

# Gone International: Expanding Opportunities

*Report on the 2015-16  
graduating cohort*



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## ABOUT THE GO INTERNATIONAL STAND OUT CAMPAIGN

Universities UK International's Go International: Stand Out campaign is designed to help the sector to deliver on our national target for outward student mobility:

'to double the percentage of UK-domiciled, full-time, first degree, undergraduate students who have an international placement as part of their university programme by 2020.'

UUKi is convening a series of activities from 2017 to 2020 to support universities in meeting the national target. UUKi encourages universities, and other organisations, to sign up to the campaign charter and to submit a pledge to help boost and broaden UK outward student mobility.

[www.universitiesuk.ac.uk/standout](http://www.universitiesuk.ac.uk/standout)

## UNIVERSITIES UK INTERNATIONAL

UUKi is the international arm of Universities UK. We help UK universities flourish internationally by representing them and acting in their collective interest. We actively promote universities abroad, provide trusted information for and about them, and create new opportunities for the sector. We aim to: enable universities to develop and deliver strong international strategies; influence the policy and regulatory environment through our ability to represent UK universities; and create diverse opportunities through strategic partnerships.

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# FOREWORD

An international experience can be life changing in all sorts of ways. By meeting new people, seeing new places and experiencing different ways of life we learn about the countries we visit, our home countries and our place in the world. It opens up new horizons, provides inspiration and supports personal growth.

Universities and Higher Education Institutions offer thousands of opportunities every year for their students to gain in confidence and expertise through working, studying and volunteering abroad.

As this report shows, the evidence is clear: graduates who go abroad during their studies are more likely to get a higher degree classification and be in graduate jobs than those who don't. They are less likely to be unemployed and also gain higher starting salaries.

Importantly, 'going international' also supports social mobility; these gains are all the greater for those students from disadvantaged and underrepresented backgrounds.

The Go International: Stand Out campaign, now supported by over 70 UK universities, has a clear focus on working with universities and other partners to increase the number of students who are given the opportunity to benefit from a period abroad during their studies across an expanded range of options.

At this crossroads in the UK's history, global experiences and skills, as well as intercultural competency and understanding are more important than ever. Now is the time to make sure our young people have the international experiences that will benefit them in so many ways.

I am therefore delighted to introduce this fourth 'Gone International' report from Universities UK International. The wealth of information in these pages presents a fuller evidence base, providing insight for universities, the government and other stakeholders. Together we can ensure that this generation of young people can take advantage of what is on offer and get ready to have their life changed for the good.



A handwritten signature in black ink, appearing to read 'Sam Gyimah'.

**Sam Gyimah**

*Minister of State for  
Universities, Science,  
Research and Innovation*



# EXECUTIVE SUMMARY AND KEY FINDINGS

Overall, there has been an increase in the number of students going abroad: 16,580 UK-domiciled graduates that responded to the 2015–16 DLHE survey were reported to have had at least one period abroad as part of their undergraduate first degree.

These represent 7.2% of all relevant respondents to the DLHE survey. While this is not an increase in percentage terms on the previous DLHE cohort, it represents a rise in student numbers from 16,165 in 2014-15 and is a positive sign of the continued commitment and hard work shown by the sector in sending students abroad.

While the percentage of the full cohort who are mobile has remained the same, the percentage of students from less-advantaged backgrounds, and the percentages of Black students and Asian students going abroad has increased. With more than half of mobilities in 2014-15 facilitated through the Erasmus+ programme, the UK remains reliant on this scheme to deliver mobility for students.

*Gone International: expanding opportunities* found that mobile graduates from the 2015-16 academic year were more likely to be in graduate employment or further study, more likely to have a higher starting salary, and had a lower unemployment rate than their non-mobile peers.

The report found that the positive outcomes enjoyed by mobile graduates are often more pronounced for students from disadvantaged and underrepresented groups. Positive outcomes are enjoyed by mobile students, regardless of mobility length, with students undertaking short-term mobility also more likely to be in a graduate level job and less likely to be unemployed than their non-mobile peers.

This year's report is the first based on three full years of the new and improved mobility data.

The sector's continued efforts to capture and report all mobility at institutions will enable trends and patterns in mobility participation and impacts across the UK to be identified.

## Recommendations

- It is important that mobility opportunities are extended to all students. UUKi recommends that universities diversify their programme offer with short-term, work placement and options for non-language student mobility.
- Outward mobility teams should encourage feedback from students through surveys and focus groups, and use these findings to inform future programme developments. Universities should evaluate the success and impact of their programmes, to further widen access and promote good outcomes.
- Further research measuring the impact of different mobility types, including modes of delivery and duration of programme would benefit the sector, as would a more longitudinal analysis of impact, in addition to the academic and employment outcomes outlined in this report.

## KEY FINDINGS

### Note on the findings

All findings, except for direct references to part-time students, relate to UK-domiciled, full-time, first degree undergraduate students who graduated in 2015–16 and responded to the DLHE Survey. ‘Mobile’ graduates are those who had at least one period abroad of one week or longer as part of their undergraduate first degree.

### Who goes abroad?

- In total, 16,580 UK-domiciled graduates responding to the 2015–16 survey were reported as having at least one period abroad of one week or longer as part of their full-time, undergraduate first degree.
- The total percentage of students who had a period of mobility during their studies was near identical to that of the 2014–15 graduating cohort (both 7.2%).
- By subject group, language graduates (including linguistics graduates) had the highest mobility rate, around a third (32.1%) of the cohort. When linguistics graduates are removed, the mobility rate for this group was 87.4%.
- The gender split for non-language student mobility was almost equal (5.7% of female students and 5.6% of male students).

### Disadvantaged and underrepresented groups

- Students from less-advantaged backgrounds were less likely to be mobile: 8.7% of more-advantaged students participated in mobility compared with 5.1% of less-advantaged students.

- Students from low-participation neighbourhoods participated at a lower rate of 4.3% compared to students from higher participation areas (7.6%).
- White students were more likely to be mobile than Black and Minority Ethnic (BME) students: white students participated in mobility at a rate of 7.6% compared to 5.5% for Asian students and 4.2% for black students.
- Students who declared a disability were underrepresented in mobility – participating at a rate of 6.1%.
- Only 80 part-time students were reported as being mobile for the 2015-16 cohort, this equates to a participation rate of 0.4%.
- Mature students participated in mobility at a rate of 3.3%.
- Graduates whose parents held higher education qualifications participated at a rate of 9.1% compared to 5.0% for students whose parents were not graduates.

### Where do they go and what do they do?

#### Mobility type

- The majority of mobility instances<sup>1</sup> were undertaken for the purpose of study (74.5%), followed by work (22.7%) and volunteering (2.8%).

#### Mobility scheme

- The majority of mobility instances between 2013 - 16 were delivered by provider-led programmes (45.4%) or the Erasmus+ programme (44.8%). In 2014-15, the Erasmus+ programme accounted for 53.1% of all instances of mobility.

1. Some graduates had more than one instance of mobility

### Mobility location

- 39.0% of all mobility instances were to just three countries: France, Spain, the United States.
- 55.7% of all mobility instances took place in Europe. 12.1% of all instances took place in the United States followed by Australia (5.4%) and Canada (3.9%).

### Mobility duration

- 68.5% of all mobility instances were for long-term programmes of 14 weeks or more. Although the majority of mobility was long-term, 15.3% was short-term, ie it lasted four weeks or less.
- Students from disadvantaged and underrepresented groups were more likely to participate in short-term mobility than the sector average. This included 21.5% of mobility instances for BME students, 17.7% of students from less-advantaged backgrounds.

### What do they do next?

- 29.7% of graduates who undertook mobility achieved first class honours, compared to 25.0% of non-mobile graduates.
- A smaller percentage of mobile graduates were unemployed (3.6%) compared to non-mobile graduates (4.4%). A higher proportion of mobile graduates were also in further study (17.1%) compared to their non-mobile peers (16.4%).

- Mobile graduates in work were more likely to be in a graduate-level job (77.7%) than their non-mobile peers (70.5%). Mobile graduates' average starting salaries six months after graduation were also 6.6% higher than those of non-mobile students.<sup>2</sup>
- Students who had a single period of short-term mobility had better outcomes than their non-mobile peers; they were less likely to be unemployed (2.0%), and those in work were more likely to be in a graduate-level job (82.3%) than their non-mobile peers.<sup>3</sup>

### Disadvantaged and underrepresented groups

- In many cases, students from disadvantaged and underrepresented groups appear to have more to gain from mobility periods, while being less likely to participate:
  - Disadvantaged and underrepresented students who were mobile were less likely to be unemployed than their non-mobile peers. For example, Asian students were 43.5% less likely to be unemployed than their non-mobile peers, and mature students were 34.1% less so.
  - Of those students who were working, mobile students were more likely to be in a graduate-level job. For example, 81.2% of BME graduates were in graduate-level employment compared to 69.5% of their non-mobile peers.
  - Graduates from disadvantaged and underrepresented backgrounds who were in full-time work had higher average salaries than their non-mobile peers.

<sup>2</sup>. Average salaries of those identified as 'working' in full-time paid employment in the DLHE survey <sup>3</sup>. Some students who went on short-term mobilities also went on longer term mobilities

# INTRODUCTION

*Gone International: expanding opportunities* finds that mobile students are more likely to get a high degree classification, to be in a graduate job, to have a low rate of unemployment and to receive a higher starting salary than their non-mobile peers just six months after graduation.<sup>4</sup> Despite these positive findings, only 7.2% of the 2015-16 graduating cohort were mobile during their degree programme.

More students than ever before have been reported as mobile. Mobility numbers have grown, but so has the overall student population. So, while absolute numbers have increased, the proportion as a percentage, has not. As mobility continues to grow, and as data reporting improves year-on-year, the *Gone International* series<sup>5</sup> benefits from larger populations and more accurate data. This year's report is able to go further than those of previous years, by looking at the impact of different mobility types and durations, as well as the take-up and impact of mobility for different student profiles.

*Gone International: expanding opportunities* takes a deeper look at mobile students from disadvantaged and underrepresented backgrounds and provides insights into both mobility participation and graduate outcomes. As with previous iterations of this report, the analysis suggests that students from disadvantaged and underrepresented groups are less likely to participate in mobility while having the most to gain, with much more pronounced positive outcomes. Research shows that students from underrepresented groups appear to be more attracted to short-term mobility programmes. This report analyses the outcomes for students undertaking at least one instance of short-term mobility and found that students experienced broadly more positive outcomes than their non-mobile peers.

In November 2017, Universities UK International (UUKi) launched the Go International: Stand Out campaign. The campaign is designed to help the sector to deliver the national target for outward mobility:

*“to double the percentage of UK-domiciled, full-time, first degree, undergraduate students who have an international placement as part of their university programme by 2020”.*

Universities and other stakeholders have signed the campaign charter and submitted pledges to help boost and broaden UK outward student mobility.

The campaign has a strong focus on widening participation, with one of the four key priorities being to enhance the accessibility of studying, working and volunteering abroad. UUKi's recent Widening Participation in Outward Student Mobility project found that students from less-advantaged backgrounds were underrepresented in mobility<sup>2</sup>. The research captures the impact of mobility as reported by students from these groups, and provides guidance and advice for engaging more students in mobility programmes.<sup>6</sup>

Outward mobility plays a crucial role in internationalising universities, by ensuring that graduates are globally aware and culturally sensitive. Following the UK's decision to leave the EU it has become more important than ever that the higher education sector continues to look outward and creates lasting networks with partners around the world.

The December 2017 agreement on phase one of the Brexit negotiations set out that the UK will remain a part of the Erasmus+ programme until it ends in 2020 representing an important step in committing the UK to this unique programme. Although subject to a final UK-EU agreement being reached before March 2019, it is good news for the sector: Erasmus+ continues to be the delivery programme for close to half the mobility of students in the UK and over 70% of mobility for language students.<sup>7</sup> Universities commend the programme and its added value, which includes a monthly stipend, additional financial support for disabled students and students from disadvantaged backgrounds, and the benefit of a shared framework for mobility across the EU.

*Gone International: expanding opportunities* shows that mobility is no longer limited to year-long language study programmes. The mobility offer in the UK has diversified, with more students going abroad, using mobility for work placements and taking part in short-term programmes. Outward mobility has opened up and continues to adapt to the interests and ambitions of UK students. UUKi hopes that the insights in this report will improve understanding of the impacts different types of mobility can have and help universities to focus their efforts to address current gaps in participation, ensuring that mobility is open to all.

The UK Strategy for Outward Student Mobility 2017 – 2020 was launched by Universities UK International with the aim to double the percentage of UK-domiciled, full-time, first degree students who undertake international placements as part of their higher education programmes to just over 13% of students by 2020.

This will create a new generation of global graduates, and a higher education culture in which international opportunities are an aspiration for all students.

The percentage of students in the 2015-16 graduating cohort who went abroad during their degree was 6.6%, meaning we still have some way to go before we reach our national target.

This report focuses on the students from the 2015-16 graduating cohort who responded to the DLHE survey. The survey responses mean that we have data on these mobile students outcomes six months after graduating. In 2015–16, 80.9% of the full-time, UK-domiciled, graduating cohort replied to the DLHE survey. Of these students, 7.2% reported a period of outward mobility.

#### INFOGRAPHIC 1: PARTICIPATION RATES

# 6.6%

of students in 2015-16 graduating cohort were mobile

# 7.2%

of students in 2015-16 graduating cohort who responded to DLHE survey were mobile

<sup>7</sup> In the unlikely event of a 'no deal' scenario, the Government guarantee already made still stands, and successful Erasmus+ applications which are submitted while the UK is still a Member State, even if they are not approved until after we leave, can continue beyond the point of exit.

# METHODOLOGY

The analysis in this report uses two datasets provided by the Higher Education Statistics Agency (HESA). These are:

- The Student record, which contains details of the profiles of students registered across the UK.
- The Destinations of Leavers from Higher Education (DLHE) survey, which asks graduates what they are doing six months after completing their degree.

This report focuses on 2015–16 graduates who responded to the DLHE survey, and these records have been linked to Student records across the 2013–14, 2014–15 and 2015–16 academic years.

Analysis is limited to UK-domiciled<sup>8</sup>, full-time, undergraduate, first degree completers of the DLHE survey. In 2015–16, 80.9% of the full-time, UK-domiciled, graduating cohort replied to the DLHE survey.<sup>9</sup>

The 2015–16 DLHE survey data allows us to identify:

- Which activities these respondents were engaged in six months after graduation, including whether they were undertaking further study or in employment.
- Certain aspects of their profile, including gender, ethnicity and socio-economic background.

The Student record data allows us to identify:

- Whether the student undertook a period of mobility in the 2013–14, 2014–15 or 2015–16 academic years.
- Where the student travelled during their degree.
- The mobility scheme with which the period abroad was associated.
- Whether those that were mobile were volunteering, studying or working abroad.

Linking the DLHE survey and Student record data therefore, allows us to identify the characteristics and outcomes of mobile students, and compare the outcomes with those that did not undertake a period of mobility.

There was a total of 229,805 UK-domiciled, first degree DLHE completers included in this analysis, of which 16,580 were identified as being mobile for a period of one week or more.

In 2013-14 the fields HESA used to collect mobility data were refined, following consultations with UUKi (then the Higher Education International Unit). This year's report is the first *Gone International* study in which the analysis is based on three full years of the new and improved data collected within these fields. However, it also means that any comparison between the results in the 2016 or 2015 publications should be treated with caution.

<sup>8</sup>. United Kingdom domiciled students are those whose normal residence prior to commencing their programme of study was in the UK <sup>9</sup>. DLHE survey responses include all HE leavers including post-graduate students. Further information available on the HESA website: <https://www.hesa.ac.uk/data-and-analysis/publications/destinations-2015-16>

# LIMITATIONS TO THIS RESEARCH

## Please note the following limitations to the research:

1. Not all graduates respond to the DLHE survey. This means that there are disparities in the survey sample by course subject area. For example, 80.9% of full-time, UK-domiciled graduates responded to the 2015–16 survey, which includes those that replied to the survey but explicitly refused to give information<sup>10</sup>.
2. The DLHE survey only provides details of activities graduates are engaged in six months after completing their degree.
3. The report only refers to UK-domiciled undergraduates who completed their undergraduate first degrees in 2015–16 and does not include graduates of other levels of study.
4. Although data captured on mobility has improved in recent years, there might be some instances of mobility not captured by universities within the Student record. Therefore, the results produced here, although broadly comprehensive, are based on incomplete populations.
5. Some of the findings are based on the number of instances of mobility rather than the number of students. This means that students who spent more than one period abroad during their studies are counted more than once in some parts of the report. The report notes where this applies.
6. The data analysed in this report represents one graduating cohort. It therefore does not seek to identify trends over time.
7. Where outcomes have been linked to the period of mobility, only students that undertook a single period of mobility were included.
8. There are other factors which could influence graduate outcomes which are not possible to capture from the Student record or the DLHE survey, including the academic selectivity of some mobility opportunities.
9. The report does not attempt to identify causal links between students going abroad and particular outcomes, but provides a snapshot of the profiles of full-time, first degree, UK-domiciled, mobile students who graduated in 2015–16, where they went, and what their outcomes were.
10. All student numbers and instances of mobility are rounded to the nearest five as per HESA's standard rounding methodology.<sup>11</sup>

# WHO GOES ABROAD?

In total, 16,580 UK-domiciled graduates responding to the 2015–16 survey were reported as having at least one period abroad of one week or longer as part of their full-time, undergraduate first degree. This represents 7.2% of all relevant respondents to the DLHE survey.

There were a higher number of students reported as being mobile than the 2014–15 cohort. The participation rate however was near identical to the 2014–15 cohort (also 7.2%). The participation rate is higher than the 2013–14 cohort (5.4%) and the 2012–13 cohort (4.5%). The similar participation rate to 2014–15 suggests that there have been improvements to data capture in recent years. This should be noted when comparing the findings with previous *Gone International* reports.<sup>12</sup>

This section provides information about these 16,580 graduates, including their course subjects and student profile.

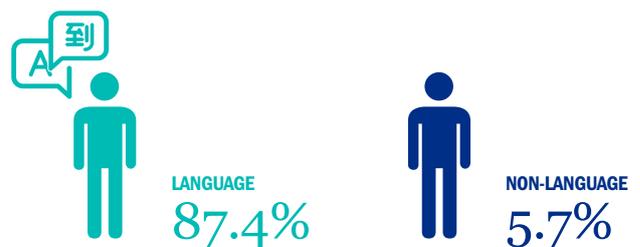
## WHAT DO MOBILE STUDENTS STUDY?

### Note on subjects

- This section uses two subject definitions:
  - **Subject group** is the JACS subject group as defined by HESA, for example ‘Languages’
  - **Detailed subject** is the detailed subject level as defined by HESA, for example ‘French studies’.
- All tables exclude subjects with fewer than 20 mobile students unless otherwise stated
- The ‘languages’ subject group includes linguistics, classics and related subjects, for which mobility rates are typically lower than the rest of the subject group.

### INFOGRAPHIC 2: PARTICIPATION RATE BY LANGUAGE STUDENTS VS. NON-LANGUAGE STUDENTS

Note: excludes linguistics students.



<sup>12</sup> In 2013–14, HESA enhanced the way that student mobility was captured, so that it now includes: periods of mobility of less than four weeks, the mobility scheme with which a period abroad was associated, and mobility type.

By subject group, graduates of 'languages' had the highest mobility rate of 32.1%, followed by graduates of 'medicine and dentistry' (31.2%), 'combined' subjects (21.5%) and 'veterinary science' (18.0%). When 'linguistics' graduates are removed from the 'languages' cohort, the mobility rate for this group was 87.4%.<sup>13</sup>

**TABLE 1: SUBJECT GROUPS BY MOBILITY RATES**

SUBJECT GROUP	NO. MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Languages	4,360	13,590	32.1%
Medicine and dentistry	2,150	6,875	31.2%
Combined	75	355	21.5%
Veterinary science	105	595	18.0%
Physical sciences	930	11,745	7.9%
Law	690	8,995	7.6%
Architecture, building and planning	295	3,855	7.6%
Business and administrative studies	1,880	25,410	7.4%
Historical and philosophical studies	720	11,010	6.6%
Social studies	1,390	23,160	6.0%
Engineering and technology	685	11,845	5.8%
Creative arts and design	975	24,925	3.9%
Agriculture and related subjects	75	1,975	3.7%
Mass communications and documentation	235	6,385	3.7%
Biological sciences	890	26,875	3.3%
Mathematical sciences	150	4,955	3.0%
Computer science	190	8,920	2.2%
Subjects allied to medicine	555	26,640	2.1%
Education	230	11,700	2.0%

At the detailed subject level, mobility numbers were highest for 'clinical medicine' (1,605 students), 'French studies' (1,005 students), 'business studies' (925 students) and 'Spanish studies' (735 students).

<sup>13</sup>. For the purposes of this report, 'linguistics' subjects include: Q1 Linguistics; Q2 Comparative literary studies; Q3 English studies; Q4 Ancient language studies; Q5 Celtic studies; Q6 Latin studies; Q7 Classical Greek studies; Q8 Classical studies; and Q9 Others in linguistics, classics and related subjects.

TABLE 2: TOP 10 (DETAILED) SUBJECTS BY MOBILE STUDENT NUMBERS

SUBJECT OF STUDY	NO. MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Clinical medicine	1,605	4,660	34.5%
French studies	1,005	1,090	92.1%
Business studies	925	8,705	10.6%
Spanish studies	735	780	94.5%
English studies	530	7,680	6.9%
Politics	495	4,120	12.0%
Pre-clinical medicine	485	1,220	39.7%
Law by area	445	4,275	10.4%
History by period	430	6,750	6.4%
Design studies	420	9,395	4.5%

By detailed subject level, 'language' subjects had the highest mobility rates, with 'Italian studies' (97.7%), 'Portuguese studies' (97.6%) and 'German studies' (97.1%) forming the top three. Excluding 'language' subjects, the top three subjects by mobility rates were 'pre-clinical veterinary medicine' (43.7%), 'pre-clinical medicine' (39.7%) and 'clinical medicine' (34.5%). The overall mobility participation rate of non-'language' students was 5.7%.

TABLE 3: TOP 10 (DETAILED) SUBJECTS BY MOBILITY RATES, EXCLUDING 'LANGUAGE' SUBJECTS

SUBJECT OF STUDY	NO. MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Pre-clinical veterinary medicine	55	125	43.7%
Pre-clinical medicine	485	1,220	39.7%
Clinical medicine	1,605	4,660	34.5%
Combined	75	355	21.5%
History by area	40	205	20.2%
Geology	210	1,305	16.2%
Human and social geography	310	2,350	13.1%
Others in creative arts and design	25	190	12.9%
Science of aquatic and terrestrial environments	95	775	12.0%
Politics	495	4,120	12.0%

There were several subjects with low mobility rates that also had very small numbers of students. The below table shows the lowest mobility rates by detailed subject level for subjects studied by at least 500 DLHE respondents.<sup>14</sup>

**TABLE 4: LOWEST 10 (DETAILED) SUBJECTS BY MOBILITY RATES, EXCLUDING 'LANGUAGE' SUBJECTS**

(Includes only subjects studied by at least 500 DLHE respondents)

SUBJECT OF STUDY	NO. MOBILE STUDENTS	ALL STUDENTS	% MOBILE
Ophthalmics	0	660	0.3%
Games	5	590	1.0%
Social work	40	4,155	1.0%
Academic studies in education	95	5,815	1.6%
Information systems	25	1,370	1.7%
Nursing	245	14,355	1.7%
Imaginative writing	15	870	1.8%
Accounting	75	3,775	2.0%
Sport and exercise science	150	7,525	2.0%
Others in subjects allied to medicine	70	3,330	2.1%

By subject group however, the lowest mobility rates were for 'education' (2.0%), 'subjects allied to medicine' (2.1%) and 'computer science' (2.2%).

### Note on language students

Just over a quarter (26.3%) of the 2015–16 mobile cohort were language students. It is typical that many students on these courses will spend a period abroad to practise the language of study. Furthermore, the genders and backgrounds of language students varied when compared to other subjects, as can be seen in Table 5. In some cases, therefore, we have separated or excluded language students from the analysis.

It is also worth noting that the 'languages' subject group includes linguistics, classics and related subjects, of which mobility rates are typically lower than other subjects within the group. Looking at these subjects in isolation, 8.1% (710) of students were mobile.

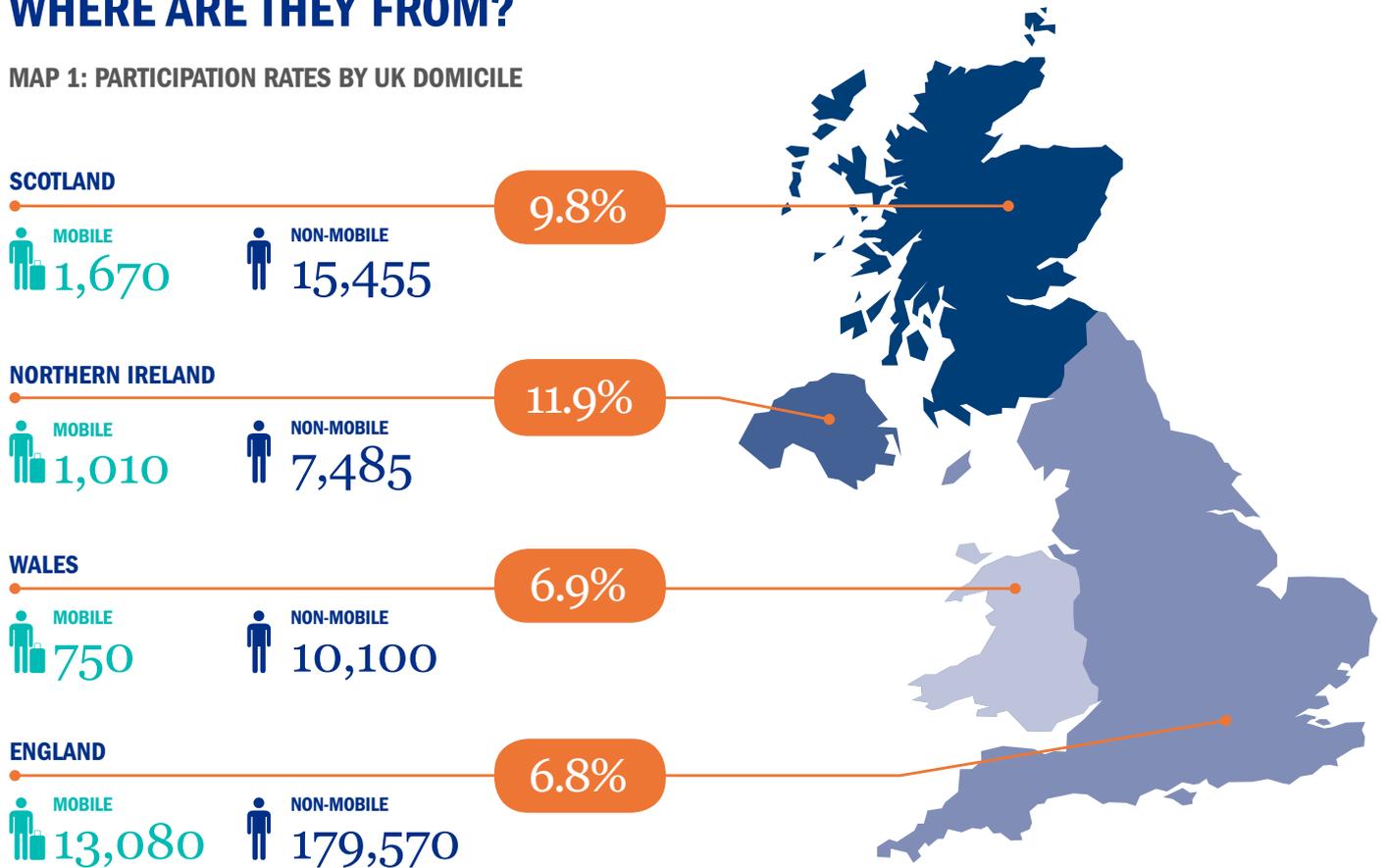
**TABLE 5: STUDENT PROFILE**

Excludes unknowns / not classified

STUDENT PROFILE	LANGUAGES	ALL STUDENTS
% female	73.3%	57.9%
% BME (including 'other')	12.3%	20.9%
% in SEC groups 1–3	74.7%	66.5%
% in SEC groups 4–8	25.3%	33.5%

## WHERE ARE THEY FROM?

MAP 1: PARTICIPATION RATES BY UK DOMICILE



Mobile students were identified according to their domicile, ie the student's permanent home address prior to the commencement of their course. Note that all students in this cohort are UK-domiciled, ie their normal residences prior to commencing their programmes of study were in the UK.

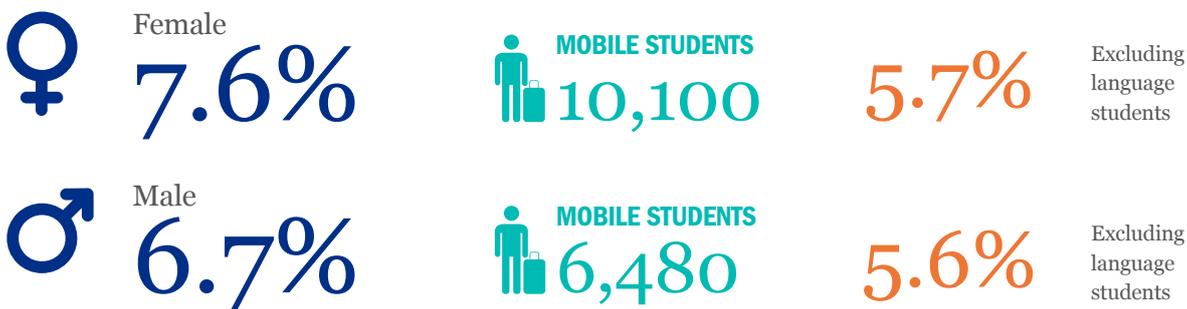
The 2015–16 data showed that students from Northern Ireland were the most mobile (11.9%), followed by students in Scotland (9.8%), Wales (6.9%) and England (6.8%).

By mobile numbers, the top three subject groups of students domiciled from England, Northern Ireland and Scotland were 'languages', 'medicine and dentistry', and 'business and administrative studies'. For Wales, the top three subjects were 'languages', 'medicine and dentistry' and 'physical sciences'.

## GENDER

The 2015–16 sample shows that 10,110 (7.6% of) women were mobile, compared to 7,525 (6.0% of) men. It's worth noting, however, that 73% of 'language' students in this cohort were women, and language students formed a large proportion of mobile students. Looking at non-language students in isolation, participation was more aligned; 5.7% of women had a period of mobility, as did 5.6% of men.

### INFOGRAPHIC 3: GENDER BY LANGUAGE AND NON-LANGUAGE STUDENTS



## STUDENTS FROM LOWER SOCIO-ECONOMIC BACKGROUNDS

### Note on students from more-advantaged and less-advantaged backgrounds

For the purposes of this report, 'students from less-advantaged backgrounds' refers to students whose parents', guardians' or their own occupations fall within the following socio-economic classification (SEC) groups:

- small employers and own account workers
- lower supervisory and technical occupations
- semi-routine occupations
- routine occupations
- never worked/long-term unemployed.

Students from more-advantaged backgrounds' fall within the following SEC groups:

- higher managerial and professional occupations
- lower managerial and professional occupations
- intermediate occupations.

As is consistent with previous *Gone International* reports, analysis of the 2015–16 cohort shows that students from disadvantaged backgrounds and minority ethnic groups were less likely to go abroad than white students and those from advantaged backgrounds. As table 6 demonstrates, there was a negative correlation of mobility by SEC group.

**TABLE 6: PARTICIPATION RATES BY SOCIO-ECONOMIC CLASSIFICATION**

	MOBILE	NON-MOBILE	TOTAL	% MOBILE
1. Higher managerial and professional qualifications	4,635	39,695	44,330	10.5%
2. Lower managerial and professional qualifications	4,330	48,915	53,245	8.1%
3. Intermediate qualifications	1,660	22,625	24,285	6.8%
4. Small employers and own account workers	810	12,950	13,760	5.9%
5. Lower supervisory and technical occupations	455	8,070	8,530	5.4%
6. Semi-routine occupations	1,275	24,980	26,260	4.9%
7. Routine occupations	570	11,480	12,045	4.7%
8. Never worked and long-term unemployed	-	-	-	-
9. Not classified	2,690	38,660	41,350	6.5%

Grouping SEC groups 1–3 and 4–8 into ‘more-advantaged students’ and ‘less-advantaged students’ respectively, 8.7% of more-advantaged students reported a period of mobility, compared to 5.1% of less-advantaged students. When looking at non-‘language’ students, only, there is a mobility participation gap by SEC: 6.7% of advantaged student were mobile, compared to 4.1% of less advantaged students.

**INFOGRAPHIC 4: PARTICIPATION RATES OF NON-‘LANGUAGE’ STUDENTS BY SEC**

**MORE-ADVANTAGED BACKGROUNDS**



**LESS-ADVANTAGED BACKGROUNDS**



The correlations in these findings are consistent with last year’s *Gone International* report, which also found that students from more-advantaged backgrounds were more likely to be mobile.

TABLE 7: PARTICIPATION RATES BY SOCIO-ECONOMIC CLASSIFICATION, NON-LANGUAGE STUDENTS ONLY

	MOBILE	NON-MOBILE	TOTAL	% MOBILE
1. Higher managerial and professional qualifications	3,335	37,660	40,995	8.1%
2. Lower managerial and professional qualifications	3,130	46,475	49,605	6.3%
3. Intermediate qualifications	1,180	21,585	22,795	5.2%
4. Small employers and own account workers	605	12,410	13,015	4.6%
5. Lower supervisory and technical occupations	350	7,765	8,120	4.3%
6. Semi-routine occupations	990	24,125	25,110	3.9%
7. Routine occupations	465	11,035	11,500	4.0%
8. Never worked and long-term unemployed	-	-	-	-
9. Not classified	2,030	37,150	39,180	5.2%

## ETHNICITY

### Note on students from black and minority ethnic backgrounds

Black and minority ethnic (BME) students are those that fall into the following HESA categories:

- **Black**, which includes Black or Black British - Caribbean; Black or Black British - African; and other Black background
- **Asian**, which includes Asian or Asian British - Indian; Asian or Asian British - Pakistani; Asian or Asian British - Bangladeshi; Chinese, and other Asian background.
- **Other** (including mixed), which includes mixed - White and Black Caribbean; mixed - White and Black African; mixed - White and Asian; other mixed background; Arab; plus other ethnic background.

Analysis of the 2015–16 cohort also shows a continuing trend in the under representation of BME students in mobility. White students were more likely to have a period abroad (7.6% than Asian and black students (5.5% and 4.2% respectively). Students identified as having another ethnicity (including mixed) were most likely to be mobile with a mobility rate of 8.3%.

### INFOGRAPHIC 5: PARTICIPATION RATES BY ETHNICITY:

7.6%

White students

5.5%

Asian students

4.2%

Black students

8.3%

Other ethnic background students

TABLE 8: PARTICIPATION RATES BY ETHNICITY

	MOBILE	NOT MOBILE	TOTAL	% MOBILE
White	13,705	166,805	180,505	7.6%
Asian	1,320	22,770	24,090	5.5%
Black	560	12,625	13,185	4.2%
Other (including mixed)	865	9,620	10,485	8.3%

## DISABLED STUDENTS

### Note on disabled students.

Disabled students are those students that have declared a disability under the following HESA categories:

- Blind or a serious visual impairment
- Deaf or a serious hearing impairment
- Long-standing illness or health condition
- Mental health condition
- A physical impairment or mobility issues
- Social communication/Autistic spectrum disorder
- Specific learning difficulty
- Two or more conditions
- Another disability, impairment or medical condition

32,055 of the graduate cohort survey declared a disability. Disabled graduates participated in outward mobility at a rate of 6.1% which is 1.1% lower than the sector total. Students who declared no disability participated at a rate of 7.4%.<sup>15</sup>

### INFOGRAPHIC 6: MOBILITY PARTICIPATION OF DISABLED STUDENTS



TOTAL 32,055 MOBILITY RATE 6.1%

It is worth noting here that the Widening Participation in Outward Mobility project looked in more detail at participation by students with declared disabilities and found that there was variation in levels of mobility participation for each group within the disabled student demographic.<sup>16</sup>

## LOW-PARTICIPATION NEIGHBOURHOODS

Graduates from low-participation neighbourhoods, identified using the POLAR3 classification, were also under represented in mobility – participating at a rate of 4.3%, compared to 7.6% of graduates from higher participation neighbourhoods.

## PART-TIME

Of the 18,720 UK-domiciled, part-time, first degree undergraduate students who responded to the DLHE, only 80 reported a period of mobility as part of their degree programme, or 0.4%.

## MATURE STUDENTS

For HESA reporting purposes, undergraduates are classed as young if they are under 21 years of age on entry, and mature if they are 21 or over when commencing their programme of study. Mature students in the 2015–16 graduating cohort participated in mobility at a rate of 3.3%, meaning they were less than half as likely to undertake a mobility period compared to their younger peers.

## PARENTAL EDUCATION

For this report, we looked at the participation rate for students whose parents had higher education qualifications, such as a degree, diploma or certificate of higher education. For students whose parents had higher education qualifications, the participation rate was 9.1%, compared to 5.0% for students whose parents did not hold higher education qualifications.

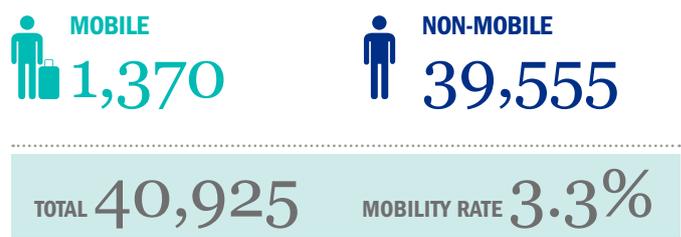
INFOGRAPHIC 7: MOBILITY PARTICIPATION OF STUDENTS FROM A LOW PARTICIPATION NEIGHBOURHOOD (POLAR3)



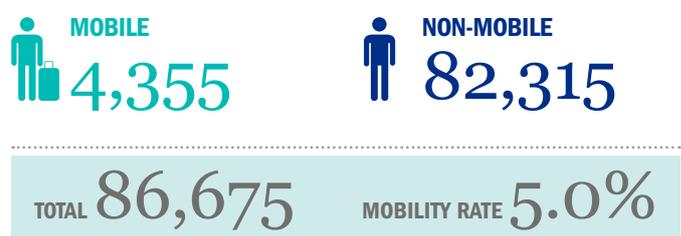
INFOGRAPHIC 8: MOBILITY PARTICIPATION AMONG PART-TIME STUDENTS



INFOGRAPHIC 9: MOBILITY PARTICIPATION AMONG MATURE STUDENTS



INFOGRAPHIC 10: MOBILITY PARTICIPATION AMONG STUDENTS WITH PARENTS WITHOUT HIGHER EDUCATION QUALIFICATIONS



## CARE LEAVERS

A care leaver is a student who has been looked after by a local authority for at least 13 weeks since the age of 14; and who was looked after by the local authority at school-leaving age (16 in the UK).

595 respondents to the DLHE were from a care leaver background. However, less than 10 reported a period of mobility during their degree, equating to a 1.2% participation rate. The number of students reporting a mobility period is too small to break down any further.

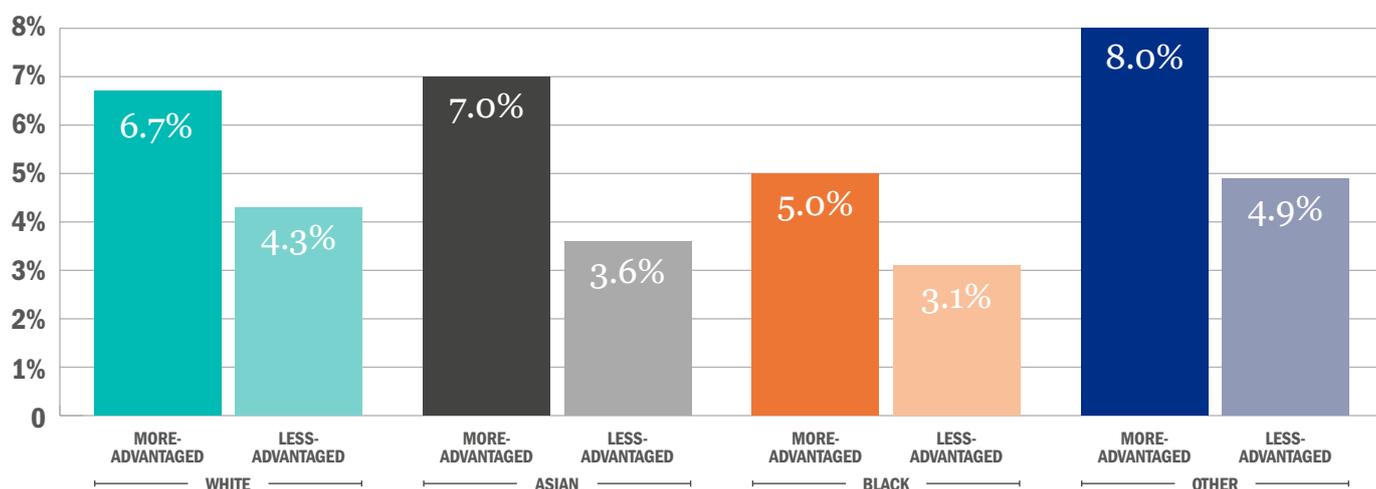
## INTERSECTIONALITY

Recognition of intersectionality is important when looking at participation in mobility by students from disadvantaged and underrepresented groups.<sup>17</sup> When looking at mobility participation for students from less-advantaged backgrounds and breaking this data down by ethnicity, we see that white students in this demographic participate in mobility at a higher rate than their BME counterparts.

**TABLE 9: PARTICIPATION RATES BY ETHNICITY AND SOCIO-ECONOMIC GROUP**

ETHNICITY	SOCIO-ECONOMIC CLASSIFICATION	MOBILE	NOT MOBILE	TOTAL
White	SEC 1-3	8.9%	91.1%	102,125
	SEC 4-8	5.4%	94.6%	45,065
Asian	SEC 1-3	7.6%	92.4%	8,750
	SEC 4-8	4.0%	96.0%	9,340
Black	SEC 1-3	5.6%	94.4%	5,240
	SEC 4-8	3.5%	96.5%	3,970
Other (including mixed)	SEC 1-3	10.2%	89.8%	5,180
	SEC 4-8	6.3%	93.7%	2,720

**BAR GRAPH 1: PARTICIPATION RATES BY ETHNICITY AND SOCIO-ECONOMIC GROUP, NON-LANGUAGE STUDENTS ONLY**



<sup>17</sup> Universities UK International (2017) *Widening Participation in Outward Student Mobility*

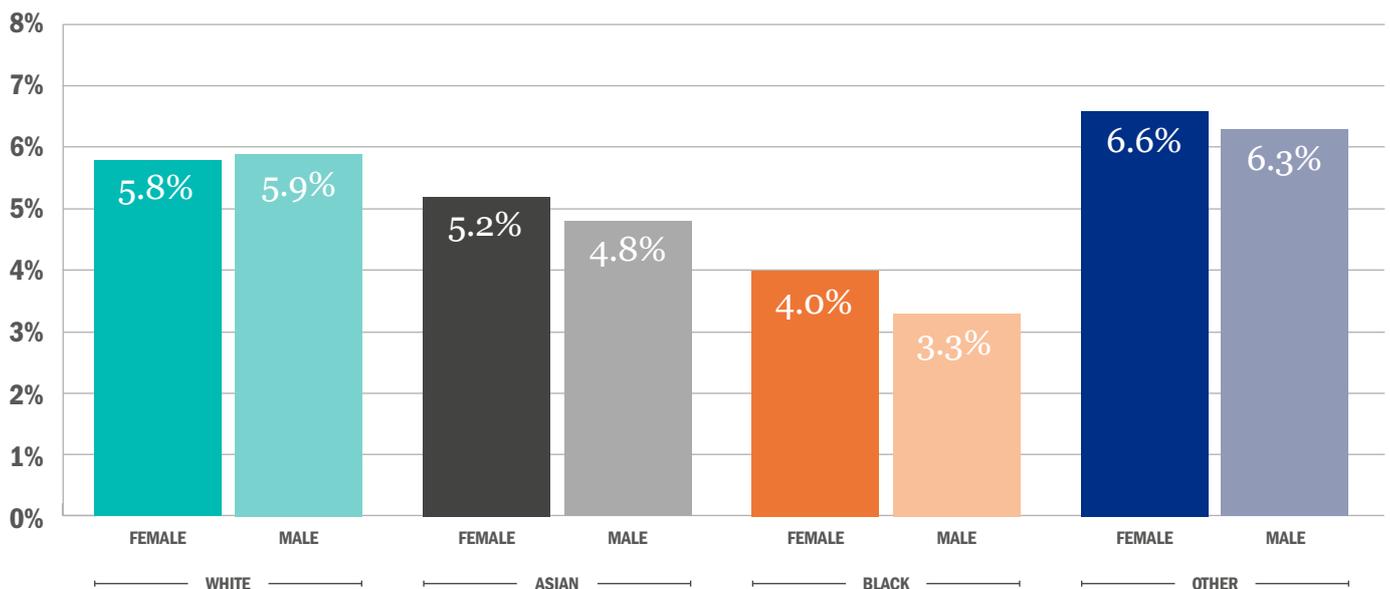
When combining ethnicity and gender, we find that black men were least likely to be mobile, with a participation rate of 3.6%. Women from 'other' backgrounds had the highest mobility rates, at 8.8%.

**TABLE 10: PARTICIPATION RATES BY ETHNICITY AND GENDER**

ETHNICITY	GENDER	MOBILE	NOT MOBILE	ALL STUDENTS	PARTICIPATION RATE
White	Female	8,330	96,490	104,820	7.9%
	Male	5,370	70,285	75,660	7.1%
Asian	Female	770	12,375	13,140	5.8%
	Male	550	10,400	10,950	5.0%
Black	Female	390	7,990	8,380	4.6%
	Male	170	4,635	4,810	3.6%
Other (including mixed)	Female	535	5,540	6,075	8.8%
	Male	330	4,080	4,410	7.5%

Looking at non-'language' students only, participation rates were more closely aligned between men and women; nevertheless, participation rates were also highest for female 'other' students (6.6%) and lowest for black male students (3.3%).

**BAR GRAPH 2: PARTICIPATION RATES BY ETHNICITY AND GENDER, NON-LANGUAGE STUDENTS ONLY**



# WHERE DO THEY GO, AND WHAT DO THEY DO?

## DESTINATION COUNTRIES

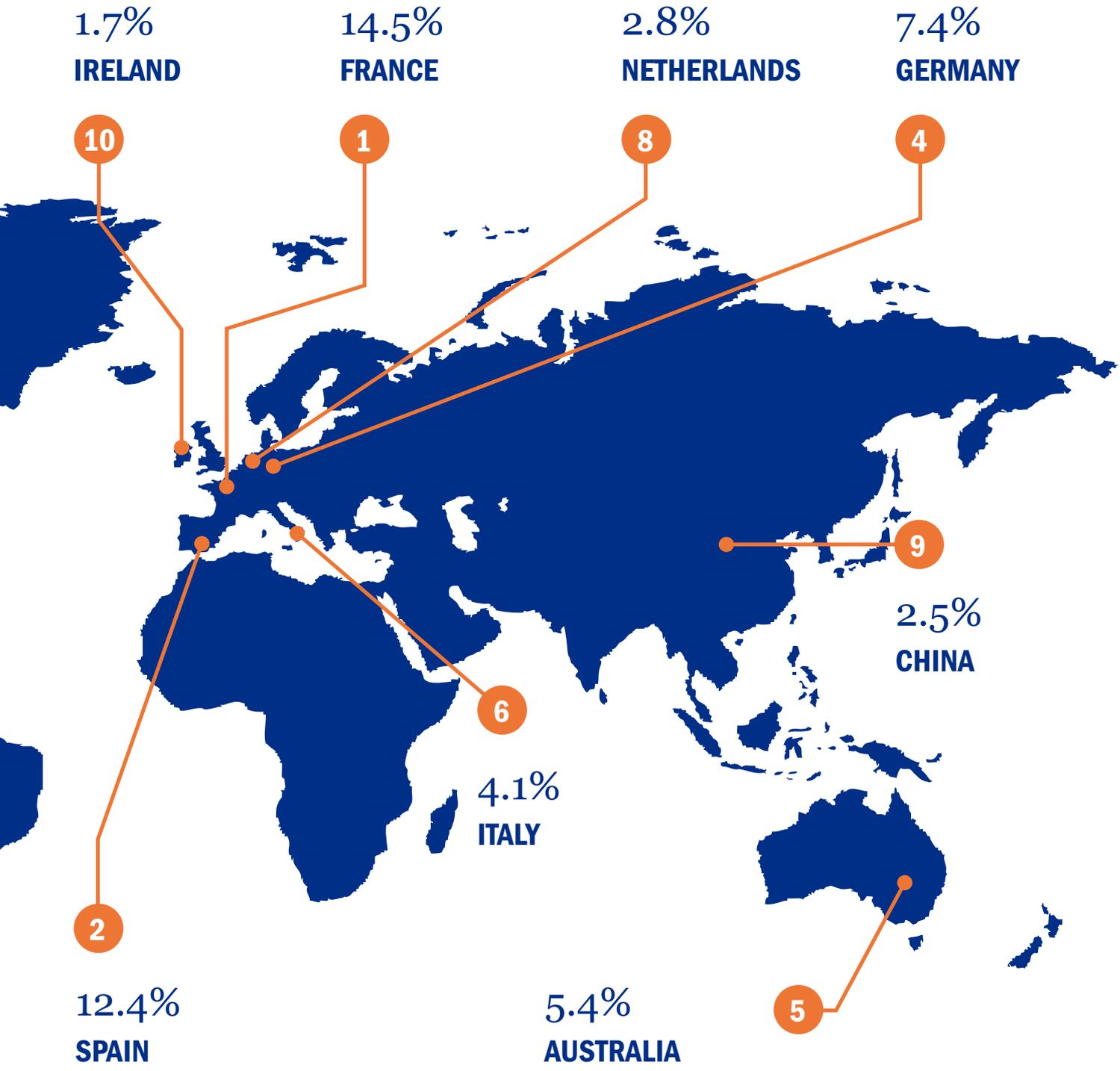
Across the three academic years, 52.7% of all mobilities took place in a country from the European Union. France was the most popular destination country, having 14.5% of all mobilities, followed by Spain (12.4%). The most popular non-EU destination countries were the United States (12.1% of all instances), Australia (5.4% of all instances) and Canada (3.9% of all instances).

### Note on this section

- This section relates to mobility 'instances' rather than 'students'. For example, if a graduate had gone to France on three separate occasions during their degree programme this is counted three times in the analysis. Instances are only counted where the period abroad lasted at least one week.
- Overall, there were 19,905 separate mobility instances for full-time leavers in the cohort - (1,675 in 2013-14, 14,540 in 2014-15 and 3,690 in 2015-16).
- 'Duration' refers to the length of mobility, in weeks. For this report we have classified short-term mobility as one to four weeks, mid-term mobility as five to 13 weeks and long-term mobility as 14 weeks or more.

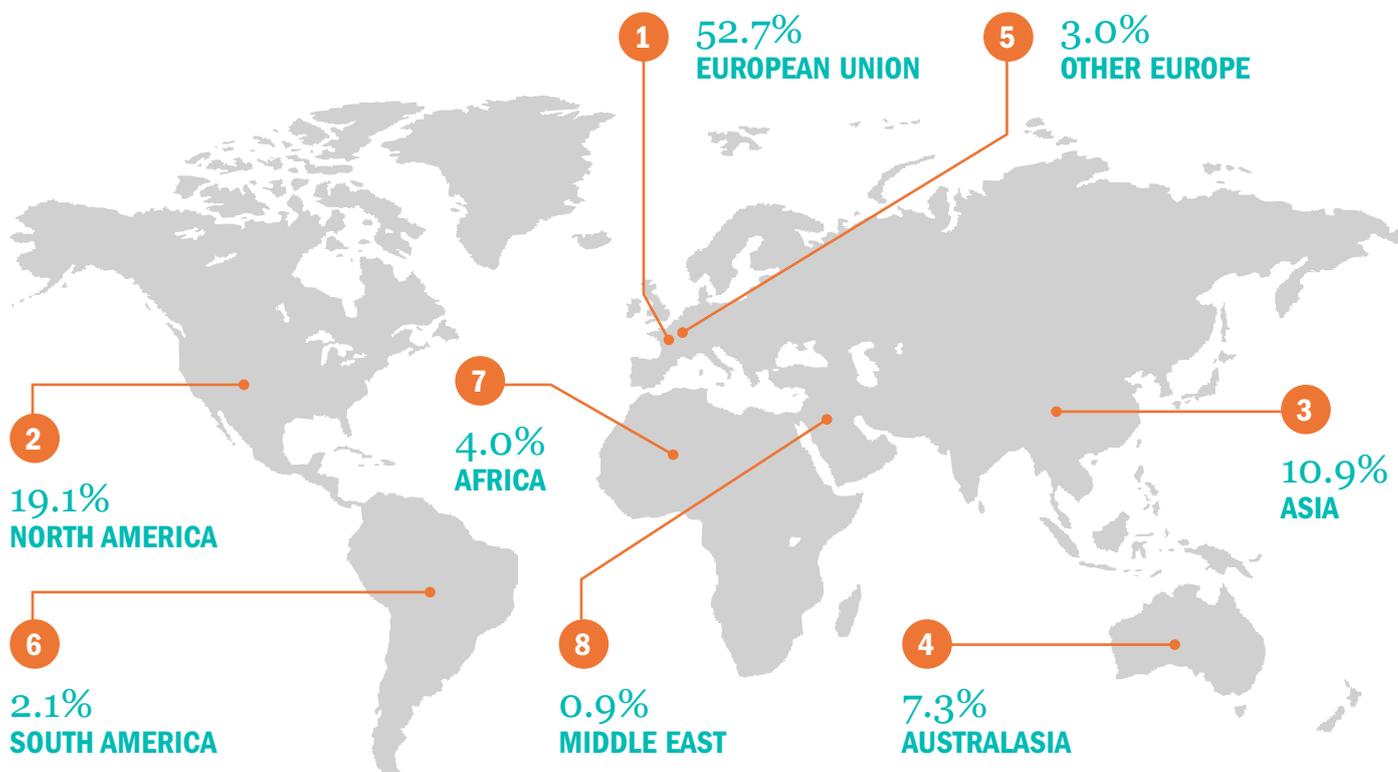
MAP 2: TOP 10 DESTINATIONS BY INSTANCES OF MOBILITY, 2013-14 TO 2015-16





MAP 3: INSTANCES OF MOBILITY BY REGION OF DESTINATION, 2013–14 TO 2015–16

Note: excludes unknown region.



## MOBILITY SCHEME

### Note on mobility scheme

HESA collects data on the following mobility schemes:

- **Provider**, including anything organised as part of the provider's course (ie placements, field work etc.)
- **Sandwich** placements which meet the criteria set out by funding councils, not including Erasmus+,
- **Erasmus+**,
- **Other schemes**, including Generation UK China

Between 2013–14 and 2015–16, provider-led programmes accounted for 45.4% of all instances of mobility, followed by Erasmus+ programmes (44.8%), 'other' schemes (5.4%) and sandwich placements (4.4%). The top 10 countries that Erasmus+ students went to were all in Europe, with France, Spain and Germany the most popular destinations under this programme. Students who went abroad through provider-led programmes were more likely to travel outside of Europe, with the most popular destinations being the United States, Australia and Canada.

**TABLE 11: TOP 10 COUNTRIES FOR ERASMUS+ MOBILITIES TAKING PLACE IN 2013–14 TO 2015–16**

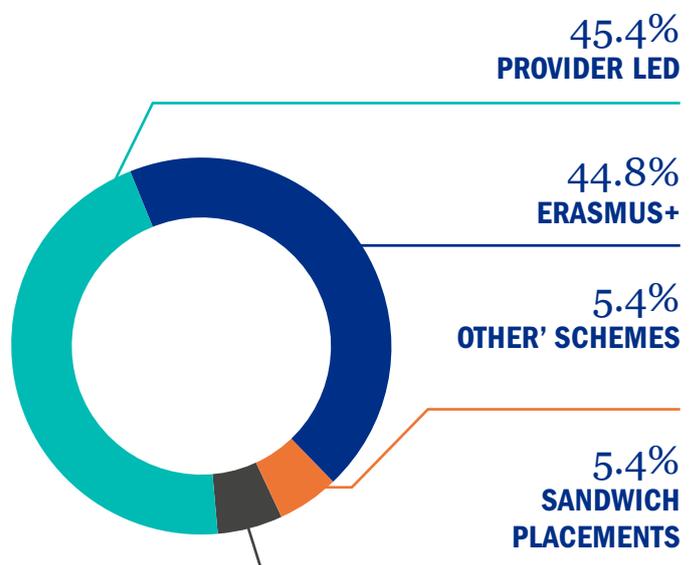
MOBILITY LOCATION	INSTANCES OF MOBILITY	% OF ALL ERASMUS+ INSTANCES
France	2,605	29.2%
Spain	2,055	23.0%
Germany	1,225	13.8%
Italy	645	7.2%
Netherlands	455	5.1%
Sweden	240	2.7%
Ireland	185	2.1%
Austria	175	2.0%
Denmark	175	2.0%
Belgium	175	1.9%
<b>Total</b>	<b>8,915</b>	<b>100.0%</b>

It is worth noting that the majority of Erasmus+ mobilities (86.6%) take place in the penultimate year of study. In 2014–15, Erasmus+ mobilities accounted for 53.1% of all instances.

**TABLE 12: TOP 10 COUNTRIES FOR PROVIDER-LED PROGRAMME MOBILITIES TAKING PLACE IN 2013–14 TO 2015–16**

MOBILITY LOCATION	INSTANCES OF MOBILITY	% OF ALL INSTANCES OF PROVIDER-LED PROGRAMME INSTANCES
United States	1,815	20.1%
Australia	835	9.2%
Canada	655	7.2%
China	430	4.8%
Spain	350	3.9%
France	235	2.6%
Japan	215	2.5%
Germany	205	2.3%
Hong Kong	190	2.1%
South Africa	185	2.1%
<b>Total</b>	<b>9,044</b>	<b>100.0%</b>

**PIE CHART 1: ALL INSTANCES OF MOBILITY BY SCHEME**



## MOBILITY TYPE

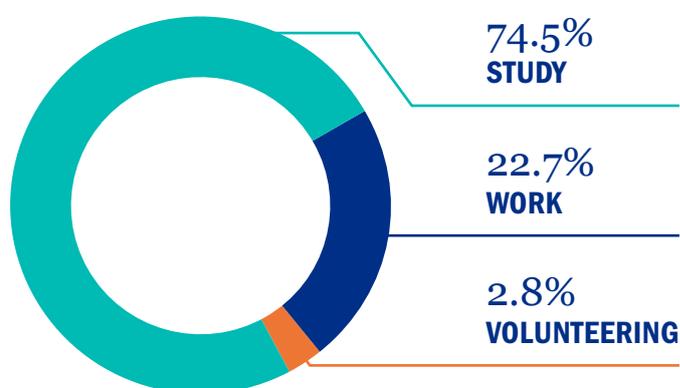
### Note on mobility type

HESA collects data on the following mobility types:

- Study abroad.
- Work abroad, used in situations where a student was doing paid work, such as an internship.
- Volunteering, ie where the student undertook voluntary or other unpaid work.
- There were 40 cases of mobilities of more than one type. Note that these have been counted twice in the analysis.

As with previous cohorts, for the 2015–16 graduates most mobility opportunities were undertaken for the purpose of study (74.5%) followed by work (22.7%) and volunteering (2.8%).

**PIE CHART 2: INSTANCES OF MOBILITY BY TYPE, 2013–14 TO 2015–16**



## MOBILITY DURATION

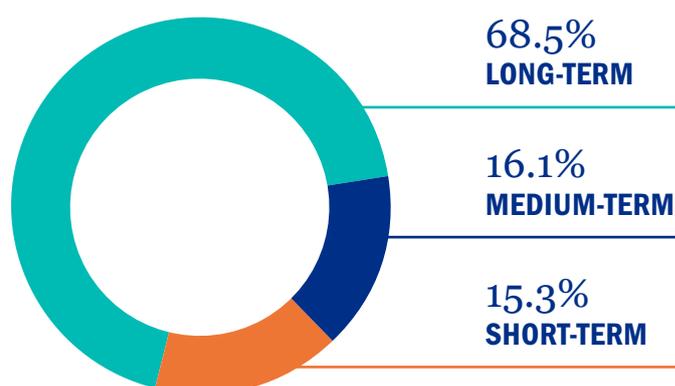
### Note on mobility duration

Three measures of mobility duration are used to define a short programme (1–4 weeks), a semester programme (5–13 weeks) and a year-abroad programme (14 weeks plus). The time frames were selected based on where HESA data analysis showed spikes in reporting of mobility programmes. It is understood that not all mobility at institutions will map onto these timeframes but this most closely reflects the sector average.

The majority of mobility instances undertaken by students was for long-term programmes; for this report, we have classified long-term as 14 weeks or more. We have seen an increase in the reported instances of short-term mobility since this was introduced as a reportable field in the HESA return in 2013.

For the 2015-16 graduating cohort, 2,335 or 14.1% of mobile graduates participated in at least one period of mobility which was short-term (four weeks or less).

**PIE CHART 3: INSTANCES OF MOBILITY BY DURATION, 2013–14 TO 2015–16**

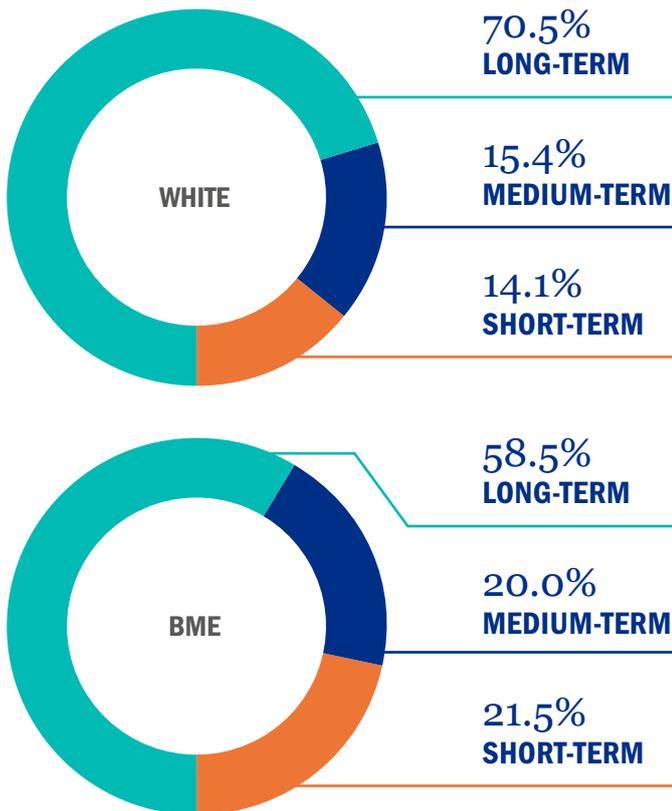


Long-term = 14 weeks plus | Medium-term = 5–13 weeks | Short-term = 1–4 weeks

Analysis of the 2015–16 cohort shows that BME students were more likely than white students to undertake at least one period of mobility which was short-term. 70.4% of instances of mobility by white students was for over 14 weeks compared to 58.5% for BME students. In contrast, 21.5% of mobility instances by BME students were for four weeks or less compared to 14.1% for white students.

In summary, BME students on the whole are less likely to be mobile, and when they are mobile, they are more likely than white students to go on a short-term mobility programme.

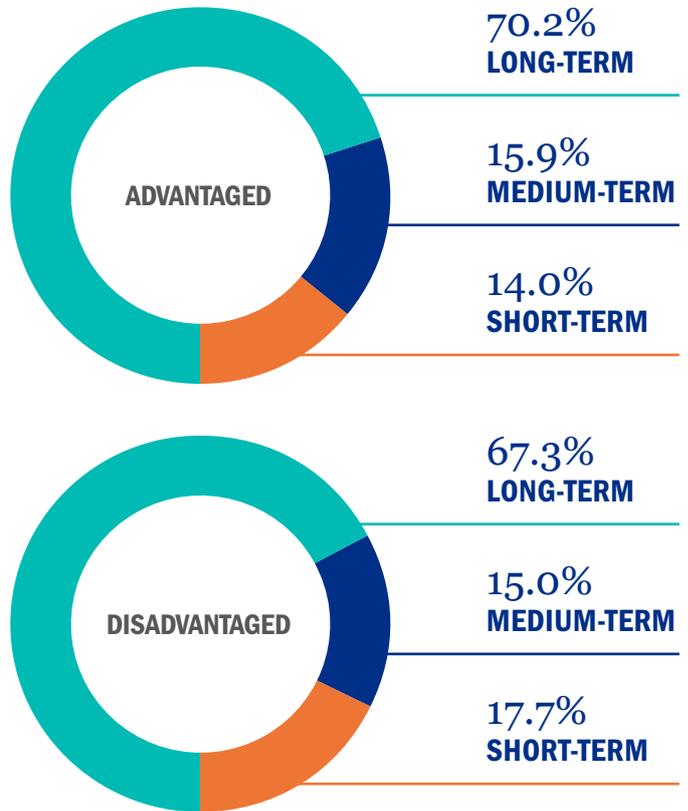
PIE CHART 4: MOBILITY DURATION BY ETHNICITY



Long-term = 14 weeks plus | Medium-term = 5–13 weeks | Short-term = 1–4 weeks

Students from a less-advantaged background were also more likely to participate in at least one period of mobility which was short-term than their more advantaged peers – 17.7% compared to 14.0%.

PIE CHART 5: MOBILITY DURATION BY SEC



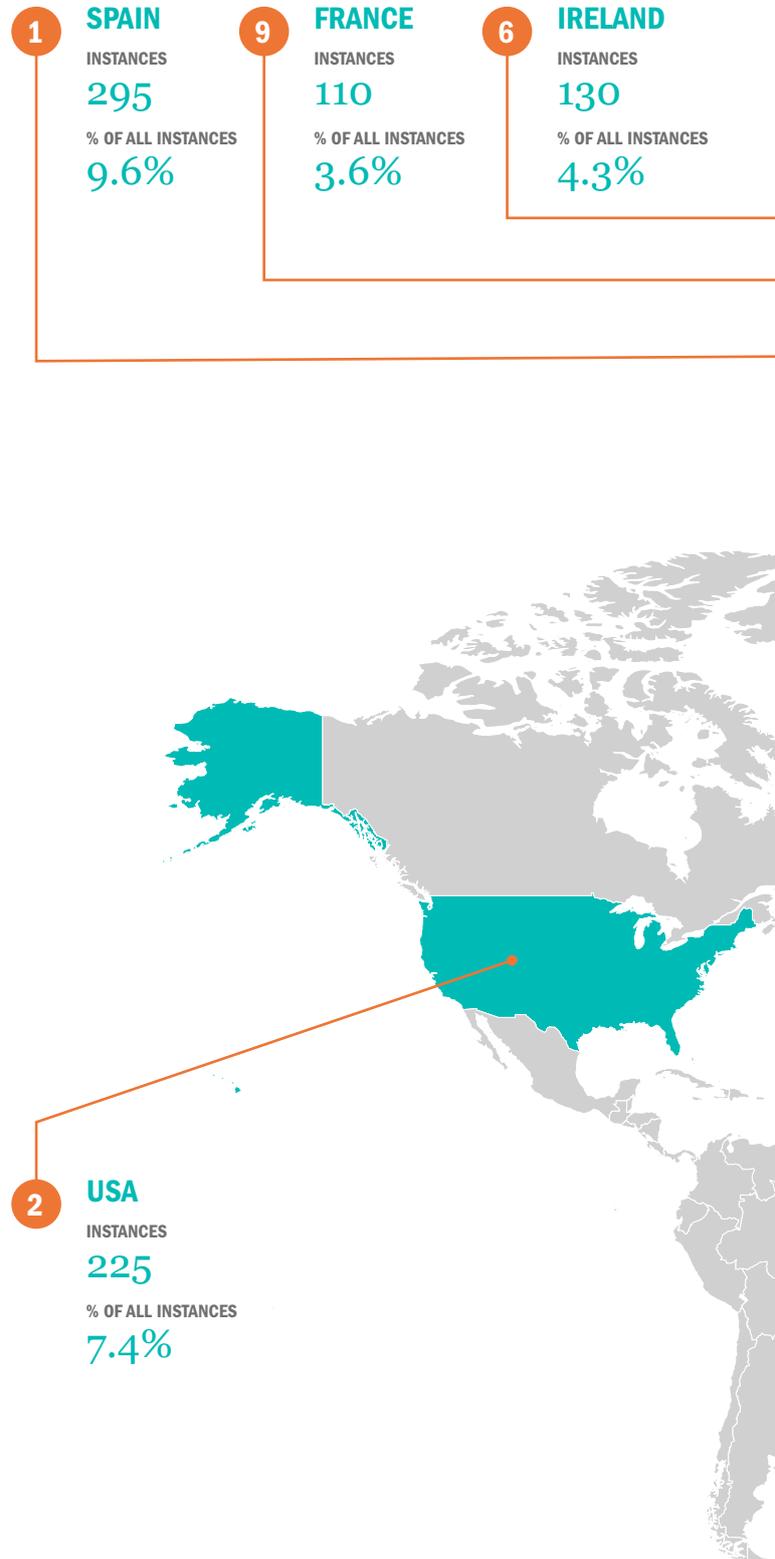
Long-term = 14 weeks plus | Medium-term = 5–13 weeks | Short-term = 1–4 weeks

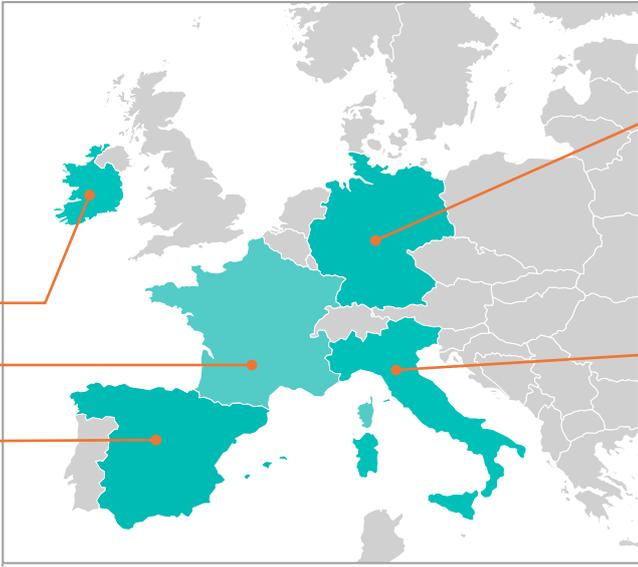
One group that bucked the trend for mainly long-term mobility was mature students. For this demographic, there was a more even split of mobility by duration, with 41.8% of mobile mature students having at least one mobility instance of 14 weeks or more. 23.6% of mature students had a mobility period of one to four weeks.

**TABLE 13: TOP 10 COUNTRIES FOR SHORT-TERM MOBILITY, 2013-14 TO 2015-16**

MOBILITY REGION	INSTANCES OF SHORT-TERM MOBILITY	% OF ALL INSTANCES OF SHORT-TERM MOBILITY
Spain	295	9.6%
United States	225	7.4%
Germany	190	6.2%
China	175	5.7%
Italy	165	5.3%
Ireland	130	4.3%
South Africa	110	3.7%
France	110	3.6%
India	100	3.3%
<b>Total</b>	<b>3,050</b>	<b>100.0%</b>

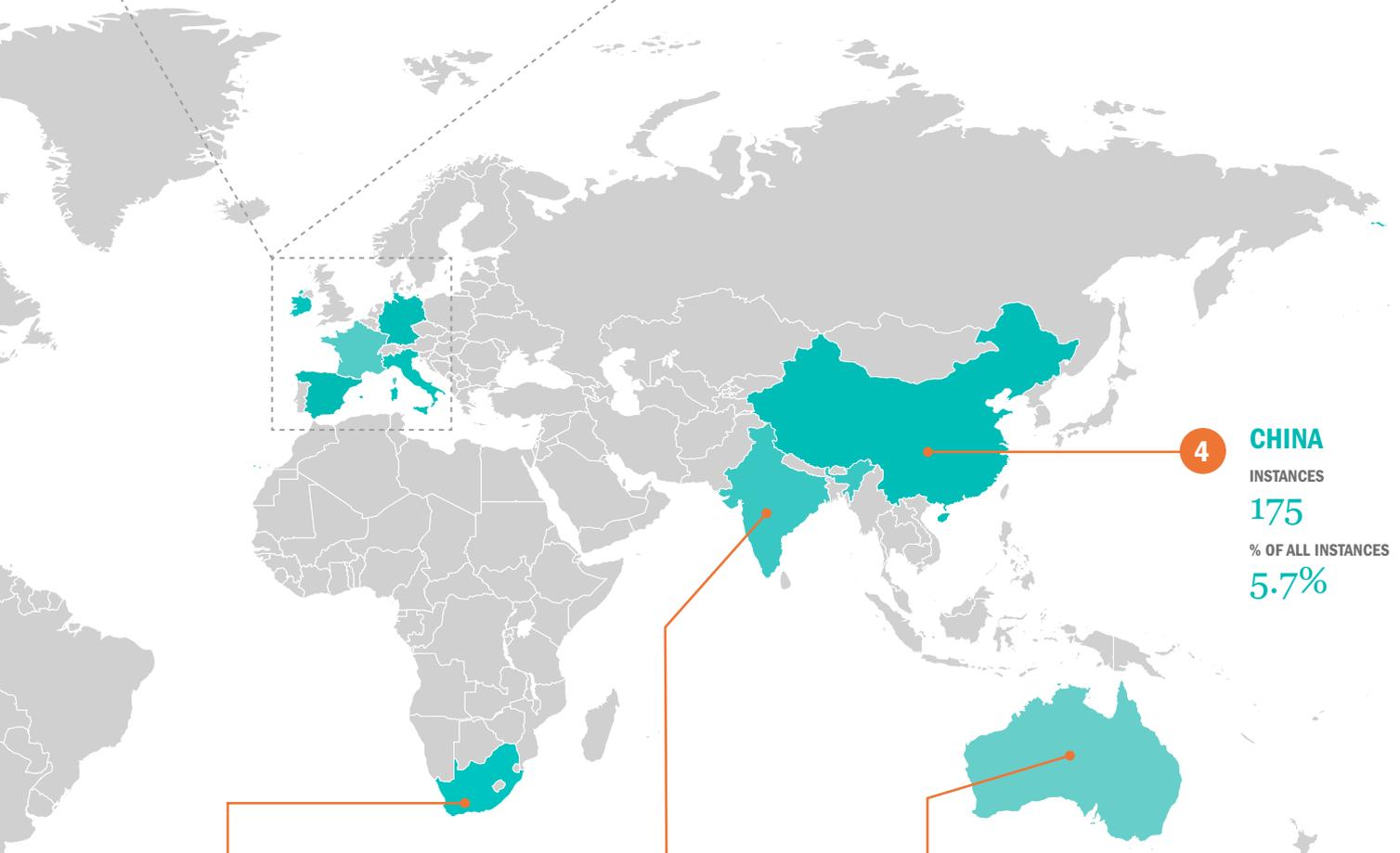
**MAP 4: SHORT-TERM MOBILITY BY COUNTRY**





**3 GERMANY**  
 INSTANCES  
**190**  
 % OF ALL INSTANCES  
**6.2%**

**5 ITALY**  
 INSTANCES  
**165**  
 % OF ALL INSTANCES  
**5.3%**



**4 CHINA**  
 INSTANCES  
**175**  
 % OF ALL INSTANCES  
**5.7%**

**7 SOUTH AFRICA**  
 INSTANCES  
**110**  
 % OF ALL INSTANCES  
**3.7%**

**8 INDIA**  
 INSTANCES  
**100**  
 % OF ALL INSTANCES  
**3.3%**

**10 AUSTRALIA**  
 INSTANCES  
**110**  
 % OF ALL INSTANCES  
**3.0%**

# WHAT DO THEY DO NEXT?

All outcomes described in this section relate to the 2015–16 graduate cohort six months after completion of their studies, as reported by the DLHE survey.

## DEGREE CLASSIFICATIONS

29.7% of graduates who undertook a period of mobility achieved first class honours, compared to 25.0% of non-mobile graduates. This uplift also applied to non-language graduates (30.2% and 25.1% respectively).



PERCENTAGE OF GRADUATES WHO ACHIEVED  
FIRST CLASS HONOURS



MOBILE

29.7%



NON-MOBILE

25.0%

## OVERVIEW OF ACTIVITY

Outcomes data from the DLHE survey revealed that a smaller percentage of mobile graduates were unemployed (3.6%) compared to non-mobile graduates (4.4%). The data also showed that a higher proportion of mobile graduates were in further study only (17.1%) compared to non-mobile graduates (16.4%). Similar findings are shown for non-language students.

*Note: 'other activities' includes those whose most important activity was either taking time out in order to travel, or doing something else. Graduates who are 'due to start work' have been included in the 'other activities' grouping.*

TABLE 14: ACTIVITY BY MOBILE STATUS

ACTIVITY	MOBILE	NON-MOBILE	ALL STUDENTS
Work only	67.8%	68.6%	68.5%
Work and further study	4.7%	5.2%	5.2%
Study only	17.1%	16.4%	16.4%
Unemployed	3.6%	4.4%	4.4%
Other activities	6.7%	5.4%	5.5%
<b>Total</b>	<b>16,580</b>	<b>213,225</b>	<b>229,805</b>

Looking at the activities for non-'languages' students, we also find that mobile students were less likely to be unemployed than non-mobile students.

TABLE 15: ACTIVITY BY MOBILE STATUS, NON-'LANGUAGES' STUDENTS ONLY

ACTIVITY	MOBILE	NON-MOBILE	ALL STUDENTS
Work only	70.5%	69.1%	69.2%
Work and further study	4.3%	5.1%	5.1%
Study only	15.7%	16.0%	16.0%
Unemployed	3.2%	4.4%	4.4%
Other activities	6.4%	5.3%	5.4%
<b>Total</b>	<b>12,220</b>	<b>203,990</b>	<b>216,215</b>

## JOB TYPE

The standard occupational classification (SOC) codes identify the type of jobs that graduates identified as working are doing. SOC codes 1–3 are usually considered graduate level jobs, while codes 4–9 are usually considered non-graduate jobs. Of all working, mobile graduates in the 2015–16 cohort, 77.7% secured a graduate job within six months of graduating, compared to 70.5% of non-mobile graduates, where the SOC code was known. Controlling for degree classification, the mobile cohort were still more likely to obtain a graduate job than the non-mobile cohort.

### PIE CHART 6: TYPE OF JOB BY MOBILITY STATUS

Note: only includes graduates identified as working.  
Excludes unknown SOC.

#### MOBILE

Total = 12,015

77.7%  
SOC 1-3

22.3%  
SOC 4-9



#### NOT MOBILE

Total = 157,250

70.5%  
SOC 1-3

29.5%  
SOC 4-9

### PIE CHART 7: TYPE OF JOB BY MOBILITY STATUS, FIRST-CLASS HONOURS AND UPPER SECOND-CLASS DEGREE CLASSIFICATIONS ONLY

Note: only includes graduates identified as working.  
Excludes unknown SOC.

#### MOBILE

Total = 8,745

73.8%  
SOC 1-3

26.2%  
SOC 4-9



#### NOT MOBILE

Total = 116,090

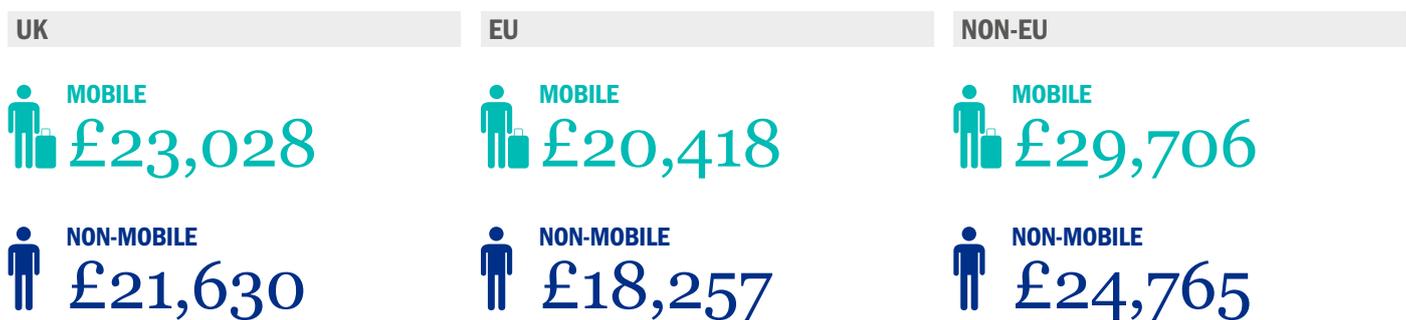
72.2%  
SOC 1-3

27.8%  
SOC 4-9

## GRADUATE SALARIES

Mobile graduates in the 2015–16 cohort who were working in full-time paid employment had an average salary of £23,047, compared to an average non-mobile graduate salary of £21,628. On average, mobile graduates working in the UK earned 6.5% more than their non-mobile peers six months after graduating.

### INFOGRAPHIC 11: AVERAGE SALARIES OF THOSE IDENTIFIED AS WORKING IN FULL-TIME PAID EMPLOYMENT, BY LOCATION OF WORK



↑ **6.5%** ON AVERAGE, MOBILE GRADUATES WORKING IN THE UK EARNED MORE THAN THEIR NON-MOBILE PEERS SIX MONTHS AFTER GRADUATING

## LOCATION OF WORK

5.3% of the 2015–16 mobile cohort identified as working were working in an EU country, while 4.1% worked in a non-EU country. Non-mobile graduates in full-time employment were far less likely to work overseas, with 0.9% working in the EU (excluding the UK), and 1.2% working outside the EU. While the majority of mobile graduates remain in the UK for work (9 in 10) 9.8% of graduates work internationally, showing that mobility opens up a wider set of opportunities for employment across the world.

**TABLE 16: LOCATION OF WORK BY MOBILE STATUS**

Note: excludes unknown locations.

LOCATION OF WORK	MOBILE		NON-MOBILE	
	%	STUDENTS	%	STUDENTS
UK	90.6%	10,890	97.9%	153,995
EU	5.3%	635	0.9%	1,435
Non-EU	4.1%	495	1.2%	1,830

## OUTCOMES BY SUBJECT GROUP

Outcomes varied according to the subject of study. Across the subject areas below however, unemployment rates were lower for mobile students.

**TABLE 17: ACTIVITY BY AREA OF SUBJECT STUDIED**

SUBJECT GROUP		WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
STEM excluding medicine	Mobile	63.5%	5.0%	21.1%	3.8%	6.6%	3,875
	Non-mobile	68.7%	4.7%	17.3%	4.3%	4.9%	93,525
Medicine and dentistry	Mobile	98.6%	0.7%	0.2%	0.1%	0.4%	2,150
	Non-mobile	90.0%	2.0%	6.8%	0.3%	0.8%	4,730
Business and administrative studies	Mobile	74.4%	3.7%	8.3%	4.6%	9.1%	1,880
	Non-mobile	74.1%	5.7%	9.1%	5.0%	6.0%	23,530
Languages	Mobile	60.5%	6.0%	21.2%	4.5%	7.8%	4,360
	Non-mobile	57.0%	7.0%	25.2%	4.9%	5.9%	9,235
All other	Mobile	61.0%	5.6%	21.8%	3.7%	7.9%	4,320
	Non-mobile	66.9%	5.6%	17.0%	4.6%	5.9%	82,205

## SHORT-TERM MOBILITY

The outcomes for students undertaking short periods of mobility were also positive.

There were 1,565 students in the graduating cohort that undertook a single period of mobility that was short-term. The unemployment rate for these students was 2.0%. 82.3% of these students, that had a known standard occupation classification, were also in a graduate job six months after graduating.

**TABLE 18: ACTIVITY OF STUDENTS WHO UNDERTOOK A SINGLE, SHORT-TERM MOBILITY**

ACTIVITY	STUDENTS	%
Work only	1,175	75.1%
Study only	220	14.0%
Work and further study	60	3.8%
Unemployed	30	2.0%
Other activities	80	5.1%
<b>Total</b>	<b>1,565</b>	<b>100.0%</b>

In recent years, there has been significant growth in the number of reported instances of short-term mobility undertaken by students. This is partly the result of more robust reporting but also signals a growing appetite for these short-term programmes. There is limited evidence which examines the relative impacts of mobilities of different durations. The analysis in this report is the first step taken by UUKi to expand the evidence base in this area and this data is published to show that all mobility, regardless of length, has positive impacts for students. However, the number of students undertaking periods of short-term mobility are low and therefore UUKi encourage readers not to draw hard conclusions from these statistics.

## OUTCOMES BY GENDER

When splitting the data by gender, outcomes remained positive for all students who had been mobile. Women were more likely to be in further study (16.5% compared to 15.6%) than their non-mobile peers and for men this outcome was also true (18.2% compared to 17.4%). Both male and female mobile students were less likely to be unemployed than their non-mobile peers. When controlling for only non-language students the unemployment rate remained lower for both women (2.6% for mobile compared to 3.3% for non-mobile) and men (4.1% for mobile compared to 6.0% for non-mobile).

TABLE 19: ACTIVITY BY GENDER

ETHNICITY		WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Female	Mobile	68.7%	4.9%	16.5%	3.0%	6.9%	10,100
	Non-mobile	70.0%	5.6%	15.6%	3.3%	5.3%	123,045
Male	Mobile	66.5%	4.4%	18.2%	4.5%	6.5%	6,480
	Non-mobile	66.6%	4.6%	17.4%	6.0%	5.4%	90,140

## OUTCOMES BY ETHNICITY

Outcomes were positive for BME graduates who had been mobile. 19.5% of mobile black graduates were in further study, compared to 17.4% of their non-mobile peers. 73.4% of Asian graduates were in work compared to 64.4% of their non-mobile peers. Across all groups, mobile graduates were less likely to be unemployed: the mobile black graduates' unemployment rate was 4.8% versus 6.6% for their non-mobile peers, while mobile Asian graduates' unemployment rate was 5.2% compared with 7.4% for their non-mobile peers.

TABLE 20: ACTIVITY BY ETHNICITY

ETHNICITY		WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
White	Mobile	67.6%	4.8%	17.3%	3.3%	7.0%	13,705
	Non-mobile	69.7%	5.2%	16.0%	3.8%	5.2%	166,805
Asian	Mobile	73.4%	3.1%	13.3%	5.2%	5.0%	1,320
	Non-mobile	64.4%	4.8%	17.7%	7.4%	5.7%	22,770
Black	Mobile	64.5%	5.5%	19.5%	4.8%	5.7%	560
	Non-mobile	65.3%	5.2%	17.4%	6.6%	5.6%	12,625
Other	Mobile	65.7%	4.4%	19.0%	4.7%	6.2%	865
	Non-mobile	64.3%	5.5%	18.0%	5.7%	6.4%	9,620

Of those graduates in work, white graduates who were mobile were more likely to be in a graduate job than their non-mobile peers (77.0% compared to 70.7%). This difference in outcomes was even more pronounced for BME graduates: 81.2% of mobile BME students were in a graduate-level job six months after completing their studies, compared to 69.5% for their non-mobile peers.

These findings show that BME students who were mobile are more likely to be in a graduate-level job than white mobile students, whereas among non-mobile students the reverse is true.

**INFOGRAPHIC 12: AVERAGE SALARIES OF BME GRADUATES**

Note: includes those identified as 'working' in full-time paid employment.

**MOBILE**  
 **£23,547**

**NON-MOBILE**  
 **£22,202**

NUMBER OF STUDENTS

**1,125**

NUMBER OF STUDENTS

**16,625**

**PIE CHART 8: SOC BY ETHNICITY**

Note: only includes graduates identified as 'working'. Excludes unknown SOC.

**MOBILE**

Total = 9,910

**NOT MOBILE**

Total = 124,980

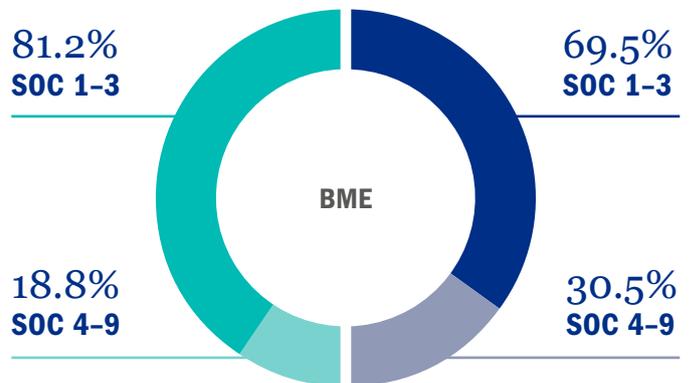


**MOBILE**

Total = 2,005

**NOT MOBILE**

Total = 31,335



## SOCIO-ECONOMIC BACKGROUND

Graduates from less-advantaged backgrounds were more likely to be in further study than their non-mobile peers: 17.1% compared to 15.0%. They were also less likely to be unemployed (3.4%) compared to their non-mobile peers (4.9%).

**TABLE 21: ACTIVITY OF SEC GROUPS 4-8**

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	68.3%	4.8%	17.1%	3.4%	6.5%	3,120
Non-mobile	70.0%	5.1%	15.0%	4.9%	4.9%	58,230

73.5% of mobile graduates from a less-advantaged background, who were in work, were in a graduate job compared to 67.1% for their non-mobile peers. Mobile graduates from a less-advantaged background also reported higher average salaries than their non-mobile counterparts.

**TABLE 22: AVERAGE SALARIES OF SEC GROUPS 4-8**

Note: includes those identified as working in full-time paid employment.

	MOBILE		NON-MOBILE	
Small employers and own account workers	£22,339	330	£21,299	5,260
Lower supervisory and technical occupations	£22,766	170	£20,879	3,375
Semi-routine occupations	£22,002	510	£20,999	10,375
Routine occupations	£21,211	210	£20,254	4,560
Never worked and medium-term unemployed	-	-	-	-

**PIE CHART 9: SOC OF STUDENTS IN SEC GROUPS 4-8**

Note: only includes graduates identified as working. Excludes unknown SOC.

### MOBILE

Total = 2,275

### NOT MOBILE

Total = 43,710



## DISABILITY

Mobile graduates who declared a disability were more likely to be in further study only than their non-mobile peers (17.9% in compared to 17.0%) and were less likely to be unemployed, (4.9% unemployment rate compared to 6.1% for non-mobile peers).

**TABLE 23: ACTIVITY OF GRADUATES WITH A KNOWN DISABILITY**

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	65.4%	5.2%	17.9%	4.9%	6.7%	1,955
Not mobile	65.2%	5.4%	17.0%	6.1%	6.3%	30,100

75.0% of mobile graduates with a declared disability and were in work were in a graduate-level job compared to 70.1% of their non-mobile peers. Disabled graduates who had been mobile had an average salary of £22,295 which is 3.6% higher than their non-mobile peers.

### PIE CHART 10: SOC OF GRADUATES WITH A KNOWN DISABILITY

Note: only includes graduates identified as working.  
Excludes unknown SOC.

#### MOBILE

Total = 1,380

#### NOT MOBILE

Total = 21,255



### INFOGRAPHIC 13: AVERAGE SALARIES OF GRADUATES WITH A KNOWN DISABILITY

Note: includes those identified as working in full-time paid employment.



As noted earlier in this report, the Widening Participation in Outward Mobility project found variation in participation rates for students with declared disabilities. In light of this it is possible that outcomes would also vary across different disabled groups. Research into outcomes for students split by type of disability would be welcomed by UUKi.

## LOW-PARTICIPATION NEIGHBOURHOOD

Graduates from low-participation neighbourhoods were more likely to be in work and further study than their non-mobile peers: 7.7% in work and further study compared to 5.7% for non-mobile peers and 17.7% in study compared to 16.3%. They were also less likely to be unemployed: 3.1% compared to 4.5% non-mobile.

TABLE 24: ACTIVITY OF GRADUATES FROM A LOW-PARTICIPATION NEIGHBOURHOOD

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	64.8%	7.7%	17.7%	3.1%	6.7%	1,045
Not mobile	68.9%	5.7%	16.3%	4.5%	4.5%	23,345

Analysis found that 72.4% of mobile graduates from low-participation neighbourhoods who were in work were in a graduate job compared to 66.9% for their non-mobile peers. Mobile low-participation neighbourhood graduates also reported an average salary of £21,849.

### PIE CHART 11: SOC OF GRADUATES FROM A LOW-PARTICIPATION NEIGHBOURHOOD

Note: only includes graduates identified as working.  
Excludes unknown SOC.

#### MOBILE

Total = 755

#### NOT MOBILE

Total = 17,415



### INFOGRAPHIC 14: AVERAGE SALARY OF GRADUATES FROM LOW-PARTICIPATION NEIGHBOURHOODS

MOBILE  
£21,849

↑ 6.1% HIGHER THAN THEIR NON-MOBILE PEERS

## MATURE GRADUATES

Graduates who were mature students while enrolled in an undergraduate programme and who had been mobile during their degree also had pronounced positive outcomes six months after graduation. These graduates were more likely to be in work than their non-mobile peers (79.3% compared to 71.7%) and had a lower unemployment rate (3.2% compared to 4.7%).

The high level of employment is in graduate level roles: 88.0% of mobile students who were in work were in a graduate level job compared to 78.8% for their non-mobile peers. Mature students who were mobile also reported an average salary of £25,260 six months after completing their studies - 10.5% higher than their non-mobile peers

TABLE 25: ACTIVITY OF MATURE GRADUATES

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	79.3%	3.9%	9.7%	3.2%	3.8%	1,370
Non-mobile	71.7%	5.0%	13.5%	4.7%	5.1%	39,555

PIE CHART 12: SOC OF MATURE GRADUATES

Note: only includes graduates identified as working. Excludes unknown SOC.

**MOBILE**

Total = 1,140

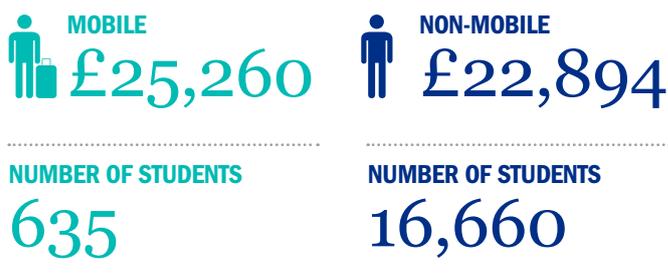
**NON-MOBILE**

Total = 30,320



INFOGRAPHIC 15: AVERAGE SALARIES OF MATURE GRADUATES

Note: includes those identified as working in full-time paid employment.



## PARENTAL EDUCATION

Outcomes for students whose parents do not have higher education qualifications were again broadly positive. Graduates were more likely to be in further study (17.3% compared to 15.3%) and had a lower unemployment rate than their non-mobile peers (3.7% compared to 4.5%).

**TABLE 26: ACTIVITY OF GRADUATES WHOSE PARENTS DO NOT HAVE HIGHER EDUCATION QUALIFICATIONS**

	WORK ONLY	WORK AND FURTHER STUDY	STUDY ONLY	UNEMPLOYED	OTHER	TOTAL
Mobile	67.7%	5.2%	17.3%	3.7%	6.2%	4,355
Non-mobile	69.7%	5.5%	15.3%	4.5%	5.0%	82,315

When looking at students whose parents did not hold higher education qualifications, 74.7% of mobile students who were in work reported being in a graduate-level job six months after graduation compared to 68.1% for their non-mobile peers. Mobile graduates also reported an average salary of £22,295 – 5.5% higher than their non-mobile peers.

### PIE CHART 13: SOC BY PARENTAL EDUCATION

Note: only includes graduates identified as working.  
Excludes unknown SOC.

#### MOBILE

74.7%  
SOC 1-3

25.3%  
SOC 4-9



#### NON-MOBILE

68.1%  
SOC 1-3

31.9%  
SOC 4-9

### INFOGRAPHIC 16: AVERAGE SALARIES OF GRADUATES WHOSE PARENTS DO NOT HAVE HIGHER EDUCATION QUALIFICATIONS

Note: includes those identified as working in full-time paid employment.

**MOBILE**  
£22,295

NUMBER OF STUDENTS

1,770

**NON-MOBILE**  
£21,131

NUMBER OF STUDENTS

34,430

# CONCLUSION

*Gone International: expanding opportunities* shows that there is continued growth in the number of students who study, work or volunteer abroad during their degree. Mobile students experience positive outcomes after graduation, achieving better degrees and getting better jobs. While disadvantaged students continue to be underrepresented in mobility, there has been a marked increase in the participation rate for these groups. This is a step in the right direction, particularly considering the repeat findings that these students have the most to gain from a mobile experience. The report also shows that mobility has become more diverse, with short-term mobility, workplace mobility, and non-language student mobility all becoming more common across the sector.

The report provides further evidence of the impact of mobility on student success and includes new measures such as parental education, neighbourhood participation, mature students and part-time status. For the first time it includes a focus on the duration of mobility, which is a step towards better understanding the popularity of different lengths and modes of mobility delivery, and the subsequent positive impact for students undertaking these opportunities.

The increase in the number of students going abroad during their degree shows that mobility is becoming a bigger focus for institutions across the sector. To date, over 70 vice-chancellors have signed an institutional commitment to increasing mobility activity by 2020, through pledging to the Go International: Stand Out campaign. It is encouraging to see a wide range of institutional pledges, the results of which should take effect over the next three years. Pledges range from setting mobility targets to creating new programmes, providing more funding, using targeted marketing, introducing short-term academic modules and working with students' unions to ensure that mobility is accessible for all students.

The campaign target will only be met if participation among underrepresented groups increases, and institutions can use the insights from Universities UK International's Widening Participation research to further tailor the opportunities available.

With Brexit on the horizon, it's important that our graduates are globally-engaged citizens with the skills our economy needs: attributes which are fostered by outward mobility. Following the December 2017 phase one agreement on the UK's exit from the EU, and subsequent confirmation from the Prime Minister that the UK will remain in the current Erasmus+ programme until it ends in 2020, the sector can continue to participate in the already popular Erasmus+ programme across all subject areas and institutions. Universities should also continue to diversify their programme offer by introducing more short-term provider-led programmes, which this report shows provide positive outcomes for students and are attractive to those from disadvantaged and underrepresented backgrounds.

Improving existing programmes, by seeking feedback through student surveys and focus groups<sup>18</sup>, ensures that all future programme developments respond to the interests and ambitions of students at the institution. Universities can support the wider efforts of the sector by reporting on all mobilities that take place; this in turn will make national-level analysis more accurate and improve the sector's ability to identify trends and patterns. UUKi, through the Stand Out campaign, will provide support to universities in these areas with guidance and resources in the campaign's digital toolkit.

Mobility plays an essential part in creating a generation of globally-connected, culturally sensitive and internationally-aware graduates. The more students understand about the world we operate in, the better they can contribute to its continued success. It's essential that universities continue to offer a diverse programme of mobility opportunities so those who wish to go abroad are able to, and that they encourage those who may be hesitant to take up the chance to go abroad.

### Further research

The findings in this report are based on employment outcomes six months after graduation, and even at this early stage there are pronounced differences in outcomes for students who are mobile compared to their non-mobile peers. The sector would benefit from research which is more longitudinal in nature, looking at the activities of graduates over a longer period after graduation, to see if the outcomes are any more pronounced for mobile versus non-mobile students.

Universities can research the immediate impact of mobility by tracking students' predicted academic outcomes before mobility, and the achieved degree classification following a period abroad. This exercise can measure the extent to which mobility results in improved academic outcomes. To complement these activities, UUKi will investigate the inclusion of prior academic attainment in a future Gone International report.

This report focuses on employment and academic outcomes for students, but the impact mobility has on students' personal development is equally important. This includes growth in self-confidence, greater cultural awareness, increased empathy and renewed ambition, as well as an extension of their international networks and the formation of new friendships. Measuring these outcomes at a national level can be challenging, but universities can contribute to the evidence base by delivering focus groups, circulating surveys and hosting post-mobility events, all of which allow students to feed back on their experience and its lasting impact.





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