Still growing after all these years.
Outward student mobility
in the United Kingdom
between 2007-08 and 2011-12.

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FOREWORD

This is the fifth edition of this report trying to quantify the number of students going abroad from the United Kingdom for a minimum period of three months. This edition covers the data corresponding to the 2011-12 year, with references to the four previous years and updates information included in the last report made in December 2012. It is worth remembering that this report covers the entire higher education sector and no individual institutions are mentioned because of their performance.

The current edition is based on the official figures for European mobility (Erasmus) and the data received from 124 higher education institutions, the highest number ever registered. A warm thank you to all those colleagues who kindly offered their time to compile the data required. The first report made in January 2009 included only 59 institutions, fewer than half than in this one. Logically, estimations made should be much more reliable this year as these 124 institutions represent almost 90% of the total Erasmus mobility.

The gratitude to the institutions has to be also extended to the generosity of other colleagues from the British Council: Gary Shiells, from the Comenius, British Council Scotland, and Talin Chakmakjian, from the Language Assistants team at the British Council, who provided institutional data for their programmes. In addition, David Hibler and Lorna Williams, from the UK Erasmus National Agency, deserve special thanks, as they facilitated the access to the non-personal data of Erasmus students, which allowed a much deeper analysis of this type of mobility. Without the contribution of all colleagues mentioned, this report would not be possible. My warmest gratitude to all of them.

1. INSTITUTIONS INCLUDED IN THE REPORT

As in previous reports, the institutions included in the report are classified according to the main groups in order to make comparisons. The classification corresponds to the situation at the end of the 2011-12 academic year and does not, therefore, include any changes made since then[1].

[1] *Several changes in the institutions mentioned in this section happened in the last two years. Some of them joined the Russell Group, others merged and got a new name or, simply, were integrated in other institutions. Throughout the report, all institutions are included in the group they belonged to in 2011-12.*

Institutions included in the report

RUSSELL GROUP (19 institutions)
Cardiff University
Imperial College of Science, Technology and Medicine
King's College London
London School of Economics and Political Science
Newcastle University
University College London
University of Birmingham
University of Bristol
University of Cambridge
University of Edinburgh
University of Glasgow
University of Leeds
University of Liverpool
University of Manchester
University of Nottingham
University of Oxford
University of Sheffield
University of Southampton (*)
University of Warwick

PRE-92 INSTITUTIONS (38)
Aberystwyth University
Aston University (*)
Bangor University
Birbeck College (*)
Brunel University
Cardiff Metropolitan University (*)
City University London
Cranfield University
Goldsmiths, University of London (*)
Heriot Watt University
Loughborough University
Queen Mary, University of London
Royal Holloway, University of London
SOAS, 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 (37)
Anglia Ruskin University (**)
Bournemouth University
Canterbury Christ Church University (*)
Coventry University
Edge Hill University (**)
Edinburgh Napier University
Glasgow Caledonian University
Kingston University London
Leeds Metropolitan University (**)
Liverpool Hope University
Liverpool John Moores University
London Metropolitan University
London South Bank University
Manchester Metropolitan University
Middlesex University
Oxford Brookes University
Queen Margaret University
Robert Gordon University
Roehampton University (**)
Southampton Solent University
University of Central Lancashire
University of Chester
University of Chichester (**)
University of East London
University of Greenwich
University of Hertfordshire (*)
University of Northampton
University of Northumbria at Newcastle
University of Portsmouth
University of Glamorgan (*)
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) (29)
Arts University College at Bournemouth (**)
Bishop Grosseteste University College
Bradford College
Colchester Institute (*)
Edinburgh College of Art (**)
Falmouth University
Glasgow School of Art
Glyndwr University
Guildhall School of Music and Drama
Harper Adams University College
Havering College of Further and Higher Education
Heythrop College
Leeds College of Art (*)
Leeds Trinity University College
Llandrillo College
New College Nottingham
Newman University College
North West Regional College
Regent's University
Rose Bruford (*)
Royal Agricultural College
Royal College of Music
Royal Conservatoire of Scotland
St Mary's University College, Belfast
Stockport College (*)
Stranmillis University College
University Campus Suffolk (*)
University College Plymouth St Mark and St John
University for the Creative Arts

(*) Institutions included in the report for the first time
(**) Data refers to 2010-11 due to lack of response in 2012.

2. THE ORIGIN OF THE DATA

Institutions were asked to provide the data for outward mobility by countries in the last five years (or only for the 2011-12 academic year for those institutions who had already provided the data for previous reports). Three mailing lists were used: HEURO (the Association of UK Higher Education European Officers), BUTEX (British Universities Transatlantic Exchange Association) and the ETT (Erasmus and Tempus Talk administered by the British Council).

The data obtained is the base for the estimates made of the total number of students going abroad to non-European destinations.

The Erasmus data provided by the UK Erasmus National Agency includes the individual entries (with personal data deleted) at the final reports submitted by all UK institutions in July 2012. This allows a distinction to be made between actual mobility of students, which is often confusing due to multiple mobility periods, and total mobility periods, as reported in the official statistics. The figures for Comenius Assistants and Language Assistants provided by the respective units at the British Council responsible for these activities add to the total mobility.

Despite the increase in reliability of the data, some difficulties remain in the making of the report. Particularly relevant are: the dispersion of the information at many institutions, due to different offices or Faculties dealing with mobility[2]; the incomplete information relating to double mobility periods (European and non-European) and lack of reliable information about non-European work placements, included by some institutions, but not by many others.

The availability of official statistics is still limited to the LLP programme, as the data collected by the HESA return is not available and it does not collect the real figures for UK outward student mobility.

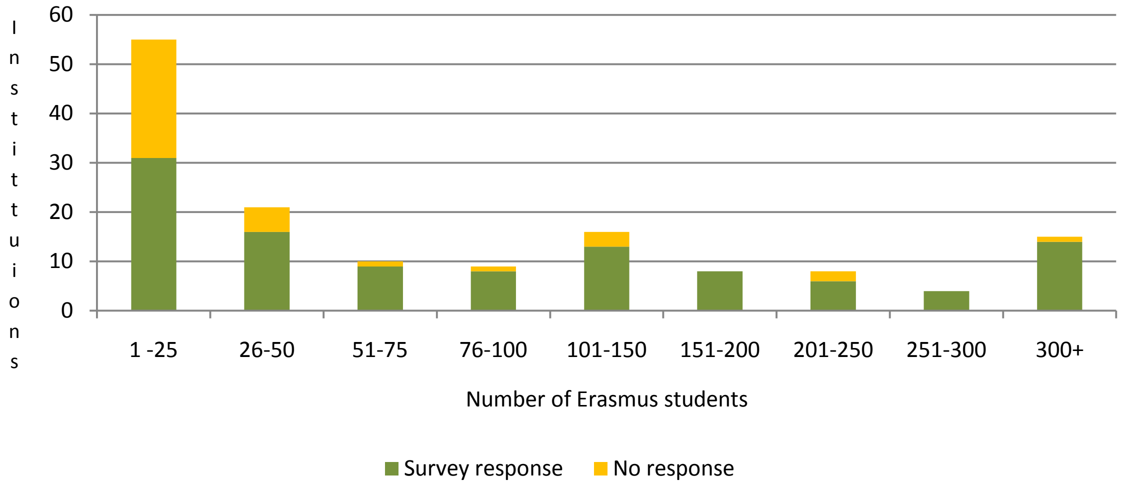
3. WHAT DO THE RESPONSES TO THE SURVEY REPRESENT?

Getting responses from 124 institutions represents the highest number of institutions involved for this type of report. It means that 74% of the institutions sending students with Erasmus are represented in the report and this equates to more than 88% of the total student mobility in 2011-12. Only two of the twenty institutions sending the most students with Erasmus are not included in the report and only five out of the top fifty. Seven of the institutions who responded to the survey had no mobility at all, but are included in Table 1.

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

[2] *The management of student mobility at the institutions is analysed in another section of the report.*

Table 1: Number of institutions included in the report according to the number of Erasmus outgoing students in 2011-12



The lowest level of responses came from the institutions sending fewer than 100 students with 72% of them responding to the survey. Of those sending over 100 students the response rate was 92%.

Table 2: Student mobility at the institutions answering the survey in 2011-12

	Institutions in Erasmus	Institutions answering the survey	% answers received	Erasmus students	Erasmus mobility survey (A)	% total survey[3]	Non-European mobility (B)	TOTAL MOBILITY (A + B)
Russell	20	19	95.00	5,802	5,565	95.92	2,227	7,792
Pre-92	41	39	95.12	4,067	3,968	97.57	1,980	5,948
Post-92	56	37	66.07	3,043	2,159	70.95	1,127	3,286
Others	27	22	81.48	745	389	52.21	252	641
Others (no mobility)	0	7	---	0	0	0	0	0
TOTAL	143	124	86.71	13,665	12,081	88.41	5,586	17,667

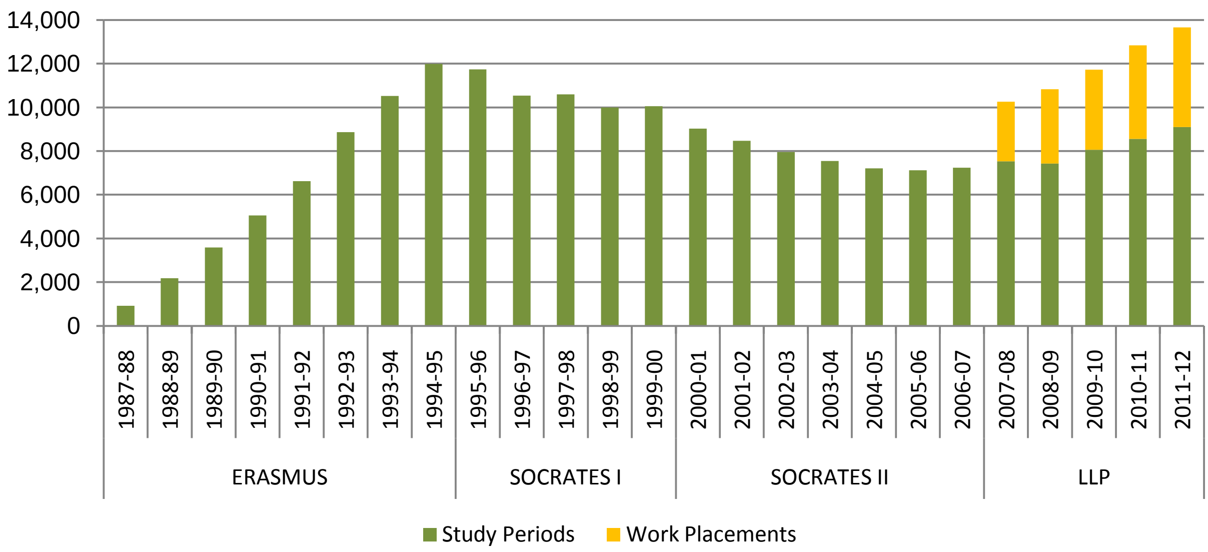
Table 2 summarises the percentage represented by the institutions answering the survey and calculates their student mobility by adding the non-European flows reported. Institutions with no mobility registered are also included in order to give the complete picture of the answers received.

[3] *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, 83.4% in 2009-10 and 84.4 in 2010-11..*

4. ERASMUS IN THE UNITED KINGDOM.
AN ANALYSIS OF MOBILITY IN 2011-12 BASED ON TOTAL NUMBERS

A total of 13,665 entries are registered in the Erasmus data for 2011-12, an increase of 6.48% compared to the previous year. The growth is lower than the year before in relative terms, but consolidates the growing trend started in 2006-07, compared to the decrease of 1990s. For the second consecutive year, a new highest number of Erasmus students is registered in the United Kingdom.

Table 3: Evolution of the number of Erasmus students in the United Kingdom since the beginning of the programme in 1987-88



The inclusion of mobility for work placements in the programme (in 2007-08) 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. Before this inclusion in the programme, the number of students going abroad for Study Periods had been decreasing since 1999-2000. However, the current figures of this type of mobility are also reaching the level of the initial year of decline, proving that the growth is not only due to the inclusion of work placements.

The United Kingdom follows the pattern of growth established in Europe in recent years. Table 4 shows how the ten top outgoing mobility countries have increased their figures when the latest data is compared to 2007-08, which saw the beginning of the financial crisis and the Lifelong Learning Programme (LLP). It also shows a robust growth in the case of the United Kingdom, which is only lower than Turkey, Spain and the Netherlands.

Table 4: Growth in the number of Erasmus students at the top ten European countries

	2011-12	2007-08	% increase
Turkey	11,846	7,119	66.40
Spain	39.545	24,984	58.28
Netherlands	9,310	5,986	55.53
ALL ERASMUS	252,827	182,697	38.39
UNITED KINGDOM[4]	13,665	10,278	32.95
Belgium	7,091	5,386	31.66
France	33,269	25,945	28.23
Italy	23,377	18,364	27.30
Germany	33,363	26,286	26.92
Czech Republic	7,004	5,587	25.36
Poland	15,315	12,854	19.15

Table 5 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 20.86% for study periods and a remarkable 67.57% for work placements, representing 3,412 students more participating in Erasmus in this period. As Table 4 shows, this relative growth of the United Kingdom is higher than in countries which have a higher level of mobility, such as France, Italy or Germany during the same period.

Table 5: Growth of Erasmus in the United Kingdom[5]

	Study periods	% increase	Work placements	% increase	Total Erasmus	% increase
2007-08	7,525		2,726		10,251	
2008-09	7,428	-1.28	3,399	24.69	10,827	5.62
2009-10	8,053	8.41	3,670	7.97	11,723	8.27
2010-11	8,553	6.21	4,280	16.62	12,833	9.47
2011-12	9,095	6.32	4,568	6.73	13,663	6.46
TOTAL	40,654		18,643		59,297	

The increased figures are not due to a specific type of institution. In fact, Table 6 shows an irregular trend in the distribution among the different groups of universities in recent times.

[4] The official statistics provided by the British Council for 2011-12 include two students less than those from the European Commission what explains the discrepancy in some tables.

[5] The figures for 2011-12 do not correspond to those mentioned in Table 4 due to the discrepancy between official statistics from the European Commission (used in Table 4) and the British Council (used here)

Table 6: 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
2011-12	5,802	3.42	4,655	13.34	2,702	5.10	506	-7.16
TOTAL	25,659		17,540		11,487		2,530	

Comparing the evolution of the four years, the number of Erasmus students grew by 73.82% at the Pre-92 universities, by 32.26% at the Post-92 universities, by 29.13% at the Russell Group and by 17.67%, at the other institutions, with only occasional decreases. Especially significant is the decrease shown by the group of the other institutions in the last two years and the irregular growth of the rest, which does not follow a linear growth pattern.

Table 7 shows that the destination of students has also followed a similar pattern of growth to that of previous years. Comparing the evolution between 2007-08 and 2011-12, almost all the countries have increased the figures, with the only exceptions being Greece, Liechtenstein and Slovakia.

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. These countries constitute 78% of the mobility towards Europe in 2011-12, the same percentage as five years ago.

Those countries where teaching is mainly offered in English (Denmark, Finland, Norway, Sweden and the Netherlands) have also experienced an increase, although they still only represent 11% of the total mobility. At general level, this fact undermines the policies developed by many institutions of signing agreements with institutions from these countries to overcome the difficulties with languages traditionally shown by British students.

The comparison of figures for the last two years brings peculiar results. The highest absolute increase corresponds to Spain (239 students) and the Netherlands (91), with most of the countries receiving more students from the UK in 2011-12. However, France (only 13 students more) and especially Germany (8 less) contradict the general growth and this can be due to an irregular pattern of growth or to a change in the mobility trends. Only time will show which one of the two represents the right explanation.

Table 7: Destination of UK Erasmus students by countries

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL	% increase 2011/2007	Difference 2011-2007
France	3,429	3,538	3,838	4,271	4,284	19,360	24.93	855
Spain	2,267	2,385	2,689	2,990	3,229	13,560	42.43	962
Germany	1,579	1,657	1,668	2,015	2,007	8,926	27.11	428
Italy	772	809	868	916	948	4313	22.80	176
Netherlands	397	440	461	491	582	2371	46.60	185
Sweden	285	315	313	327	336	1576	17.89	51
Austria	168	228	257	268	252	1173	50.00	84
Finland	224	224	230	231	243	1152	8.48	19
Belgium	184	189	242	241	259	1115	40.76	75
Denmark	182	194	199	211	229	1015	25.82	47
Czech Rep.	140	137	146	135	172	730	22.86	32
Ireland	126	172	134	100	142	674	12.70	16
Norway	99	106	128	118	118	569	19.19	19
Portugal	99	106	112	116	125	558	26.26	26
Poland	69	70	80	84	75	378	8.70	6
Greece	59	48	57	67	53	284	-10.17	-6
Turkey	29	26	69	58	83	265	186.21	54
Malta	21	44	61	45	73	244	247.62	52
Switzerland	na	na	na	na	184	184		184
Hungary	27	18	27	40	47	159	74.07	20
Cyprus	17	19	24	30	50	140	194.12	33
Estonia	19	25	23	22	28	117	47.37	9
Iceland	23	17	9	12	29	90	26.09	6
Romania	15	19	8	15	20	77	33.33	5
Lithuania	5	12	28	10	16	71	220.00	11
Slovakia	15	9	18	13	9	64	-40.00	-6
Bulgaria	10	6	6	22	19	63	90.00	9
Slovenia	10	3	14	14	14	55	40.00	4
Luxembourg	3	8	6	14	24	55	700.00	21
Latvia	4	3	7	5	11	30	175.00	7
Liechtenstein	1	0	1	0	0	2	-100.00	-1
Croatia	na	na	na	na	2	2		2
TOTAL	10,278	10,827	11,723	12,881	13,663	59,372	32.93	3,385

Table 8: Imbalance of Erasmus exchanges with the ten top destination from 2009-10 to 2011-12

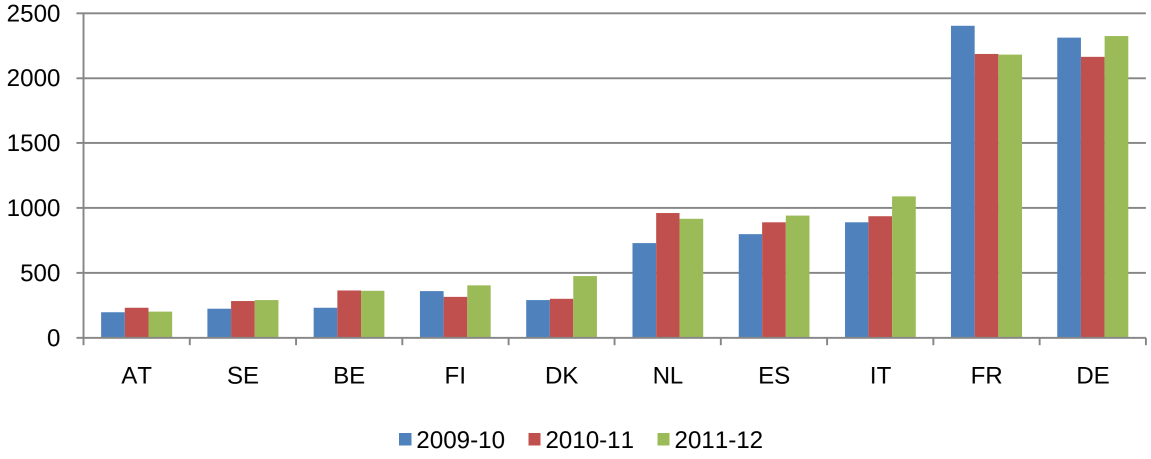
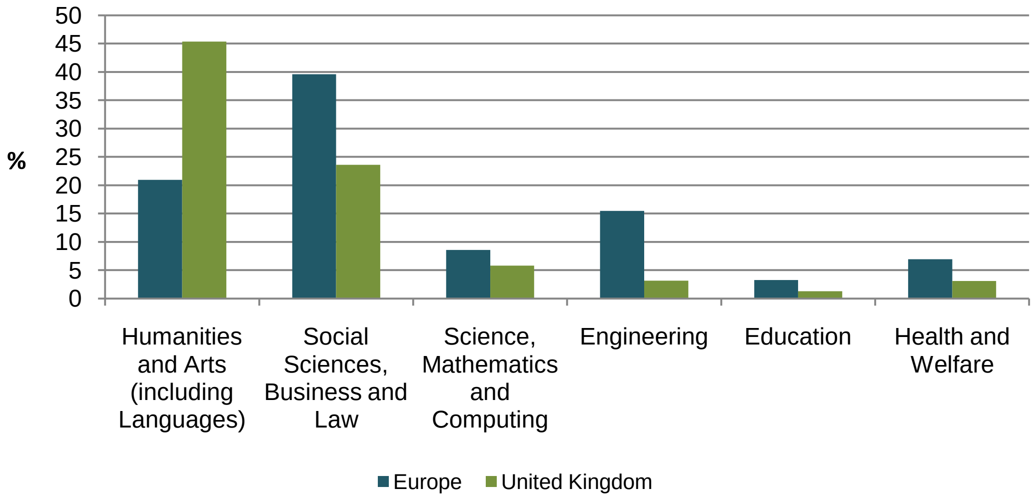


Table 8 illustrates the difference between outgoing and incoming mobility for the top ten destinations of UK students. It shows that the increase of outgoing mobility has been accompanied by a similar increase for incoming students. This creates an imbalance that has been growing for the majority of the countries in the last three years and, especially, in the last year analysed.

Table 9: Comparison of the percentage of outgoing Erasmus students by area of study in Europe and the UK (2011-12)



At the time of writing this report (November 2013), the European Commission had not provided complete official figures by countries for the Erasmus programme in 2011-12. Thus, the possibility of comparing the different countries is limited. However, Table 9 illustrates how the disparity between the main academic disciplines for mobility in Europe and the United Kingdom is still visible.

The role played by language students in the UK makes the difference in numbers. The group formed by Humanities and Arts (including Languages) represents about 45% in the case of the UK, but less than a fifth of the total for the other countries or Europe. On the flip side, the UK is poorly underrepresented in Engineering, Education and Health (at both study and work figures) and in work placements for students from Sciences.

Not all areas of study are represented in Table 9, but only those with a higher number of students going abroad with Erasmus. Nevertheless, the areas included represent more than 95% of the total study periods

5. ERASMUS IN THE UNITED KINGDOM. AN ANALYSIS OF MOBILITY IN 2011-2012 BASED ON REAL NUMBERS

5.1. Estimation of real Erasmus mobility in 2011-12

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

Table: 10: Comparison between Erasmus study/work periods and actual number of students in 2011-12

	Single mobility		Double mobility			TOTAL
	SP	WP	SP	WP	SP+WP	
Mobility periods	9,040	4,568			57	13,665
Mobility students	7,186	3,453	737	366	422	12,164
Difference	-1,854	-1,115	737	366	365	-1,501

It is estimated that the total number of Erasmus students in 2011-12 was 12,164 with 1,501 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. (NB: Discrepancies in the data between some tables are due to multiple mobility periods to the same or different countries).

The figures from the 2011-12 final reports represent an increase of 6.51% in the number of students going abroad, and an increase in the total number of mobility periods of 6.07%, a positive sign confirming that more students are benefitting from the programme.

Table 11: Increase in the number of languages and non-languages students by areas of study (2010-11 and 2011-12)

Area of study	Students with no languages in the degree			Students with languages in the degree			Total increase
	2010-11	2011-12	% Increase	2010-11	2011-12	% Increase	
Agriculture	11	5	-54.55	0	0	0.00	-54.55
Architecture	153	195	27.45	0	0	0.00	27.45
Art & Design	748	732	-2.14	7	11	57.14	-1.59
Business	1,196	1,315	9.95	539	619	14.84	11.47
Education	179	150	-16.20	7	7	0.00	-15.59
Engineering	262	351	33.97	52	27	-48.08	20.38
Geography, Earth	105	106	0.95	20	13	-35.00	-4.80
Humanities	303	254	-16.17	56	191	241.07	23.06
Languages	0	0	0.00	5,363	5,270	-1.73	-1.73
Law	405	468	15.56	338	333	-1.48	7.81
Computing, Maths	150	146	-2.67	29	36	24.14	1.68
Health	304	343	12.83	26	28	7.69	12.42
Sciences	341	485	42.23	33	54	63.64	44.12
Social Sciences	583	562	-3.60	176	329	86.93	17.39
Communication	25	90	260.00	10	44	340.00	282.86
TOTAL	4,765	5,202	9.17	6,656	6,962	4.60	6.51

A huge disparity between the two years can be seen when looking at the different areas of study, but more years of data would be needed to extrapolate a clear trend. The total shows a higher increase for non-language students (9.2%) than for those with languages in their degrees (4.6%), showing that mobility numbers are now slightly less dependent on language students.

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, the gender can be considered.

At European level, the average distribution of students by gender is quite stable and follows a similar pattern throughout the years, with female students representing between 55 to 65% of all mobility. Countries such as the Netherlands (63% of women among Erasmus students), Germany (62%), Italy (58%) or France (57%) show a very similar trend[6]. With the

[6] *Data about some European countries available at: http://nl.statisticsforall.eu/index.php*

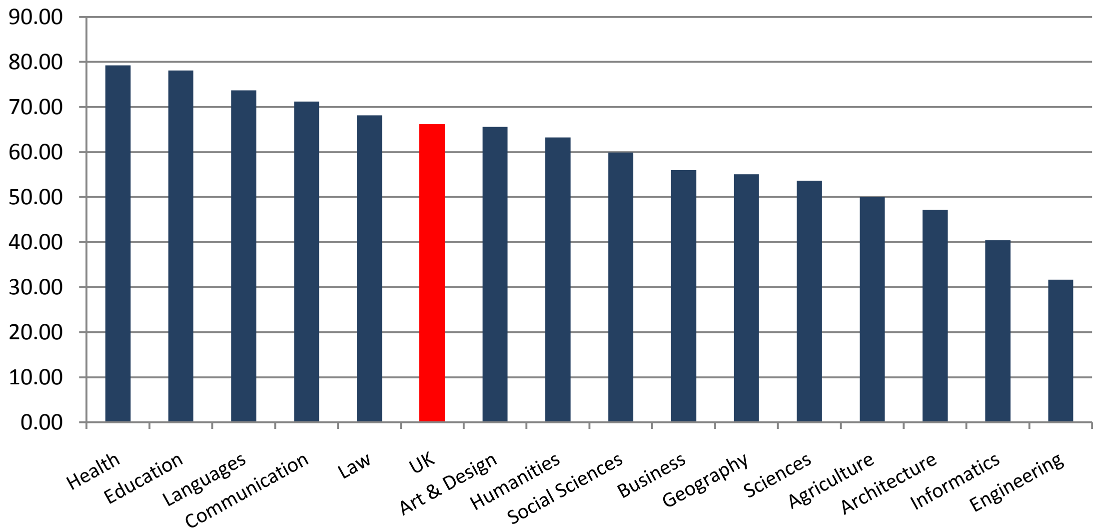
exception of some specific degrees, traditionally more male dominated, the United Kingdom also shows this pattern and has followed it in recent years.[7] A higher percentage of women can be explained by a higher proportion of language students in the UK.

Table 12: Gender of UK Erasmus students in 2011-12 and 2010-11

	2011-2012		2010-2011	
	% Male	% Female	% Male	% Female
RUSSELL	32.08	67.92	31.51	68.49
PRE-92	36.51	63.49	36.64	63.36
POST-92	35.71	64.29	36.24	63.76
OTHER	36.68	63.32	38.26	61.74
TOTAL	34.49	65.51	34.45	65.55

In the case of the UK, this stability in the gender can be seen in Table 12, where the figures for the last two years are been combined. Logically, the average is similar every year, but the different areas of study show considerable differences. In some of them the percentage of female students is higher than the average in the UK, such as Health, Education, Education, Languages, Communication and Law. In others it is clearly lower, as Engineering, Informatics and Architecture.

Table 13: Percentage of female Erasmus students in the UK in 2010-11 and 2011-12



[7] *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(and double mobility) higher.*

5.3. Nationality

Since 2010-11, Erasmus grants have been available to all students enrolled at European institutions regardless of their nationality. Before that date, only students from the Member States plus Norway, Turkey, Iceland and Liechtenstein were eligible. Other countries (Croatia and Switzerland) joined Erasmus in 2011-12. Table 14 shows the distribution of UK Erasmus students according to their nationality.

Table 14: Distribution of Erasmus students by origin and groups of universities (2010-11 & 2011-12)

	2010-11				2011-12			
	United Kingdom	EU + Erasmus countries	Int'l students	TOTAL	United Kingdom	EU + Erasmus countries	Int'l students	TOTAL
RUSSELL	4,265	509	127	4,901	4,387	576	139	5,102
PRE-92	2,870	648	112	3,630	3,102	798	147	4,047
POST-92	1.768	534	62	2,364	1,816	624	85	2,525
OTHER	307	164	55	526	305	137	48	490
TOTAL UK	9,210	1,855	356	11,421	9,610	2,135	419	12,164
% TOTAL	80.64	16.24	3.16	100	79.00	17.56	3.44	100

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[8] for full-time undergraduate students at UK institutions in 2011-12, 85.8% of them were British (6.8% more than the percentage for British Erasmus students), 5.2% were from the rest of the European Union (12.5% less) and 9% international (5.7% more) showing that British and international students are underrepresented in the cohort of students going abroad with Erasmus.

The highest percentage of British students is in the Russell Group (86%) and the lowest in the other institutions (62%), the opposite situation shown by the international students (9% at the others and 2.5% at the Russell Group). Pre and Post-92 institutions are closer to the average figures. European students represent 30% of the students from other institutions, 25% from the Post-92, 20% from the Pre-92 and only 11% from the Russell Group.

[8] *http://www.hesa.ac.uk/content/view/1897/706/*

Table 15: Distribution of Erasmus students by nationality and areas of study in 2011-12

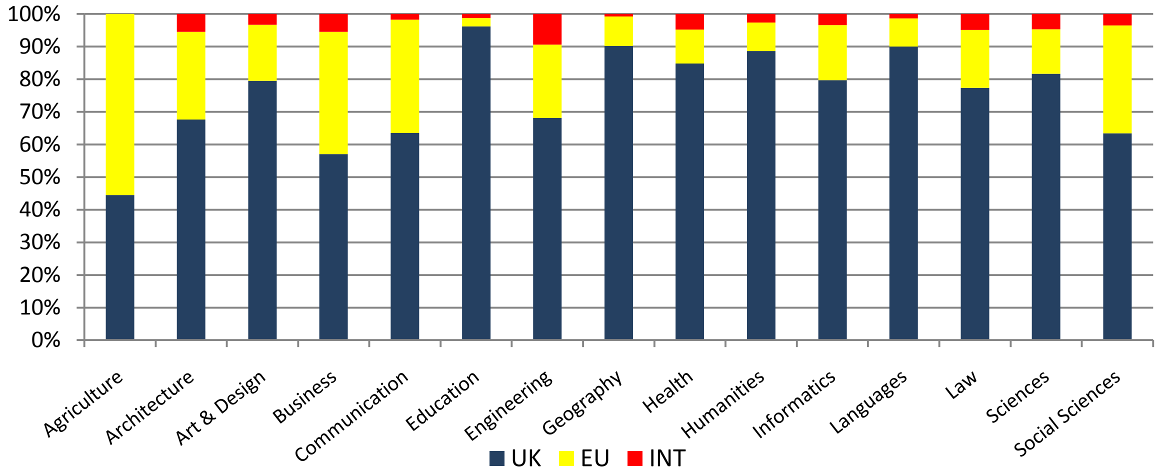


Table 15 shows the distribution by areas of study. In the case of Languages, Education, Geography and Humanities, the proportion of British is highest. The proportion of European students is higher in Architecture, Business and Social Sciences and international students have the highest proportion in Engineering, Business and Law.

5.4. The destination of students by nationality

The nationality of students conditions their destination for two main reasons: the influence of language courses and the 'returning to the home country' attitude of some European students.

- <u>British students:</u> They represent the vast majority of total UK mobility and their choices strongly determine the total average destinations for the country.

- Students from the Russell Group represent more than 50% of those going to Austria, Germany and France, but less than a third of those going to the Czech Republic, Denmark, Finland, the Netherlands or Norway among countries receiving more than 100 students and where the influence of language degrees is less relevant.

- Pre-92 institutions represent the highest number of students going to Belgium, Poland and Switzerland, but much lower percentages for those going to Austria, Denmark, the Netherlands, Norway or Portugal.

Table 16: Destination of Erasmus UK citizens by groups of universities

	Russell	Pre-92	Post-92	Other	TOTAL	%
AT	101	60	25	10	196	1.84
BE	64	79	32	7	182	1.71
BG	1	0	0	7	8	0.08
CH	47	56	16	1	120	1.13
CY	3	7	18	9	37	0.35
CZ	28	66	34	9	137	1.29
DE	746	468	227	37	1,478	13.90
DK	55	52	57	9	173	1.63
EE	3	1	3	10	17	0.16
ES	1,141	867	483	46	2,537	23.86
FI	19	79	91	11	200	1.88
FR	1,851	1,139	429	44	3,463	32.56
GR	9	6	18	1	34	0.32
HR	2	0	0	0	2	0.02
HU	6	2	19	7	34	0.32
IE	46	36	22	3	107	1.01
IS	8	9	6	1	24	0.23
IT	358	265	105	9	737	6.93
LT	0	1	4	0	5	0.05
LU	7	6	4	0	17	0.16
LV	0	1	1	0	2	0.02
MT	12	8	29	13	62	0.58
NL	137	133	152	24	446	4.19
NO	24	27	35	17	103	0.97
PL	15	23	7	4	49	0.46
PT	72	23	5	3	103	0.97
RO	1	3	5	1	10	0.09
SE	111	88	59	19	277	2.60
SI	6	2	2	2	12	0.11
SK	0	3	1	4	8	0.08
TR	19	15	19	2	55	0.52
TOTAL	4,892	3,525	1,908	310	10,635	100
%	46	33.15	17.94	2.91	100	

- Students from the Post-92 institutions represent the highest number of those going to Cyprus, Denmark, Finland, Greece, Hungary, Lithuania, Malta, the Netherlands, Norway and Turkey. In most cases, the offer of courses in English makes these more attractive destinations for non-language students.

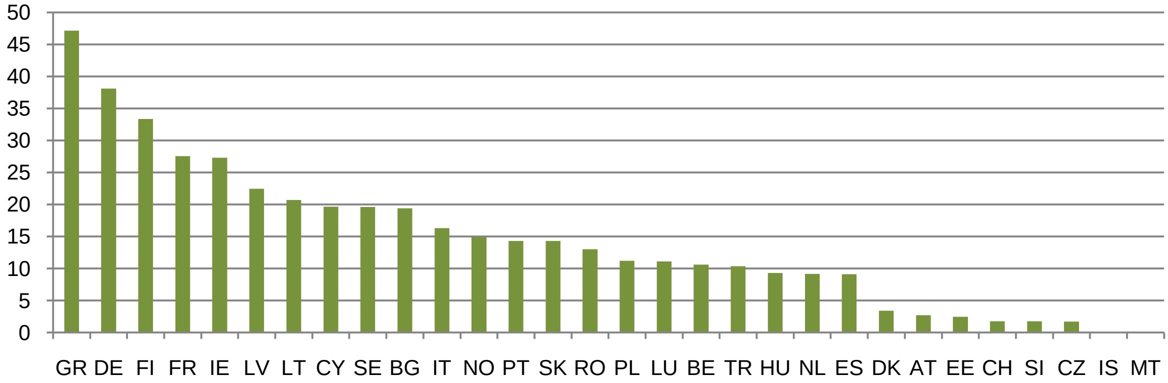
- Students from other institutions mainly concentrate on five countries (France, Germany, the Netherlands, Spain and Sweden), which represents 55% of the total mobility.

- <u>Students from the rest of the Erasmus countries:</u> Tables 17 and 18 show the group of origin of students in the UK from the rest of the Erasmus countries and how many of them returned to their home country with the programme. Comparing the results of the tables with those of the report last year, one can see that there is not a clear trend and the results depend on the year analysed, rather than in the nationality. Both years have been aggregated to discern the possibility of a pattern. In summary, an average of 20.38% of these students went to their home country, with percentages of 22.32% in 2010-11 and 18.80% in 2011-12.

Table 17: Distribution of students from Erasmus countries by groups of institutions (2011-12)

	Russell	Pre-92	Post-92	Other	Total
AT	15	21	10	5	51
BE	13	35	14	1	63
BG	1	6	5	0	11
CH	19	18	14	5	56
CY	2	1	9	1	13
CZ	4	8	14	6	32
DE	98	150	121	10	379
DK	17	15	16	1	49
EE	1	1	0	7	10
ES	123	196	162	51	532
FI	4	18	12	2	36
FR	199	212	111	37	559
GR	3	12	3	0	18
HU	6	0	7	0	13
IE	8	19	6	0	33
IS	0	3	0	1	4
IT	48	59	33	11	151
LT	1	4	4	1	10
LU	1	6	1	0	8
LV	0	6	2	1	9
MT	1	2	6	2	11
NL	15	43	42	2	102
NO	3	5	1	2	11
PL	2	2	15	0	19
PT	7	7	5	1	20
RO	0	5	3	0	8
SE	21	12	12	0	45
SI	0	0	2	0	2
SK	0	0	1	0	1
TR	3	6	11	0	20
TOTAL	615	872	642	147	2,276

Table 18: Percentage of students from Erasmus countries returning to their home country (2010-11 and 2011-12)



- <u>International students: </u>The number of Erasmus international students going abroad has gone from 378 in 2010-11 to 428 in 2011-12, representing 3.31% and 3.52% of the total respectively. The growth is very modest and suggests that the opportunity offered by the inclusion in the Erasmus criteria is either not widely known by or is of little interest to the international students. .Comparing the list of the top countries represented in the UK higher education system, it is not surprising that China, the United States, Russia, Nigeria, Malaysia, India and Canada are the countries with more students, although these together represent only 1.72% of the total of Erasmus students.

Table 19: Country of origin of international students in Erasmus (2011-12)

China	48	Ghana	6	Belarus	2	Guinea	1
USA	36	Gibraltar	6	Georgia	2	Isle of Man	1
Russia	29	Moldova	6	Indonesia	2	Jamaica	1
Nigeria	23	Kazakhstan	5	Iraq	2	Jersey	1
Malaysia	21	Sri Lanka	5	Mexico	2	Mongolia	1
India	20	Trinidad & T	5	Morocco	2	Montenegro	1
Canada	19	Angola	4	Vietnam	2	Mozambique	1
South Korea	12	Colombia	4	Algeria	1	Niger	1
Pakistan	10	Congo	4	Argentina	1	Philippines	1
Taiwan	10	Israel	4	Armenia	1	Puerto Rico	1
Botswana	8	Kenya	4	Bangladesh	1	Saudi Arabia	1
Brazil	8	Serbia	4	Barbados	1	Seychelles	1
Hong Kong	8	Unknown	4	Bosnia and H.	1	Somalia	1
Iran	8	Albania	3	Cayman Is.	1	Turkmenistan	1
Japan	8	Cameroon	3	Chile	1	Uzbekistan	1
Ukraine	8	Singapore	3	Congo, RD	1	Venezuela	1
Australia	7	Thailand	3	Ecuador	1	TOTAL	428
Mauritius	7	Uganda	3	Egypt	1		
S. Africa	7	Zambia	3	Eritrea	1		
Zimbabwe	7	Azerbaijan	2	Guernsey	1		

The destination of international students also follows the general patterns for all Erasmus students and the same countries receive the highest number of students. They are: France (31.5%), Germany (16.8%), Spain (14.5%) and Italy (10.3%). Business students represent a quarter of the total and the rest of degrees show an even distribution.

5.5. European universities receiving more students from the UK

Institutions in Spain, France and Italy receive the most students, mainly due to the large size of the universities in these countries and their high involvement in Erasmus.

Table 20: European universities receiving more Erasmus UK students (2010-11 and 2011-12)

	Country	Institution	UK students
1	Spain	Granada	448
2	Spain	Valencia	338
3	France	Lyon 3	223
4	France	Paris-Sorbonne	223
5	Spain	Sevilla	220
6	Italy	Bologna	219
7	Spain	Salamanca	215
8	Spain	Complutense de Madrid	205
9	France	Sciences Po Paris	200
10	Germany	Humboldt Berlin	195
11	Spain	Alicante	180
12	France	Aix-Marseille I	169
13	France	Montpellier III	160
14	Spain	Pompeu Fabra, Barcelona	153
15	Germany	Heidelberg	151
16	Denmark	Copenhagen	142
17	Spain	Murcia	133
18	France	Grenoble III	125
19=	Spain	Zaragoza	124
19=	Spain	Autónoma de Madrid	124
21	Germany	Freie Berlin	122
22=	France	Lille II	119
22=	France	Lyon 2	119
24	Spain	Autònoma de Barcelona	114
25	Italy	Padova	110

The inclusion of the results from the last two years provides a more significant vision of this aspect of mobility. In total, nine institutions received more than 200 British students. However, the rest of the list of destinations show a huge dispersion, as the top-25 institutions included in Table 20 only represent 19% of the total outgoing mobility every year.

5.6. 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 in 2011-12. They represented 76.9% out of 9.149 students going abroad for one year from these groups (a slightly lower percentage than in the previous year), compared to 53.1 % for the Post-92 universities or only 16.3% for the other institutions. Figures also show that 3,710 students did not go abroad for a year, but for shorter periods, even if they were combining more than one mobility period.

Table 21: Length of stay by groups of universities in 2011-12

MONTHS ABROAD	Russell	Pre-92	Post-92	Other	TOTAL	%
4.00 or less	506	403	538	248	1,695	13.93
From 4.25 to 5.50	401	484	531	146	1,562	12.84
From 5.75 to 6.75	152	171	114	16	453	3.72
7.00 or more	4,043	2,989	1,342	80	8,454	69.50
TOTAL	5,102	4,047	2,525	490	12,164	100

In total, 69.50% of students went abroad for one year (considered as one stay between 28 and 52 weeks), but their distribution varies according to their geographical origin as well.

Table 22: Distribution of students going abroad for a year within the United Kingdom

	England	Scotland	Wales	Northern Ireland	TOTAL
Total students	9,451	1,699	599	415	12,164
Going for a year	6,763	1,013	404	274	8,454
% year	71.56	59.62	67.45	66.02	69.50

A total of 144 institutions sent students abroad with Erasmus. Almost half of them sent more than 60% of their Erasmus students for a full year, but 37% of the institutions sent less than 40% of their mobile students for a year and 23% did not send any for a year.

Table 23: 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	25	4	11	20	26	25	111
Scotland	2	4	2	3	5	3	19
Wales	4	1	2	0	2	1	10
NI	2	0	0	0	2	0	4
TOTAL	33	9	15	23	35	29	144

5.7. 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 Table 24 have to be considered as approximate, rather than absolute figures.

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 as the language of tuition is much higher than the average and French, Spanish and German are clearly underrepresented. Table 24 includes the languages reported and students going to more than one destination with the same language have been considered only once.

Table 24 clearly illustrates the preponderance of English in most of the country destinations. For 19 out of the 31 countries, English is the language used by the majority of students. The only exceptions are Austria and Germany (German), France and Luxembourg (French) and Bulgaria, Spain, , Italy, , Latvia, Poland and Portugal, where the local language was used by more students than English[9].

[9] *Some cases are surprising (Bulgaria, Latvia, Poland) and likely to be due to erroneous reporting.*

Table 24: Language used during the exchange by country of destination (2011-12)

	French	English	Spanish	German	Italian	Other	TOTAL	% English
AT	2	70		175	1		248	28.23
BE	124	127		1		7	259	49.03
BG	1	2				16	19	10.53
CH	85	72		25	2		184	39.13
CY		40				10	50	80.00
CZ	9	131				41	181	72.38
DE		339		1,655			1,994	17.00
DK		202				27	229	88.21
EE		25				2	27	92.59
ES	16	402	2806	7			3,231	12.44
FI	1	184				58	243	75.72
FR	3,841	420	12	7	5		4,285	9.80
GR		28				25	53	52.83
HR		2					2	100.00
HU	1	31		1		15	48	64.58
IE		142					142	100.00
IS		19				10	29	65.52
IT	3	153	1	4	787		948	16.14
LT		3				13	16	18.75
LU	16	6		2			24	25.00
LV		2				9	11	18.18
MY		61				12	73	83.56
NL	1	464				117	582	79.73
NO		91				27	118	77.12
PL		35				40	75	46.67
PT		29	6			90	125	23.20
RO		13				7	20	65.00
SE		252				84	336	75.00
SI		12				2	14	85.71
SK		8				1	9	88.89
TR		58				25	83	69.88
TOTAL	4,101	3,428	2,827	1,882	796	638	13,672	25.07

5.8. 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 and for most of the Russell Group and Pre-92 universities), whereas for other institutions there is a wider choice between three and four years degrees offered to students.

Data about the type of degree can only be tracked through the analysis of the number of years students had spent at university, as reported by the universities, and this is not always accurate. Students in four years degrees go abroad in the third year and they should have been at university for two years before their Erasmus exchange. However, this is not always what is reported and discrepancies had to be found out by the similarity of degrees or even their names. For these reasons, and disregarding the case of Scotland, the best way of minimising the mistakes is considering the national perspective, as shown in Table 25.

Table 25: Erasmus students according to their type of degree and groups of universities in England, Northern Ireland and Wales (2011-12)

	Russell Group	Pre-92	Post-92	Other	TOTAL	%
Bachelor-3 years	165	230	673	208	1,176	12.20
Bachelor-4 years	4,121	3,050	1,457	221	8,849	84.57
Postgraduate[10]	151	111	70	6	338	3.23
TOTAL	4,437	3,391	2,200	435	10.463	100

Despite the higher number 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 3.7% of those students going abroad from the Russell Group, and 6.8% from the Pre-92 universities. However, 30.6% of those from the Post-92 universities and 47.8% from the other institutions are students on three-year degrees. In total, more than one thousand students are not on 4-year degrees at undergraduate level and this represents 12% 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 that for a study period. As work placements are not the norm for 3-year degree programmes the percentage is obviously lower for such students.

5.9. Areas of study of Erasmus students

Despite a decrease in their number, language students still represent the highest percentage of students going abroad. The distribution of students according to their course still shows clear preponderance of language students but, logically, the percentage in other fields has increased.

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

Table 26: Distribution of Erasmus students by area of study and groups of universities and comparison of numbers with 2010-11 (total number of mobility periods)

	Russell		Pre-92		Post-92		Other		TOTAL		%	
Agriculture	3	▲	6	▼	0	=	0	▼	9	▼	0.07	▼
Architecture	68	▲	74	▲	50	▲	17	▼	209	▲	1.53	▲
Art & Design	117	▲	135	▲	332	▲	253	▼	837	▲	6.12	▲
Business	324	▲	636	▲	915	▼	151	▲	2,026	▲	14.82	▲
Education	19	▼	16	▲	82	▼	40	▼	157	▼	1.15	▼
Engineering	112	▲	256	▲	38	▲	0	=	406	▲	2.97	▲
Geography, Earth	51	▼	56	▲	19	▼	0	=	126	▼	0.92	▼
Humanities	263	▲	133	▼	35	▲	5	▼	436	▲	3.19	▲
Languages	3,518	▼	2,136	▲	626	▼	4	▲	6,284	▼	45.98	▼
Law	486	▲	272	▲	96	▲	3	▲	857	▲	6.27	▲
Computing, Maths	83	▲	69	▲	28	▼	0	=	180	▼	1.32	▼
Health	149	▲	87	▲	115	=	25	▲	376	▲	2.75	▲
Sciences	205	▲	206	▲	122	▲	6	▲	539	▲	3.94	▲
Social Sciences	399	▲	491	▲	155	▲	0	=	1,045	▲	7.65	▲
Communication	24	▲	53	▲	101	▲	2	▼	180	▲	1.32	▲
TOTAL	5,821	▲	4,626	▲	2,714	▲	506		13,667	▲	100.00	

A comparison of tables 26 and 27 shows the distribution among the different areas of study and also the influence of multiple periods of mobility. Languages represent 46% of the mobility periods, but only 42% 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 27: Distribution of Erasmus students by area of study and groups of universities (total number of students)

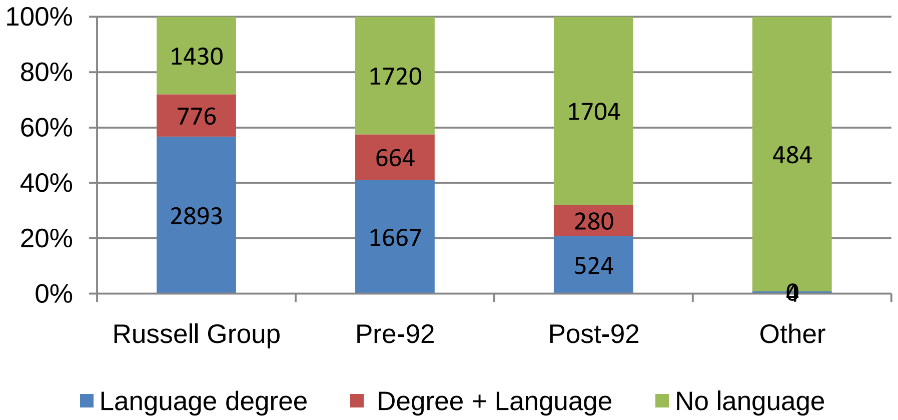
	Russell	Pre-92	Post-92	Other	TOTAL	%
Agriculture	3	6	0	0	9	0.07
Architecture	64	70	50	17	201	1.66
Art & Design	111	131	321	252	815	6.71
Business	290	595	850	135	1,870	15.40
Education	19	16	82	40	157	1.29
Engineering	104	241	38	0	383	3.15
Geography, Earth	50	54	14	0	118	0.97
Humanities	248	133	35	5	421	3.47
Languages	2,893	1,667	525	4	5,089	41.91
Law	471	267	90	3	831	6.84
Computing, Maths	83	66	28	0	177	1.46
Health	149	87	114	24	374	3.08
Sciences	205	204	113	6	528	4.35
Social Sciences	386	461	153	0	1000	8.24
Communication	23	53	92	2	170	1.40
TOTAL	5,099	4,051	2,505	488	12,143	100.00

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.

This is exactly the same distribution as in the previous years, showing the stability of student mobility in the different groups of universities. However, it also shows disparity created by the influence of courses with language in the different fields of study. Table 28 shows the influence of the 'with languages' courses in the different groups and also illustrates the volume represented for students from courses with languages that, as seen before, are mainly in 4-year degrees. It also confirms the minor role of language courses for Post-92 and other institutions compared to the other two groups.

Table 28: Percentage represented by courses with languages components by number of Erasmus students (in 2011-12)



Students going abroad from language degrees or degrees with a language represent 56.06% of the total Erasmus cohort of students (62% in 2010-11). Their distribution depends on the offer of such degrees at universities. 64 institutions (44% of the total) do not send a single language student abroad. The relative decrease of languages, at a time of overall growth, indicates that, while languages are important, their relative importance in overall mobility is decreasing.

For 18 institutions, language students represent more than 80% of those going abroad and for 7 of them the percentage is higher than 90%. The percentage of language students among those going abroad was 72.4% for the Russell Group, 59.1% for the Pre-92 universities, 30.2% for the Post-92 institutions and only 0.8% from the other institutions. In addition, 58% of students from institutions in England came from language degrees, 47% in Scotland, 39% in Northern Ireland and 70.4% in Wales.

Absolute numbers of students show the real proportions when taking into account volume of mobility for the different groups. The degrees "with a language" are more popular among the Pre-92 universities. The Post-92 institutions send abroad more non-language degree students than the Russell Group and only 16 less than the pre-92 group.

The combinations of degrees with languages differ among the groups. Law is the more popular field for mobility with languages at the Russell Group, Business and Social Sciences for the Pre-92 universities and Business for the Post-92.

Table 29 illustrates the distribution of those students with languages across the academic areas of study.

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
Agriculture	0	0	0	0	0	0
Architecture	0	0	0	0	0	0
Art & Design	21	18	4	0	43	5.28
Business	124	286	189	0	599	32.03
Education	2	4	8	0	15	9.55
Engineering	13	23	0	0	36	9.40
Geography, Earth	17	10	3	0	30	25.42
Humanities	103	45	6	0	154	36.58
Languages	2,893	1,667	525	4	5,089	100.00
Law	240	86	34	0	360	43.32
Computing, Maths	0	14	0	0	14	7.91
Health	0	0	0	0	0	0.00
Sciences	37	10	1	0	48	9.09
Social Sciences	156	145	18	0	319	31.90
Communication	14	22	17	0	53	31.18
TOTAL	3,620	2,330	805	4	6,760	55.67

Non-language students represent an increasing number of students going abroad in the United Kingdom. Data is only available from last year to compare, but the percentage of non-language students has gone from 41.70% in 2010-11 to 44.43% in 2011-12. This means that the number of non-language students rose from 4,765 (in 2010-11) to 5,383 (in 2011-12) with a relative increase of 13%, which is much higher than the general growth.

Table 30: Destination of non-language students by countries

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

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

1 Agriculture
2 Architecture
3 Art & Design
4 Business
5 Education

6 Engineering
7 Geography, Earth
8 Humanities
10 Law
11 Computing, Maths

12 Health
13 Sciences
14 Social Sciences

Same countries as for general figures can be seen when looking at the destination of non-languages students. However, Table 30 shows an interesting distribution, depending on the degrees the students are studying.

5.10. Work placements

The inclusion of work placements in Erasmus in 2007-08 not only represented an increase in numbers, but also a new opportunity for growth. At the beginning, the Language Assistants scheme was the main reason for this increase in numbers, but the following years have shown the progress in other fields and for all types of institutions. Although language students are still the main group of the work placement cohort, representing 71.4% of the total (75% in 2010-11), and the number of those from other fields has been growing every year from 2007-08. In that year, 961 students from non-language degrees went abroad for a work placement[11]. In 2011-12 their number had gone up to 1,314 students, an increase of 37%.

Table 31: Area of study of work placements

	Non-Language Assistants	Language Assistants	TOTAL	Language & degrees with languages	% of language work placements	Non language degrees
Agriculture	5		5	0	0.00	5
Architecture	79		79	0	0.00	79
Art & Design	192	10	202	19	9.41	183
Business	678	27	705	295	41.84	410
Computing, Maths	83	7	90	10	11.11	80
Education	9	5	14	7	50.00	7
Engineering	163		163	15	9.20	148
Geography, Earth	12	3	15	3	20.00	12
Health	62		62	0	0.00	62
Humanities	50	61	111	75	67.57	36
Languages	1,335	1,411	2,746	2,746	100.00	0
Law	13		13		0.00	13
Communication	20	13	33	21	63.64	12
Science	200	2	202	2	0.99	200
Social Sciences	109	43	152	85	55.92	67
TOTAL	3,010	1,582	4,592	3,278	71.39	1,314

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

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 up the placement opportunity. Of the 756 students in this group only 273 (36%) were from a degree with language; other disciplines represented include Business (217 students), Art and Design (111), Sciences (51) and Health related degrees (31).

The other institutions have a much smaller role in work placements with only 79 students, 28 fewer than the previous year. They mainly came from Art and Design (45 students) or Business Studies (15).

The country of destination for work placements can be seen in Table 32. The vast majority of the work placements (80.1%) took place in France, Spain or Germany, mainly due to the number of language students involved. Only two more countries (Italy and Austria) received more than 100 students. No work placements happened in three countries: Croatia, Estonia and Iceland. Ten countries received fewer than ten students. The figures have not significantly changed since the previous year and still show a consistent trend largely influenced by the language assistants and their destinations.

Table 32: Country of destination of work placement students

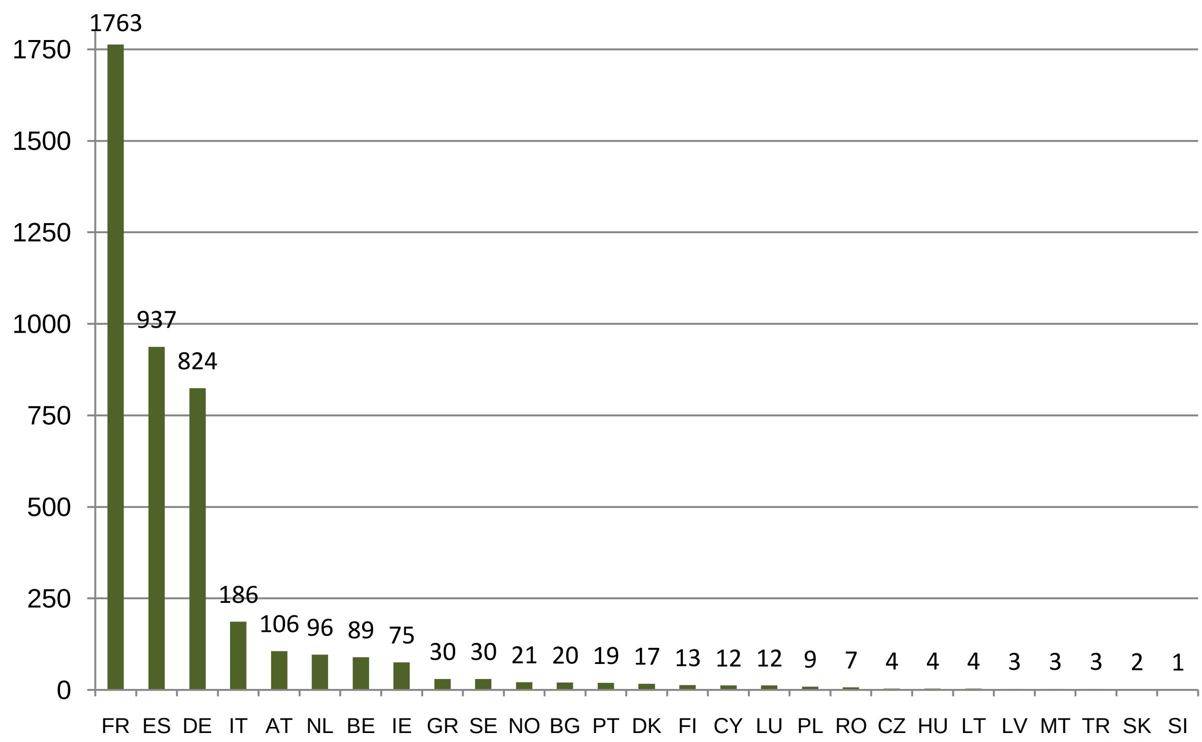


Table 33: Percentage that every country represents for Study Periods and Work Placements (2011-12)

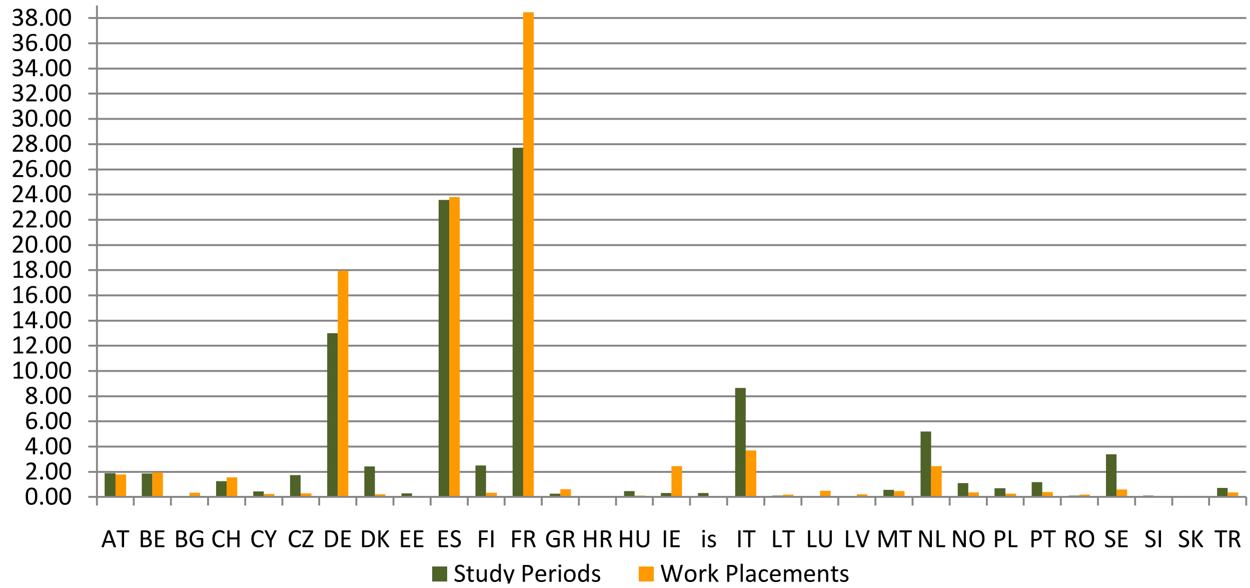


Table 33 compares the study periods and work placements by percentage. Work placements are highest in France, Germany, Ireland, and Luxemburg and, to a lesser extent, in Austria and Belgium. Study periods are a more popular form of mobility in the Czech Republic, Finland, Italy, the Netherlands and Sweden, all countries where the influence of languages is not that relevant.

The data offered by Table 34 is not totally reliable, as there appears to be misallocations in the data given by institutions of the types of degrees their students are undertaken. Using the example of the language assistants, it is assumed that they would mostly be recorded under the ‘Education’ category, yet 17 of them are included elsewhere in 2011-12. To give a more reliable picture, the figures for 2010-11 and 2011-12 are added in Table 34.

Despite 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.

Of those students included in the Education sector, 91.4% went to France, Spain or Germany (95% including Italy) with the rest of countries registering marginal percentages. The rest of sectors showed wider variety of destinations. Taking the example of the second most popular sector (Professional, scientific and technical activities), where the influence of language courses is less evident, the percentage of France, Spain and Germany together is reduced to 57.34%, followed by the Netherlands (8.81%), Italy and Switzerland (5.87%) and Belgium (4.50%), giving a varied distribution.

Table 34: Work placements by economic sector (2010-11 and 2011-12)

Description	TOTAL	%
A - Agriculture, forestry and fishing	20	0.23
B - Mining and quarrying	8	0.09
C - Manufacturing	400	4.54
D - Electricity, gas, steam and air conditioning supply	67	0.76
E - Water supply, sewerage, waste management and remediation activities.	10	0.11
F - Construction	6	0.07
G - Wholesale and retail trade; repair of motor vehicles and motorcycles	213	2.42
H - Transportation and storage	87	0.99
I - Accommodation and food service activities	327	3.71
J - Information and communication	650	7.37
K - Financial and insurance activities	360	4.08
L - Real estate activities	79	0.90
M - Professional, scientific and technical activities	895	10.15
N - Administrative and support service activities	563	6.38
O - Public administration and defence; compulsory social security	33	0.37
P - Education	4,048	45.90
Q - Human health and social work activities	167	1.89
R - Arts, entertainment and recreation	486	5.51
S - Other service activities	377	4.27
T - Activities of households as employers; undifferentiated goods and services producing activities of households	16	0.18
U - Activities of extraterritorial organizations and bodies	7	0.08
TOTAL	8,819	100.00

As for the size of the companies hosting the work placements, 1,537 students (33.2% and 155 more students than in 2010-11) went to small enterprises with 50 or fewer staff; 1,755 (37.9% and 186 students fewer) to medium companies from 51 to 250 staff members and 1,333 (28.8% and 352 students more) to large companies with over 250 staff members suggesting that small and large companies are becoming the more popular destination for work placements.

6. NON-EUROPEAN MOBILITY

Student mobility towards non-European countries is analysed using the data from the 124 institutions who replied to the survey. A first look at the data shows that 57% more students went to non-European destinations in 2011-12 than five years before, a marked increase.

However, the annual percentages of growth have been lower every year since the peak in 2009-10 and last year, for the only time in the period, the increase was lower than 10%.

Table 35: Growth of non-European mobility (124 institutions)

	Non European mobility	% increase	% increase since 2007
2007-08	3,561		
2008-09	4,036	13.34	13.34
2009-10	4,731	17.22	32.86
2010-11	5,214	10.21	46.42
2011-12	5,586	7.13	56.87

The distribution of this growth is not uniform and is described in the following sections.

6.1. The United States

After the decrease recorded in 2007-08 (as reported in the last edition of the report), the figures for the US have been growing since then. The United States is the most popular non-European destination the vast majority of institutions sending students abroad and is third in the list of most popular destinations for UK students.

Students going to the United States come from most of academic disciplines, although American Studies has traditionally represented an important proportion. According to the HESA records[12], the number of students on such degrees fell by 30%, going from 3,580 in 2006-07 to 2,730 in 2010-11, which could pose a threat to continued growth. However, the numbers of such degrees did increase in 2011-12 and thus, there should be more possibilities for exchanges. American Studies is not the only field sending students to the United States, students from other disciplines also see the US as an attractive destination as shown by the increase over the past five years in the number of institutions sending studnets there.

The five years under review have seen an increase of 35.8%, with five more institutions sending students to the United States. However, the total number of institutions decreased in 2011-12 and 28 of them sent fewer students to the United States than the year before, although 48 other institutions sent more. A total of 37 institutions sent more than 20 students

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

Table 36: UK students going to the United States (years 2007-08 to 2011-12) (124 institutions)

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Russell	475	558	542	599	674
Pre-92	676	647	763	718	895
Post-92	386	400	463	509	526
Other	73	76	72	89	92
TOTAL	**1,610**	**1,681**	**1,840**	**1,915**	**2,187**
Institutions	85	88	92	94	90

last year and 7 of them sent more than 50 students (all from the Russell or Pre-92 groups). Table 37 shows how the increase has happened by groups.

Table 37: Difference in number of students going to the United States between 2007-08 and 2011-12 by groups (124 institutions)

	2007-08	2011-12	Increase
Russell Group	475	674	199
Pre-92	676	895	219
Post-92	386	526	140
Other	73	92	19
TOTAL	1610	2187	577

The Russell Group and the Pre-92 universities constitute 72% of the increase in absolute figures. The growth shown by the Post-92 universities in 2009-10 and 2010-11 has not been as strong, with only 3.3% increase in the last year.

6.2. Canada

Canada is an attractive destination for UK students, but the mobility trend has always been very irregular. All groups of universities have experienced periods of decrease in student numbers and there is no apparent reason for this. The consequence has been that Canada has been overtaken by Australia as the second most popular non-European destination with only 26% more students than five years ago. Canada is growing, but with an increase of 136 students at much slower speed than other countries. Having traditionally been a destination for pre-92 universities, the absolute increase shows that 31 more students from the Russell Group are recorded and 57 from the Pre-92 universities in the last five years. But, there are 40 more from the Post-92 group and 10 from the other institutions in the same period. The increase in the number of institutions has not been accompanied by larger number of students. Five years ago, the average mobility to Canada was of 9.1 students per institution,

Table 38: UK student mobility to Canada (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Russell	264	262	258	281	295
Pre-92	193	175	226	216	250
Post-92	60	76	77	110	100
Other	17	24	46	31	27
TOTAL	**534**	**537**	**607**	**638**	**672**
Institutions	59	64	64	70	74

iexactly the same as in 2011-12. The growth comes, then, from the increase in institutions, not from an increase in students per institution. 16 institutions sent 10 or more students to Canada in 2007-08 and seven more did so in 2011-12, but in that year 22 institutions only sent one or two students and 40 institutions sent five or less.

6.3 Australia

Australia has become the second largest non-European destination and the sixth in the world for students from the United Kingdom. Despite the growth slowed down in the last year, it still represented a 7% of increase making the total for the entire period an impressive 67%. The increase is visible in all the groups. It goes from 103% for the Post-92 to 67% for the Russell Group, 46% for the Pre-92 universities and 27% for the other institutions, percentages that were higher last year, but that still represent a steady growth for this country. This means that the two main external factors mentioned last year (the pro-active attitude of the universities and the support to student mobility shown in recent times by the Australian Government) are still valid.

Australian universities have recently enlarged their network of partners in the UK and this can be seen when looking at the number of UK institutions sending students to that country.

Table 39: UK student mobility to Australia (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Russell	198	221	250	298	331
Pre-92	132	138	168	191	193
Post-92	90	120	125	166	183
Other	15	15	15	22	19
TOTAL	**435**	**494**	**558**	**677**	**726**
Institutions	51	56	60	67	67

This went from 51 in 2007-08 to 67 in 2011-12. Of those institutions in 2007-08, only 37 were from the Russell Group or the Pre-92 universities. Five years later, 42 were from those groups, but Post-92 or the other had 25 institutions listed, 11 more than five years before.

It is too early to evaluate the influence of the measures taken by the Australian government to promote student mobility by the end of 2012[13], but they should represent an opportunity for increased exchanges with the UK, even though the priority, as stated by the Australian government, is given to Asian countries.

6.4. Japan

Students of Japanese Studies account for the largest proportion of students going to Japan, although HESA statistics show an irregular trend in the number of students following such degrees. Mobility has also been influenced by the cohorts from particular institutions travelling to that country. Six institutions sent more than ten students in 2007-08, nine in 2010-11 and ten in 2011-12. They represented 130, 232 and 260 students respectively. Or, in relative terms, going from 70.3% of the total students going to this country in 2007-08 to 82.8% in 2011-12. Apart from these cohorts, only two more institutions send students to Japan along the five years period.

Table 40: UK student mobility to Japan (124 institutions)

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Russell	52	98	144	127	143
Pre-92	72	70	76	87	72
Post-92	47	88	70	84	87
Other	14	18	18	17	12
TOTAL	**185**	**274**	**308**	**315**	**314**
Institutions	29	28	35	37	35

In the five years between 2007-08 and 2011-12 a total of 47 institutions sent students to Japan. However, 12 of them did not send students in consecutive years and 13 only sent in one or two of the five years. These figures show a fragile structure of mobility which is based on cohorts of students and on irregular demand. The consequence is that only six more students went to Japan in 2011-12 than two years before and the progress made up to 2009-10 has stalled.

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

6.5. Hong-Kong

Hong Kong has consolidated its position as the sixth most popular non-European destination for UK students. However, its recent growth is not as dynamic as it was in previous years. There were only 17 more students than in 2010-11 representing an increase of 6.4% in 2011-12. Despite this lower increase; Hong Kong has more than doubled student mobility in the last five years and this has been due to an increase in the number of institutions exchanging students with this country. Over the five years, 15 more institutions started to send students, although three did not send any in the last year.

The distribution of the institutions sending students to Hong Kong has changed a lot in five years. 22 out of the 30 institutions included in the list in 2007-08 were from the Russell Group or the Pre-92 universities. Five years later, there were 33 out of 48 from the same groups, meaning that the number of those from the Post-92 universities and other institutions went from 8 to 15 and the number of students from 22 to 49. Still, the main increase is registered in the Russell Group (60 more students) and the Pre-92 universities (80 more). Thus, the proportion of students from these two last groups has been stable despite the general growth.

Table 41: UK student mobility to Hong Kong (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Russell	56	48	104	118	116
Pre-92	36	43	81	109	116
Post-92	17	31	16	33	33
Other	4	4	4	4	16
TOTAL	**113**	**126**	**205**	**264**	**281**
Institutions	30	28	40	48	45

Two positive issues in mobility to Hong Kong are the stability of the partnerships (only one of the 53 institutions sending students since 2007-08 did not send any in the last two years) and the fact that Hong Kong is an English speaking country in higher education, Hong Kong is still in expansion as a destination for students from the United Kingdom, but it could have a limited capacity for growth due to its size as a country. An increase of 6.4% in the last year is just below the average for non-European mobility and still represents more students travelling there, but only time will tell if this increase will continue.

6.6. Singapore

Exchanges with Singapore always follow a particular trend. Despite the similarities to Hong Kong in many ways, the number of institutions exchanging students with Singapore has not grown; indeed the number has decreased in the last three years. No new institutions sent students last year, whilst five others included in the list for 2010-11 did not send a single student.

Table 42: UK student mobility to Singapore (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Russell	52	76	80	89	81
Pre-92	27	35	59	45	52
Post-92	5	2	3	15	13
Other			9		
TOTAL	**84**	**113**	**151**	**149**	**146**
Institutions	24	25	29	28	25

As every year, mobility to Singapore comes primarily from students from the Russell Group and the Pre-92 universities. Only four institutions from the rest have sent a total of 37 students (5.7%) in the last five years and two have been present in 2010-11 and 2011-12. As for the Russell and Pre-92 groups, the peak of mobility was in 2009-10 with 139 students between the two groups. Since then, slight decreases have been registered and there were six students fewer in 2011-12.

At institutional level, 15 out of the 28 institutions sending students in 2010-11 reduced their numbers the following year and 5 other had the same number of exchanges. This implies that the future evolution of the mobility to Singapore is unpredictable and depends on the interest shown by the students from the current institutions with exchanges or on a change in the current policy of the Singaporean universities to only sign agreements with selected institutions in the UK.

6.7 China

China is an exception in the evolution shown by most of the Asian countries. Despite a lower growth in 2011-12 (5.08%) the number of UK students going to this country has more than doubled in five years putting China as the fourth more popular destination among the non-

European countries. The official HESA statistics on numbers of students in Chinese Studies in the United Kingdom show a growing interest in the country with 20% more students enrolled on such degrees in the last five years. This has been reflected in the number of exchanges with a steady increase in the number of students and institutions involved.

Table 43: UK student mobility to China (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Russell	51	115	130	162	159
Pre-92	84	86	85	95	92
Post-92	1	18	29	63	90
Other	29	34	35	34	31
TOTAL	**165**	**253**	**279**	**354**	**372**
Institutions	8	13	18	25	35

The number of students in 2011-12 was more than double than five years before going from 165 to 372. It is relevant to point out that two institutions (one sending students to its own campus in the country and the other specialising in oriental languages) have consistently sent at least 60% of the total students included in Table 43. However, even without them the growth is still impressive going from 65 students in 2007-08 to 236 in 2011-12 and this increase can be seen in all groups of universities.

As with Japan, cohorts of students are an important component of mobility to China. There were five institutions sending 10 or more students in 2007-08 and five more in 2011-12. The number of institutions has been growing year after year and, in 2011-12 alone, an additional fourteen institutions sent students to China. More importantly, their distribution among groups was quite balanced: four from the Russell Group, four from the Pre-92 and six from the Post-92 universities. Of the 41 institutions sending students in the last two years, 21 increased their numbers and eight kept them at the same level as the year before.

All these elements suggest that China has become a very attractive destination for students and institutions in recent years. This has happened for two main reasons: specialisation of studies (mainly language and art and design) and institutional policy to tighten links with Chinese institutions across many areas of international collaboration. This implies that there is a good opportunity for growth in the coming years with more students going to China from the United Kingdom.

6.8. South Korea

After previously been mentioned as a country with unexploited possibilities for exchanges, South Korea has notably increased numbers in the last two years and a more stable trend can be seen in student mobility.

Despite modest numbers, the growth in mobility has seen South Korea climb in the ranking of top non-European destinations from 14th position in 2010-11 to 11th position last year. This has been mainly due to an increase in the number of UK institutions becoming involved, from only 5 in 2007-08 to 9 two years later and 19 in 2011-12.

Table 44: UK student mobility to South Korea (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Russell		2	2	2	8
Pre-92	25	20	24	29	45
Post-92		1	1	18	16
Other		1	1	2	
TOTAL	**25**	**24**	**28**	**51**	**69**
Institutions	4	5	9	13	19

Despite the increase, only two institutions have managed to send at least one student every year and one institution in four of the years included in this report. It is worth mentioning that the vast majority of institutions have only been sending students in the last two years; eight of them in both years and nine others as newcomers in 2011-12.

The signs of optimism reported last year are confirmed by the new figures. As with China, agreements with South Korea are to be found in different groups of universities, although mobility is still dominated by the Pre-92 universities and by the Post-92 institutions in the last two years. The group of other institutions has minimal presence and the Russell Group shows unconventionally low levels of involvement, with only three universities sending students sporadically.

The importance of language is only clearly seen in one institution, sending a cohort of no less than 10 students every year. The rest of the institutions are starting the process to achieve stability in the flows of students from different academic disciplines..

6.9. The rest of Asia

The high figure for Malaysia in Table 45 can be explained by the number of students attending an off-shore campus of a UK institution in that country - this accounts for more than 80% of the mobility to Malaysia. The figure for India is high due to active links with Indian institutions in areas other than student mobility (but which facilitate it). Thailand also shows strong growth although there is a dip in 2011-12. The number of institutions sending students to Thailand went from 3 to 7 in the last two years, although the numbers of students sent has not been stable and three institutions only appear in the list in 2010-11.

Table 45: UK student mobility to the rest of Asian countries (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	Difference 2011-2007
Brunei					1	1
Burma	2	2	2	2	2	0
Cambodia			4			0
India	5	11	10	14	21	16
Indonesia	2	2	2	2		-2
Kazakhstan					4	4
Macao				1		0
Malaysia	41	57	75	80	104	63
Nepal	2	2	2	2	1	-1
Pakistan	1	1	1	1	1	0
Sri Lanka	1	1	1	1	1	0
Taiwan		3	7	6	8	8
Thailand	6	6	11	18	14	8
TOTAL	**60**	**85**	**115**	**127**	**157**	**97**

The rest of the Asian countries have a very marginal role. Taiwan is the most constant presence in the list and Brunei and Kazakhstan are new, showing small numbers and only one institution per country sending students.

6.10. New Zealand

New Zealand continues to show the lowest level of mobility among English speaking destinations and this has been the case since 2007. Despite this, some increase has been recorded, mainly in 2009-10 and 2010-11 with a slight decrease in 2011-12. However, despite similarities to Australia as a destination, the interest for New Zealand is still relatively low.

Table 46: UK student mobility to New Zealand (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Russell	25	19	32	31	35
Pre-92	9	11	19	30	23
Post-92	7	7	2	10	6
Other	6	1	4	2	5
TOTAL	**47**	**38**	**57**	**73**	**69**
Institutions	16	16	20	24	25

A total of 33 institutions have sent students to New Zealand in the last five years. Yet only seven of them managed to send students in all five years and 12 only in the last two years. In 2011-12, four institutions did not send students when they had done so in the previous year and four were completely new in that year. Also relevant is the fact that four other institutions sent students in the first three years of the period, but no longer do so.

Institutional participation shows an irregular trend in the exchanges with New Zealand. The distribution by groups shows clear dominance of the Russell and Pre-92 groups (72% of the students in 2007-08 and 84% in 2011-12), but an important number of Post-92 institutions also send students in low numbers. Five universities sent 32 students in total in five years (1.3 students per institution and year). The rest of the institutions only managed to send 18 students in the same period (much less than one student per institution and year). A characteristic of mobility towards New Zealand has been that of small numbers from each institution. For example, 14 out of the 25 institutions listed in 2011-12 only sent one or two students.

6.11 Russia

Student mobility towards Russia is based more on individual institutions' behaviour rather than on a general increase in the number of institutions. Six institutions represent 92.5% of mobility and their activity has given a push to the position of Russia as one of the top non-European destinations (8th in 2011-12) despite the fact that only nine institutions sent students last year. The influence of Russian language degrees in the results is evident; this could cause a problem in the future for mobility as, according to HESA, the number of students in such degrees in the UK is decreasing.

Only 13 institutions sent students to Russia over the total period analysed and six of them did not do so in 2011-12, although two new institutions entered the list in this year. Of the six institutions sending more than 10 or more students per year, three are from the Russell Group, 2 from the Pre-92 universities and one from the other institutions - indicating the importance of Russian language degrees in furthering mobility.

Table 47: UK student mobility to Russia (124 institutions)

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Russell	11	25	74	75	84
Pre-92	8	14	18	6	35
Post-92				3	5
Other	4	17	21	`5	10
TOTAL	**23**	**56**	**113**	**84**	**134**
Institutions	4	5	7	6	9

Six institutions only sent students in one of the years analysed and only three in all five years of the period. The consequence is that 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.

6.12. Other European countries (not included in Erasmus)

The mobility to non-Erasmus European countries (excluding Russia) is marginal. Only Ukraine has managed to show a pattern of student mobility (even if this is decreasing) and the other currents only show sporadic and irregular mobility.

Table 48: Students going to non-Erasmus European countries (124 institutions)

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

Only the Russell Group and the Pre-92 universities undertake mobility to these countries.

6.13. Latin America

The evident increase experienced by Latin American destinations in recent years was suddenly stopped in 2011-12. The three main countries (Argentina, Brazil and Mexico) received 64 fewer students than in 2010-11 and this was the base for almost all the negative difference between the two years. This has been the characteristic of this geographical area; some large countries have increased their participation in student mobility, but others have shown erratic development.

Table 49: UK student mobility to Latin America by groups (124 institutions)

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Russell	113	116	175	183	156
Pre-92	26	52	56	71	54
Post-92	8	10	38	29	24
Other	25	37	35	44	27
TOTAL	**172**	**215**	**304**	**327**	**261**
Institutions	23	26	30	35	33

Table 49 shows how an increase in total numbers from 2007-08 to 2010-11 (including a reduction for Post-92 universities in 2010-11). The distribution of students has been largely related to language courses (Spanish/Portuguese), which explains the higher percentages for the Russell Group and the Pre-92 universities (77% in 2011-12 and similar percentages in previous years). Only one institution from the others group has undertaken mobility since 2009-10.

Table 50: Number of institutions sending students to Latin America
by groups of universities (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
Russell	9	9	12	13	13	56
Pre-92	7	11	9	13	12	52
Post-92	5	4	8	8	8	33
Other	2	3	1	1	1	8
TOTAL	**23**	**27**	**30**	**35**	**34**	

After four years of growth, the number of institutions sending students to Latin America decreased in 2011-12. Six institutions from the Russell Group and one from the other institutions represented 55.2% of students in 2011-12. The vast majority of students from each group were language students.

Table 51: UK student mobility to Latin American countries

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
Argentina	50	61	76	103	62	352
Mexico	41	65	76	75	62	319
Brazil	27	29	53	50	40	199
Chile	22	33	44	36	38	173
Cuba	21	10	19	11	15	76
Uruguay	4	7	9	10	10	40
Peru	3	5	8	13	9	38
Colombia		1	5	12	6	24
Costa Rica			1	11	8	20
Ecuador	1	2	3	3	3	12
Bolivia		2	3	1		6
Nicaragua		1	2			3
Paraguay			1		2	3
Puerto Rico	1				1	2
Venezuela		1	1			2
Guatemala			2			2
Honduras	1					1
El Salvador				1		1
Dominican Rep.					1	1
TOTAL	**172**	**226**	**315**	**337**	**267**	**1,147**

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. The four main countries represented 81% of the UK mobility towards Latin America in 2007-08 and 76% in 2011-12 and the lower percentage is only explained by the small increase in numbers of other countries. Out of 19 countries considered in this section, nine had lower numbers in 2010-11 and eight in 2011-12. In addition, nine countries have not managed to receive ten students in five years. Only Uruguay, Peru, Colombia and Costa Rica received more students in 2011-12 than in 2009-10.

The decrease experienced in the last year has affected the position of the main Latin American countries in the ranking of the top non-European destinations. Argentina went from the 8th position in 2010-11 to share the 13th with Mexico (11th the year before) and Brazil only managed to keep its 15th position both years.

In total, student mobility towards Latin America had almost doubled between 2007-08 and 2010-11, but this figure went down to 55% in 2011-12. It is still an important growth worth considering for further possibilities of improvement in the coming years. Lower dependence on language students would help that objective.

6.14. Other areas of the world

The different policies and alliances make the map of world partnerships very large and the number of countries involved grows year after year. This was true between 2007-08 and 2010-11 when the number of non-European countries receiving students from the UK went from 41 to 56. However, this growth has been interrupted in 2011-12, when only 50 countries were involved in mobility. This section briefly analyses those countries not included in the preceding parts of the report.

Table 52: Students going to Sub-Sahara Africa (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
Gambia	4	18	14	12	5	53
South Africa	3	4	9	17	13	46
Ghana	8			3	12	23
Tanzania	1	1	1	7	6	16
Malawi		1	7	7	1	16
Senegal	1	1	2	3	6	13
Kenya				8	5	13
Zambia		2	2	2	2	8
Uganda		2	2	2	2	8
Madagascar			1	6		7
Mauritius		2	2	2		6
Cameroon				1		1
Mozambique		1				1
Central African R.				1		1
Sudan			1			1
TOTAL	**17**	**32**	**41**	**71**	**52**	**213**

Table 52 shows a good mixture of students going to study and to carry out volunteering activities for 3 months. It is unlikely that proper exchange agreements (such as those established with institutions from other areas) are set for many countries in Africa (South Africa and one or two countries are exceptions to this). The number of students has been irregular and dependent upon cohorts travelling to a concrete place. As an example, Gambia and Ghana represented more than 50% of the students at the beginning of the period, but the irregularity of their respective student flows reduced their participation in mobility in the latter years. Most of the countries showed a decrease between 2010-11 and 2011-12, as was the case in other areas of the world. An explanation for this could be that students are being more selective in their choice of destination for mobility because of the financial and political crisis.

Table 53: Students going to the Middle East and South Mediterranean (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
Egypt	28	48	38	29	90	233
Syria	42	48	57	73	1	221
Jordan			8	16	28	52
Israel	12	2	10	15	9	48
United Arab Emir.	2	1	1	6	13	23
Iran	1	3	3			7
Morocco				2	3	5
Lebanon				2	2	4
Palestine	2					2
TOTAL	**87**	**102**	**117**	**143**	**146**	**585**

The Middle East and the South Mediterranean have been the destination mainly for Arabic students from a small number of institutions. Only 16 institutions have sent students to these countries in the last five years and three of them represented 88% of the total in 2007-08. Five years later, this percentage is still 71%, but the difference shows that other institutions have started considering the area as a destination for their students. Six institutions started sending students in the last three years, which has contributed to the increase. However, an important element to be considered refers to the political situation in the area. The events in Syria and Egypt have impacted upon the numbers, as is probably also the case with Israel, Palestine and Iran. In this context, the UAE appears to be growing alternative, as it can offer teaching in English. For the rest of countries in this area, politics will probably continue to influence student choice to travel there.

Table 54: Students going to the English-speaking Caribbean (124 institutions)

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

The last group to be considered is formed by the University of the West Indies. Due to confusion in the dates, no split is possible between the three campuses (Jamaica, Barbados and Trinidad and Tobago), although the low numbers would not represent a huge difference to the data shown in table 54. As in other world areas, student mobility disappeared in 2011-12 for the West Indies, which has continuously shown very small numbers. Only four UK institutions have sent students there in the last five years from three of the groups of universities. There is thus no particular pattern for this mobility.

6.15. The total numbers of non-European mobility

The summary of the data received from the 124 institutions shows that a total of 71 countries received non-Erasmus students during the five years[14]. Their distribution by geographical areas is shown in Table 55, from where interesting conclusions can be drawn. Between 2007-08 and 2011-12, North America went from representing 60.9% of non-European mobility to 47.8%, despite a growth in real numbers of 19%. But the total increase of non-European mobility has been of 70.2% and that reduces the percentage of those areas dominating the scene five years ago.

Table 55: UK student mobility by geographical areas of destination (124 institutions)

	2007-08	2008-09	2009-10	2010-11	2011-12	% in 2011-12	Increase in 5 years
North America	2,144	2,218	2,447	2,553	2,859	47.76	715
Asia	738	1,043	1,250	1,487	1,554	25.96	816
Oceania	482	532	615	750	795	13.28	313
Non-EU Europe	46	56	226	198	268	4.48	222
Latin America	172	226	315	337	267	4.46	95
Middle East	87	102	117	143	191	3.19	104
Africa	17	32	41	71	52	0.87	35
Caribbean	2	4	1	5	0	0.00	-2
TOTAL	**3,518**	**4,213**	**5,012**	**5,544**	**5,986**	**100**	**2,468**

Emergent areas are Asia (more than 100% increase) and the Middle East, while in other cases the growth is due to one country (Australia, Russia) rather than to growth in the whole area.

7. OTHER TYPES OF MOBILITY

Other forms of mobility that meet the condition of lasting more than three months are also considered alongside Erasmus and the non-European mobility. 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 (not included in the Erasmus programme until 2011-12). There are also other initiatives that should be included in this report as they involve mobility, but no data is available for these in

[14] *As seen in 6.14, 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.*

the UK. These include the IASTE scheme and the Leonardo placements, as well as initiatives with variable length which is funded by the British government for countries such as India and China.

7.1. Language Assistants

The definition of the work expected from languages assistants in European schools can be seen at the British Council website and reads:

'...You will support the English teacher by planning activities, texts, role plays and games using text books, newspaper/magazine articles, photos, pictures, maps, CDs, videos, DVDs or any other media to enable students to practise their English...'[15].

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 56 shows their distribution in 2011-12.

Table 56: Language Assistants in 2011-12

	Erasmus	Non-Erasmus	TOTAL	% Erasmus	% non-Erasmus	% of total Language Assistants
Russell	966	207	1173	82.35	17.65	58.92
Pre-92	395	265	660	59.85	40.15	33.15
Post-92	128	30	158	81.01	18.99	7.94
TOTAL	**1,489**	**502**	**1,991**	**74.79**	**25.21**	**100**

The growth in the number of language assistants has been irregular since their inclusion in Erasmus. For those assistants who had no access to the grant, numbers have fluctuated from a maximum in 2009-10 (460) to a minimum in 2008-09 (410). Their total number of language assistants (both with and without an Erasmus grant) has always been in the region of 2,000, from 1,775 in 2008-09 to 2,163 in 2010-11.

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

[15] *Information about the scheme is available at http://www.britishcouncil.org/languageassistants.htm*

Almost exactly three quarters of the language assistants receive an Erasmus grant implying that they had not already graduated at the time of the mobility and nor had they previously benefited from such a grant. The rest of the students had either already graduated, had been Erasmus students in the past or went to destinations that were not not covered by the programme.

Table 57: Distribution of Language Assistants by countries

	Erasmus	Non Erasmus	TOTAL	Diff 2011-2012
France	815	153	968	-20
Spain	414	109	523	-13
Germany	242	33	275	-80
Austria	49	33	82	-22
Latin America	0	76	76	-9
Italy	46	11	57	+ 1
Belgium	2	3	5	-4
Switzerland	0	5	5	-4
Canada	0	0	0	-21
Not defined	0	0	0	-3
TOTAL	**1,568**	**423**	**1,991**	**-172**

Table 57 details the destination of the language assistants. It differentiates between those who received the Erasmus grant (‘Erasmus column’) from those who did not (‘Non Erasmus’ column). These include 76 students going to Latin America, although no details are available about exact destination. 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; concrete data is only available from 2010-11 and thus only from that date can these language assistants be separated from the general list. No students went to Canada in 2011-12.

7.2. Comenius Assistants

Comenius Assistants receive a grant from this action of the LLP to ‘...*work in schools and colleges across Europe for between 12 and 16 hours per week..’*[16]*.* 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

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

the report, with 131 students participating in the programme in 2011-12 and the information available only gives the origin of students and their destination.

Table 58: Distribution of Comenius Assistants by UK nations in 2011-12

England	79	60.31
Scotland	47	35.88
Wales	3	2.29
Northern Ireland	2	1.53
TOTAL	**131**	**100.00**

The distribution of Comenius Assistants by UK countries shows a different composition than other mobility actions. 35.9% came from institutions in Scotland (only 24% of the total number of Erasmus students), 77.7% from England (60.3%), 4.9% from Wales (2.3%) and 3.4% from Northern Ireland (1.5%).

Table 59: Destination of Comenius Assistants in 2011-12

	Russell	Pre-92	Post-92	TOTAL
Austria	2			2
Belgium	3	2		5
France	35	20	2	57
Germany	8	3		11
Italy	13	4	1	18
Portugal	4			4
Spain	16	17	1	34
TOTAL	**81**	**46**	**4**	**131**

Despite Comenius being open to all the Erasmus countries, only seven of them received assistants in 2011-12. This created a higher concentration in France (23 more than in 2010-11) and Spain (4 more) representing 70% of the total between these two countries. The percentage in the previous year was only 55%.

The Russell Group and the Pre-92 universities contain the vast majority of the grantees with 62% and 35% of them respectively for 131 participants in 2011-12. Their percentages are higher than the year before, implying that this action is almost exclusively taken up by students from these universities. The relatively small impact of this action can also be seen by the fact that these students come from 26 different institutions, making an average of only five students per institution.

7.3. Switzerland

Switzerland was not part of the Erasmus programme between 2001-02 and 2010-11 and the data corresponding to student mobility towards that country is only available from the Swiss authorities, who funded all mobility to and from that country during those years[17].

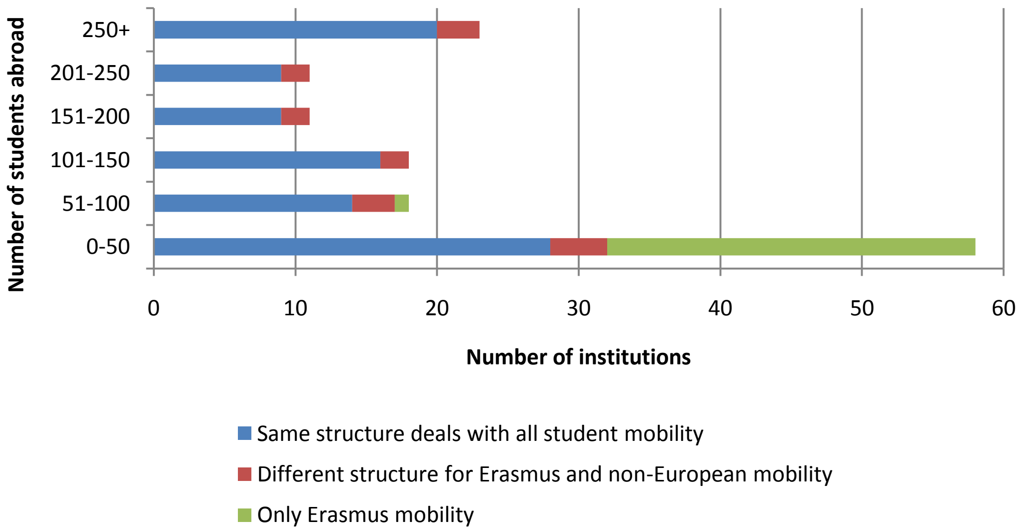
As Switzerland has already joined Erasmus and its data is included in other sections of the report, no more details are offered in this section. Figures for the previous years can be seen in the overall estimation of outgoing mobility.

8. THREE IMPORTANT ELEMENTS OF STUDENT MOBILITY

8.1. Who manages student mobility at the institutions?[18]

The management of all the activities listed in the previous sections of the report requires a structure of professionals promoting, preparing, managing and reporting student mobility. Each institution decides what the more appropriate way of proceeding is and this creates a multiplicity of structures and reporting lines. This section drafts general trends in the country from the information obtained.

Table 60: Types of structures dealing with student mobility according to the number of students sent abroad in 2011-12

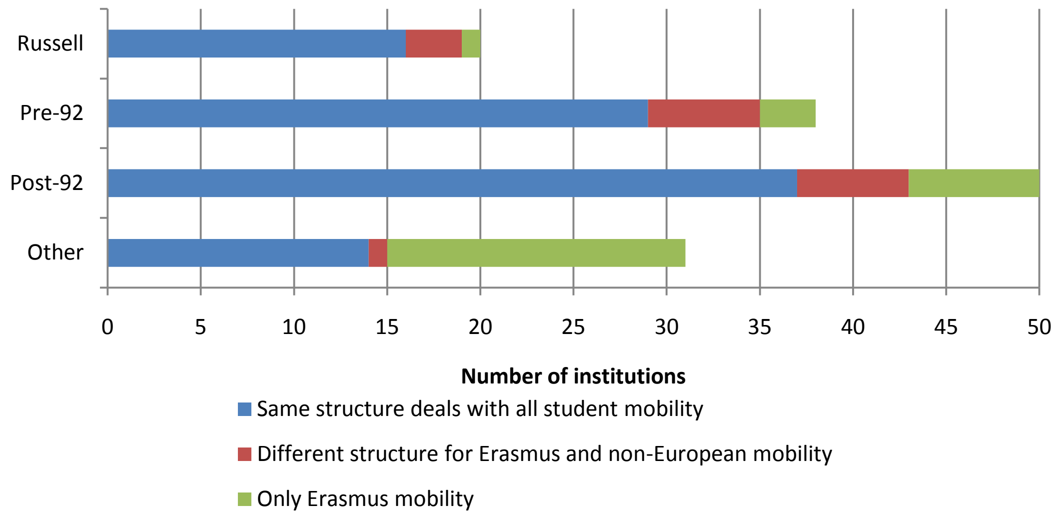


[17] *Available at: www.crus.ch/information-programmes/etudier-en-suisse/mobilite/erasmus/rapports.html?L=1*

[18] *Data for this section has been obtained consulting the respective websites from 139 institutions involved in student mobility and covering almost all those participating in Erasmus in 2011-12.*

One important element is whether Erasmus and non-European mobility are managed from the same office. This is the case for 68% of the institutions, with 11% having two separate units and the rest only involved in one type of mobility. Different administrative structures for mobility are indicative of the different organisational models present in universities. In the majority of cases, the International Office (or similar denomination) includes a unit dealing with mobility, but this can also be part of wider structures such as Academic Registry, Research Office, Career Service, Student Administration, Academic Services or, simply, an independent office. There is no common organisation trend to be found between the different groups of universities: the administration of mobility is more likely to depend upon tradition then on which typology a university belongs to.

Table 61: Types of structures dealing with student mobility by groups of universities

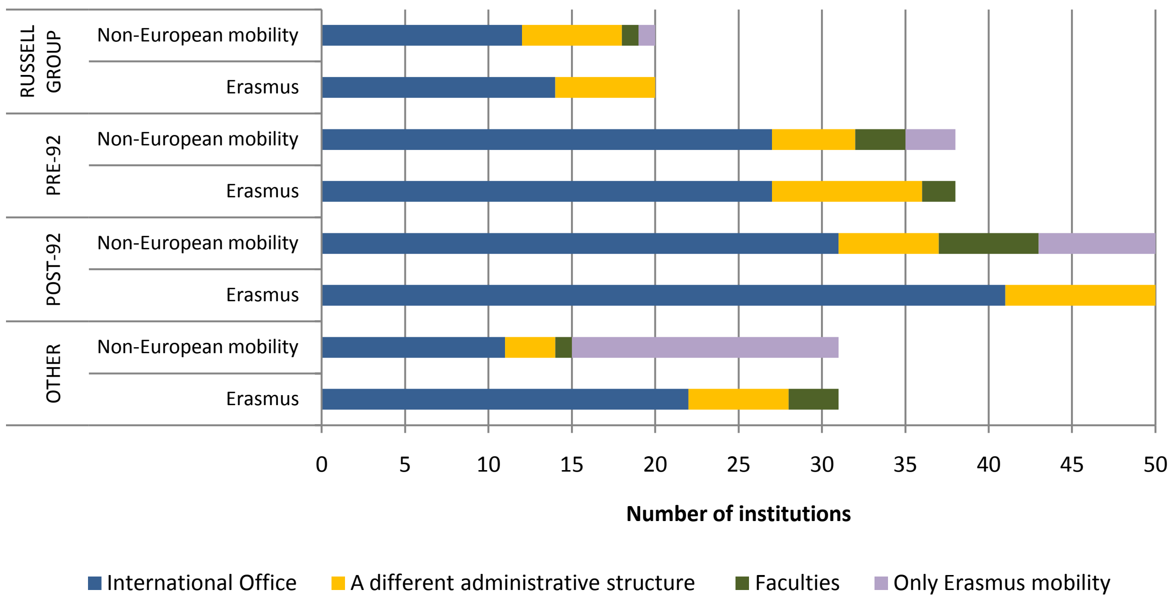


An important element to consider is the role of the Faculties or Schools in mobility. They are the only responsible for Erasmus in five institutions and in eleven for non-European mobility. This creates difficulties for data collection for mobility. For example, eight out of the eleven institutions where the Faculties manage the non-European mobility could not report the number of students going abroad due to the lack of centralised data.

In many cases, the responsibility for student mobility is shared with other functions, mainly the recruitment of international or European students for fee-paying credit mobility (study abroad) or degree students.

Work placements mobility also represents a challenge for management. It can be dealt with by the Faculties, by separate services or by the same professionals managing mobility,

Table 62: Management of Erasmus and non-European mobility by groups of universities[19]



although the most common structure is that which separates the academic aspects from the grant elements associated with Erasmus.

8.2. The recognition of the periods abroad

A controversial issue of student mobility is the recognition of studies or work done abroad at the home institution. The transfer of credits and grades often still presents difficulties for the institutions and the manner in which recognition occurs does not always correspond to the requirements of the bodies who organise mobility. In the case of Erasmus, all institutions are obliged to report the number of ECTS credits obtained by students after their period abroad. Table 63 shows the credits with the length of the stay abroad for study periods and work placements.

The summary of the two activities shows that 69.12% of students received the appropriate number of credits, 18.53% did not receive a single credit and 12.36% received too many or fewer credits than expected for their mobility period. As it is the case with the codification of areas of study, some mistakes could have been made at the time of the completion of the reports[20]. However, the high number of students minimise these mistakes, but still makes the final figure shown on Table 63 not entirely reliable.

[19] *A different administrative structure can also include the International Office as part of a larger structure.*
[20] *Three institutions awarded sixty ECTS credits to most periods of mobility, regardless of their length.*

Table 63: ECTS credits allocated to the periods of mobility in the Erasmus reports in 2011-12

	ECTS CREDITS								
STUDY PERIODS	0	1-10	11-20	21-30	31-40	41-50	51-60	60 +	TOTAL
4 or less months	292	54	326	1,222	23	31	106		2,054
From 4.25 to 5.50 months	139	1	217	1,990	30	5	112	2	2,496
From 5.75 to 6.75 months	23	2	13	106	3		23		170
From 7 to 9 months	180		11	117	72	85	1,200	6	1,671
More than 9 months	287	7	12	46	84	163	2,075	29	2,703
TOTAL	921	64	579	3,481	212	284	3,516	37	9,094

	Students	% students
Appropriate number of ECTS credits	7,007	77.05
Insufficient number of ECTS credits	799	8.79
Excessive number of ECTS credits	367	4.04
No ECTS credits awarded	921	10.13

	ECTS CREDITS								
WORK PLACEMENTS	0	1-10	11-20	21-30	31-40	41-50	51-60	60 +	TOTAL
4 or less months	267	15	168	276	3	1	12		742
From 4.25 to 5.50 months	181	27	17	306	4	1	25		561
From 5.75 to 6.75 months	210	17	8	256	14	9	79	1	594
From 7 to 9 months	677	23	4	69	140	34	815		1,762
More than 9 months	286	26	11	21	1	15	606		966
TOTAL	1,621	108	208	928	162	60	1,537	1	4,625

	Students	% students
Appropriate number of ECTS credits	2,475	53.51
Insufficient number of ECTS credits	394	8.52
Excessive number of ECTS credits	135	2.92
No ECTS credits awarded	1,621	35.05

In order to understand the recognition process at the institutions, a survey was carried out in March 2013. 56 institutions responded to this[21] The survey included four questions related to the transfer of credits and grades offered to mobility periods.

Table 64 offers a portrait of the situation and clearly shows that the vast majority of the institutions transfer the credits obtained abroad, but less than a third provide recognition to the grades awarded by the host institution. The number of institutions from Scotland is included in the 4-year section, as this is the norm in Scotland and not just one of the choices as in the rest of country.

[21] *In order to keep the confidentiality of the data obtained, the institutions are not named here.*

Table 64: Credit and grade transfer for periods of mobility in 56 institutions

Do students go in 3 or 4-year degrees?	Which percentage do 3-year degree students represent?		Do you transfer the credits obtained abroad?		Do you transfer the grades obtained abroad?	
3-YEAR (+ 75% students) 12 INSTITUTIONS	100%	8	Yes	10	Yes	4
	86-99%	3	No	1	No	5
	75-85%	1	Not always	1	Not always	3
4- YEAR (+ 75% students) 30 INSTITUTIONS	0%	15 (8 Scotland)	Yes	29 (8 Scotland)	Yes	8 (2 Scotland)
	1-15%	9	No	1	No	12 (2 Scotland)
	16-25%	6	Not always	0	Not always	10 (4 Scotland)
BOTH 13 INSTITUTIONS	26-40%	5	Yes	10	Yes	4
	41-60%	4	No	1	No	4
	61-75%	4	Not always	2	Not always	5
UK 55 INSTITUTIONS	0-25%	30	Yes	49	Yes	16
	26-60%	9	No	3	No	21
	+60%	16	Not always	3	Not always	18

A conclusion of the right hand column of Table 64 is that the transfer of grades is still an unresolved problem and that 21 institutions do not offer it to their students. In 18 cases, it depends on the decision of the School or Faculty concerned. All this implies that in the majority of institutions credits obtained abroad do not contribute to the degree classification. This is not likely to change in the near future, as this practice is determined by institutional policy. However, several universities reported that discussions are in process that could, depending upon the institution, either offer more flexibility in this matter or, at the other extreme, place even more restrictions on the conditions for exchanges.

8.3. The partnerships for student mobility

Student exchanges are based on Erasmus bilateral agreements with European institutions or Memorandums of Understanding with the rest of the world. Most institutions include the lists of partners in their websites and this allows an evaluation of the institutional policy and an analysis of the different approaches in geographical and numerical terms. The websites of all participants in Erasmus (146 institutions) and 100 of those included in this report[22] have been consulted and the data obtained can be seen in Table 65.

European partnerships are more likely to be based on agreements according to academic discipline (and thus at faculty or school level), whereas those for the rest of the world can be at institutional level or are initiatives in concrete areas of study or faculties (mainly in language studies). In many cases, the partnership has existed for many years, even if it is not particularly active or fully exploited. Also, historical reasons account for the different types and levels of mobility and the destinations. As an example, the mobility by cohorts of students is often used with non-European countries, and this is not so common within Europe. In the case of Erasmus, average mobility is 0.94 students sent per partner per institution, whereas for non-European institutions the ratio is 1.94 students.

Five different trends can be seen in Table 65 and these are listed below with some examples:

- Countries where mobility is mainly in large cohorts of students: Egypt, Ghana, Jordan, Russia, Japan
- Countries combining large cohorts and small groups: United States, Australia, Hong Kong
- Countries with high number of partnerships and mobility: France, Spain, Italy.
- Countries with low ratios due to an unbalance between the number of partnerships and the students sent: Germany, Sweden, Finland, Sweden.
- Countries with small mobility: most of the European accession countries.

[22] The websites were consulted between February and March of 2013 when the partner institutions mentioned not necessarily correspond to those of 2011-12. However, they have been considered for that year, even if only as an estimation. In alphabetical order of their short name, the institutions included in this section are: Aberdeen, Aberystwyth, Anglia Ruskin, Arts UC Bournemouth, Aston, Bangor, Birmingham, Bournemouth, Bradford, Bristol, Brunel, Cambridge, Canterbury Christ Church, Cardiff, Cardiff Metropolitan, Central Lancashire, Chester, Chichester, City, Coventry, Creative Arts, Durham, East Anglia, East London, Edge Hill, Edinburgh, Edinburgh Napier, Essex, Exeter, Falmouth, Glamorgan, Glasgow. Glasgow Caledonian, Glasgow School of Arts, Goldsmiths, Guildhall School, Heriot Watt, Hertfordshire, Hull, Imperial College, Keele, Kent, King's College, Kingston, Lampeter, Lancaster, Leeds, Leeds Metropolitan, Leicester, Liverpool, Liverpool Hope, Liverpool John Moores, London Metropolitan, Loughborough, Manchester, Manchester Metropolitan, Middlesex, Newcastle, Newman, Newport, North West RC, Northumbria, Nottingham, Oxford, Oxford Brookes, Plymouth St Mark and St John, Portsmouth, Queen Margaret, Queen Mary, Royal College of Music, Royal Conservatoire of Scotland, Reading, Regent's, Robert Gordon, Roehampton, Rose Bruford, Royal Holloway, Salford, Sheffield, SOAS, Southampton, Southampton Solent, St Andrews, St Mary's Belfast, Stirling, Stranmills, Strathclyde, Sunderland, Surrey, Sussex, Swansea, University College London, Warwick, West of England, Westminster, Winchester, Wolverhampton, Worcester, York and York St John

Table 65: Ratio students sent abroad-agreements signed by countries

	2011-12 students	Agreements	Students / Agreement		2011-12 students	Agreements	Students / Agreement
Egypt	90	18	5.00	Iceland	29	37	0.78
Ghana	12	3	4.00	Sweden	309	396	0.78
Jordan	28	9	3.11	Uruguay	10	13	0.77
Senegal	6	2	3.00	South Africa	13	17	0.76
Singapore	145	52	2.79	Colombia	6	8	0.75
Russia	96	37	2.59	Czech Republic	159	218	0.73
Australia	723	309	2.34	Austria	171	245	0.70
United States	2,185	991	2.20	Switzerland	114	176	0.65
Hong Kong	279	128	2.18	Finland	227	380	0.60
Cuba	15	7	2.14	Estonia	26	46	0.57
Argentina	62	29	2.14	Belgium	169	316	0.53
Burma	2	1	2.00	Portugal	107	205	0.52
Paraguay	2	1	2.00	Luxemburg	1	2	0.50
Uganda	2	1	2.00	Brunei	1	2	0.50
Zambia	2	1	2.00	Puerto Rico	1	2	0.50
Kazakhstan	4	2	2.00	Ukraine	1	2	0.50
Tanzania	6	3	2.00	Norway	101	212	0.48
China	287	150	1.91	Hungary	42	97	0.43
Canada	671	352	1.91	Taiwan	8	19	0.42
Spain	2,144	1,314	1.63	Turkey	66	209	0.32
UAE	12	8	1.50	Ireland	29	95	0.31
New Zealand	69	49	1.41	Sri Lanka	1	4	0.25
Thailand	14	10	1.40	Syria	1	4	0.25
Japan	314	225	1.40	Slovenia	10	49	0.20
France	2,520	1,888	1.33	Poland	63	317	0.20
Costa Rica	8	6	1.33	Croatia	2	12	0.17
Kenya	5	4	1.25	Greece	25	154	0.16
Chile	38	31	1.23	Romania	11	80	0.14
Brazil	40	33	1.21	Slovakia	5	37	0.14
Malta	52	43	1.21	Lithuania	8	60	0.13
Dominican Rep.	1	1	1.00	Bulgaria	3	47	0.06
Malawi	1	1	1.00	Latvia	1	20	0.05
Nepal	1	1	1.00	Algeria	0	1	0.00
Pakistan	1	1	1.00	Armenia	0	1	0.00
Lebanon	2	2	1.00	Bangla Desh	0	1	0.00
Morocco	3	3	1.00	Cameroon	0	1	0.00
Peru	9	9	1.00	Guatemala	0	1	0.00
Malaysia	13	13	1.00	Honduras	0	1	0.00
India	21	21	1.00	Indonesia	0	1	0.00
Italy	787	800	0.98	Iran	0	1	0.00
South Korea	69	71	0.97	Macao	0	1	0.00
Netherlands	472	494	0.96	Mauritius	0	1	0.00
Mexico	62	67	0.93	Vietnam	0	1	0.00
Israel	9	10	0.90	Liechtenstein	0	2	0.00
Ecuador	6	7	0.86	Bolivia	0	2	0.00
Denmark	220	266	0.83	Serbia	0	2	0.00
Germany	1,182	1,440	0.82	West Indies	0	6	0.00

The top ten countries in number the agreements per institution are: France (12.93), United States (9.91), Germany (9.86), Spain (9.00), Italy (5.48), Canada (3.52), Netherlands (3.38), Australia (3.09), Sweden (2.71) and Finland (2.60). The ranking differs from that reported elsewhere in this text concerning those countries that receive the most UK students.

Table 66: Ratio partners/institutions by groups of universities in 2011-12

	DE	ES	FR	IT	NL	SE	ALL
Russell	21.42	18.11	31.21	15.05	5.79	6.00	138.37
Pre-92	12.47	11.08	15.68	7.29	3.53	2.79	78.53
Post-92	7.17	7.35	9.65	3.02	3.22	2.23	52.92
Other	4.45	3.72	4.14	1.93	1.97	1.45	31.31

The distribution of Erasmus partners by groups of universities shows completely different policies with higher numbers for the Russell Group and lower for other institutions. This is due to the generally larger institutions in this group and the corresponding amount of mobility, but it is also indicative of a different approach followed by this group of universities.

9. ESTIMATION OF UK OUTWARD MOBILITY

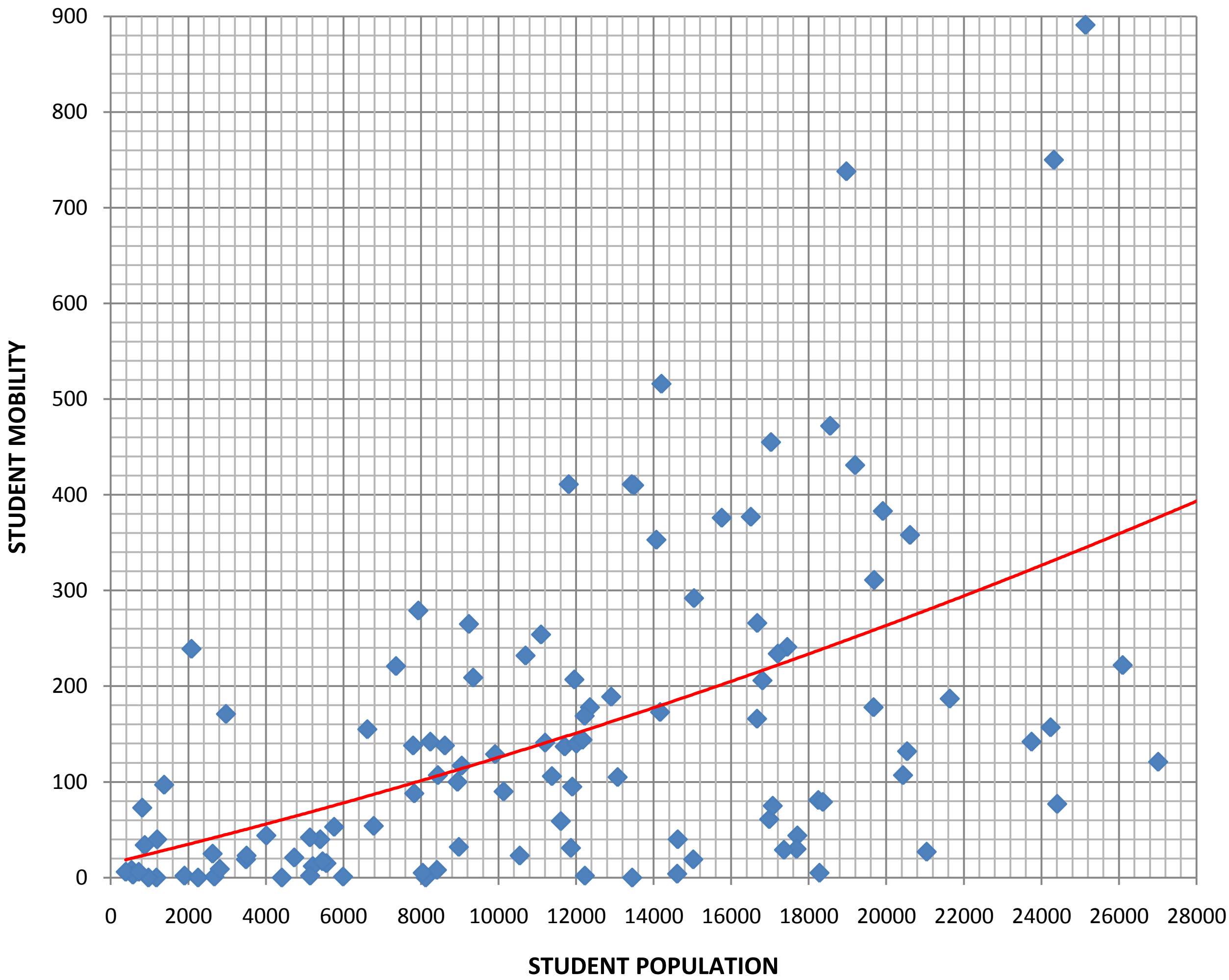
Once all types of mobility have been described and quantified, the estimation can be made of the total number of students going abroad and the performance level of the institutions in the United Kingdom.

9.1. Institutional performance

The data provided by 124 institutions together with their Erasmus records, provides a picture of respective performance related to student mobility. Table 67 combines the Erasmus and non-European mobility for each of the institutions and compares the results with their total number of registered undergraduate students (according to the HESA statistics for 2011-12).

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 red line marks the average for the 124 institutions. Institutions with fewer students enrolled but more going

Table 67: Comparison of student mobility and total number of students for 124 institutions



abroad than the average would be at the top performance level. Those with high student enrolment and low student mobility could be said to be underperforming.

9.2. Estimation of non-European mobility

An estimation of UK student mobility can be made by combining the data from different sources. The figures provided by official statistics (Erasmus, Language and Comenius Assistants and exchanges with Switzerland until 2010-11) are complemented by a calculation of the non-European mobility based on the results of the survey made of UK Higher Education institutions.

Table 68: Estimation of non-European mobility by countries (all institutions in the UK)

	2007-08	2008-09	2009-10	2010-11	2011-12
Argentina	56	68	85	115	69
Australia	486	552	624	757	812
Belarus	0	0	0	1	0
Bolivia	0	2	3	1	0
Brazil	30	32	59	56	45
Brunei	0	0	0	0	1
Burma	2	2	2	2	2
Cambodia	0	0	4	0	0
Cameroon	0	0	0	1	0
Canada	597	601	679	713	752
Central African Rep.	0	0	0	1	0
Chile	25	37	49	40	42
China	185	283	312	396	416
Colombia	0	1	6	13	7
Costa Rica	0	0	1	12	9
Cuba	23	11	21	12	17
Dominican Rep.	0	0	0	0	1
Ecuador	1	2	6	4	7
Egypt	31	54	42	32	101
El Salvador	0	0	0	1	0
Gambia	4	20	16	13	6
Ghana	9	0	0	3	13
Guatemala	0	0	2	0	0
Honduras	1	0	0	0	0
Hong Kong	127	141	229	295	314
India	6	12	11	16	23
Indonesia	2	2	2	2	0
Iran	1	3	3	0	0
Israel	13	2	11	17	10
Japan	207	306	344	352	351
Jordan	0	0	9	18	31
Kazakhstan	0	0	0	0	4
Kenya	0	0	0	9	6
Lebanon	0	0	0	2	2
Macao	0	0	0	1	0
Madagascar	0	0	1	7	0
Malawi	0	1	8	8	1
Malaysia	46	64	84	89	116
Mauritius	0	2	2	2	0
Mexico	46	73	85	84	69
Monaco	1	0	0	0	0
Morocco	0	0	0	2	3
Mozambique	0	1	0	0	0
Nepal	2	2	2	2	1

	2007-08	2008-09	2009-10	2010-11	2011-12
New Zealand	53	42	64	82	77
Nicaragua	0	1	3	0	0
Pakistan	1	1	1	1	1
Palestine	2	0	0	0	0
Paraguay	0	0	1	0	2
Peru	3	6	9	15	10
Puerto Rico	2	0	0	0	1
Russia	26	63	126	111	150
Senegal	1	1	2	4	7
Serbia	0	0	1	2	0
Singapore	94	126	169	167	163
South Africa	3	4	10	19	15
South Korea	28	27	31	57	77
Sri Lanka	1	1	1	1	1
Sudan	0	0	1	0	0
Syria	47	54	64	82	1
Taiwan	0	3	8	7	9
Tanzania	1	1	1	8	7
Thailand	7	7	12	20	16
UAE	2	1	1	7	15
Uganda	0	2	2	2	2
Ukraine	0	0	4	2	1
United States	1,800	1,880	2,058	2,142	2,446
Uruguay	4	8	10	11	11
Venezuela	0	1	1	0	0
West Indies	2	4	1	6	0
Zambia	0	2	2	2	2
TOTAL	**3,978**	**4,509**	**5,285**	**5,827**	**6,245**

The 124 institutions which provided the data account for approximately 88.41% of the total student mobility in the programme across all the years and, consequently, it is assumed that they 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 throughout the years, but 88.41% has been used as the norm for these estimations for reasons of ease and clarity.

Consequently, an arithmetic calculation has been used that assumes that the mobility recorded for each country would represent 88.41% 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. Several institutions with a high level of mobility in recent years are new in the report making the difference between the estimations made for 2009-10 and 2010-11 smaller.[23]

Table 69 shows the estimated total number of UK students going abroad in the last five years, when the above adjustments have been made and when all types of mobility are taken into account.

Table 69: Estimation of UK student mobility from 2005-06 to 2010-11

	Erasmus Study periods	Erasmus Work Placement	Switzerland	Non-European mobility	Language Assistants (non-Erasmus)	Comenius Assistants	TOTAL UK MOBILITY
2007-08	7,528	2,726	104	3,978	435	78	14,849
2008-09	7,428	3,399	99	4,509	410	137	15,982
2009-10	8,053	3,670	100	5,285	460	121	17,689
2010-11	8,553	4,280	90	5,827	412	117	19,279
2011-12	9,095	4,568	(Erasmus)	6,245	421	131	20,460

The distinction made in chapters 4 and 5 between real mobility of students and mobility periods becomes more relevant when trying to estimate the total number of students going abroad from the United Kingdom. However, it is important to note that all official statistics made public by the European Commission and the Member States refer to mobility periods (where a student can count twice if undertaking two mobility periods in the same year) and not to real mobility (head counting the students involved). As seen in chapter 5, this distinction can cause a difference in the totals of approximately 11%. Hence, a new estimation could be made to know the approximate number of students for 2011-12. 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 69. Considering all these elements, the real mobility in 2011-12 could be estimated as follows:

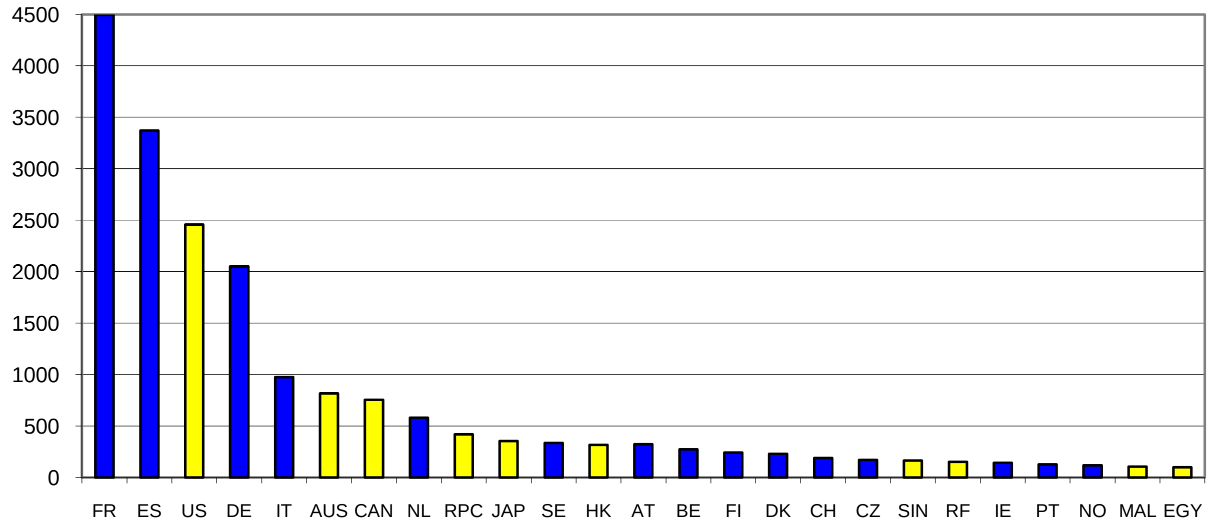
[23] *The current estimation represents 240 students more for 2007-08, 206 for 2008-09, 159 for 2009-10 and 107 for 2010-11.*

Erasmus students	12,164
Non-European mobility	5,933
Language Assistants (non Erasmus)	421
Comenius Assistants	131
TOTAL ESTIMATION	**18,649**

Bearing in mind the reservations about the reliability of the figures, as discussed above, the difference between mobility periods and students represents 1,811 less than the total obtained in Table 69.

Another possible estimation would be to calculate the percentage that these students represent in terms 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 2011-12 data (and taking postgraduates out of the equation) shows that approximately 5.7% of UK graduates have undertaken international mobility[24]. A similar calculation can be made for the four countries of the UK and the results (with all reservations mentioned above) would show that it would be around 5.6% in England, 6.6% in Northern Ireland, 9.1% in Scotland 9.1% and 4.2% in Wales when absolute mobility numbers are used.

Table 70: Estimation of the top destinations for UK student mobility in 2011-12



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

Once the figures provided by the 124 institutions have been extrapolated, it is possible to provide an overall estimation of the main destination countries for UK mobility for the whole HE sector, as shown in Table 70. The main changes from last year are better positions for Japan, Switzerland and Russia and lower position for China and Singapore. Mobility towards Europe shows more stable mobility.

Finally, an estimation can be made about the expected (or real in the case of Erasmus) language of tuition and this is shown in Table 71.

Table 71: Estimation of the language of exchanges in 2011-12

	Russell	Pre-92	Post-92	Other	TOTAL	%
English[25]	2,623	2,839	2,354	485	8,301	40.60
French[26]	2,301	1,545	409	53	4,308	21.07
Spanish[27]	1,502	1,138	534	111	3,285	16.07
German	986	676	258	35	1,955	9.56
Italian	432	298	70	22	822	4.02
Chinese[28]	183	106	103	35	427	2.09
Japanese	161	81	98	13	353	1.73
Russian[29]	95	40	10	11	156	0.76
Portuguese[30]	112	22	3	3	140	0.68
Dutch	40	59	12	13	124	0.61
Other[31]	96	267	154	60	577	2.82
TOTAL	**8,531**	**7,071**	**4,005**	**841**	**20,448**	**100**

Not surprisingly, English has the highest percentage due to the English-speaking countries involved (and mainly the United States) and all European countries also offering courses in that language. Second and third positions for French and Spanish are mainly due to Erasmus, as well as the fourth position of German. All these four languages together represent 87.3% of the total number of students and leave the other languages in marginal

[25] *It includes mobility to Australia, Brunei, Canada, Egypt, Gambia, Ghana, Hong Kong, India, Israel, Jordan, Kenya, Lebanon, Malawi, Malaysia, New Zealand, Pakistan, Singapore, South Africa, Sri Lanka, Tanzania, Thailand, United Arab Emirates, Uganda, Unites States, Zambia and several European countries (see Table 24)*
[26] *Morocco, Senegal and several European countries. Mobility is also likely in parts of Canada, but it has not been included in the table.*
[27] *All Latin American countries (except Brazil) and those mentioned in Table 24. Students going to Spain may have also been taught in Catalan, Basque or Galician, but the Erasmus report does not include these languages.*
[28] *No distinction is possible between Mandarin and Cantonese.*
[29] *Russia, Kazakhstan and Ukraine.*
[30] *Portugal and Brazil.*
[31] *Bulgarian, Czech, Danish, Estonian, Finnish, Greek, Hungarian, Icelandic, Latvian, Lithuanian, Maltese, Norwegian, Polish, Portuguese, Romanian, Slovak, Slovenian, Swedish and Turkish (in Europe); Arabic, Burmese, Indian, Korean, Nepalese and Thai (out of Europe)*

position, with the only exception of Italian. Non-European languages cannot compete with those of the European Union, which are obviously more widely spoken and studied than the rest.

10. CONCLUSIONS

The fifth edition of the report on UK outgoing student mobility contains positive and negative elements. The first report covered the years from 2003-04 to 2007-08 and the continuous growth registered since that time reflects a more positive approach towards mobility. Keeping pace in terms of growth with the bigger players in student mobility, such as the United States, Spain, France and Germany is a huge success for the British institutions and the higher education sector. Unfortunately, recording the real number of students going abroad from the UK is not as easy as in most of the countries mentioned.

At the moment, recording student mobility is a very difficult task in the UK due to the lack of an objective tools for measurement. The mobility section of the HESA return, often insufficiently completed by all institutions does not record all mobility and the data is not made available for research.[32] Erasmus data is publicly available, but this is not the case for non-European mobility where there are no official statistics. Other sources of data are either not available or they are inconsistent. A good example is the UCAS website, where institutions could include the number of students going to study or work abroad on their institutional profile page.[33] This facility is no longer online but up to April 2013 this data was available for all UK institutions. However, the total number of students reported there was 4,000 higher than those reported by the institutions for this report with many inconsistencies and some institutions did not include a single student even though they were clearly sending Erasmus students abroad.

Both HESA and UCAS also have data that appears to be inconsistent. In many cases, the HESA return only provides the number of the Erasmus students, or those who were eligible for the fee-waiver, which does not give the full picture of the institutional mobility. In many cases, inaccurate data implies that those who actually manage student mobility are not responsible for, or involved in, the provision of the data.

[32] *At the time of writing these conclusions, it is expected that a review of the HESA return will improve the records and include a more comprehensive vision of student mobility after 2014.*
[33] *The section was available under 'Overseas opportunities* **(***Number of students on a placement or study period abroad)' at http://www.ucas.ac.uk/students/choosingcourses/choosinguni/instguide/*

The difficulty of obtaining reliable data from official sources means that the contribution of 124 institutions who provided their figures for this report is extremely valuable. To date this is the highest number of respondents for this report and, despite a lack of detail for many aspects of mobility, the data contribution from these institutions nevertheless enables a more complete picture of outgoing student mobility within the higher education sector to be presented.

The data available shows that the United Kingdom is continuously increasing the number of students going abroad and Erasmus student mobility has reached similar figures to those of 2000-01 and, together with work placements, registered the highest number ever in 2010-11 and, again, in 2011-12. The growth in the last year was lower than in the two previous years, but still a healthy 6.5%. However, there are still some issues with Erasmus in the United Kingdom. As destinations, France, Spain and Germany comprise 66% of the increase between 2007-08 and 2011-12; the countries where courses in English are available for incoming students do not show the high levels of growth due to the lack of language skills in the UK; the mobility at postgraduate level decreased the last year and a larger number of outgoing students has corresponded with an increase in incoming students, thus maintaining the traditionally high imbalance in mobility.

The Erasmus programme shows two of the main characteristics of the student mobility in the UK: 85% of students in England, Northern Ireland and Wales are from 4-year courses as this is the only possibility for them to include mobility in their degrees and the Russell Group and the Pre-92 universities are still sending abroad mostly language students or those with a language added to their degree in the extra year. The extent of this feature can be seen by the fact that the Post-92 universities sent abroad more non-language students than the Russell Group and only 16 less than the Pre-92 institutions in 2011-12. In actual fact, the number of non-language students abroad grew more than for those with languages in their degree, a positive trend in the battle to widen participation in the programme.

Non-European mobility keeps growing at considerable speed, although the percentage has slowed down in the last three years. One of the reasons for this trend is the concentration on particular countries as destinations, but this is counterbalanced by a decrease in mobility to other countries. 30 out of the 61 destinations in 2010-11 received fewer students in 2011-12. This was the case in almost all of Latin America and in many countries in Asia, especially those where language students represent high numbers, but which fail to attract more non-language candidates. This trend, already shown by the figures in 2010-11, prevents a larger increase towards non-European countries, too dependent on language degrees for suitable candidates to go abroad.

Also relevant is the fact that work placements in Europe have not experienced the same increase as study periods, especially from the non-language degrees. In times when the employability of students is a huge priority for higher education, the possibilities offered by this type of mobility are not being fully exploited and is viewed by many institutions as a marginal activity.

Finally, an important element to be considered is the recognition of the periods abroad. The procedures followed by most of the institutions in the United Kingdom are in place in order to guarantee the quality assurance of the process, but non-recognition of credits and grades is a deterrent for many potential candidates. Such issues as having to add an extra year to the degree (in times of very high fees) or not receiving the credits and grades obtained abroad transferred are unlikely to make mobility an attractive proposition for many students.

In order to continue the growth of outgoing student mobility, all these problematic issues should be addressed to avoid deterring students and to stilt an ever-increasing demand. Although mobility in the UK does not receive the same acknowledgement as in many other countries, interest in mobility among higher education students has grown among a growing realisation of the beneficial impact of such an experience in employability. Estimations made show that the percentage of students graduating with an international experience is growing, although it is still not near the target established at European level for 2020. The support offered in recent times by BIS and the creation of a unit to develop a national strategy and to promote mobility in the UK are positive steps that can only further demand. Hopefully, outgoing mobility will keep growing in the coming years.