364
OTHER	307	164	55	526
TOTAL UK	9,210	1,855	356	11,421
% TOTAL UK	80.64	16.24	3.16	100

[2] Data about some European countries available at: http://nl.statisticsforall.eu/index.php
[3] Data for the last four years in the United Kingdom is available at http://www.britishcouncil.org/gender_07_to_11.pdf, although it considers mobility periods and not individuals, what makes the influence of female language students higher.

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 (www.hesa.ac.uk) for undergraduate students at UK institutions in 2010-11, 88.8% of them were British (8.2% more than for Erasmus students), 4.2% were from the rest of the European Union (12% less) and 7% international (3.7% less) showing that British and international students are underrepresented in the cohort.

The influence of language degrees helps to justify some of the differences shown in Table 11. A remarkable 93% of the language students from the Russell Group are British and 90% from the Pre-92 universities. These percentages increase the proportion of British students for these groups. Post-92 group registers the highest proportion of students from the rest of the European Union going abroad, which is almost a quarter of all students from that group.

International students do not appear to be as attracted by the opportunity offered by Erasmus. They represent 10% of the ‘other institutions’ group, but only about 3% for the other groups.

Language studies also explain the clear preponderance of France, Spain and Germany among British citizens participating in Erasmus, as the percentage going to those countries is higher than average.

The influence of the language used for tuition can be seen in Table 12. The highest number of students going to the Netherlands, Finland, Denmark or Norway is from the Post-92 universities, where language courses are less popular and the lack of foreign language skills obliges students to go to countries where many courses are taught in English. German speaking countries receive more students from the Russell Group and the Pre-92 universities, where German courses have more students enrolled, thus creating the demand for those countries. This explains why 83% of the students going to Germany and Austria are from those two groups, when their average joint mobility is lower.

In some cases, the percentage of students going to a concrete country from the Russell Group and the Pre-92 universities is much higher than for the rest of the groups, as happens not only with Germany, France and Spain (due to the language courses), but also with Italy, Austria, Portugal, Ireland or Poland.

TABLE 12: Destination of Erasmus UK citizens by groups of universities

	Russell	Pre-92	Post-92	Other	TOTAL
FR	1,997	1,112	465	54	3,624
ES	1,080	802	531	45	2,458
DE	801	491	232	38	1,562
IT	351	277	103	16	747
NL	94	118	132	30	374
SE	99	71	69	14	253
AT	110	65	27	3	205
FIN	33	53	91	11	188
BE	53	83	25	16	177
DK	49	44	55	11	159
CZ	22	39	38	9	108
NOR	31	25	41	6	103
PT	66	18	11	0	95
IE	30	28	17	4	79
PL	25	16	13	4	58
TR	16	9	13	6	44
MT	10	13	8	8	39
GR	11	5	18	3	37
HU	11	1	14	7	33
CY	0	6	11	2	19
EE	1	0	1	14	16
SI	2	1	3	5	11
SK	0	2	5	4	11
RO	3	0	7	1	11
IS	3	2	4	1	10
LU	4	5	1	0	10
LT	0	0	2	3	5
BG	0	0	3	0	3
LV	2	0	0	0	2
TOTAL	4,904	3,286	1,940	315	10,445
% UK	46.95	31.46	18.57	3.02	100

Students from the other Erasmus countries going abroad who are registered at UK institutions would appear to follow the same pattern as UK students. However, an important element to consider is the number of non-British students using the opportunity offered by Erasmus to study/work in their home country..

As said before, students from the rest of Europe represent the only group where students from the Post-92 universities are the second group with more participants, only behind the pre-92 universities. Mobility towards the Czech Republic, Germany, Hungary, Italy, Lithuania, Latvia, Poland, Romania or Slovakia, shows the Post-92 as the group sending more students in the UK.

TABLE 13: Destination of non-UK European citizens (including non-EU Erasmus countries)

	RG	PR	PO	OT	TOTAL	Going to the home country	% return
AT	11	3	5	4	23	0	0
BE	7	6	7	2	22	4	18.18
BG	32	56	27	3	118	15	12.71
CY	15	24	2	2	43	8	18.60
CZ	9	8	10	0	27	0	0
DE	67	86	112	23	288	129	44.79
DK	1	4	3	2	10	1	10.00
EE	6	9	6	10	31	0	0
ES	11	29	17	4	61	21	34.43
FI	12	22	7	7	48	16	33.33
FR	67	110	38	21	236	109	48.19
GR	15	29	3	5	52	22	42.31
HU	7	7	15	1	30	2	6.66
IE	58	28	16	8	110	13	11.82
IS	0	0	0	2	2	0	0
IT	28	31	31	17	107	22	20.56
LT	9	18	20	1	48	2	4.17
LU	0	0	0	1	1	0	0
LV	8	11	17		40	2	5.00
MT	1	0	0	0	1	0	0
NL	13	17	8	2	40	6	15.00
NO	9	12	8	9	36	5	13.89
PL	75	67	88	10	240	14	5.83
PT	11	19	17	3	50	3	6.00
RO	15	19	31	4	69	3	4.35
SE	12	11	12	17	52	14	26.92
SK	9	17	28	1	55	1	1.82
SI	1	2	2	1	6	0	0
TR	1	2	4	2	9	2	22.22
TOTAL	510	647	534	162	1855	414	22.32
%	27.49	34.88	28.78	8.73	100		

The Russell Group sent fewer of this type of students abroad than in previous sections analysed. Only in some cases (Austria, Ireland and Poland) does this group send the majority of students from the UK. It is also worth mentioning that the other institutions group has a higher proportion of students than usual for Germany, Estonia, France, Italy and Poland, with percentages higher than 10% for all of these countries.

The most significant trend of students from the rest of the European Union and other Erasmus countries is the high percentage of those who use the mobility period to go their home country. This is especially seen in the case of France, Germany, Greece, Spain, Finland and Sweden in decreasing percentages. No cases are recorded for some other countries, such as Austria, the Czech Republic, Iceland, Luxembourg, Malta or Slovenia; although some of these countries show very low mobility figures.

Why do students decide to go to their home country during their studies in the United Kingdom? There is no evidence that they are returning to their home town or university, although this would normally represent some cost of living savings compared to the UK. But this cannot be true for all of them, when one considers those countries receiving the highest percentage and their average costs. Many students go abroad as part of a four-year degree where perhaps credit recognition is not quite as imperative as in a three-year degree so students use this opportunity to gain the experience of also studying/working in their home country (as well as in the UK) as an additional asset for their CV.

International students did not make as much use of the opportunity offered by their inclusion in the Erasmus criteria. Their numbers are low (just 3% of the total number of UK Erasmus students) and there is not a clear cohort making a significant use of the programme. Comparing the list of the top countries represented in the UK higher education system, it is not surprising that the United States, China, India, Russia and Nigeria are among the top countries represented. However, none of them contributes with more than 0.25% of the total outward mobility.

It is curiosity more than relevance that justifies a further analysis of the data. The main destinations are the usual France (34.7%), Germany (16.4%) and Spain (14.4%) with students going to 17 different countries. This can be more as a consequence of the offer made by UK institutions through their partnerships than of the demand of international students.

TABLE 14: Country of origin of international students in Erasmus (2010-11)

United States	44	Colombia	4
China	29	Hong Kong	4
India	27	Iran	4
Russian Fed.	23	Sri Lanka	4
Switzerland	22	Taiwan	4
Nigeria	15	Ukraine	4
Brazil	13	Albania	3
Canada	12	Israel	3
Australia	10	Kazakhstan	3
Malaysia	10	Mexico	3
Japan	9	Saudi Arabia	3
Zimbabwe	9	Thailand	3
Mauritius	8	Vietnam	3
Pakistan	8	Egypt	2
Algeria	7	Eritrea	2
Serbia	7	Grenada	2
South Africa	7	Jersey	2
Kenya	6	New Zealand	2
Sierra Leone	6	Others	36
Ghana	5		
Korea, Rep. of	5	TOTAL MOBILITY	378
Morocco	5		

The distribution by groups of universities also follows the general patterns for the whole country, with 68% coming from Russell or Pre-92 universities and a high 15% for the other institutions, well above their usual percentage.

The most represented disciplines are Business (27%), Languages (20%), and Law and Art and Design (11%). The presence of Engineering, Geography or Education is almost negligible, with only one or two students each.

Finally, the list of the institutions receiving more students from the UK mainly concentrates in Spain, France and Italy, due to the large size of the universities in these countries and their high involvement in Erasmus.

The total number of students received through Erasmus at most of the institutions in the UK is lower than the 249 students from this country going to Granada alone in 2010-11. In total, six institutions received more than 100 British students and 30 more than 50 in 2010-11. However, the rest of the list of destinations show a huge dispersion, as the top-30 institutions included in Table 15 only represent 19% of the total outgoing mobility.

TABLE 15: European universities receiving more Erasmus UK students

	Country	Institution	UK students
1	Spain	Granada	249
2	Spain	Valencia	143
3	France	Lyon 3	116
4=	Spain	Salamanca	107
4=	France	Paris-Sorbonne	107
6	Italy	Bologna	103
7	Spain	Sevilla	99
8	France	Sciences Po Paris	97
9	France	Aix-Marseille I	93
10	Spain	Alicante	92
11	Germany	Humboldt Berlin	89
12	Spain	Complutense de Madrid	87
13=	Germany	Heidelberg	79
13=	Spain	Pompeu Fabra, Barcelona	79
15	Denmark	Copenhagen	70
16	France	Montpellier III	67
17=	Spain	Murcia	66
17=	France	Grenoble III	66
19	France	Strasbourg III	62
20=	Spain	Cádiz	61
20=	Spain	Zaragoza	61
20=	France	Bordeaux III	61
23	Spain	Autònoma de Barcelona	60
24	France	Lille II	59
25	Germany	Freie Berlin	56
26=	Spain	Autónoma de Madrid	54
26=	France	Lyon 2	54
28	Spain	Alcalá de Henares	53
29=	Italy	Padova	51
29=	Netherlands	Utrecht	51

5.4. Length of stay

Based on real numbers of mobility, 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 rest. Out of 8,155 students going abroad for one year, 83% were from these groups, compared to 55% for the Post-92 universities or only 14% for the other institutions. This does not mean that students were only going to one destination for the entire year, as a total of 12% of those going abroad had more than one period of mobility combining study and/or work but in two different places or countries.

Figures show that 3,266 students did not go abroad for a year, but for shorter periods, even if they were combining more than one mobility period.

TABLE 16: Type of mobility and length of stay by types of institutions

	SINGLE MOBILITY		DOUBLE MOBILITY			TOTAL STUDENTS	7+ months	% 7+
	SP	WP	SP	WP	SP+WP			
RUSSELL	2,754	1,454	341	153	199	4,901	3,977	81.15
PRE-92	2,000	1,139	234	114	143	3,630	2,793	76.94
POST-92	1,574	566	122	44	58	2,364	1,310	55.41
OTHER	418	90	8	7	3	526	75	14.26
TOTAL	6,746	3,249	705	313	355	11,421	8,155	71.40

Double mobility periods were also more popular among students from the Russell Group (14.1% of those going abroad from those institutions) and Pre-92 universities (13.5%) than for students from Post-92 institutions (9.5%) and the rest (3.4%). Combining study and work abroad or two periods of study is much more popular than two work placements in the same year.

TABLE 17: Length of stay by groups of universities

MONTHS ABROAD	Russell	Pre-92	Post-92	Other	TOTAL	%
4.00 or less	473	368	529	287	1,657	14.51
From 4.25 to 5.50	339	324	443	140	1,246	10.91
From 5.75 to 6.75	112	145	82	24	363	3.18
7.00 or more	3,977	2,795	1,310	73	8,155	71.40
TOTAL	4,901	3,632	2,364	524	11,421	100

Mobility of less than five months is small, especially when different periods taken by one student are put together. For those only taking single mobility, periods of 5 months or less represent 47.3% of the study periods and 23.5% of the work placements, with a combined average of 39.3% of the total mobility in the country, much higher than the figures shown in Table 17.

71.40% of students went abroad for one year (considered as one stay between 28 and 52 weeks).

TABLE 18: Distribution of students going abroad for a year within the United Kingdom

UK STUDENTS	England	Scotland	Wales	Northern Ireland	TOTAL
Total students	9,010	1,529	536	346	11,421
Going for a year	6,510	990	417	238	8,155
% year	72.25	64.75	77.80	68.79	71.40

A total of 142 institutions sent students abroad with Erasmus. Almost half of them sent more than 60% of their students for a full year, but 37% of the institutions sent less than 40% of their mobile students for a year. 22% did not send any students for a year.

TABLE 19: Number of institutions according to the percentage of year long mobility students

	Percentage of students going abroad for one year						
	0	1-20	21-40	41-60	61-80	80+	TOTAL
England	26	4	8	20	29	23	110
Scotland	1	4	2	3	3	4	17
Wales	2	1	3	0	3	2	11
NI	2	0	0	0	2	0	4
TOTAL	31	9	13	23	37	29	142

The number of institutions for most of the percentages included in Table 19 is very similar in England, but there is no evidence of any pattern in Scotland, Wales and Northern Ireland regarding the length of stays. Scotland shows a lower percentage of institutions sending students for less than a year, but there is a fair distribution between long and short stays in Wales and Northern Ireland.

5.5 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 at the Final Reports produced. Some inconsistencies can be seen in the allocation of languages and the results shown at Tables 20 and 21 have to be considered as approximate, rather than absolute figures.

TABLE 20: Language of the exchanges and groups of universities

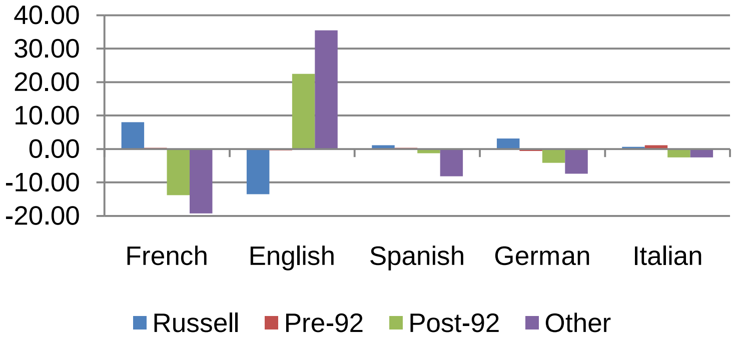
	Russell	Pre-92	Post-92	Other	TOTAL
French	2,100	1,229	404	55	3,788
English	867	1,178	1,333	351	3,729
Spanish	1,141	807	465	60	2,473
German	964	554	255	36	1809
Italian	332	263	72	15	682
Portuguese	74	4	4	2	84
Dutch	28	14	17	5	64
Swedish	33	3	4	6	46
Finnish	7	22	8		37
Greek	11	18			29
Polish	16	3	8	2	29
Czech	13	3	1	3	20
Norwegian	8	4	4	3	19
Bulgarian		9	6		15
Danish	2	7	1	3	13
Hungarian	5	2	4	2	13
Turkish	6	4	2		12
Maltese	5				5
Lithuanian		3	1		4
Slovenian		1	1	2	4
Latvian		3			3
Icelandic	1				1
Romanian		1			1
Slovakian			1		1
TOTAL	5,613	4,132	2,591	545	12,881

The number of students in some languages shows the clear influence of language courses. This is the case for Portuguese (88% of students from the Russell Group), Swedish (72% from the same Group) and Greek (100% between the Russell Group and the Pre-92 universities). More balanced is Dutch with a similar level of knowledge across the groups.

Languages follow a similar trend to that of the destination of students, but obviously English plays a very relevant role for some students in their decision as to where to study/work. This is especially true for students from the Post-92 and others group, where the percentage of

English is much higher than the average and French, Spanish and German are clearly underrepresented.

TABLE 21: Difference with the UK average percentage for each language by groups of universities



Higher numbers, and consequently a higher proportion of students, and the influence of language students make the Russell Group and the Pre-92 universities figures in Table 21 be more in line with the average destination level, whereas other languages are below.

TABLE 22: Language used during the exchange by country of destination

	French	English	Spanish	German	Italian	Other	TOTAL
AT		88		179		1	268
BE	85	144				11	240
BG	1	7				14	22
CY		24				6	30
CZ		115				20	135
DE	16	375		1,623			2,014
DK		198				13	211
EE		22					22
ES	14	509	2,461	2	2	1	2,989
FI	1	193				7	231
FR	3,658	598	8	3	3	3	4,273
GR		44				23	67
HU		27				13	40
IE		100					100
IS		11				1	12
IT		237	2		677		916
LT		6				4	10
LU	9	5					14
LV		2				3	5
MT		40	5				45
NL	3	432				57	492
NO		101				17	118
PL		56				28	84
PT	1	32				83	116
RO		14				1	15
SE		281				46	327
SI		10				4	14
SK		12				1	13
TR		46				12	58
TOTAL	3,788	3,729	2,476	1,807		369	12,881

Table 22 clearly illustrates the preponderance of English in most of the country destinations. For 20 out of the 29 countries, English is the language used by the majority of students. The only exceptions are Austria and Germany (where German is the dominant language) and Bulgaria, Spain, France, Italy, Luxembourg, Latvia and Portugal, where the local language was used by more students than English.

5.6. The type of degree

The vast majority of students participating in Erasmus comes from undergraduate degrees. A different issue is whether these degrees are three or four years long. In some cases four years is the norm (as in Scotland), in others it is the usual practice for the majority of mobile students (as is the case 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 had spent at university according to the data 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 what is reported and discrepancies had to be found out by the similarity of degrees or even their names. For these reasons, the case of England has been used to provide a national perspective, as the mistakes can be minimised by the higher volume of students involved.

TABLE 23: Erasmus students according to their type of degree and groups of universities in England

ALL ERASMUS TOTAL	Russell Group	Pre-92	Post-92	Other	TOTAL
Bachelor-3 years	98	95	615	185	993
Bachelor-4 years	3,627	2,435	1,380	214	7,653
Master[4]	141	83	83	12	319
Doctorate	26	12	4	0	42
TOTAL	3,897	2,625	2,082	411	9,010

Despite the higher amount of students following four-year courses, it cannot be said that this is the only structure from which undergraduate students go abroad. Students from 3-year degrees only represent 2.6% of those students going abroad from the Russell Group, and only 3.80% from the Pre-92 universities. However, 30.8% of those from the Post-92

[4] *Four year degrees such as MEng, MChem and similar have been included at undergraduate level.*

universities and 46.4% from the other institutions are students on three-year degrees. In total, almost one thousand students are not on 4-year degrees at undergraduate level and this represents 11% of the total number of Erasmus students in England.

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

5.7. Areas of study of Erasmus students

The distribution of students according to their course still shows clear preponderance of language students, although they only represent just half of registered mobility and other fields are increasing.

TABLE 24: Distribution of Erasmus students by area of study and groups of universities (total number of mobility periods)

	Russell	Pre-92	Post-92	Other	TOTAL	%
Agriculture	0	9	0	2	11	0.09
Architecture	43	49	47	21	160	1.24
Art & Design	103	107	281	290	781	6.06
Business	271	537	921	138	1,867	14.50
Education	28	4	111	45	188	1.46
Engineering	106	203	29	0	338	2.62
Geography, Earth	54	42	34	0	130	1.01
Humanities	155	162	29	22	368	2.86
Languages	3,710	2,120	705	2	6,537	50.76
Law	447	248	57	0	752	5.84
Computing, Maths	61	44	82	0	187	1.45
Health	128	73	115	15	331	2.57
Sciences	162	141	78	4	385	2.99
Social Sciences	337	372	101	0	810	6.29
Communication	8	21	1	6	36	0.28
TOTAL	5,613	4,132	2,591	545	12,881	100

A comparison of tables 24 and 25 shows the distribution among the different areas of study and also the influence of multiple periods of mobility. Languages represent 50.8% of the mobility periods, but only 47% of the students. This is the most significant difference between the tables, as a quarter of the language students go to two different destinations.

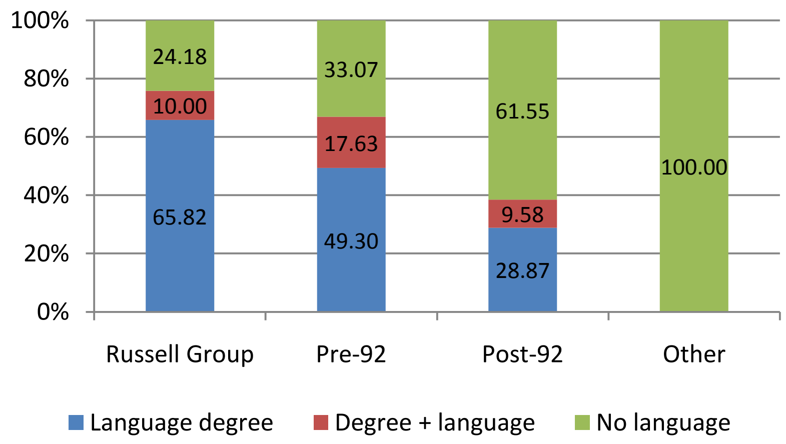
TABLE 25: Distribution of Erasmus students by area of study and groups of universities (total number of students)

	Russell	Pre-92	Post-92	Other	TOTAL	%
Agriculture	0	9	0	2	11	0.10
Architecture	42	46	44	21	153	1.34
Art & Design	101	102	270	282	755	6.61
Business	253	503	850	129	1,735	15.19
Education	28	4	111	43	186	1.63
Engineering	104	182	28	0	314	2.75
Geography, Earth	53	42	30	0	125	1.09
Humanities	148	160	29	22	359	3.14
Languages	3,058	1,717	588	0	5,363	46.96
Law	443	243	57	0	743	6.51
Computing, Maths	60	43	76	0	179	1.57
Health	127	73	115	15	330	2.89
Sciences	159	140	71	4	374	3.27
Social Sciences	317	349	93	0	759	6.65
Communication	8	19	2	6	35	0.31
TOTAL	4,901	3,632	2,364	524	11,421	100

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, Law and Social Sciences.
- 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 Humanities.

TABLE 26: Proportion represented by language courses and courses with languages by number of Erasmus students



The disparities are reinforced by the influence of courses that have a language component, more commonly found in the Russell Group and the Pre-92 universities. Table 26 compares the role of those courses with the purely linguistic course and those without a language component. The distribution by groups confirms the minor role of language courses for Post-92 and other institutions compared to the other two groups.

Students going abroad from language degrees or degrees with a language represent 62% of the total Erasmus cohort of students. Their distribution depends on the offer of such degrees at universities. 64 institutions (45% of the total) do not send a single language student abroad.

TABLE 27: Distribution of institutions according to the percentage of language students abroad and groups of universities

	Percentage of students going abroad with languages as part of their degree title						
	0	1-20	21-40	41-60	61-80	80+	TOTAL
Russell	1		1	3	7	8	20
Pre-92	7	2	3	3	14	7	36
Post-92	27	6	7	10	4	2	56
Other	29				1		30
TOTAL	64	8	11	16	26	17	142

For 17 institutions, language students represent more than 80% of those going abroad and at 8 of them the percentage is higher than 90%. The percentage of language students among those going abroad was 76% for the Russell Group, 66% for the Pre-92 universities, 38% for the Post-92 institutions and no language students went abroad from the other institutions. The distribution of students according to the type of degree shows that only 28% of the students going abroad from the Russell Group and 37% from the Pre-92 universities had no languages in their degree.

Absolute numbers of students show the real proportions when taking into account volume of mobility for the different groups. The degrees with a language added-on are more popular among the Pre-92 universities and the Post-92 institutions send abroad more non-language degree students than any other group.

The combinations of degrees with languages follow different patterns according to 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 28: Students from language degrees by groups of universities

	Russell Group	Pre-92	Post-92	Other	TOTAL
Language degree	3,058	1,717	588	0	5,363
Degree with language	480	566	247	0	1,293
Non language degree	1,363	1,349	1,529	524	4,765
TOTAL	4,901	3,632	2,364	524	11,421

The detail of the distribution of those students with languages in their degrees can be seen in Table 29, where the percentage they represent in the total for each area of study is illustrated.

TABLE 29: Students with languages as part of their degrees by groups of universities

	Russell	Pre-92	Post-92	Other	TOTAL	% of the total for the area of study
Art & Design	4	1	2	0	7	0.93
Business	89	245	205	0	539	31.07
Education	0	0	7	0	7	3.76
Engineering	28	24	0	0	52	16.56
Geography, Earth	13	3	4	0	20	16.00
Humanities	11	45	0	0	56	15.60
Languages	3,058	1,717	588	0	5,363	100.00
Law	208	112	18	0	338	45.49
Computing, Maths	19	10	0	0	29	16.76
Health	26	0	0	0	26	7.88
Sciences	27	6		0	33	8.82
Social Sciences	51	115	10	0	176	23.19
Communication	4	5	1	0	10	31.43
TOTAL	3,539	2,283	836	0	6,656	58.30

Non-language students represent an increasing number of students going abroad in the United Kingdom. No data is available about the number of students in combined courses (degrees with languages) in previous years, but the percentage of non-language students has been increasing year after year. When comparing the number of students going abroad in 2010-11 and 2006-07, the increase of the non-language students is higher but with fluctuations according to the areas of study.

TABLE 30: Growth of the main non-language areas of study from 2006-07 to 2010-11

	2010-11	2006-07	Difference
Business	1,867	987	880
Art & Design	781	498	283
Sciences	385	161	224
Social Sciences	810	611	199
Humanities	368	215	153
Engineering	338	223	115
Computing, Maths	187	78	109
Architecture	160	92	68
Health	331	277	54
Geography, Earth	130	100	30
Education	188	162	26
Law	752	760	-8
TOTAL	6,297	4,164	2,133

This growth means that 2,000 more non-language students went abroad in 2010-11 than five years before. And this increase can be seen accross all groups of universities, although the Post-92 institutions send more non-language degree students than the Russell Group and the Pre-92 institutions in absolute terms.

Looking at the destination of non-languages students, the main countries are almost the same as for the general mobility, although table 31 shows an interesting distribution, depending on the degrees the students are studying. Not all areas of study concentrate in one or two countries, but five countries can be seen as recipients of most of the students from a particular area of study. And non-language students are the majority of students going to most of the countries, with the exceptions of Austria, France, Germany, Italy, Portugal and Spain.

TABLE 31: Destination of non-language students by countries

	1	2	3	4	5	6	7	8	10	11	12	13	14	Total	% country
Austria		7	18	25	4	8		1	9	6	9	8	11	106	39.55
Belgium		9	19	32	8	4		3	24	5	10	4	37	155	64.31
Bulgaria			1	12		1				2	3			19	86.36
Cyprus		1	1	8	1		1		2		1	2	6	23	76.67
Czech Rep.		1	21	11	7	13		9	11	7	3	4	35	122	90.37
Denmark	3	15	25	34	16	5	12	15	20	1	20	3	20	189	89.57
Estonia			19									1	2	22	100
Finland	4	1	35	24	26	6	5	6	11	5	50	18	21	212	91.77
France		30	137	300	2	56	7	53	109	42	27	73	151	987	23.11
Germany	2	26	146	177	4	48	5	47	50	23	13	88	59	688	34.14
Greece		1	11	8	6	6	2	8		4	5	3	6	60	89.55
Hungary			12	5	3			1	3	2	2	3	7	38	95.00
Iceland			1				1	5					1	8	66.67
Ireland		5	9	36	3	12		5		12	9	3	1	95	95.00
Italy	1	10	55	49	7	16		24	12	12	15	32	36	269	29.37
Latvia				2							2		1	5	100
Lithuania			3	4		1				1			1	10	100
Luxembourg			1	7	1									9	64.29
Malta		1		5		1	1	11	1	1	22		2	45	100
Netherlands		15	76	99	33	9	20	29	75	15	14	24	20	429	87.37
Norway			17	18	7	8	9	6	3	5	20	9	6	108	91.52
Poland		3	11	8	5	6	2	5	6	2	1	3	20	72	85.71
Portugal		4	11	8				2	1		4	7	4	41	35.34
Romania		2	4	4		2					2			14	93.33
Slovakia		1	8			2		2						13	100
Slovenia		1	3	4				2	1				1	12	85.71
Spain		10	64	284	29	37	21	46	33	27	34	35	92	712	23.81
Sweden	1	9	30	47	21	18	23	15	35	4	36	19	35	293	89.60
Turkey		2	16	7		1		9			2	2	9	48	82.76
TOTAL	11	154	754	1218	183	260	109	304	406	176	304	341	584	4804	37.29

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

5.8. Work placements

Since the inclusion of work placements in Erasmus in 2007-08, their number has been continuously growing. If the Language Assistants scheme was the main reason for an increase in numbers in the first years, a steady progression has been consolidating in other fields and for all types of institutions. Although language students are still the main group of the work placement cohort, representing 75% of the total, the number of those from other fields has been growing every year from 2007-08. In that year, 961 students went abroad for a work placement from those degrees[5]. In 2010-11 their number had gone up to 1,515 students, an increase of 58%, although now we know that 460 of them were also in a degree with a language component.

TABLE 32: Area of study of work placements

	Non-Language Assistants	Language Assistants	TOTAL	Language & degrees with languages	% of language work placements	Non language degrees
Agriculture	3	0	3	0	0.00	3
Architecture	47	0	47	0	0.00	47
Art & Design	196	1	197	1	0.51	196
Business	614	23	637	274	43.01	363
Computing, Maths	48	3	51	6	11.76	45
Education	22	1	23	0	0.00	23
Engineering	84	0	84	13	15.48	71
Geography, Earth	10	2	12	2	16.67	10
Health	56	0	56	0	0.00	56
Humanities	20	20	40	14	35.00	26
Languages	1,215	1,674	2,889	2889	100.00	0
Law	13	1	14	5	35.71	9
Communication	10	0	10	2	20.00	8
Science	130	1	131	3	2.29	128
Social Sciences	74	36	110	40	36.36	70
TOTAL	2,542	1,762	4,304	3,249	75.49	1055

Not surprisingly, the majority 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 in its numbers thanks to the growing number of students taking the placement opportunity. Of its 564

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

students only 73 were from a degree with language with other areas widely represented, such as Business (173 students), Art and Design (99), Health related degrees (33) or Sciences (28).

The other institutions have a much lower role in work placements with only 107 students. They mainly came from Art and Design (68 students), but also from Business Studies (14) or Education (12).

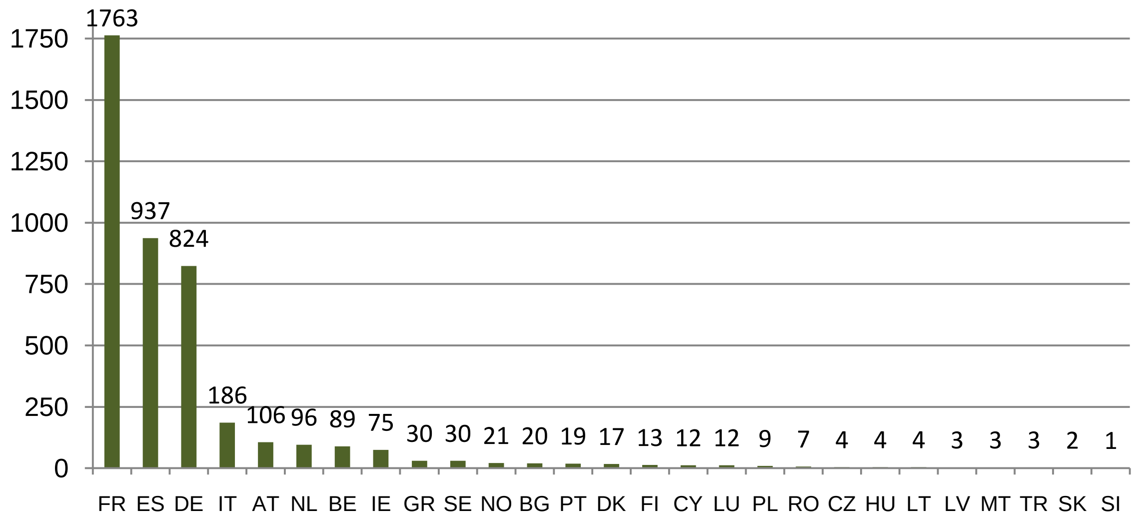
Unfortunately, the lack of reliable data from previous years does not allow a comparison of the evolution and the real growth of this activity beyond the Language Assistants scheme. Looking at the data in 2007-08 (the first year of placements in Erasmus) and the Post-92 universities recorded 66 students fewer, although we do not know how many students with language were part of that cohort. As far as the other institutions are concerned, no increase has been registered, as there were 121 placements in 2007-08 and 14 fewer in 2010-11. With no doubt, this is a clear area for improvement.

.TABLE 33: Distribution of non-language assistant placements by areas of study and groups

	Russell	Pre-92	Post-92	Other	TOTAL	%
Agriculture	0	1		2	3	0.12
Architecture	10	17	15	5	47	1.85
Art & Design	10	19	99	68	196	7.71
Business	75	267	258	14	614	24.15
Computing, Maths	9	16	23	0	48	1.89
Education	2	0	8	12	22	0.87
Engineering	19	52	13	0	84	3.30
Geography, Earth	1	2	7	0	10	0.39
Health	2	19	33	2	56	2.20
Humanities	13	7	0	0	20	0.79
Languages	732	419	64	0	1,215	47.80
Law	0	9	4	0	13	0.51
Communication	0	2	7	1	10	0.39
Science	49	50	28	3	130	5.11
Social Sciences	11	58	5	0	74	2.91
TOTAL	933	938	564	107	2,542	100
%	36.70	36.90	22.19	4.21	100	

The country of destination for work placements can be seen in Table 34, where a distinction is made between language assistants, students from degrees with languages and the other courses.

TABLE 34: Country of destination of work placement students



The vast majority of the work placements (82.1%) had France, Spain or Germany as the destination, mainly due to the number of language students involved, representing 85% of the 3,524 students who had one of these three destinations. Only two more countries (Italy and Austria) received more than 100 students. No work placements happened in two countries: Estonia and Iceland. Ten countries received fewer than ten students.

There has to be a question mark over the reliability of the data in Table 35, because the categories listed by Erasmus are professional sectors and do not always correspond to degrees offered by the institutions and it is possible that the institutions have allocated their students in this list incorrectly in some cases. For example, it is assumed that all language assistants would be recorded under the ‘Education’ category, yet 11 of them are recorded elsewhere. Similarly, the figure of 166 students recorded under ‘Other service activities’ seems disproportionately high.

Despite of these apparent inconsistencies, total numbers show that almost half of the placements were made in the Education sector, with three other sectors contributing with more than 5% of the placements: a) Professional, scientific and technical activities; b) information and communication and c) arts, entertainment and recreation.

TABLE 35: Work placements by economic sector

Description	TOTAL	%
A - Agriculture, forestry and fishing	12	0.28
B - Mining and quarrying	3	0.07
C - Manufacturing	179	4.16
D - Electricity, gas, steam and air conditioning supply	37	0.86
E - Water supply, sewerage, waste management and remediation activities.	4	0.09
F - Construction	27	0.63
G - Wholesale and retail trade; repair of motor vehicles and motorcycles	125	2.90
H - Transportation and storage	37	0.86
I - Accommodation and food service activities	181	4.21
J - Information and communication	312	7.25
K - Financial and insurance activities	172	4.00
L - Real estate activities	44	1.02
M - Professional, scientific and technical activities	390	9.06
N - Administrative and support service activities	190	4.41
O - Public administration and defence; compulsory social security	14	0.33
P - Education	2,059	47.84
Q - Human health and social work activities	89	2.07
R - Arts, entertainment and recreation	246	5.72
S - Other service activities	166	3.86
T - Activities of households as employers; undifferentiated goods and services producing activities of households	14	0.33
U - Activities of extraterritorial organizations and bodies	3	0.07
TOTAL	4,304	100

Of the eight most popular destinations, the education sector represented 67% of those going to Austria, 56% to France and Spain, 49% to Italy, 43% to Germany and 11% to Belgium. Percentages for the Netherlands and Ireland were insignificant.

As for the size of the companies hosting the work placements, 1,382 students (32.1%) went to small enterprises with 50 or fewer staff; 1,941 (45.1%) to medium companies from 51 to 250 staff members and 981 (22.8%) to large companies with over 250 staff members.

6. NON-EUROPEAN MOBILITY

Student mobility towards the more important non-European countries can be analysed from the answers provided by the 109 institutions who replied to the survey. A first look at the data shows that 58% more students went to non-European destinations in 2010-11 than five years before, a spectacular and sustained increase, mainly occurring since 2008, with a total growth over 10% every year.

TABLE 36: Growth of non-European mobility (109 institutions)

	Non European mobility	% increase	% increase since 2005
2006-07	3,043		0
2007-08	3,151	3.55	3.55
2008-09	3,632	15.62	19.35
2009-20	4,327	19.13	42.19
2010-11	4,805	11.05	57.90

The distribution of this growth is not uniform and can be seen in the following sections, which describe the main countries of destination for UK students.

6.1. The United States

Despite a decrease experienced in 2007-08, the number of students going to the United States has grown again in 2010-11, although only by a moderate 3%. This also represents that an increase of 20% in the number of students going to the United States has been registered since 2007-08, the lowest figure in the period analysed.

More than 85% of the institutions sending students abroad in 2010-11 had the United States as one of the destinations for their students. In total, 90 institutions had it as a destination in the five years reported.

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[6], the number of students on such degrees has fallen by 30%, going from 3,580 in 2006-07 to 2,730 in 2010-11. This implies that a lower number of candidates is

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

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

TABLE 37: UK students going to the United States (years 2006-07 to 2010-11) (109 institutions)

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL	Institutions
Russell	525	472	555	539	596	2,687	17
Pre-92	671	662	634	750	705	3,422	30
Post-92	340	325	356	417	461	1,899	31
Other	35	43	46	42	60	226	12
TOTAL	1,571	1,502	1,591	1,748	1,822	8,234	90

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 37 shows how the increase since then has happened by groups.

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

Table 38: Difference in number of students going to the United States between 2007-08 and 2010-11 by groups (109 institutions)

	2007-08	2010-11	Increase
Russell Group	472	596	124
Pre-92	623	705	82
Post-92	252	461	209
Other	29	60	31
TOTAL	1,376	1,822	446

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 than the United States and those going to this country represented 41% of the non-European mobility, a percentage that has remained relatively stable in recent years.

6.2. Canada

With a double academic offer in English and French, Canada has traditionally been an attractive destination for UK students, although in recent times it has been overtaken by Australia as the second most popular destination out of Europe. Despite its high numbers of mobility, Canada has been mainly a destination for pre-92 universities. Even with an increase in numbers, 88% of those going to Canada in 2006-07 were from the Russell and Pre-92 groups and still represented 82% in 2010-11. However, the figures from the other two groups of institutions have almost doubled between the same years despite fluctuations in growth.

TABLE 39: UK student mobility to Canada (109 institutions)

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**TOTAL**	**Institutions**
Russell	245	264	262	274	290	1335	15
Pre-92	173	189	170	221	211	964	27
Post-92	51	45	62	67	94	319	27
Other	6	12	19	25	17	79	5
TOTAL	475	510	513	587	612	2,697	74

A larger number of institutions included in this report has impacted upon the changing pattern of mobility towards Canada as seen in previous years. However, the level of growth is not steady and represents 29% for the five years analysed, but only 18% for the Russell Group and 22% for the Pre-92 institutions, below the rates shown by the Post-92 universities (84%) and the rest (283%).

The high number of institutions sending students to Canada represents small numbers of students for most of the universities, especially considering that a quarter of them send no less than ten students every year. Six of those institutions sending students in 2006-07 did not do it in 2010-11 although the total number grew and went from 56 institutions in 2007-08 to 69 in 2010-11.

6.3 Australia[7]

Australia has become a trendy destination for students from the United Kingdom. The increasing demand has made this country the second most popular destination and the number of students has almost doubled in only five years. As a consequence, one out of every seven students going to non-European destinations went to Australia in 2010-11.

The increase recorded in five years is 71% and, more importantly, can be seen in all the groups. It goes from 92% for the Russell Group to 37% for the other institutions, with high percentages for the Pre-92 and Post-92 universities reaching 40% and 75% respectively. Two main external factors help explain this growth: the pro-active attitude of the universities in this country and the support to student mobility shown in recent times by the Australian Government of this country.

TABLE 40: UK student mobility to Australia (109 institutions)

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**TOTAL**	**Institutions**
Russell	155	197	220	249	297	1118	15
Pre-92	134	129	135	165	188	751	24
Post-92	88	85	102	105	154	534	21
Other	16	15	15	15	22	83	5
TOTAL	393	426	472	534	661	2,486	65

Australian universities have recently enlarged their network of partners and this can be seen when looking at the number of UK institutions sending students to that country gone from 46 in 2006-07 to 64 in 2010-11. And of those, only 13 were from the Post-92 or other institutions five years ago, but the number grew to 29 in 2010-11. As a consequence, in only one year (from 2009-10 to 2010-11), 26% more students went to Australia.

The Australian government has taken various measures to promote student mobility and this trend will grow in the coming years. As recently as November 2012, a new £24 million programme of grants was launched, which allocated £2 million to promote the benefits of

[7] *The increase in the number of institutions included in this report dramatically changes the description of the outward mobility towards Australia described in previous reports, where the growth shown was much less balanced.*

outward mobility[8]. Although mainly centred in mobility towards Asia, the new programme will represent an important boost to any kind of mobility.

6.4. Japan

Japan is an example of a country where the influence of language students on mobility is very high. Unfortunately, their number has decreased in the United Kingdom in the last few years. HESA statistics show that, from 1,720 students enrolled in Japanese Studies in all higher education institutions in 2006-07, figures went to 1,515 in 2008-09 and only 1,050 in 2010-11. As a consequence, large cohorts of students going to this country have been reduced and 2010-11 showed an increase of only 2% over the previous year.

TABLE 41: UK student mobility to Japan (109 institutions)

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**TOTAL**	**Institutions**
Russell	34	51	97	143	126	325	11
Pre-92	4	22	20	26	37	109	13
Post-92	25	47	88	69	80	309	11
Other	12	14	18	18	17	79	6
TOTAL	75	134	223	256	260	822	41

Five institutions which sent a total of 157 students to Japan in 2009-10 reduced the numbers to 115 one year later. The same institutions had sent only 31 students in 2006-07. The number of exchanges has increased with the contribution of new agreements and new institutions sending students to this country. The number has gone from 16 universities sending students in 2006-07 to 34 in 2010-11 with eight totally new institutions in the last two years.

New institutions exchanging with Japan have maintained growth in absolute numbers, even though the relative percentages have decreased. The Russell Group and other institutions decreased their mobility in 2010-11, but this was not the case for the other two groups. The Post-92 universities, in particular have experienced growth in this area.

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

6.5. Hong-Kong

The growth in recent years has consolidated Hong Kong as the sixth most popular non-European destination for UK students. This growth has mainly happened in the last two years when 60% of the total mobility over the last five years has occurred.

Forty-six institutions sent students to Hong Kong in 2010-11, almost double the number from five years ago. A concentration of mobility from a small number of institutions can be seen when comparing the beginning and the end of the period analysed here. In 2010-11, 123 students were from only eight universities (from the Russell and Pre-92 groups) when there were only 42 from the same universities five years before. However, the rest of the institutions linked with Hong Kong represented only 39 students (and 16 universities) in 2006-07, but 126 students (and 38 universities) in 2010-11.

TABLE 42: UK student mobility to Hong Kong (109 institutions)

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL	Institutions
Russell	44	51	43	99	113	350	15
Pre-92	20	23	30	68	96	237	21
Post-92	15	17	31	16	33	112	9
Other	2	5	4	4	4	19	4
TOTAL	81	96	108	187	246	724	49

All groups of universities have doubled the number of students going to Hong Kong in the last five years. This means that 2.68% of the non-European mobility in 2006-07 was to Hong Kong and 5.12% in 2010-11. An important element of this growth has been the signature of new exchange agreements. Twelve new institutions from across the higher education spectrum have been added to the list of those sending students to this country. The largest growth happened with the Pre-92 universities going from 25% of the students sent in 2006-07 to 39% in 2010-11. Throughout the years the Russell Group represents more than 80% of the total mobility but, as seen above, the other groups have also increased their numbers at a similar level. Considered as an English speaking country in higher education, Hong Kong is still in expansion as a destination for students from the United Kingdom.

6.6. Singapore

Exchanges with Singapore have not followed the general trend of growth shown by other countries. Despite its similarity to Hong Kong in many ways, the number of institutions exchanging students with Singapore has not grown; indeed the number has decreased by eleven in 2010-11. Only two new institutions sent students last year, whilst five others did not send a single student.

TABLE 43: UK student mobility to Singapore (109 institutions)

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL	Institutions
Russell	40	51	75	79	88	333	14
Pre-92	32	27	35	59	44	197	14
Post-92					4	4	1
Other				9		9	2
TOTAL	72	78	110	147	136	543	31

As in previous years, mobility to Singapore comes primarily from students from the Russell Group and the Pre-92 universities. In five years, 98% of the students going to Singapore were from those groups and only three institutions from the rest have broken this rule during this period. Of those institutions sending students, nine reduced their numbers in 2010-11 and only three made a significant increase in their numbers.

The future evolution of the mobility to Singapore is quite unpredictable and depends on the interest shown by the students from the institutions active in exchanges or a change in the policy of alliances of the Singaporean universities.

6.7 China

The evolution of the number of students in Chinese Studies in the United Kingdom is, according to HESA, following the same pattern as seen for Japan, with a decrease in the absolute number of full-time students going to that country on exchange. However, the number of students going to China has increased enormously in the last five years.

The difference between China and Japan has to be based on different institutional policies and approaches to these countries. Only six institutions had exchanges with China in 2006-07. Five years later, there were 23 institutions. 58 out of 65 students came from three institutions in the first year mentioned. In 2010-11, these three institutions sent 131 students, but a further 158 students came from 20 other institutions. It is important to highlight that one single institution has sent 251 students to its campus in China during the last five years.

TABLE 44: UK student mobility to China (109 institutions)

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**TOTAL**	**Institutions**
Russell	30	51	115	130	162	488	7
Pre-92			2	1	11	14	5
Post-92		1	18	28	82	129	9
Other	35	29	34	35	34	167	5
TOTAL	65	81	169	194	289	798	26

An element to consider is the origin of those students going to China. Looking at the data for 2010-11, 56% of the students were from the Russell Group (and 51% of them from a single university), but 28% were from nine different Post-92 universities. In addition, five from the group of the small and specialist institutions were also sending students, which would suggest that exchanges with China are based more on concrete areas of study rather than on institutional agreements across all disciplines. The low figures for the Pre-92 universities should guarantee possibilities of growth, as this is an active group of universities in other countries and areas of the world but, at the moment, student mobility towards China is polarised between two different types of interests related to language and institutional policy, on the one hand, and discipline based agreements on the other.

6.8. New Zealand

New Zealand shows the lowest level of mobility among English speaking destinations and this has been its position across all the years analysed. Figures for mobility for this country have grown modestly, compared to those for its Australian neighbour. Despite similarities in distance, etc, the interest for New Zealand is still relatively low.

TABLE 45: UK student mobility to New Zealand (109 institutions)

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL	Institutions
Russell	20	25	19	32	31	127	8
Pere-92	12	9	11	19	30	81	13
Post-92	2	7	7	2	10	38	5
Other	5	6	1	4	2	18	3
TOTAL	39	47	38	57	73	264	29

The number of institutions sending students to New Zealand has grown in the last two years, going from 16 to 21 in 2009-10 and 24 in 2010-11. However, there is no regularity in the flows, as a total of 29 institutions have sent students in the last five years. Figures in Table 43 show a decrease in 2008-09 due to 11 out of 16 institutions sending fewer students than the year before. Despite the increase, a similar irregular pattern occurs when comparing the data for 2010-11 with the previous year. Four institutions sent fewer students; six sent more and four were new in the list.

Only seven universities have sent students to New Zealand in all five years analysed. Four of them are from the Russell Group and the rest from the Pre-92 universities. The other institutions have not shown consistent mobility and this is possibly due to the variable interest of students, strongly affected by the perception of high costs of the mobility in times of financial crisis.

As a destination, New Zealand has been mainly taken by students from the Russell Group and the Pre-92 universities with over 80% of the total exchanges. This percentage has been stable throughout the period and even increased in the last year.

6.9. South Korea

South Korea represents a clear example of a country with many possibilities for exchanges that are not fully exploited. Numbers have been very low until the last year and the interest shown by institutions and students has been variable throughout the years.

The number of institutions exchanging students with South Korea has always been very low. It went from one (in 2006-07) to six (in 2009-10) and only in the last year did the figure reach 11 institutions. Despite this growing interest, none of these institutions has managed to send at least one student every year and only one institution sent students every year for four years. In addition, it took a total of 16 institutions to send a total of only 48 students over five years.

TABLE 46: UK student mobility to South Korea (109 institutions)

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**TOTAL**	**Institutions**
Russell			2	2	2	6	3
Pre-92	4	5		4	9	22	6
Post-92			1	1	14	16	5
Other			1	1	2	4	2
TOTAL	4	5	4	8	27	48	16

Data from last year shows some signs for optimism. Eight new institutions sent students to South Korea and they come from a variety of origins. As it is the case with China, a specialisation of the agreements can be seen by the number of Post-92 and specialist institutions involved. They represented 16 out of 27 students in 2010-11, quite likely from fields related to Art and Design. An extension to other areas of study would increase mobility according to the expectations.

6.10 Russia

Student mobility towards Russia does not follow any pattern of sustainable growth and depends on individual institutional policies, rather than on a steady process for growth. In five years, only ten institutions have sent students to Russia and only three have been part of these exchanges in a consistent way during these years.

TABLE 47: UK student mobility to Russia (109 institutions)

	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL	Institutions
Russell	9	11	25	74	75	194	5
Pre-92	3	3	9	13	1	29	3
Post-92	3				3	6	1
Other	7	4	17	21	15	64	1
TOTAL	22	18	51	108	94	293	10

Three institutions only sent students in one of the years analysed and only two in all five years of the period. In 2010-11 three universities sent 90 from the 94 students in a growing progression. However, the exchanges with Russia have shown a lack of consistency for the majority of those who have been involved in these five years, regardless of the groups of universities they belonged to.

6.11. Latin America

Despite a remarkable growth in recent years, Latin America is still treated as one separate section rather than as individual countries, due to the common characteristics of mobility towards this area.

TABLE 48: UK student mobility to Latin America by groups (109 institutions)

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**TOTAL**
Russell	119	108	111	165	180	683
Pre-92	17	17	43	54	60	191
Post-92	13	7	11	36	26	93
Other	28	25	37	35	44	169
TOTAL	177	157	202	290	310	1,136

Table 46 shows how the increase in numbers only dipped in 2007-08 and, in total, represents 75% more students going to Latin America in 2010-11. Their distribution has been largely related to language courses (Spanish and Portuguese), which explains the higher percentages for the Russell Group and the Pre-92 universities. These two groups have consistently contributed with 77% of the students involved, but the absolute numbers show an increase in mobility across all types of institutions.

The distribution by countries has consolidated the position of some, such as Argentina, Mexico, Brazil and Chile, and shown levels of irregularity for the rest. Between 2006-07 and 2010-11, Argentina went from the tenth position to the eighth place as a non-European destination. Despite this progress, the evolution has not been stable for the majority of the countries as can be seen in Table 49.

The number of institutions sending students to Latin America varies according to the countries. A total of 38 institutions have sent students to the five main countries (Argentina, Brazil, Mexico, Chile and Cuba), but only 4 to all of these five countries, 4 more to only four countries and 8 to three of them. Apparently, there is not a consistent policy towards exchanges with Latin America yet and institutions tend to establish individual agreements in concrete countries as opposed to following a regional policy so far.

TABLE 49: UK student mobility to Latin American countries

	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**TOTAL**
Argentina	46	50	61	76	103	336
Mexico	76	38	62	72	71	319
Brazil	26	25	27	51	48	177
Chile	12	16	27	38	29	122
Cuba	14	18	7	16	8	63
Uruguay	2	4	7	9	10	30
Peru		3	5	8	13	29
Colombia			1	5	12	18
Costa Rica	3			1	11	15
Ecuador			1	4	3	8
Bolivia			2	3	1	6
Nicaragua			1	3		4
Guatemala				2		2
Venezuela			1	1		2
Puerto Rico		2				2
Paraguay				1		1
Honduras		1				1
El Salvador					1	1
TOTAL	179	157	202	290	310	1138

In total, student mobility towards Latin America has increased by 75% in five years with the main progress made by Argentina, Brazil and Chile. Other countries represent much more sporadic mobility, although eleven countries have managed to consolidate mobility in the last two years and there are still further possibilities for growth.

6.12. Other countries

A group of 109 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 showed that, over that period, a further 24 countries were selected as destinations by UK students, probably as their institutions had signed agreements with partners in these countries. However, numbers were lower in 2010-11, as one of the effects of the financial crisis which forced a concentration of mobility in fewer countries than before. In that year, students went to 50 different countries, only two more than the year before.

Geographically, the countries included in this section can be categorised as follows:

Africa	Cameroon, Central African Republic, Gambia, Ghana, Kenya, Madagascar, Malawi, Mauritius, Morocco, Mozambique, Senegal, South Africa, Sudan, Tanzania, Uganda, Zambia
America	West Indies (Bahamas, Barbados and Jamaica), Martinique
Asia	Cambodia, India, Macao, Malaysia, Pakistan, Taiwan, Thailand
Middle East	Egypt, Dubai, Iran, Israel, Jordan, Lebanon, Palestine, Syria
Rest of Europe	Belarus, Monaco, Serbia, Ukraine

For most of the countries listed above the number of students is not yet significant, although some of them have started to grow at a good pace and others show an irregular trend.. From 2006-07 to 2010-11 the more relevant changes have been:

- Egypt had been growing every year, but decreased in 2010-11, due to the political situation, and went back to the level of four years before. Syria grew for three years, although it is expected that its numbers will collapse in the coming year. A similar trend could happen with Jordan, which showed a spectacular growth in 2010-11 but could face difficulties in the future.
- 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 2008-09, but maintains a level between 9 and 11 students per year.
- New players with significant numbers in the last year include South Africa and Thailand

Eleven of the countries mentioned above only received one or two students in 2010-11 and nine more are included in the list for their activity in previous years, as they did not register any mobility in 2010-11. Small figures for most of the countries and irregularity in the flows are the main characteristics for most of those included in this section. New countries are added to the list every year, but without a single case deserving its own section yet due to the very low rates of mobility.

6.13. The total numbers of non-European mobility

The summary of the data received from the 109 institutions shows that a total of 65 countries received students during the five years analysed[9]. This represents eleven countries more than those included in the report last year and shows an increasing diversity in the number of destinations.

The United States is clearly in the first position of the ranking, although overall growth has reduced the relative percentage of students going to that country. Even with the 20% increase in these years, the United States does not receive the majority of the non-European mobility as was the case five years ago.

As seen above, Australia has overtaken Canada as the second most popular destination due to a stronger growth. Fourth and fifth positions have experienced a change in the last five years. They were Hong Kong and Mexico in 2006-07 and are now China and Japan. The top five destinations represented 85% of the total mobility in 2006-07, but this percentage was 76% in 2010-11. Similarly, the top ten destinations experienced a decrease in total mobility over that period, going from 95% to 90%, although the smaller difference suggests that the diversity of destinations has not improved that much and a small number of countries still receive the majority of students.

[9] *Students going to Bahamas, Barbados and Jamaica have been grouped under the denomination of West Indies. This is due to the lack of data about the concrete destination for some institutions.*

TABLE 50: UK student mobility reported by 109 institutions

	2006-07	2007-08	2008-09	2009-10	2010-11	% in 2010-11	% in 2006-07
Argentina	46	50	61	76	103	2.14	1.51
Australia	393	426	472	534	661	13.76	12.91
Belarus	0	0	0	0	1	0.02	0.00
Bolivia	0	0	2	3	1	0.02	0.00
Brazil	26	25	27	51	48	1.00	0.85
Cambodia	0	0	0	4	0	0.00	0.00
Cameroon	0	0	0	0	1	0.02	0.00
Canada	475	510	513	587	612	12.76	15.61
Central African	0	0	0	0	1	0.02	0.00
Chile	12	16	27	38	29	0.60	0.39
China	65	81	169	194	289	6.02	2.14
Colombia	0	0	1	5	12	0.25	0.00
Costa Rica	3	0	0	1	11	0.23	0.10
Cuba	14	18	7	16	8	0.17	0.46
Dubai	1	1	0	0	6	0.12	0.03
Egypt	13	22	42	32	23	0.48	0.43
El Salvador	0	0	0	0	1	0.02	0.00
Ecuador	0	0	1	4	3	0.06	0.00
Gambia	2	4	18	14	12	0.25	0.07
Ghana	10	8	0	0	3	0.06	0.33
Guatemala	0	0	0	2	0	0.00	0.00
Honduras	0	1	0	0	0	0.00	0.00
Hong Kong	81	96	108	187	246	5.12	2.66
India	1	1	7	6	10	0.21	0.03
Iran	3	1	3	3	0	0.00	0.10
Israel	10	11	1	9	14	0.29	0.33
Japan	75	134	223	256	260	5.41	2.46
Jordan	0	0	0	8	16	0.33	0.00
Kenya	0	0	0	0	4	0.08	0.00
Lebanon	0	0	0	0	2	0.04	0.00
Macao	0	0	0	0	1	0.02	0.00
Madagascar	0	0	0	1	6	0.12	0.00
Malawi	0	0	1	7	7	0.15	0.00
Malaysia	19	40	54	74	79	1.64	0.62
Martinique	0	0	0	2	0	0.00	0.00
Mauritius	0	0	2	2	2	0.04	0.00
Mexico	76	38	62	72	71	1.48	2.50
Monaco	0	1	0	0	0	0.00	0.00
Morocco	0	0	0	0	2	0.04	0.00
Mozambique	0	0	1	0	0	0.00	0.00
New Zealand	39	47	38	57	73	1.52	1.28
Nicaragua	0	0	1	3	0	0.00	0.00
Pakistan	1	0	0	0	0	0.00	0.03

	2006-07	2007-08	2008-09	2009-10	2010-11	% in 2010-11	% in 2006-07
Palestine	0	2	0	0	0	0.00	0.00
Paraguay	0	0	0	1	0	0.00	0.00
Peru	0	3	5	8	13	0.27	0.00
Puerto Rico	0	2	0	0	0	0.00	0.00
Russia	22	18	51	108	94	1.96	0.72
Senegal	0	0	0	1	3	0.06	0.00
Serbia	0	0	0	1	2	0.04	0.00
Singapore	72	78	110	147	137	2.83	2.37
South Africa	3	3	4	9	16	0.31	0.10
South Korea	4	5	4	8	27	0.56	0.13
Sudan	0	0	0	1	0	0.00	0.00
Syria	0	0	6	15	31	0.65	0.00
Taiwan	0	0	3	7	6	0.12	0.00
Tanzania	0	0	0	0	2	0.04	0.00
Thailand	0	1	1	6	13	0.27	0.00
Uganda	2	0	2	2	2	0.04	0.07
Ukraine	0	0	0	4	2	0.04	0.00
United States	1,571	1,502	1,591	1,748	1,822	37.92	51.63
Uruguay	2	4	7	9	10	0.21	0.07
Venezuela	0	0	1	1	0	0.00	0.00
West Indies	2	2	4	1	5	0.10	0.07
Zambia	0	0	2	2	2	0.04	0.00
TOTAL	3,043	3,151	3,632	4,327	4,805	100.00	100.00

Countries where English is the official or the main language for teaching received 88% of the students in 2006-07, but only 77% in 2010-11, although still represents the vast majority of students.

TABLE 51: UK student mobility by geographical areas of destination

	2006-07	2007-08	2008-09	2009-10	2010-11	% in 2010-11	% in 2006-07
AFRICA	17	15	30	39	61	71.25	0.56
ASIA	318	436	679	889	1,070	22.27	10.45
LATIN AMERICA	181	159	206	293	316	6.58	5.95
MIDDLE EAST	27	37	50	67	92	1.91	0.89
Non-EU EUROPE	22	19	51	113	98	2.04	0.72
NORTH AMERICA	2,046	2,012	2,104	2,335	2,434	50.66	67.24
OCEANIA	432	473	510	591	734	15.28	14.20
TOTAL	3,043	3,151	3,632	4,327	4,805	100.00	100.00

The distribution of students by geographical areas has experienced important changes, as North America (including only the United States and Canada) has gone from 67% of the total to just 50%, mainly due to the increase in mobility to Asia, but also to other areas in the world.

7. OTHER TYPES OF MOBILITY

In addition to Erasmus and the non-European mobility, there are other forms of mobility that can be included in the report, as they meet the condition of lasting more than three months. These are the language assistants who do not qualify for an Erasmus grant, the Comenius assistants managed by the British Council with European funding and the student mobility towards Switzerland, excluded from the Erasmus programme and independently funded by the Swiss Government. Although not much detail is known about these types of mobility, it is still worth mentioning their main characteristics.

7.1. Language Assistants

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 52 shows their distribution in 2010-11.

TABLE 52: Language Assistants in 2010-11

	Erasmus	Non-Erasmus	TOTAL	% Erasmus	% non-Erasmus	% Language Assistants
Russell	1,032	196	1,228	84.04	15.96	56.77
Pre-92	579	167	746	77.61	22.39	34.49
Post-92	140	49	189	74.07	25.93	8.74
TOTAL	1,751	412	2,163	80.95	19.05	100

The number of language assistants has been growing steadily. There were 1,860 in 2006-07 and despite a decrease in numbers in 2008-09, 2010-11 showed 153 more students than the year before (representing an increase of 7.6%) and 303 more than in 2006-07 (16% more).

This type of mobility is intended to support the learning of English in other countries and it is therefore logical that the majority of language assistants are studying languages. This explains the high proportion of students from the Russell and Pre-92 universities with more than 90% of the total between them. Also logical is the absence of specialist institutions, where languages are not taught as a degree.

More than three quarters of the language assistants receive an Erasmus grant meaning that they have not already graduated at the time of the mobility and that they had not previously benefited from such a grant.

TABLE 53: Distribution of Language Assistants by countries

	Erasmus Language Assistants	Non-Erasmus Language Assistants	Total Language Assistants
Austria	63	41	104
Belgium	5	4	9
Canada	0	21	21
France	883	105	988
Germany	327	28	355
Italy	50	6	56
Latin America	0	85	85
Spain	423	113	536
Switzerland	0	9	9
Not defined	3	0	3
TOTAL	1,751	412	2,163

Table 53 shows the destination of the language assistants differentiating those who received the Erasmus grant from those who did not. These include 115 beneficiaries going to Canada (twenty-one), Switzerland (nine) and Latin America (eighty-five), although no details have been collected about the distribution by countries of the last group. This lack of information also applies to the evolution of the number of the language assistants receiving an Erasmus grant, as data from previous years is based on estimations and only access to concrete data in 2010-11 enables the separation of the Erasmus students from the general list.

7.2. Comenius Assistants

Comenius Assistants receive a grant from this action of the LLP to teach in a school in a European country. The British Council manages this initiative and awards the grants through an annual call for candidates. The number of beneficiaries is low compared to the other initiatives included in the report, with 117 students participating in the programme in 2010-11 and the information available only refers to the origin of students and their destination.

As with other programmes, the Russell Group and the Pre-92 universities represent the vast majority of the grantees with 62% and 24% of them respectively for a total of 101 students. The small numbers of this action can also be seen by the fact that these students come from 30 different institutions, making the average lower than four students per institution.

As for the destination in 2010-11, France (34 assistants) and Spain (30) represent 55% of the total with the rest of destinations very diversified within Germany (14), Italy (13), Portugal (10), Denmark, the Netherlands, Norway, Sweden and Turkey (2) and Austria, Bulgaria, Cyprus, Greece, Malta and Poland (1). A similar distribution can be seen in the period between 2007 and 2010 with 32% going to France, 25% to Spain, 11% to Italy and 9% to Germany with the rest spread among almost all European countries.

7.3. Switzerland

As Switzerland was not part of the Erasmus programme between 2001-02 and 2011-12, the data corresponding to student mobility towards that country is not available from the European Commission, but is from the Swiss authorities, who funded all mobility to and from that country during those years[10]. Therefore the only information available relates to the total number of students from and to each of the countries participating in the programme.

TABLE 54: UK student mobility with Switzerland

	Students going to Switzerland	Students coming from Switzerland
2006-07	87	212
2007-08	104	234
2008-09	99	214
2009-10	100	217
2010-11	90	246
TOTAL	480	1,123

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

The figures in Table 54 show that UK mobility towards Switzerland has not progressed in the last five years and its numbers have gone from 87 to 104 students without any pattern of growth as is the case for Swiss students coming to the United Kingdom. It is expected that the formal integration of Switzerland in Erasmus in 2011-12 would have helped to increase the mobility.

8. ESTIMATION OF UK OUTWARD MOBILITY

Once all types of mobility have been described and quantified, an estimation can be made of the total number of students going abroad and also the performance level of the institutions in the United Kingdom.

8.1. Institutional performance

The data provided by 109 institutions together with their Erasmus records, provides a picture of respective performance related to student mobility. Table 55 combines the Erasmus and non-European mobility for each of the institutions and compares the results with their total number of registered students (according to the HESA statistics for 2010-11).

TABLE 55: Comparison of student mobility and total number of students for 109 institutions

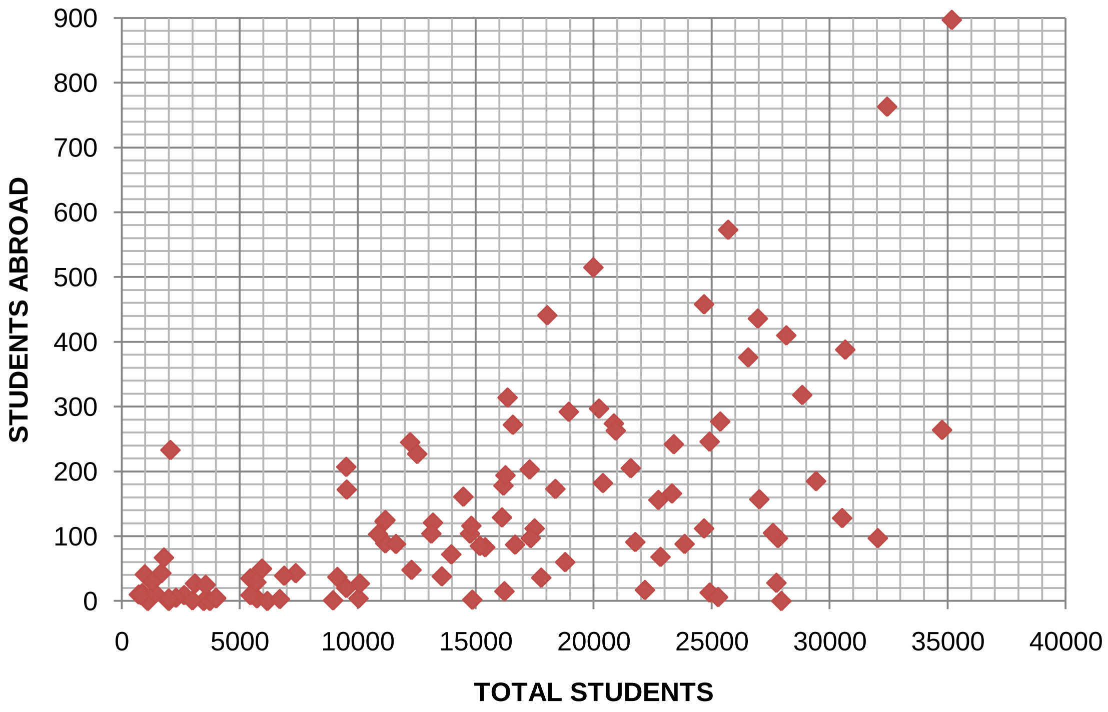


Table 55 shows a comparison of institutions in terms of their total registered students and their total mobility. The chart shows that mobility is related to the number of students and that higher numbers of registered students predispose to more mobility in relative terms. The average for the 109 institutions would be 15,000 students enrolled, with 142 of them going abroad. Logically, those 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.

8.2. 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) are complemented by a calculation of the non-European mobility based on the results of the survey made to UK Higher Education institutions.

TABLE 56: Estimation of non-European mobility by countries (all institutions in the UK)

	2006-07	2007-08	2008-09	2009-10	2010-11
United States	1,870	1,788	1,894	2,081	2,169
Australia	468	507	562	636	787
Canada	565	607	611	699	730
China	74	91	190	219	328
Japan	89	160	265	305	310
Hong Kong	96	114	129	223	293
Singapore	86	93	131	175	162
Argentina	55	60	73	90	123
Russia	26	21	61	129	112
Mexico	90	45	74	86	85
Malaysia	19	40	55	75	82
New Zealand	46	56	45	68	87
Brazil	31	30	32	61	57
Syria	0	0	7	18	37
Chile	14	19	32	45	35
South Korea	5	6	5	10	32
Egypt	15	26	50	38	27
Jordan	0	0	0	10	19
South Africa	4	4	5	11	18
Israel	12	13	1	11	17
Peru	0	4	6	10	15
Thailand	0	1	1	7	15

	2006-07	2007-08	2008-09	2009-10	2010-11
Colombia	0	0	1	6	14
Gambia	2	5	21	17	14
Costa Rica	4	0	0	1	13
India	1	1	8	7	12
Uruguay	2	5	8	11	12
Cuba	17	21	8	19	10
Malawi	0	0	1	8	8
Dubai	1	1	0	0	7
Madagascar	0	0	0	1	7
Taiwan	0	0	4	8	7
West Indies	2	2	5	1	6
Kenya	0	0	0	0	5
Ecuador	0	0	1	5	4
Ghana	12	10	0	0	4
Senegal	0	0	0	1	4
Lebanon	0	0	0	0	2
Mauritius	0	0	2	2	2
Morocco	0	0	0	0	2
Serbia	0	0	0	1	2
Tanzania	0	0	0	0	2
Uganda	2	0	2	2	2
Ukraine	0	0	0	5	2
Zambia	0	0	2	2	2
Belarus	0	0	0	0	1
Bolivia	0	0	2	4	1
Cameroon	0	0	0	0	1
Central African	0	0	0	0	1
El Salvador	0	0	0	0	1
Macao	0	0	0	0	1
Cambodia	0	0	0	5	0
Guatemala	0	0	0	2	0
Honduras	0	1	0	0	0
Iran	4	1	4	4	0
Martinique	0	0	0	2	0
Monaco	0	1	0	0	0
Mozambique	0	0	1	0	0
Nicaragua	0	0	1	4	0
Pakistan	1	0	0	0	0
Palestine	0	2	0	0	0
Paraguay	0	0	0	1	0
Puerto Rico	0	2	0	0	0
Sudan	0	0	0	1	0
Venezuela	0	0	1	1	0
TOTAL	3,616	3,738	4,303	5,126	5,720

The 109 institutions which provided the data account for approximately 84% 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 84% throughout the years, but this percentage has been used as the norm for these estimations for reasons of ease and clarity.

Consequently, an arithmetic calculation has been used by assuming that the mobility recorded for each country would represent 84% of the actual total mobility for each year. Only two exceptions have been made to this rule, for China and for 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 who send students to China and Malaysia.

The number of students going to non-European destinations is based on 109 institutions this year, twenty more than in 2011, which hopefully makes the data more accurate and reliable than in previous years. Several institutions with a high level of mobility have been included this year making the difference between the estimations made for 2008-09 and 2009-10 represent about 3% of the total.[11]

Table 56 shows the estimated total number of UK students going abroad in the last five years, when the above adjustments have been made and when considering all types of mobility.

TABLE 57: Estimation of UK student mobility from 2006-07 to 2010-11

	Erasmus Study periods	Erasmus Work Placement	Switzerland	Non-European mobility	Language Assistants (non-Erasmus)	Comenius Assistants	TOTAL UK MOBILITY
2006-07	7,124		87	3,616	1,860	96	**12,783**
2007-08	7,528	2,726	104	3,738	435	78	**14,609**
2008-09	7,428	3,399	99	4,303	410	137	**15,776**
2009-10	8,053	3,670	100	5,126	460	121	**17,530**
2010-11	8,553	4,280	90	5,720	412	117	**19,172**

[11] *The current estimation represents 79 students more for 2006-07, 129 for 2007-08, 210 for 2008-09 and 326 for 2009-10.*

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 (and not study or work periods) for 2010-11. It is expected that the 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). However, some students will go to two different destinations in separate semesters and continents and therefore, 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 are supposed to represent students in single mobility periods as in Table 57. Considering all this elements, the real mobility in 2010-11 could be estimated as follows:

Erasmus students	11,421
Non-European mobility	5,434
Switzerland	90
Language Assistants (non Erasmus)	412
Comenius Assistants	117
TOTAL ESTIMATION	**17,474**

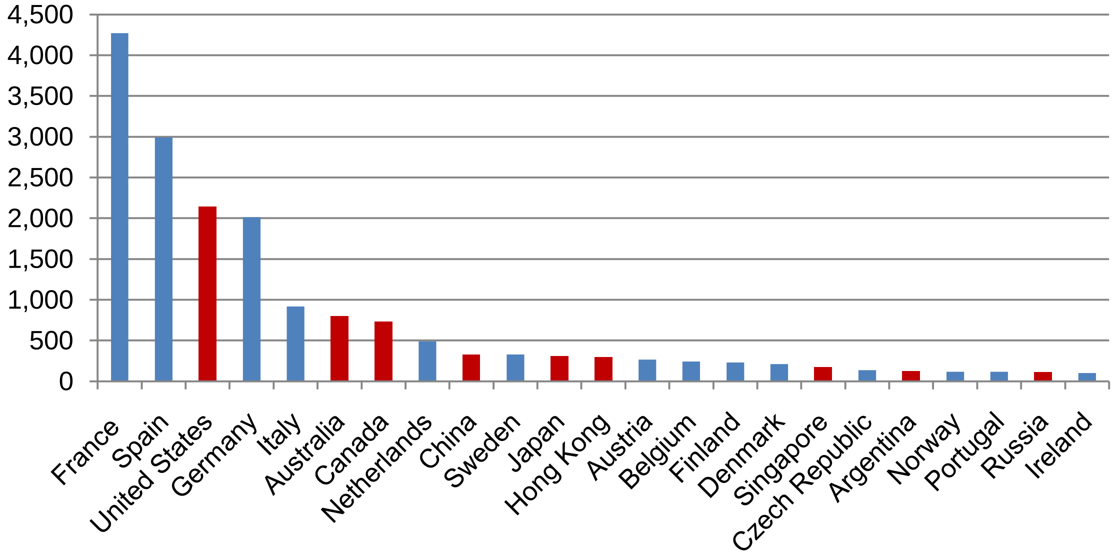
Bearing in mind the reservations about the reliability of the figures, as discussed above, the difference between mobility periods and students represents 1,697 less than the total obtained in Table 57.

Another possible estimation would be to calculate the percentage these students represent of total graduates in any particular year. Doing this shows that the UK is still very far from achieving the Bologna target for 2020 of 20% of graduates having had some form of international experience. Using the 2010-11 data (and taking postgraduates out of the equation) shows that approximately 5% of UK graduates have undertaken international mobility[12].

[12] *Data about the number of students graduating in 2010-11 has been taken from HESA. Students going abroad on that year should graduate in 2011-12, but the graduation data is still not available and the figure obtained has to be considered as a rough estimation and the maximum potential percentage.*

The figures provided by the 109 institutions can be extrapolated to provide an overall estimation for the whole HE sector of the main destination countries for UK mobility.

TABLE 58: Estimation of the top destinations for UK student mobility in 2010-11



The only changes are due to the increases experienced by countries such as China or Japan in recent years. Mobility towards Europe shows more stable mobility and the same countries have been the most popular destinations throughout the five years covered by this report.

9. CONCLUSIONS

If there is anything new shown by this fourth edition of the report, it has to be the confirmation of the increase of student mobility in the United Kingdom in recent years. However, most other countries are also increasing their numbers and in many cases in higher proportions.

At the beginning of the financial crisis, alarming voices predicted an immediate decrease in the interest of, and opportunities for student mobility and some literature was reflecting that forecast. As an example, a survey made by the Forum on Education Abroad in 2009[13]

[13] *Available at: http://www.forumea.org/documents/ForumEducationAbroadeconsurvey9-09.pdf*

gathered the opinion of 110 institutions in the United States about the impact of the crisis on study abroad.

> *66% of respondents (110 institutions/organizations) report that the global economic crisis has negatively impacted their education abroad programs. 84% of public universities and 57% of private universities and colleges report a negative impact. 87% of U.S.-based provider organizations and 62% of internationally-based provider organizations report a negative impact, while 60% of international universities do. (pp. 2)*

However, reality has shown that the benefits of studying abroad have balanced the negative effect of the crisis and students are much more prone to study abroad to improve the quality of the degree to be obtained from the university. This assumption is reinforced by the figures showing the increase in credit mobility in those countries with a higher level of student mobility development. The 2012 edition of Open Doors[14], the report made by the Institute of International Education (IIE), states that 273,996 US students studied abroad in 2010-11, a 1.3% increase over the previous year, consolidating the 4% growth of the previous year. And about 114,000 of them went abroad for one or two semesters.

Data on Erasmus mobility shown in chapter 4 illustrates a steady increase at European level with an average growth of 27% in the number of Erasmus mobility periods. Countries with important mobility traditions such as Spain, the Netherlands, France or Italy raised their numbers by more than 20% between 2007-08 and 2010-11. In the same years, the United Kingdom has followed a similar trend, reaching a 25% increase in Erasmus, but a 57% in non-European mobility.

Nevertheless, the levels of mobility of the United Kingdom are still below most of the main actors in Europe, especially when considering that only about 5% of the students have had an international experience when graduating. The United Kingdom only represents the sixth country in terms of outgoing mobility in Erasmus behind Spain, France, Germany, Italy and Poland, in this order. Spain, France and Germany sent abroad no less than 135,000 students each from 2006-07 to 2010-11 and the United Kingdom only sent 52,761 in the same period, meaning that for each student going abroad from a British institution, eight were doing the same from the three countries mentioned. In a competitive international labour market, this is an advantage for those countries actively promoting mobility.

Language students, mainly from two of the groups of universities still are the core group of the students going abroad. However, a healthy growth can be seen in other institutions and

[14] *http://www.iie.org/en/Research-and-Publications/Open-Doors/Data*

areas of study (even in the same groups where language students are in the majority). In addition, mobility towards English speaking countries is not related to language degrees and opens the door to other candidates. The distribution of students shows that a growing number of them have been attracted by the possibility of going abroad to study or work. This represents huge possibilities for improvement thanks to a renewed interest shown by the universities that, at different speeds, are recovering the spirit of the last years of the previous century, when the United Kingdom was one of the leaders in European mobility[15].

A lack of language skills led towards an almost exclusive dependence on English speaking country destinations for students in degrees other than languages. The USA, Canada and Australia have been considered as the only choice without contemplating the possibility of other partnerships and countries where tuition is also in English (such as Scandinavia or the Netherlands) or cancelling agreements with institutions where the offer in English was considered as insufficient. Bearing in mind the limited growth of exchanges with North American universities, where reciprocity applies, many potential candidates might be discouraged by the lack of places available and institutions should make an effort to look for alternative destinations to better promote the benefits of mobility, thus providing access to a larger group of students. The figures show that, in a period of growth, some destinations are struggling to keep the numbers up (or, indeed are receiving fewer students), as is the case with countries such as Brazil, Japan, Russia or Singapore. Similarly, Denmark, Sweden and Finland are also experiencing a level of growth much lower than in other countries. It is worth mentioning the need to increase the possibilities for exchange for non-language students as they only represent 28% of those going to Europe from the Russell Group and 37% from the Pre-92 universities. This represents that each of these groups is sending 200 non-language students fewer than the Post-92 universities.

It is also important to note that work placements in Europe have not experienced the same increase as study periods, especially from the non-language degrees. In times where the employability of the degrees becomes a huge priority for higher education, the possibilities offered by this type of mobility are not being fully exploited and for many institutions are still marginal activities.

As a summary, it is clear that the interest of students in the UK for a period abroad has been increasing in the last years and institutions are strengthening their promotional activities and support. But there is still large room for improvement, especially at institutional and national

[15] *From 1990-91 to 1995-96, the United Kingdom was the second country sending more students abroad according to the data from the European Commission.*

level. The cases of countries such as the United States, the Netherlands, Germany or the Scandinavian countries where student mobility is recorded at national level provide an extra value to the institutional role of mobility. In most of them, real figures of student mobility correspond to a national strategy for growth and promotion of the benefits of an international experience. Some steps in that direction have been taken in the United Kingdom in recent times and should be consolidated to make sure that the demand grows thanks to a clear policy of support to raise awareness and interest. In parallel, institutions have also large room for improvement in the promotion, support and facilitating of exchanges by realising their value and sending out a strong and positive message.

Mobility also requires adequate funding support to ensure that not only a privileged minority have access to these opportunities and the United Kingdom can achieve the objectives set up at European level for a consistent increase in the numbers.

Last, but not least, the difficulties to gather the information about the existing activities shows that in many cases student mobility still is the sole responsibility of Faculties and depends on the support (or lack of support) provided by these structures instead of relying on the commitment of the university. An important element of improvement in that direction would be a resolute support to an effective measurement of mobility at national level, supporting a general policy and offering concrete data on mobility, and not just estimations. The increase of recent years would definitively be supported by such measures.