

## Annex D

### Statistical analysis of the HESA-ERASMUS matched dataset

#### Introduction

1. This annex contains the results from matching individual data supplied by UK Socrates-Erasmus Council with the individualised HESA student and first destination records. The analysis was carried out by John Thompson and Mark Gittoes of HEFCE. The nature of these data is such that the matching is only approximate, and the results should therefore be interpreted with care. For example, differences between students on Erasmus exchanges and those not on exchanges should be taken as indicative of some differences, rather than giving an accurate estimate of the size of these differences. The UK Socrates-Erasmus Council and the Higher Education Statistics Agency have agreed to proposals which will allow much more straightforward and accurate matching to be undertaken in future.

2. It is shown that students with a language as one of their subjects of qualification are much more likely to go on an Erasmus exchange, and that the trends in the numbers of students going on Erasmus exchanges is at least in part explained by the decrease in numbers of students studying languages. The profile of students on Erasmus exchanges is largely explained by the proportion studying languages. The employment outcomes of students that have been on an Erasmus exchange are similar to other students, apart from the fact that they are more likely to be working abroad. A higher proportion of students who go on Erasmus exchanges get 'good' degrees than those not on exchanges, but they do not do better than those not on exchanges on language courses.

#### Data matching

3. The file supplied by the UK Socrates-Erasmus Council for 2002-03 contained 7,959 records on outgoing Erasmus students. Table D1 shows the results of matching these records with the HESA record.

**Table D1: Classification of the records on the 2002-03 Erasmus dataset**

<b>Description</b>	<b>Number of records</b>
UK Socrates-Erasmus file	7,959
Records relating to UK higher education institutions	7,852
Records matched to HESA student record	6,507
Records matched to HESA student record with duplicates removed	6,026

4. The table shows that there are 107 students that attend an institution that is not present on the HESA dataset. Of the 7,852 students who do attend a HESA recorded institution, we are unable to find 1,345 on the HESA record using the matching process given below at paragraphs 30 to 32. We have removed 481 records from our matched records as they represent students already recorded in our final 6,026 selected records.

5. The matching is incomplete because of the limitations of the data. This also results in false matches, which we estimate results in less than 3 per cent being linked to the wrong HESA record.

#### Populations used to compare Erasmus and non-Erasmus students

6. The differences in characteristics between Erasmus and non-Erasmus home full-time (or sandwich) degree-level students in their second or third years of study have been examined. Table D2 shows this group in the context of the total numbers of Erasmus students matched to the HESA record.

**Table D2: Selection of records used in analysis (2002-03 cohort)**

Description	Number of records
All Erasmus (linked to HESA records, see table D1)	6,026
Full-time first degree Erasmus students in second or third years	5,374
<b>Home full-time first degree Erasmus students in second or third years</b>	<b>4,718</b>
All home full-time first degree students in second or third years	491,091
<b>Home full-time first degree 'non- Erasmus' students in second or third years</b>	<b>486,373</b>

7. Of the 5,374 full-time first degree students in second or third years on Erasmus exchanges, 4,718 are home students. This means that 656, or 12 per cent, are not from the UK. Most of these, 570, or 11 per cent, are from the EU.

8. Ninety-four per cent of home full-time degree students on Erasmus exchanges go on their exchange in the second or third year. This represents, allowing for the linking failures, just over 1 per cent of the total number of home full-time first degree students in second or third years.

(Note that the 491,091 does not correspond to the totals published by HESA. For example, duplicate records have been removed.)

9. Students referred to as 'non-Erasmus' are those not found through the linking of Erasmus records in 2002-03. This is an approximation. There will be about 800 records in this category where the student went on the programme but where the link was not made, and a further 5,500 students who would have been on an exchange in 2001-02 or will go on an exchange in 2003-04. This means about 1.2 per cent of the 'non-Erasmus' students will actually go on an Erasmus exchange. When we look at the 'non-Erasmus' students taking a language as a subject of study, this misidentification rate rises to 30 per cent, so that the real differences between non-Erasmus and Erasmus students studying languages will be somewhat larger than shown in this analysis.

### **Erasmus exchanges and language as a subject of study**

10. Students who had a language component to their study were identified. (Note that this does not follow a standard classification used in HESA publications, in which many language students appear under the 'combined study' heading.) Details are set out at paragraphs 33 to 34 below. The chance of a student with such a language component being identified as an Erasmus student is about 45 times that of a student without such a component. Table D3 below provides the details.

11. The majority of Erasmus students are on courses with a language component. The Erasmus students who are incorrectly matched will be matched to non-language component records in about 97 per cent of cases. This means that about 60 per cent of these Erasmus students must be on courses with a language component. This represents a minimum estimate, since we almost certainly have failed to identify some courses which have a significant language component. This supports our conclusion from a time series analysis that the decline in numbers of students on Erasmus programmes since 1995-96 can in part be explained by the decline in numbers of students on such programmes.

12. Note that because we have taken students from the second and third years of study, the penetration of Erasmus programmes will be about twice that shown in Table D3 below. If we also take into account our failure to match about 17 per cent of the Erasmus students, these figures are consistent with about half of

home full-time first degree students with a language component taking part in an Erasmus exchange programme.

**Table D3: Erasmus identification and language component of study  
(Home full-time first degree students in second and third years)**

**Numbers of students**

Erasmus?	Language component		Total
	Yes	No	
Non-Erasmus	12,214	474,159	<b>486,373</b>
Erasmus	2,765	1,953	<b>4,718</b>
<b>Total</b>	<b>14,979</b>	<b>476,112</b>	<b>491,091</b>

**Percentage non-Erasmus and Erasmus**

Erasmus?	Language component		Total
	Yes	No	
Non-Erasmus	81.5%	99.6%	<b>99.0%</b>
Erasmus	18.5%	0.4%	<b>1.0%</b>
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Percentage with and without a language component**

Erasmus?	Language component		Total
	Yes	No	
Non-Erasmus	2.5%	97.5%	<b>100.0%</b>
Erasmus	58.6%	41.4%	<b>100.0%</b>
<b>Total</b>	<b>3.1%</b>	<b>96.9%</b>	<b>100.0%</b>

13. This strong association between studying languages and taking part in Erasmus programmes provides a partial explanation for the decline in Erasmus numbers since 1995-96. Table D4 shows the numbers recorded on Erasmus programmes and the number studying with a language component.

**Table D4: Numbers of Erasmus exchanges and numbers studying languages  
(Percentages show numbers relative to 1995-96)**

	Number of Erasmus exchanges		Number studying languages		Number studying law with language component		Number studying languages or law with language component	
1995-96	11,735	100%	19,917	100%	833	100%	20,750	100%
1996-97	10,537	90%	18,928	95%	808	97%	19,736	95%
1997-98	10,582	90%	18,523	93%	855	103%	19,378	93%
1998-99	9,994	85%	17,911	90%	836	100%	18,747	90%
1999-00	10,056	86%	17,544	88%	728	87%	18,272	88%
2000-01	9,014	77%	16,238	82%	726	87%	16,964	82%
2001-02	8,466	72%	15,270	77%	703	84%	15,973	77%
<b>2002-03</b>	<b>7,959</b>	<b>68%</b>	<b>14,274</b>	<b>72%</b>	<b>705</b>	<b>85%</b>	<b>14,979</b>	<b>72%</b>

Table D4 notes

- Erasmus numbers include duplicates and EU students (see table D1 for 2002-03 figures).
- HESA data collection started in 1994-95, but data quality problems means that comparisons with this year would be unreliable.
- Number studying languages are home full-time first degree students in second and third years.
- The students without a language as a subject of qualification aim, but studying law with an indication of a language interest in the course title are shown separately. Given the identification of these law students is uncertain, the time series of these data should be treated with caution.

## Characteristics of students on Erasmus exchanges

14. The age, sex, ethnicity and social class of students who have been on an Erasmus exchange are considered. Given the importance of whether the course involves a language component in determining whether a student goes on an Erasmus exchange, it is important to take this into account when comparing students who have been on Erasmus exchanges with those who have not. (Note that about 30 per cent of 'non-Erasmus' students on language courses will in fact go on Erasmus exchanges.)

### Age

15. Erasmus students are, on average, younger than non-Erasmus students. Table D5 below shows that the average age of an Erasmus student is 19.1 and for a non-Erasmus student it is 20.3. This difference can in part be explained by the fact that modern language students tend to be younger than non-language students, and in part because for students without a language component who go on Erasmus exchanges are younger than those who do not.

**Table D5: Average age at start of course by Erasmus or not and course type  
(Home full-time first degree students in second or third years)**

Erasmus?	Language component		Overall
	Yes	No	
Non-Erasmus	19.4	20.3	<b>20.3</b>
Erasmus	18.8	19.5	<b>19.1</b>
<b>Overall</b>	<b>19.3</b>	<b>20.3</b>	<b>20.3</b>

### Sex

16. Table D6 shows that the Erasmus students include fewer males (31 per cent) than their non-Erasmus counterparts (45 per cent). The subject area of study largely explains this difference. The Erasmus cohort of students has a much higher proportion studying courses involving languages and these are the courses favoured by women.

**Table D6 Proportion of male students by Erasmus or not and course type  
(Home full-time first degree students in second or third years)**

Erasmus?	Language component				Total	
	Yes		No		Number of students	% male
	Number of students	% male	Number of students	% male		
Non-Erasmus	12,214	29%	472,159	46%	<b>486,373</b>	<b>45%</b>
Erasmus	2,765	28%	1,953	37%	<b>4,718</b>	<b>31%</b>
<b>Total</b>	<b>14,979</b>	<b>28%</b>	<b>476,112</b>	<b>46%</b>	<b>491,091</b>	<b>45%</b>

### Ethnicity

17. There is an ethnic imbalance between the Erasmus and non-Erasmus groups, with 8 per cent of the Erasmus group with known ethnicity being non-white. For the non-Erasmus group, the figure is 16 per cent. Table D7 shows the proportion of students with known ethnicity who are not white, separated by Erasmus or not, and by whether there is a language component in the course.

**Table D7: Proportion of students who are not white by Erasmus and course type  
(Home full-time first degree students in second or third years)**

Erasmus?	Language component				Total	
	Yes		No		Number of students	% not white
	Number of students	% not white	Number of students	% not white		
Non-Erasmus	12,214	9%	474,159	16%	<b>486,373</b>	<b>16%</b>
Erasmus	2,765	8%	1,953	9%	<b>4,718</b>	<b>8%</b>
<b>Total</b>	<b>32,470</b>	<b>9%</b>	<b>824,425</b>	<b>16%</b>	<b>856,895</b>	<b>16%</b>

18. The ethnic background of Erasmus students is similar to non-Erasmus students where there is a language component to their courses. However, the ethnic background of students without a language component differs between non-Erasmus and Erasmus students, with the Erasmus group including a much lower percentage of students from ethnic minorities.

#### Social class

19. Table D8 shows that the variation in the social classes can in part be attributed to the differences in the social classes of those studying a language course and those who do not. The proportion of those from higher social classes is also higher for Erasmus students compared to non-Erasmus students for students on courses without a language component. The table shows the proportion from each group that come from the highest three social classes. Students who are over 21 are excluded because their social class is defined by their own, or partner's occupation, rather than the occupation of their parents.

**Table D8: Proportion of students from higher social classes by Erasmus and course type (Home full-time first degree students in second or third years under 21 on entry)**

Erasmus?	Language component				Total	
	Yes		No		Number of students	% High social class
	Number of students	% High social class	Number of students	% High social class		
Non-Erasmus	11,047	83%	382,184	76%	<b>393,231</b>	<b>76%</b>
Erasmus	2,629	84%	1,702	82%	<b>4,331</b>	<b>83%</b>
<b>Total</b>	<b>13,676</b>	<b>83%</b>	<b>383,886</b>	<b>76%</b>	<b>397,562</b>	<b>76%</b>

#### Profile of Erasmus students: a summary

20. Erasmus students have higher proportions of young students, female students, white students and students from higher social classes. This is in part, and in the case of sex differences, almost entirely explained by the higher proportions of these students on course with a language component. However, with respect to age, ethnicity and social class, for students on courses without a language component the Erasmus students tend to include more young students, white students, and students from higher social classes.

21. These differences could be due to a greater inclination for these groups to be mobile, or it could be due to some unidentified characteristic of the courses with no language component where students go on Erasmus exchanges, which makes them attractive to these groups. It may be that some of the 'non-

language' courses do, in fact, have a significant language component. Identifying a language component is not always straightforward, as is illustrated by the 'law with language' students, and it is likely that some have been missed.

## Destinations of Erasmus students

### Populations used to compare Erasmus and non-Erasmus graduates

22. The destinations of students who went on Erasmus exchange programs in 2001-02 and later are not yet known. The latest cohort for whom these data are available is 2000-01. In this analysis we look at those students who qualified in 2001-02 and returned a first destination questionnaire in early 2003. Table D9 shows how records were selected for analysis. (NB this table corresponds to tables D1 and D2 above.)

**Table D9 Selection of records used in analysis (2000-01 cohort)**

<b>Description</b>	<b>Number of records</b>
UK Socrates-Erasmus file	9,014
Records relating to UK Higher Education Institutions	8,848
Records matched to HESA student record	7,106
All Erasmus (linked to HESA records)	6,603
Home and EU full-time first degree Erasmus	5,727
Home full-time first degree Erasmus	5,423
<b>Home full-time first degree Erasmus students in second or third years</b>	<b>5,073</b>
<b>All home full-time first degree students in second or third years</b>	<b>466,571</b>
<b>Home full-time first degree 'non- Erasmus' students in second or third years</b>	<b>461,498</b>

23. The selected Erasmus and non-Erasmus student records were then linked into the HESA student record for the following year, which in turn was linked to the first destination survey for those qualifying in that year. Table D10 shows the results of this linking.

**Table D10: Erasmus and non-Erasmus 2000-01 cohorts in 2001-02  
(Home full-time first degree students in second or third years in 2000-01)**

	<b>Erasmus</b>	<b>Non-Erasmus</b>
Not returned on 2001-02 student record	217	136,342
Returned on 2001-02 record but not gaining qualification	713	127,098
Gained a qualification, but not responding to FDS	664	38,130
<b>FDS respondent</b>	<b>3,479</b>	<b>159,928</b>
<b>Total</b>	<b>5,073</b>	<b>461,498</b>

Table D10 note: 'Gained a qualification' refers to a first degree or postgraduate qualification.

24. In this analysis the 3,479 Erasmus respondents to the First Destination Survey are compared to the 159,928 non-Erasmus respondents. These are not exactly equivalent cohorts, but are roughly comparable. Most students who take part on Erasmus exchanges are on four-year courses, while most 'non-Erasmus' students are on three-year courses. This is the reason why there are a relatively large number of 'non-Erasmus' students who are not found on the 2001-02 record.

### Type of activity

25. Table D11 shows the breakdown of activity for Erasmus and non-Erasmus students. The pattern of work, study, unemployment and other activities is similar for Erasmus and non-Erasmus students.

**Table D11: Erasmus and non-Erasmus graduate activities  
(Home full-time first degree students in second or third years in 2000-01)**

	Erasmus		Non-Erasmus	
Employed	2,172	62%	106,054	66%
Entered study or training	758	22%	30,646	19%
Seeking employment or training	268	8%	12,995	8%
Unknown or not available for employment, study	281	8%	10,233	6%
<b>FDS respondent</b>	<b>3,479</b>	<b>100%</b>	<b>159,928</b>	<b>100%</b>

### Quality of employment

26. In a study by the Institute for Employment Research (IER), 'Moving On', jobs were categorised on the basis of their Standard Occupation Classification (SOC) as 'graduate', 'graduate track' and 'non-graduate'. (Details of the mapping can be found in HEFCE report 01/21, 'Indicators of employment' (April 2001).) Table D12 shows the proportions of graduate combined with graduate track and non-graduate jobs for Erasmus and non-Erasmus students.

**Table D12: Erasmus and non-Erasmus graduate employment quality  
(Home full-time first degree students in second or third years in 2000-01)**

	Erasmus		Non-Erasmus	
Graduate	1,422	66%	75,384	71%
Non-graduate	744	34%	30,176	29%
<b>Graduate and non-graduate</b>	<b>2,166</b>	<b>100%</b>	<b>105,560</b>	<b>100%</b>
Not known	6		494	
<b>All in employment</b>	<b>2,172</b>		<b>106,0954</b>	

27. Table D12 shows that a higher proportion of Erasmus students are in non-graduate jobs. Table D13 shows that this can be explained by the subject balance of Erasmus students. Note that the differences in the percentages of graduate jobs between Erasmus and non-Erasmus students in these subject groupings are not significant. The numbers of Erasmus students doing sciences and combined subjects are just 218 and 20 respectively.

**Table D13: Erasmus and non-Erasmus employment – % of graduate jobs  
(Home full-time first degree students in second or third years in 2000-01)**

	Erasmus	Non-Erasmus
With language component	63%	66%
Other humanities	68%	68%
Sciences	73%	76%
Combined subject	85%	69%
<b>All subjects</b>	<b>66%</b>	<b>71%</b>

## Location of employment

28. Table D14 shows the location of work of Erasmus and non-Erasmus graduates. Erasmus students are more likely to be working outside the UK than their non-Erasmus equivalents. Only 1 per cent of the non-Erasmus students are recorded as working within the EU (excluding the UK), whereas the associated figure for Erasmus students is 12 per cent.

**Table D14: Erasmus and non-Erasmus graduate employment – location  
(Home full-time first degree students in second or third years in 2001-02)**

	Erasmus		Non-Erasmus	
<b>Students on courses with language component</b>				
UK	1,024	79%	2,094	82%
EU	197	15%	305	12%
Outside EU	69	5%	148	6%
<b>Total known</b>	<b>1,290</b>	<b>100%</b>	<b>2,547</b>	<b>100%</b>
<b>Students on courses without language component</b>				
UK	773	88%	100,366	97%
EU	72	8%	1,121	1%
Outside EU	31	4%	1,707	2%
<b>Total known</b>	<b>876</b>	<b>100%</b>	<b>103,194</b>	<b>100%</b>
<b>Students on courses with or without language component</b>				
UK	1,797	83%	102,460	97%
EU	269	12%	1,426	1%
Outside EU	100	5%	1,855	2%
<b>Total known</b>	<b>2,166</b>	<b>100%</b>	<b>105,741</b>	<b>100%</b>
Not known	6		313	
<b>All in employment</b>	<b>2,172</b>		<b>106,054</b>	

## Degree class of Erasmus graduates

29. Table D15 shows the class of degree obtained by students who had been on an Erasmus exchange. Overall, it shows that students who have been on an Erasmus exchange have a higher proportion of firsts, and firsts or upper seconds. However, it is known that there are a number of factors which are associated with the probability of getting a 'good degree', in particular the entry qualifications and subject of study. It is unlikely that students who have been, and have not been, on Erasmus exchanges are comparable in these respects. A comparison restricted to graduates with a language component, shows that the Erasmus and non-Erasmus students have similar proportions of 'good' degrees.

**Table D15: Proportion of graduates gaining firsts or upper seconds by Erasmus and course type  
(Home full-time first degree students in second or third years in 2001)**

Erasmus?	Language component		No	No	Total	
	Yes	No			Total	% firsts or upper seconds
	Number of students	% firsts or upper seconds	Number of students	% firsts or upper seconds	Number of students	% firsts or upper seconds
Non-Erasmus	4,971	10% (72%)	177,164	10% (61%)	<b>182,135</b>	<b>10% (61%)</b>
Erasmus	2,412	9% (70%)	1,676	16% (76%)	<b>4,085</b>	<b>12% (73%)</b>
<b>Total</b>	<b>7,383</b>	<b>10% (71%)</b>	<b>178,840</b>	<b>10% (61%)</b>	<b>186,223</b>	<b>10% (62%)</b>

Table D15 note: Table D15 includes those students identified in table D10 as 'gaining a qualification' who gained a first degree with honours, that is first, upper or lower second, or third.



## **Linking the Erasmus record to the HESA record – technical details**

30. To identify Erasmus students in a particular year, active records on the HESA student dataset were linked to records in the Erasmus dataset for the same year.

31. The linking is based on seven characteristics of the students:

- a. Surname – Only records that had matching or similar surnames were considered.
- b. Home institution / HESA institution – Only records whose Erasmus home institution matches the HESA institution are accepted.
- c. Sex – Records with matching sex are accepted.
- d. First name – For Erasmus records where there is no first name recorded, first name is not used as a matching criterion. For records where the first initial is given on Erasmus, only HESA records with a matching first initial are accepted. For Erasmus records where the full first name is recorded, records that match initials or similar first name are considered.
- e. Age/date of birth – Erasmus does not collect date of birth but does collect age at start of study period and start month of the student. Using the HESA date of birth, we can infer a student's age for any HESA record at the start of the study period of the potentially matched Erasmus record. Any records whose ages are different by more than one year are not considered.
- f. Nationality / domicile, and level / qualification aim – These two sets of fields are used to increase or reduce the level of confidence in a potential match.

32. A scoring system has been developed, and only matches that achieve a certain level of confidence are accepted. For example, Erasmus and HESA records that have similar (but not matching surnames), no Erasmus first name recorded, at the same institution, the same sex, inferred ages that vary by one year, with differing nationality but the same level of qualification would not be considered a match. This approach allows us to find the majority of Erasmus students on the HESA student record. We estimate that less than 3 per cent of the matches we have found are false.

## **Definition of a student with a language component in their course**

33. A student is defined as having a language component in their course if any one of their HESA subjects of qualification aim fall into the list given below.. Note that there can be up to three subjects of qualification aim. Under standard classifications many of the identified students would be included under combined studies. The subjects, with HESA subject codes given in parenthesis, were:

- a. (R1) French language, literature & culture.
- b. (R2) German language, literature & culture.
- c. (R3) Italian language, literature & culture.
- d. (R4) Spanish language, literature & culture.
- e. (R5) Portuguese language, literature & culture.
- f. (R7) Scandinavian languages, literature & culture.
- g. (R8) Russian languages, literature & culture.
- h. (T1) Slavonic and East-European languages, literature & culture.
- i. (T2) Other European languages, literature & culture (as defined by HESA).
- j. (T8) Other language studies (as defined by HESA).
- k. (T9) Other or unspecified modern languages (as defined as HESA).

34. We also included students who had one subject returned as law (M3) and their program title contained any of the following words or fragments:

- French
- German
- Eur
- Spanish
- M lang
- Modern language
- Italian
- Belgian.

## Annex E

### The HEI questionnaire: supplementary tables

Table E1: Non-Erasmus outward mobility by type of HEI: ratio data, 2002-03

Type of HEI	No. of outward students, 2002-03	Mobile students per HEI	Mobile students per 1,000 students
Pre-1992 universities	2,353	91	5.8
Post-1992 universities	908	45	2.5
Other HEIs	333	13	3.6

Table E2: Non-Erasmus outward mobility by region of destination and type of HEI, 2000-01 to 2002-03

	2000-01	2001-02	2002-03	% change 2000-01 to 2002-03	% of total mobility 2002-03
<b>Pre-1992 universities (n=31)</b>					
North America	874	1,126	1,125	28.7	45.5
Australia, NZ	130	190	229	76.2	9.2
Asia	148	216	245	65.6	9.9
EU and other European	401	535	578	44.1	23.4
Other and unspecified	186	294	297	59.7	12.0
<b>Total</b>	<b>1,739</b>	<b>2,361</b>	<b>2,474</b>	<b>42.3</b>	<b>100.0</b>
<b>Post-1992 universities (n=21)</b>					
North America	531	581	614	15.6	63.8
Australia, NZ	55	85	65	18.2	6.8
Asia	71	86	110	54.9	11.5
EU and other European	141	151	153	8.5	15.9
Other and unspecified	40	31	20	-50.0	2.0
<b>Total</b>	<b>838</b>	<b>934</b>	<b>962</b>	<b>14.8</b>	<b>100.0</b>
<b>Other HEIs (n=28)</b>					
North America	170	210	221	30.0	63.5
Australia, NZ	13	16	20	53.8	5.7
Asia	7	22	36	414.3	10.4
EU and other European	9	49	46	411.1	13.2
Other and unspecified	20	24	25	25.0	7.2
<b>Total</b>	<b>219</b>	<b>321</b>	<b>348</b>	<b>58.9</b>	<b>100.0</b>
<b>Total</b>	<b>2,796</b>	<b>3,616</b>	<b>3,784</b>	<b>35.3</b>	<b>100.0</b>

**Table E3: Non-Erasmus outward mobility by region of destination and UK origin, 2000-01 to 2002-03**

	2000-01	2001-02	2002-03	% change 2000-01 to 2002-03	% of total mobility 2002-03
<b>South East England (n=34)</b>					
North America	607	725	795	31.0	44.5
Australia, NZ	81	137	165	103.7	9.2
Asia	64	186	210	228.1	11.7
EU and other European	244	348	380	55.7	21.2
Other and unspecified	143	231	239	67.1	13.4
<b>Total</b>	<b>1,139</b>	<b>1,627</b>	<b>1,789</b>	<b>57.0</b>	<b>100.0</b>
<b>Rest of England (n=31)</b>					
North America	625	780	756	21.0	55.8
Australia, NZ	53	80	78	47.2	5.8
Asia	106	80	132	24.5	9.7
EU and other European	196	282	291	48.5	21.5
Other and unspecified	89	98	97	9.0	7.2
<b>Total</b>	<b>1,069</b>	<b>1,320</b>	<b>1,354</b>	<b>26.7</b>	<b>100.0</b>
<b>Scotland, Wales and Northern Ireland (n=15)</b>					
North America	343	412	409	19.2	63.8
Australia, NZ	64	74	71	10.9	11.1
Asia	56	58	49	-12.5	7.7
EU and other European	111	105	106	-5.5	16.5
Other and unspecified	14	20	6	-57.1	0.9
<b>Total</b>	<b>588</b>	<b>669</b>	<b>641</b>	<b>9.0</b>	<b>100.0</b>
<b>Total</b>	<b>2,796</b>	<b>3,616</b>	<b>3784</b>	<b>35.3</b>	<b>100.0</b>

**Table E4: Length of absence by type of HEI**

Type of HEI	< one term		one term to one semester		> one semester		variable length	
	No.	%	No.	%	No.	%	No.	%
Pre-1992 universities (n=445)	85	19.1	78	17.5	247	55.5	35	7.9
Post-1992 universities (n=221)	22	9.9	125	56.6	38	17.2	36	16.3
Other HEIs (n=93)	21	22.6	62	66.7	6	6.5	4	4.2
<b>Total (n=759)</b>	<b>128</b>	<b>16.9</b>	<b>265</b>	<b>34.9</b>	<b>291</b>	<b>38.3</b>	<b>75</b>	<b>9.9</b>

**Table E5: Length of absence by destination**

Region of destination	< one term		one term to one semester		> one semester		Variable length	
	No.	%	No.	%	No.	%	No.	%
North America (n=226)	20	8.8	75	33.2	97	43.0	34	15.0
Australia, NZ (n=75)	9	12.0	20	26.7	34	45.3	12	16.0
Asia (n=115)	16	13.9	47	40.9	44	38.3	8	7.0
EU and other European (n=210)	54	25.7	83	39.5	57	27.1	16	7.6
Other and unspecified (n=133)	29	21.8	40	30.1	59	44.4	5	3.8
<b>Total (n=759)</b>	<b>128</b>	<b>16.9</b>	<b>265</b>	<b>34.9</b>	<b>291</b>	<b>38.3</b>	<b>75</b>	<b>9.9</b>

**Table E6: Mobility by level of study, type of HEI, and destination**

	Undergraduate		Postgraduate		All levels	
	no.	%	no.	%	no.	%
Pre-1992 universities (n=445)	424	95.1	21	4.9	-	-
Post-1992 universities (n=221)	216	97.4	1	0.5	4	2.1
Other HEIs (n=93)	83	89.3	7	7.5	3	3.2
North America (n=226)	213	94.2	9	4.0	4	1.8
Australia, NZ (n=75)	71	94.7	3	4.0	1	1.3
Asia (n=115)	110	95.6	5	4.3	-	-
EU and other European (n=210)	199	94.8	9	4.3	2	0.9
Other and unspecified (n=133)	130	97.7	3	2.3	-	-
<b>Total (n=759)</b>	<b>723</b>	<b>95.3</b>	<b>29</b>	<b>3.8</b>	<b>7</b>	<b>0.9</b>

**Table E7: Web-based information on study/work abroad initiatives**

Type of HEI	Webpage with reference to the international activities of the HEI		Webpage containing information about study/work abroad opportunities		Type of information available (as % of those with information on study/work abroad opportunities)					
					Selection & application		Finance & funding		Benefits of study/work abroad	
	√	%	√	%	√	%	√	%	√	%
Pre-92 universities (n=63)	59	92.2	50	78.1	36	72.0	36	72.0	23	46.0
Post-92 universities (n=41)	39	95.1	29	70.7	19	65.5	19	65.5	12	63.2
Other HEIs (n=64)	44	69.8	31	49.2	14	45.2	16	51.6	12	38.7
<b>Total (n=168)</b>	<b>142</b>	<b>84.5</b>	<b>110</b>	<b>65.5</b>	<b>69</b>	<b>62.7</b>	<b>71</b>	<b>64.5</b>	<b>47</b>	<b>42.7</b>

**Table E8: Information on non-Erasmus mobility initiatives by type of HEI and region of destination**

Type of HEI	North America		Australia and NZ		Asia		EU and other European		Other and unspecified	
	No.	%	No.	%	No.	%	No.	%	No.	%
Pre-1992 universities (n=63)	36	57.1	22	34.9	17	27.0	49	77.8	11	17.5
Post-1992 universities (n=41)	19	46.3	9	22.0	5	12.2	29	70.7	8	19.5
Other HEIs (n=64)	18	28.1	8	12.5	8	12.5	28	43.8	12	18.8
<b>Total (n=168)</b>	<b>73</b>	<b>43.5</b>	<b>39</b>	<b>23.2</b>	<b>30</b>	<b>17.9</b>	<b>106</b>	<b>63.1</b>	<b>31</b>	<b>18.4</b>

## Annex F

### Mobility initiatives in Northern Ireland

1. Some interesting material collected on work schemes and non-Erasmus HEI placements comes from a cluster of interviews (K4, K5, K8, K9) in Northern Ireland. Despite the apparently home-bound nature of the province's students, as noted in other interviews, there are several successful initiatives to stimulate outward mobility.

2. The Business Education Initiative is not strictly a work-placement scheme, but is geared towards training in business and management with a view to contributing to the development of the Northern Irish economy. Set up in the early 1990s by a group of US and Irish clergy, and co-funded by the Northern Ireland government, the scheme offers 165 fully funded places for Northern Ireland HE students to study for an academic year in a range of church-related liberal arts colleges in the US. There they study courses on, or related to, business and management studies. They then return for their final year in their home institution in Northern Ireland.

*'The programme is to develop future managers, to develop the business and management skills of our pre-final year degree and diploma students from any discipline, to improve the core skills of all participants, to provide students with an outward-looking international experience, and to raise the economic, political and cultural awareness of Northern Ireland.'* (K9)

3. Every year around 400 students from HEIs in Northern Ireland apply for the scheme. Some of them – a disproportionate number – have been Erasmus students the previous year. This indicates that once Northern Irish students can be persuaded to be mobile, they want to do more of it. However, the risk of an immediate 'brain drain' is countered by the requirement to return for their final year in Northern Ireland:

*'Our aim is not that these people go and see America as a land of opportunity and the place they want to make their future life ... We want them to bring it home, and that's why we take them out at undergraduate level, they must come back to do one final year of their degree programme. If that wasn't there, I think you might find some of them staying on, in large numbers. Of course, that would be contrary to our goals ... to really bring back what they learn over there ...'* (K9)

4. Northern Irish students are also major participants in the British Council's IAESTE scheme (International Association for the Exchange of Students for Technical Experience). The scheme is based on matching in- and out-movers and so must be based on the availability of industrial/technical placements and on the availability of students willing to go to particular destinations. Placements are of 12 weeks duration.

*'So basically what happens is every January, somewhere in the world, all the IAESTE people come together at one conference for one week of intensive, bilateral exchanges – we bring all our offers together, we make our appointments with the various countries we want to exchange with. So I would go with 100 Northern Ireland offers with the UK's 100 ... and we would go, do our business, and I would return then with foreign offers ... Then my job is to match those offers with the students who'd applied ... And this year I exchanged with 62 nations!'* (K8)

5. The geography of exchanges reflects the somewhat restricted global perceptions of Northern Irish students, and their lack of knowledge about, and unwillingness to go to, certain places. According again to

the manager of the scheme, this remains a problem, but the ambassadorial role of returning IAESTE students can help to overcome it.

*'... to get our students to go I have to be very careful. I mean, there's no point in me taking an offer from Kazakhstan because nobody will go to Kazakhstan. And then of course depending on what's happening in the world – we lost our placements this year in the Middle East ... Our students are very reserved. Whereas the GB students, a lot of them actually come from some of those countries, they are foreign nationals at UK universities. Whereas all my students, it sounds awful, are white and British or Irish ... I think I sent one Hong Kong student to Oman simply because a Northern Ireland student wouldn't go, and he didn't have any problems with going, it's a wonderful placement.*

*But there is that element to it ... and I match them very carefully ... If they've never been abroad before, I couldn't send them somewhere like, well, Japan – you know, too big a difference culturally for them – but if they have travelled a little, then Japan is an option. But for the ones that haven't you try to stick to Scandinavia, Europe. And of course then they don't have the language skills either, so that's restricting them as well. So we have to pick our placements carefully with our home-grown students ... So they come in and ... I read them the job descriptions ... I say to them, listen to the job description ... I don't tell them where they are ... and tell me which one suits you best. Well, actually, this one's in Slovenia and they look blankly at you, they have no idea (where Slovenia is). Or you mention Croatia, which is a wonderful place for placements – oh, panic, there's a war going on there. So what I've had to do over the years is to give them the emails of the students who've been the year before, get them to speak to them, and they're sold.'* (K8)

6. From the rest of this interview it becomes clear that the success and high level of intensity of IAESTE placements in Northern Ireland is due to the way in which the scheme has been embedded in the local economy and in the local business society. The coordinator knew all the heads of firms offering placements, who often also knew each other, and the scheme rolled on from year to year. Close monitoring of the satisfaction levels of the incoming and outgoing students, and of the employers offering placements, ensured smooth running. Careful induction and debriefing meetings were carried out.

7. The scheme is potentially self-sustaining in another way too, over the longer term, especially if the political situation does not deteriorate.

*'I think Northern Ireland has been put on the map in a much more positive way, both for the ones going out and the ones coming in. The ones coming in have become ambassadors for this part of the world, there's no doubt about that. And the other thing is: these are the crème de la crème of the world's future engineers, scientists and politicians. We don't know who we're hosting, it's exciting. And hopefully in years to come, this will pay off ... we've had two guys who came back, from 1998, they're now architects in the South of Ireland and they want to give placements.'* (K8)

8. Two university-based interviews – in the Computer Science and Business Studies areas – enabled us to triangulate the BEI and IAESTE interviews with the departmental perspective. Finance students have a compulsory placement as part of their degree. Most placements would be UK-based, in Belfast, other UK locations, and Dublin. But there is a language version of the finance and accountancy degrees which involves a foreign placement. The languages offered, in terms of enrolment popularity, are French, Spanish



and German. Numbers now stand at around 15 students per year to be placed abroad. According to the department's placement coordinator,

*'these students are that wee bit more willing to go abroad and work ... also, it's a lot easier to travel now than it was in the past ... but I think that one of the reasons for the growth in European placements would have to be the quality of the placements that have taken place ... lots of students are seeing the worth of that.'* (K5)

9. The business department does not guarantee to get any students placed but it tries to facilitate as many as possible. This is easier in some years and some countries than others. Spanish placements are harder to secure, perhaps because of the scale and nature of the economy, and because the culture of offering paid placements to foreign students is not so developed. K5 also noted that, since 9/11, big companies seem less willing to take on as many students. As a result, Erasmus and Leonardo exchange placements are sometimes used as back-ups. The BEI scheme can also be used to the same end, if students get through the selection process.

10. As with BEI and IAESTE, the placement students in this department are carefully monitored. Students keep portfolios on their placements, which are then held in the department for future reference by other students in subsequent years. The placements themselves are in three phases with reports and gradings: at the end of the third phase the students return and present on their experiences. Employer contact is also critical, although more difficult to manage:

*'there's an awful lot of employer contact ... especially with the French and Spanish employers, but it's awful hard to keep that contact up, with the language barriers and so on. But ... I always think it's our students out there who are our main marketing tool that we have to use, the students who are in the companies at the moment, you know, they feed information back to us ... what state the company's in at the moment and whether they would be considering offering more placements.'* (K5)

11. Across in the School of Computer Science, the scale of the outflow of work placements is larger – up to 160 students per year, seeking placements between level 2 and level 3. The students are on various degree programmes in computer science, electronic engineering, information technology and so on. On this scale, information and access to placement possibilities is provided on web-sites and via the university's Careers Service. According to the school's careers and placement officer,

*'where students go really depends on the individual – some are really keen on getting away from Northern Ireland. We've arranged placements in Northern Ireland in both small businesses, non-IT companies, right through to very technical placements in IT companies. (We have) ... arranged for employment in the South of Ireland, in Britain, and we've also had some students go to France, to Germany, and Denmark ... Some students engage in programmes that operate within the university, like the Business Enterprise Initiative ... although (we find) that students prefer a year in industry as opposed to studying business at university because they see that as more beneficial when applying for graduate jobs ... We also have a lot of students going on the IAESTE scheme ... This year, for the first time, we've got three students on year-long placements in Boston ... Over the summer we arranged students on placements in Thailand, Brazil, Croatia, Lithuania, and we've another student out in Hong Kong at the moment ... (these are) the short-term summer placements ... a lot of these students have tied in a year-long placement with that, so maybe they spend the summer in Thailand and they're working in Dublin now ...'* (K5)

12. We focus more explicitly on the benefits of such schemes in the main report (Chapter 5), but it is worth quoting this interviewee on this aspect here:

*'Going internationally, I think it's the whole cultural experience and also just getting out of Northern Ireland, for a year or twelve weeks depending on the scheme ... Just, it gives them a taste of what's beyond Northern Ireland ... And very often when you speak to them when they come back, it changes their whole future plans basically ... (For some) they may have been in a research lab, and many want to go on and do a PhD now. Others, it has confirmed that they do wish to work abroad. But they bring back so much and I think it's the confidence that comes with it, and also the effect that they're away from home, and sometimes they're on their own, and they become very mature in outlook. Coming back into university they're much more motivated to actually complete their degree and actually do much better ... The School has undertaken a study and they have noticed that the students ... when they go out on a placement, in fact present better in their overall degree award.'*