

Annex G

Promotion of mobility on HEI web-sites

Below is a selection of extracts from HEI web-sites, generally from the International or Study Abroad offices, which illustrate the approach HEIs take to providing relevant information and 'selling' mobility to their students. The examples range from those which are factual and downbeat to those which attempt to enthuse and excite students. They replicate many of the messages conveyed by the quotes given in Chapter 5, stressing above all the positive aspects of a foreign stay.

'Studying abroad is also a superb chance to discover a different culture, make new friends and learn a foreign language. ... Students who study abroad under the SOCRATES programme are often more employable upon graduation as they have gained confidence, understanding and have proven they are not afraid to take on a new challenge.'

University of Paisley

'Just think about it: this is a fantastic opportunity to spread your wings and learn about other cultures as part of your studies.'

Heriot-Watt University, Edinburgh

'By spending part of your degree course abroad, you can benefit from the challenges and rewards of living, working and studying in one of the most commercially and technologically advanced parts of the world. Different horizons, different approaches, different encounters can only enrich you both personally and educationally and improve your future career prospects. Most students will take taught courses but others may be on research placements.'

University of Hertfordshire

'You have a unique opportunity to spend a year studying in Australia, Canada, Hong Kong or the United States as a full part of your degree programme. Spending a full year or a semester abroad is an opportunity which few people have in their lives and, for those who do, that time can be the most important one for them in terms of personal development and establishing their direction for the future.'

University of Stirling

'Participating in an exchange programme is an investment in your future. Going from the familiar to the unfamiliar provides a unique opportunity for your personal development. The following reasons give you a glimpse of what you will gain by participating in an exchange programme.

- It is a chance of lifetime! It is an adventure that you can only do when you are a student!! After you graduate, you will have fewer opportunities to experience the world because you will be tied down with a career and commitments. Seize the moment!
- Looks great on your CV!! Going on an exchange will help prepare you for the challenges of a global marketplace. Employers look favourably on applicants who have international experience or demonstrate the ability to adapt to new environment.
- It is an amazing opportunity to meet people from all over the world and immerse yourself in an exciting new culture and society.

- It is a great way to improve your language skills.
Broaden your perspective and outlook on life!

University of Westminster

'... enjoy a different culture and way of life, get a different perspective on your studies, develop new skills and attitudes to impress a future employer, gain credit towards your University award for all exchanges and make new friends! Need any more?'

University of Teesside

'When you graduate you will be competing in a huge employment market with people from other member states of the European Union and beyond. We take seriously our responsibility to prepare you to be competitive in seeking employment throughout Europe. We are helped in this aim by participating in the mobility programme Socrates-Erasmus ... The aim of the Socrates-Erasmus programme is to help improve the quality and relevance of education for children, young people and adults by enhancing European co-operation and increasing access to the range of learning opportunities available across the Union. It seeks to provide learners of all ages and social groups with insights into the European dimension of the subjects which they are studying, to increase opportunities for personal experience of other European countries, to develop a stronger sense of sharing a European identity, and to foster the ability to shape and adapt to the changes in the economic and social environment.'

University of Wales, Aberystwyth

Annex H

Extracts from staff interviews about language and mobility

'There is a much wider issue here – it's the perception of languages at the national level. We still have this reluctance to take up languages ... We are officially a bilingual society here [in Wales] but there is still insufficient motivation for learning foreign languages ... Students say that the other countries all speak English anyway! A lot of professionals express the same opinion ...' (G3)

'Yes, I think the impact on languages nationally has been acute. Some of the language departments in (name of university) have been hit very hard ... and we will be hit even harder by the ideas in the pipeline. We have kept our heads above water and I hope we are over the worst and that we can sustain our numbers. I think our profile is sufficient and that we will not be seriously threatened. There are two factors. One, the way the department (of French) has responded to the changes in train and tried to make contact with schools. The second is our location in Central London. Every year we see the numbers of students in the Greater London area increase, and this is for financial reasons. It is cheaper for parents to put their kids through university if they can live at home ... and we are at the centre of the transport hub. It gives us an advantage over campuses 30 miles outside of London.' (A1)

'Well, let me tell you something, you're talking to a linguist, I taught languages. I am not at all happy that the UK government are saying that languages are no longer to be part of the formal curriculum ... I really feel I should be going into the schools and saying, look, wake up here. All right, maybe we don't want to do formal GCSEs but let's do grade objectives, or something like that. Let's make Spanish fun, let's make French fun. Whereas they give it up: as soon as they can they drop it. And they'll be able to drop it now before GCSE, they can drop it in the third year. So it makes our life much more difficult when we are exchanging offers.' (K8)

'I don't think the importance of languages is strong at the national level. If you look at A levels in languages, the statistics on enrolments are going down. More students are doing languages at AS levels, but they haven't converted to A level or degree candidates ... I hope they will introduce languages in the primary schools ... that would engender a more linguistically competent UK. Even if it's not made compulsory, by the time they get to 15 they will have a feeling for languages. It's a different learning process to learning history or geography, it's like music – the longer you do it, the better you get ... In terms of policy, I think the government must realise that language learning is expensive, you cannot effectively teach languages in big classes ... Funding must continue and if we want to encourage mobility generally, and in a quality-assured way, then we have to help the students financially ... and also bring in scholarships. It must be done at the national level, this would engender outward mobility ... Employers also need to be educated that they could get a better deal if there is a language competence in their workforce, but it's hard to convince a lot of companies.' (D3)

Annex I

The student questionnaire survey: supplementary tables

Table I1: Destinations by subject area

Country	% Languages (N=192)	% Social Science/Science (N=22)	% Total (N=214)
US	3.6	40.9	7.5
Canada	2.6	9.1	3.3
France	43.8	22.7	41.6
Spain	21.4	4.5	19.6
Germany	17.2	4.5	15.9
Other European country	9.4	18.2	10.3
Other non-European country	2.1	0.0	1.9

Source: Authors' survey

Table I2: The relationship between perceptions of financial means as problematic and the type of exchange (percentages)

Type of exchange	Very problematic	Slightly or not problematic
Erasmus	27.6	67.2
Teaching assistant/work placement	15.7	84.3

Source: Authors' survey

Table I3: Main reason for studying/working (final-year mobile students) or for wanting to study/work abroad (first-year students)

Reason	First year	%	Final year	%
Language	98	23.0	74	35.2
Course requirement	2	0.5	82	39.0
Country (culture/landscape/climate)	53	12.4	15	7.1
Professional experience	14	3.3	3	1.4
Personal development	19	4.4	2	1.0
Life experience	204	47.8	23	11.0
Other	37	8.7	11	5.2
Total	427	100.0	210	100.0

Source: Authors' survey

Table I4: Finance for HE studies

Finance	First year		Final year	
	N	%	N	%
Purely self-finance and/or loan	244	40.7	265	44.2
Parental support only	84	14.0	61	10.2
Mixtures of finance/loan/parental support	249	41.5	263	43.8
Other	23	3.8	11	1.8
Total	600	100.0	600	100.0

Source: Authors' survey

For this and all subsequent tables N=number

Table I5: Final-year students with a temporary job

Finance	N	%
None	266	47.7
Less than 8 hours a week	78	13.0
8 to 18 hours a week	196	32.7
More than 18 hours a week	40	6.7
Total	600	100.0

Source: Authors' survey

Table I6: Frequency of travel outside the UK

Frequency	First-year students		All final-year students		Total	
	N	%	N	%	N	%
Never	8	1.3	7	1.2	15	1.3
Once	26	4.3	15	2.5	41	3.4
2-5 times	145	24.2	111	18.5	256	21.3
More often	420	70.1	467	77.8	887	74.0
Total	599	100.0	600	100.0	1199	100.0

Source: Author's survey

Table I7: Gap year for first- and final-year students

Gap year	First-year students		All final-year students		Total	
	N	%	N	%	N	%
Had a gap year	142	23.7	115	19.2	257	21.4
Had no gap year	458	76.3	485	80.8	943	78.6
Total	600	100.0	600	100.0	1200	100.0

Source: Authors' survey

Table I8: Destinations of short-duration visits abroad organised by the selected departments in the 10 selected HEIs

Destinations	Frequency	%
Belgium	1	0.6
France	8	4.7
Germany	9	5.3
Ireland	24	14.1
Italy	6	3.5
Portugal	10	5.9
Spain	47	27.6
Switzerland	1	0.6
Tunisia	7	4.1
Other European countries	17	10.0
US	20	11.8
Other non-European countries	20	11.8
Total	170	100.0

Source: Author's survey

Table I9: Intention of taking a gap year after graduation among students who did not go abroad during their studies

Gap year after graduation	N	%
Yes	112	29.2
No	154	40.2
Don't know	117	30.5
Total	383	100.0

Source: Authors' survey

Table I10: Level of satisfaction for the time spent abroad by faculty

Country	Arts	%	Social science + science	%
Very satisfied or satisfied	175	92.1	22	100.0
Neutral or dissatisfied	15	7.9	0	0
Total	190	100.0	22	100.0

Source: Authors' survey

Table I11: The relationship between perception of financial means as problematic and gender (percentages)

Gender (N=193)	Problematic	Not problematic
Female	61.1	38.9
Male	51.0	49.0

Source: Authors' survey

Table I12: The relationship between perceptions of financial means as problematic and ways of financing study at university (percentages)

Finance	Problematic	Not problematic
Purely self-financing and/or loan (N=84)	66.7	33.3
Parental support only (N=14)	35.7	64.3
Mixtures of self-financing /parental support and loan (N=91)	56.0	44.0
Other (N= 4)	25.0	75.0

Source: Authors' survey

Table I13: Comparison of socio-economic background of mobile and non-mobile final-year science and social science students

Socio-economic background of the parents	Significant difference between mobile and non-mobile ¹
Father in professional or managerial work	Significant
Mother in professional or managerial work	Very significant

¹ As measured by the chi square test. 'Very significant' differences were those evident at the 0.01 level, and 'significant' those at the 0.05 level

Source: Authors' survey

Table I14: Feelings about international mobility held by all final-year students who had not been abroad

Feeling	N	%
Regret not having been abroad	165	42.9
Do not regret not having been abroad	220	57.1
Total	385	100.0

Source: Authors' survey

Table I15: Relationship between language proficiency and having been abroad for study or on work placement (all final-year students)

	Speak another language	Do not speak any other language	Total	% of students speaking another language
Studied abroad	206	7	213	96.7
Did not study/work abroad	259	128	387	66.9

Source: Authors' survey

Table I16: First-year students' mobility aspirations

Mobility aspirations	All faculties	%	Science/ social science	%
Would definitely spend time abroad	240	40.1	86	21.6
Would perhaps spend time abroad	240	40.1	204	51.1
Would not spend time abroad	93	15.5	86	21.6
Don't know	26	4.3	23	5.8
Total	599	100.0	399	100.0

Source: Authors' survey

Table I17: Final-year students' ideal type of visit abroad

Type of study	N	%
Study abroad	34	20.9
Work abroad	38	23.3
Mixture of both	91	55.8
Total	163	100.0

Source: Authors' survey

Table I18: Relationship between ability to speak another language and having been abroad for study or on work placement (All final year students)

	Speak another language	Do not speak any other language	Total	% of students speaking another language
Studied abroad	206	7	213	96.7
Did not study/work abroad	259	128	387	66.9

Source: Authors' survey

Table I19: Relationship between language proficiency at the written level and having been abroad for study or on work placement (All final year students)

	Proficient in writing	Not proficient in writing	Total	% of students proficient in writing a language
Studied abroad	181	32	213	85.0
Did not study/work abroad	83	304	387	21.4

Source: Authors' survey

Table I20: Science and social science students and their proficiency in at least one other language, absolute numbers

Destination	Proficient in speaking	%	Not proficient in speaking	%	Proficient in writing	%	Not proficient in writing	%
Science	69	34.5	131	65.5	52	26.0	148	74.0
Social science	37	18.5	163	81.5	32	16.0	168	84.0
Total	106	26.5	294	73.5	84	21.0	316	79.0

Source: Authors' survey

Table I21: First year students and their proficiency in at least one other language (percentages)

Faculty	Speak excellent/good	Write excellent/good
Social science/Science, quota sample (N=400)	31.5	23.8
Arts (N=200)	79.0	77.5

Source: Authors' survey

Table I22: Relationship between language proficiency at the written level and the desire to go abroad for study or on work placement (All first year students, including language students)

	Proficient in writing	Not proficient in writing	Total	% of students proficient in writing a language
Definitely	151	89	240	62.9
Perhaps	74	166	240	30.8
No	21	72	93	22.6
Don't know	4	22	26	15.4

Source: Authors' survey

Table I23: Relationship between language proficiency at the written level and the desire to go abroad for study or on work placement (First year science and social science students)

	Proficient in writing	Not proficient in writing	Total	% of students proficient in writing a language
Definitely	26	60	86	30.2
Perhaps	50	154	204	24.5
No	16	70	86	18.6
Don't know	3	20	23	13.0

Source: Authors' survey

Table I24: Favourite destination of first year science and social science students who definitely or perhaps would like to go abroad per language ability

Destination	Proficient in speaking (N=72)	Not proficient in speaking (N=133)	Proficient in writing (N=54)	Not proficient in writing (N=151)
European country	34.7	23.3	35.2	24.5
English-speaking countries	54.2	65.4	51.9	64.9
Other non European country	11.1	11.3	12.9	10.6
Total	100.0	100.0	100.0	100.0

Source: Author's survey

Table I25: Final-year students' gender, all respondents

Gender	First year	Final year
Female	329	368
Male	271	232
Total	600	600

Source: Authors' survey

Table I26: Final-year students' age profile, all respondents

Age group	N	%
Younger than 20	3	0.5
20-24	580	96.7
25-29	12	2
Older than 30	5	0.8

Source: Authors' survey

Table I27: Final-year students' place of residence, all respondents

Accommodation	N	%
Parental home	113	18.8
On my own	13	2.2
University hall of residence	72	12.0
With my partner	32	5.3
Flat sharing with friends	358	59.7
Other	11	1.8

Source: Authors' survey

Table I28: Final-year students' nationality, all respondents

Nationality	N	%
British	562	93.7
Irish	20	3.3
European nationality	11	1.8
Non-European nationality	5	0.8

Source: Authors' survey

Table I29: Final-year students' type, all respondents

Type	N	%
Home	577	96.2
EU student	14	2.3
Overseas students	8	1.3

Source: Authors' survey

Table I30: Final-year students' language skills, all respondents

Number of languages with a knowledge of	N	%
1	202	33.7
2	180	30.0
3	69	11.5
4	16	2.7

Source: Authors' survey

Table I31: Number of countries visited during the gap year: all students spending one month or more abroad ¹

Number of countries (N=122)	First year %	Final year %	Total %
1	48.4	46.7	47.5
2	27.4	23.3	25.4
3	6.5	13.3	9.8
4	6.5	13.3	9.8
5	3.2	3.3	3.3
6	8.1	0.0	4.1
Total	100.0	100.0	100.0

¹ The first-year questionnaire asks about the countries visited for more than three months and final-year questionnaire asks about the countries visited for more than one month

Source: Authors' survey

Table I32: Four most popular countries visited during gap year: all students spending one month or more abroad ¹

Country (N = 122)	First year %	Final year %	Total %
France	19.6	23.3	21.4
Australia	23.2	21.7	22.4
US	15.8	15.7	15.8
Canada	10.7	6.7	8.7

¹ The first-year questionnaire asks about the countries visited for more than three months and final-year questionnaire asks about the countries visited for more than one month

Source: Authors' survey

Table I33: Mobility rates for students by gender (final-year science and social science students)

Gender	N	Mobile students	Mobility rate per 1,000 students
Female	215	14	65.1
Male	185	8	43.2

Source: Authors' survey

Table I34: Relationship between the different samples and the socio-economic background of the mother (final-year students)

Sample	Prof/Manager/ Director	Other	Total
Quota sample (non-mobile science and social science)	128	209	337
Booster sample (mobile science and social science)	22	12	34
Total	150	221	371

Source: Authors' survey

Chi-square		Cramer's V		
Value	df	Sig.	Value	Sig.
9.158	1	.002	.157	.002

Table I35: Relationship between the different samples and the socio-economic background of the father (final-year students)

Sample	Prof/Manager/ Director	Other	Total
Quota sample (non-mobile science and social science)	179	156	335
Booster sample (mobile science and social science)	20	14	34
Total	199	170	369

Source: Authors' survey

Chi-square		Cramer's V		
Value	Df	Sig.	Value	Sig.
.361	1	.548	.031	.548

Table I36: Mobility rates for students by parents' university education (final-year science and social science students)

Parents' university education	N	Mobile students	Mobility rate per 1,000 students
Mother	125	10	80.0
Father	102	7	68.6
Neither	204	10	49.0

Source: Authors' survey

Table I37: Mobility rates for students by location of university (final-year science and social science students)

Region	N	Mobile students	Mobility rate per 1,000 students
England	240	14	58.3
Rest of the UK	160	8	50.0

Source: Authors' survey

Table I38: Mobility rate by number of languages for final-year social science and science students

Number of other languages	N	Mobile students	Mobility rate per 1,000 students
1 language	172	9	52.3
2 languages	74	5	67.6
More languages	22	2	90.9

Source: Authors' survey

Table I39: Mobility rates for students by language ability of the father (final-year science and social science students)

Father's ability to speak another language	N	Mobile students	Mobility rate per 1,000 students
Speaks other language	83	6	72.3
No other language	216	10	46.3

Source: Authors' survey

Table I40: Mobility rates for students by mother tongue (final-year science and social science students)

Mother tongue	N	Mobile students	Mobility rate per 1,000 students
English only	379	20	52.8
Other tongue	20	2	100.0

Source: Authors' survey

Table I41: Reasons deterring first-year students from going abroad (percentages, students from all faculties)

Reasons	First-year students			
	Very important	Slightly important	Not important	N/A
Not enough financial means (N=587)	40.9	40.7	15.8	2.6
Not confident enough with the language (N=586)	37.6	35.8	17.2	9.4
I have (had) a boyfriend/girlfriend (N=585)	13.3	22.2	37.3	27.2
I would have had to prolong my degree (N=585)	16.2	30.9	40.9	12.0
Studies not recognised (N=579)	18.5	34.4	30.7	17.0
Wary of living in another country/culture (N=589)	10.4	33.3	51.9	4.4
Commitment to partner and/or children (N=582)	8.1	4.1	25.1	62.7
Difficult to leave parental family (N=588)	10.7	30.8	53.2	5.3
I (would have) had to leave my job (N=583)	4.8	13.2	46.8	35.2
I (would have) had to leave my flat (N=586)	3.2	10.8	50.7	35.3

Source: Authors' survey

N/A = Question is not applicable

Table I42: Reasons deterring final-year students from going abroad (percentages, students from all faculties who have not been abroad)

Reason	Final-year students			
	Very important	Slightly important	Not important	N/A
Not enough financial means (N=382)	50.3	27.5	18.1	4.2
Not confident enough with the language (N=383)	43.3	26.4	22.5	7.8
Insufficient information on possibilities to go abroad (N=381)	22.3	38.3	27.3	12.1
I have (had) a boyfriend/girlfriend (N=381)	18.1	17.6	36.5	27.8
I would have had to prolong my degree (N=385)	14.5	20.4	57.1	7.9
Studies not recognised (N=382)	12.8	23.8	34.0	29.3
Wary of living in another country/culture (N=382)	10.5	28.3	53.9	7.3
Commitment to partner and/or children (N=380)	7.6	4.5	29.7	58.2
Difficult to leave parental family (N=383)	7.3	25.9	58.2	8.6
I (would have) had to leave my job (N=381)	7.1	18.9	42.5	31.5
I (would have) had to leave my flat (N=383)	7.1	12.8	49.1	31.1

Source: Authors' survey

Table I43: Test for significant difference between mobile and immobile students for factors inhibiting or problematic about mobility (final-year Social Science and Science students) ¹

Reasons	Chi-square			Cramer's V	
	Value	df	Sig.	Value	Significance
Not confident enough with the language	11.770	2	.003	.177	.003
Difficult to leave parental family	3.502	2	.174	.095	.174
Wary of living in another country	2.416	2	.299	.079	.299
I have (had) a boyfriend/girlfriend	5.640	2	.060	.138	.060
Commitment to partner and/or children	3.863	2	.145	.151	.145
Not enough financial means	22.449	2	.000	.237	.000
Studies not recognised	14.235	2	.001	.217	.001
I had (would have) to leave my flat	1.608	2	.448	.075	.448
I had (would have) to leave my job	5.302	2	.071	.137	.071
Prolongation of the degree	22.554	2	.000	.252	.000

¹ For mobile students, the test was carried out using data from the booster sample.

Source: Authors' survey