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Linking outward and inward mobility: How raising the international horizons of UK students enhances the international student experience on the UK campus

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Project Report

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Centre for Education and Inclusion Research



**Sheffield
Hallam University**

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Executive summary

Funded by PMI2, the project '*Linking outward and inward mobility: How raising the international horizons of UK students enhances the international student experience on the UK campus*' was commissioned by UKCISA to the Centre for Education and Inclusion Research, Sheffield Hallam University (11/2008 - 03/2009). By exploring how and to what extent promoting UK student outward mobility is linked with improving the international student experience on the UK campus, his study shows an early attempt to link these two important areas in Higher Education mobility.

The project takes a case study approach to examine four universities who have vast experience in promoting student outward mobility. The case study methodology employed the methods of:

- Desk search of institutional internationalisation strategy and documentation;
- Face to face interviews with members of staff at different levels in case universities;
- Focus groups with UK students who have been to study/work abroad programmes in 11 countries;
- Focus groups with international students from across the world.

The project findings are:

- Whilst all four case universities are proactive in internationalising the student experience, different types of HEIs take different approaches in promoting student outward mobility e.g. both pre-92 case universities have a centrally structured approach to leading and managing outward mobility programmes, whereas both post-92 case universities encourage faculty led initiatives and programmes.
- Distinctive faculty led approaches are typically found in a Faculty Internationalisation Project which funded their mobility team to co-ordinate outward mobility programmes across the Faculty; and in a holistic approach of an International Faculty which groups all departments with an international theme to widen global horizons.
- There is also a subject/course specific approach which is mainly taken at programme level led by academic programme/course leaders.
- The four case universities all have a variety of pre-departure activities to prepare students for going abroad. Good practice of promoting outward mobility suggests an emerging theme of linking both outward and inward mobility promotion by involving incoming international students in outward mobility promotion and returning and outgoing students in integration activities for international students on campus.

- Examination of PMI2 funded outward mobility programmes to PMI2 priority countries such as China and India suggests that these programmes have achieved profound impact on internationalising student experience. Some outgoing students reported that it was their first experience in a developing country and without PMI2 funding, '*we wouldn't have been able to have had this experience.*'
- The short term programmes to China and India look very attractive to students. However the organisation of such a programme, e.g. to India, '*would not have been made easier*' without the institution's existing outward programme context.
- Discussions with both home and international students confirm their positive views about the supporting services and activities for outward and inward mobility organised by the Study Abroad Offices, International Offices and the Student Unions.
- Highlighted campus integration activities are mainly those that engaged home students, in particular previous study-abroad students who volunteered to work with international students using their own international experience gained in their host universities and countries abroad.
- The notion of changing student identity as reported in staff interviews and student focus groups, for example by changing attitudes towards 'difference' and 'international', also inspires international mobility and improvement of international student experience on campus.
- A message came across in the case studies was the need to facilitate integration on an individual level e.g. through encouraging students with the same interests to join societies irrespective of their student status.

The report concludes that whilst the case universities all have some positive outcomes and creative mechanisms, in terms of improving both home and international student experience by linking these two mobility areas, they also reported challenges and barriers including one outstanding issue of the resources and funding in supporting and promoting international mobility and campus integration.

1. Introduction

Funded by PMI2, the project '*Linking outward and inward mobility: How raising the international horizons of UK students enhances the international student experience on the UK campus*' was commissioned by UKCISA to the Centre for Education and Inclusion Research, Sheffield Hallam University (11/2008 - 03/2009).

The project is set in the context of internationalisation of UK Higher Education (HE) which views HE mobility as an increasingly important agenda. Existing knowledge in this area suggests an unbalanced pattern of HE mobility with the major flow of students from developing countries to developed countries (e.g. China is the biggest sender of students to the UK and USA), and vice versa for the delivery of HE programmes (e.g. the UK and USA hold the biggest share in trans-national education provision in China) (Tang and Nollent 2007). Our research on trans-national education (TNE) also noted that UK students appeared less mobile in student exchanges, particularly to non-English speaking countries and regions like China and Hong Kong (Ibid).

Despite this evidence, our recent study on UK student international mobility at Sheffield Hallam University (Tang et al. 2008) found that the majority of UK students would like to have an international experience during their study, if they were provided with financial support. This study indicated that one under-researched area is how the promotion of home student mobility may benefit the experience of international students in the UK. For example, we found that some students, on their return from study/work abroad schemes, were motivated in helping and supporting international students who studied the same course or lived in the same hall of residence. Members of staff involved in student exchange programmes also reflected how these students' own experience of a different culture abroad inspired academic and student service staff in designing and developing a range of campus activities both to raise international horizons of UK students and to enhance international students' learning and living experience in a UK HE environment.

Built on previous research on HE mobility, this project has further explored how promoting UK student outward mobility is linked with improving international student experience on the UK campus. Studies on HE mobility tend to look at international mobility of overseas students and UK students separately (e.g. Findley et al. 2006; Fielden et al. 2007; Verbik and Lasanowski 2007). Our study is an early attempt to link these two important areas in HE mobility, therefore contributing to the current debates on student mobility and HE internationalisation in the UK context.

In the sections below, we will explain the case study methodology applied to this project, followed by an analysis of project findings focusing on two main areas:

- Institutional approaches to promoting student outward mobility, highlighting good practice in institutional support and preparation for outward mobility programmes;
- Ways of linking student outward and inward mobility and the impact on integration of home and international students on the UK campus.

2. Methodology

The project took a case study approach to examine four universities which have vast experience in promoting student outward mobility. The four case universities selected present a variety of:

- Institutional study/work abroad programmes in different PMI2 priority countries e.g. China and India;
- Different models of outward mobility schemes e.g. short/long term exchanges, credit bearing study abroad, international summer schools, international fieldwork trips;
- Different subject areas that involve both outward and inward mobility schemes;
- Different types of HEIs (pre- and post-92) which have a range of campus activities (social, cultural, academic and student union) in place to enhance the international experience of both UK and overseas students.

The project fieldwork started in November 2008 and was completed in March 2009. The following methods were employed for data collection:

1. Desk search of institutional internationalisation strategy and documentation on UK campus based activities in promoting both outward and inward mobility and enhancing student international experience.
2. Face to face interviews with senior managers and Heads of International/Student Service/Study Abroad/Erasmus Exchange office at the university level; exchange/study abroad programme leaders/managers at the faculty/department level; and course leaders/lecturers/tutors and administrators at programme level. These captured different perspectives in terms of institutional organisation and delivery of outward mobility programmes and its impact on improving the international student experience on the UK campus.
3. Focus groups with UK students who have returned from study/work abroad programmes. These discussions looked at home students' mobility experience in both English and non-English speaking countries and how such experiences changed their views on integration of international students on the UK campus.

4. Focus groups with international students including full time and exchange international students, which focused on their HE experience in the UK and the impact of campus activities to promote international awareness and encourage links between home and international students.

Due to the short timescale of the project, gaining access to the case universities was the key element ensuring successful delivery of the project. The Study Abroad Offices in both pre-92 universities provided contacts for the research team and helped to arrange meetings with students. The British Council helped contact one of the post-92 universities and contacts for the other post-92 university were already in place. The research team also had support from Pro-Vice Chancellors in both post-92 universities.

Recruitment of students to focus groups proved to be a major challenge of the project. In one institution, while more than a dozen students attended the international student focus group, only a couple of students turned up for home student focus group. In another institution, again only two students joined in focus group discussions for home and international students respectively. The research team had to recruit students for more focus groups in these two institutions in order to cover a range of home student experience of different mobility programmes and experiences of international students from different countries.

In total, 24 members of staff were interviewed, and 22 home students who have been to the USA, Canada, Australia, Italy, France, Spain, Czech Republic, China, Korea, Malaysia and India, and 38 international students from India, China, Malaysia, Thailand, Indonesia, Russia, Albania, Poland, South Africa, Mexico, Saudi Arabia, Iran, Zimbabwe, Malawi, Zambia and a number of Western European countries participated in focus group discussions. Table 1 shows the number of project participants in each of the four case universities:

Table 1 Participants from the case universities

Project participants	University 1 (pre-92)	University 2 (pre-92)	University 3 (post-92)	University 4 (post-92)	Total
Staff member	4	6	7	7	24
Home student	4	9	4	5	22
International student	16	9	7	6	38
Total	24	24	18	18	84

3 Promoting outward mobility: institutional approach and good practice

Located in the Northwest and Yorkshire and the Humber regions, the four case universities all have an international strategy aimed at developing the international dimension of the university. Promoting both inward and outward mobility has become an increasingly important agenda for all four institutions. Whilst the two pre-92 universities have long standing exchange partnerships across the world with each institution sending around 500-600 students to study or work abroad each year, the two post-92 universities both have recently taken a strategic approach to internationalisation and developed partner links with a number of different countries for outward mobility programmes including PMI2 priority countries such as China and India. This section looks at different approaches that the four case universities have taken towards student international mobility and the mechanisms they have used to promote student outward mobility.

3.1 Centrally structured - University Study Abroad Office

Both pre-92 universities have a central approach to managing outward mobility programmes. There is a University Study Abroad Office/Unit which takes responsibility for the majority of study abroad schemes at the University, ranging from developing exchange partnerships and mapping course specifics, to recruiting outgoing students, conducting pre-departure orientations, contacting in-country students and gathering return students feedback.

The Study Abroad Office in University one achieves one percent of the student population going abroad through their promotion and nearly all programmes in this university have a study-abroad element as part of the course. The Study Abroad Unit in University two focuses on optional study-abroad programmes in a number of subject areas except for language degrees (the language departments were in place before the office and have more experience of organising mobility programmes to the destination countries).

Both offices have a dedicated team maintaining contacts with external partners as well as internal departments and outgoing students. Both work and communicate closely with academic departments as *'the engagement of the academic department is absolutely fundamental.'* For example, the Study Abroad Office in University one signed a strategic partnership with an Asian university where previously they had been sending one or two students to that university *'we now send between 15 and 20 students'* and *'that's purely based on, you know, a lot of the support from the Faculty of Humanities.'* In University two, the Study Abroad Unit sent 40 science students to five universities abroad in the last couple of years so science tutors here

'they all know the courses and when they are talking to students they can give that bit more reassurance that they are not sending them out into the void.'

Both offices have their own budget for promoting outward mobility, though *'nobody is going to be happy with the amount of resource dedicated to their area.'* One office mentioned funds provided by the EU to support Erasmus which helps to offer staffing by recruiting students as peer advisors and to cover costs for booking tea, coffee and rooms from the university for promotion events and activities. However *'we don't have a very large non-staff budget'* and there is *'a very serious underestimation of the amount of work [and] resource[s] that is required for preparing students to go abroad because every student is doing something a bit different.'* As commented on by both offices, outward mobility is related to student experience and pastoral care, but there are entirely different ways of thinking about outward and inward mobility:

'Most of the officers that I know are recruitment first outward mobility second, so until that's changed around I think we will be under resourced.'

3.2 Faculty/School led - Faculty/School based team

3.2.1 School based International Office

Within a centrally structured framework of outward mobility schemes, some schools/departments also take the initiative to organise their own study abroad programmes. In one pre-92 University, whilst all outward mobility programmes have been organised and promoted by the University Study Abroad Office, one school has its own international office which develops and manages study abroad for students in their school. The office only has two full-time and one part-time staff members but they look after nearly two hundred incoming exchange students and their own outgoing students:

'Our programme has actually doubled in size since I went into the office five years ago, but we still have the same resources... in fact we've lost one part time person, that was helping us. I don't think the students experience has suffered at all. I think we just work harder, I work longer hours to make sure.'

Looking at this small office's calendar throughout the year, there is never a month that isn't busy because: *'You're always on to it; it's either the outgoing application process or the incoming.'* The office also set up a student intranet site for outgoing students which presents:

- Frequently asked questions
- All the destinations
- All the fact sheets

- Feedback forms completed by students (so outgoing students can go in and see feedback)
- Calendar events
- Integration meeting schedules
- Careers PowerPoint

In this way *'all the students can access anything to do with outgoing.'*

The budget for the office is *'always limited'* and *'often cut'* and *'we do it as cheaply as we can'* by searching for cheapest flights and not staying in luxury hotels. However as this school based international office functions as the first contact point for both outgoing and incoming exchange students, the office staff members must maintain a close contact with students while they are abroad by visiting them in country and taking them out for dinner.

3.2.2 Departmental administrative-run programmes

Whilst the engagement of academics is recognised as crucial in promoting student outward mobility, one pre-92 university reported the increasing involvement of administrators in organising the outgoing activities at a departmental level:

'Some of our schools... have administrators whose job it is, amongst other things, to look after study abroad. So a lot more happens then if they organise something and ask the coordinators to join in. That's going to be much more successful than me saying to a research professor in chemistry would you mind organising an afternoon tea for these students?'

Both the study abroad office and administrative placement co-ordinator we interviewed see this organisation as being the way forward requiring universities to change their thinking to allow administrators to take on this role, and take a lead in organising study abroad programmes at a departmental level, that has previously been thought of as an academic task:

'One of our strategic objectives is to release academic staff time for research, and I think [study abroad] is one area that doesn't have to be done by an academic. Therefore it is a good thing to take off the academics if it can be done by a competent admin member of staff.'

3.2.3 Faculty-led mobility team

One unique approach to promoting student outward mobility is a 'Faculty Internationalisation Project' which has promotion of student and staff international mobility as one of its three strands. It is set against the context of a post-92 university where there is no centrally structured/planned framework for outward

mobility programmes apart from Erasmus exchanges which are mainly managed by an Erasmus officer based in the university's international office.

The Faculty Internationalisation Project funded two half-time posts taken by two senior academics to work on study and work abroad schemes. Monitored by the Assistant Dean and led by the Head of Undergraduate Programmes, the Faculty's mobility team are working closely with different subject groups in the Faculty to promote home students' international mobility. In discussions with students who have been abroad in the Faculty, we found that their long and short term mobility experience has extended to Europe, USA, Canada, Australia, and China.

This Faculty Internationalisation Project has the target to *'increase the number of outgoing students to partner institutions by at least 100% over the period 2008-2010.'*

3.3 Holistic approach - International Faculty

Different from traditionally and centrally structured approaches, one of our post-92 case universities takes a holistic approach to widening world-wide horizons. To promote this approach an International Faculty was created alongside the post of International Dean. Existing departments with International themes, such as languages and tourism, were brought together in this new faculty and new subject areas were also developed. An additional focus of the faculty is to promote global perspectives across the university for all students and staff. The change to this new structure has been reported as extremely beneficial:

'Within this main International Faculty, which is so unusual in the university, it sends a message across the university that the university sees international as something serious not just a recruitment issue.'

The International Faculty had an International Office which *'is not just recruitment'* but also *'has an academic dimension':*

'It's difficult to see what area of the university would have been able to take forward internationalisation as a curriculum in a traditionally structured university because the International Office could not do it because they're not considered as an academic office.'

While the logistics of promoting this faculty and its ethos may not be without challenges (e.g. staff involved in outward programmes with this faculty felt they have very little contact with colleagues in the International faculty as *'they're in a different part of the university'* both structurally and physically), the overall feeling from staff is that this emphasis on global perspectives is a positive one and that this institution's

relatively unique structure and vision gives it a distinct base for promoting both outward and inward mobility programmes.

3.4 Subject/course specific - Proactive programme

There are outward mobility programmes that are specifically designed to 'map' the course modules in order to help 'internationalise' the student experience or to enhance student employability. Programmes as such are usually initiated and organised by proactive course/programme leaders.

In one Business School in a post-92 university, a non-mandatory semester abroad opportunity is provided for students to go to USA, Canada, Australia or certain European countries. It is in English and credit bearing as the modules studied abroad will be transferable to their course back home. Historically the programme came from an opportunity for students to gain an international experience whilst abroad. It then became formally recognised as part of the course though it is not compulsory:

'That means they get a bit of a hybrid experience. They're studying in English, similar modules to the ones they would be studying at home but what they're doing is actually being able to take up the cultural experience as well.'

The programme has now expanded to other courses in the faculty, and is now offered to the majority of classes. However it has not been made possible for certain courses to take part due to issues of accreditation and validation. The numbers of students taking part is around 40 to 50 every year and the scheme is in the process of 'growing' to become broader as there is a lot of interest from students:

'That puts an onus on us to keep the relationships going, to forge new relationships, to expand where we have Erasmus relationships into this area as well. So it's a non-Erasmus element, but within that same university. So again, for our students going over there, and theirs coming here, the infrastructure for support is already in place and to add one or two to it is not a problem for either university.'

As well as this university hoping to expand the projects, partner institutions particularly in America are keen to see the programme develop as *'they see the value of us helping them to internationalise their students.'*

There seems to be a wealth of support in terms of process and engagement and promotion of the programme: *'We have that in place. We have a team of professional services and a nominated academic'*. There is however no formal funding for this programme at present.

Another example of promoting outward mobility which is course specific is a short term subject level placement mobility programme in another post-92 university. This placement is offered as an alternative for one of the UK based placements that students are required to do. Students are able to go to an Asian country on this programme. The rationale behind these placements is to aid employability chances in the UK as well as to create employment opportunities for graduates abroad:

'We've had real issues with graduate employment on all of the health courses. And you know anything that can set you out differently, when you go to interview, has got to be a bonus really.'

The programme leader was very enthusiastic about this outward mobility opportunity and she applied for PMI2 Connection funding to make it possible for her students. She promoted the programme and selected students from a written application exercise. The department does not offer pre-departure activities as such but due to the close knit nature of this group, the placement co-ordinator takes a more personal and individualised approach to supporting students. She is the first point of contact and supports students in all aspects of their preparation from gaining visas and booking flights to advising them on what to pack. The co-ordinator also facilitates contact between the students and the placement manager in-country and ensures that they have in-country support on arrival. This personalised approach to support was also in place to help students reflect on their experience on their return.

3.5 Good practice in promoting and supporting outward mobility

From both staff interviews and student discussions we found that the four case universities all have a variety of pre-departure activities to prepare students for going abroad. Creative examples include:

- **Pre-departure conference** which consists of compulsory and optional sessions on destination country differences, culture shock, academic preparation, health and safety, accommodation, employability, support services at partner institution and home institution etc. - *'It was to make it a bit more interactive and to keep changing the speakers. It was much better than just having me or my colleague talking for an hour and a half.'*
- **Study abroad fair** which is a *'really well attended'* one off event every October and November time with stalls from other institutions abroad as well as students who had been abroad the previous year, offering leaflets and information about partner institutions - *'So we get a few stands and a few of the inbound exchange students with exotic accents who stand around and talk,*

grab people and talk to them. So they seem to work quite well you know grabbing people's attentions really.'

- **Small scale and subject specific activities** in promoting the outward programmes such as *'coffee afternoons and talks after lectures that are organised within a departmental context'*.
- **Networking sessions** in February and March time *'where we invite say all students that come from Canada or students who are going to Canada and all students who have been to Canada to just sort of well questions about Canada that they can get into groups'*.
- **Compulsory meetings in Year One** e.g. *'a meeting in May of Year One with all students who are on the programme and tell them about the possible partnerships'; 'three compulsory meetings with students prior to going to their year abroad so to explain about the allocation process and to give them all the web site addresses of all our partners so that they can go off and think about it in the summer'*.
- **Employing incoming Erasmus and international students** in events and activities organised by the Study Abroad and International Offices to talk about their home countries and institutions, and cultural differences.
- **Employing return students as 'peer advisors'** is *'one of the best investments that you've got to promote things'*. The peer advisors are final year students and they have created the face book page which has been used for outgoing students. Peer advisors *work* one day a week for 3 or 4 hours each. *'Its really great to have them because when the students come in they've got somebody on the front desk who quite possibly was in their situation like 18 months ago ... So they are more trustworthy I think from a student perspective.'*
- **Free language tuition** as in a Law programme for students going to non-English speaking countries, they have free language tuition, e.g. the students going to France are paid by the programme to learn French before they go.
- **Country themed events** e.g. organised international week/festivals such as American Thanksgiving day and Chinese New Year Week to raise cultural awareness of students.
- **Learning lunches** which are hosted by the university. Groups of students attend to learn about a new country or culture. While these are open to all students the organisers have found that many of the attendees are interested in taking part in a mobility programme and therefore the lunches appear to be a good way to promote the mobility programmes that are related to the theme of the lunch.
- **Buddy/mentor system** a student mentoring scheme e.g. an international society in one university is run by final year students who have been on the year abroad along with some second year out goers and also involves exchange students - *'We may get less emails because the exchange students*

will start to email their mentor rather than us all the time, so that's helpful. It also helps the students to integrate and the exchange students they think it's fantastic.'

- **Face book network** which is used widely in outward mobility promotion e.g. to recruit outgoing students, to disseminate news and stories of outgoing programmes etc. One study abroad officer reported: *'We haven't created it the students have created it for themselves. They just happen to work for us.'* It is also used to encourage Erasmus students to link up both in the UK and abroad before and during their year/ term away.
- **Euro phone project** which allows outgoing and incoming students to meet and prepare for their time abroad through the internet. *'Students who are coming here and UK students who are going abroad in touch with each other through this voice tool. So that's another way of helping prepare students for their year abroad and they've got a contact when they get there.'*
- **English Chinese tandem learning**, a peer assisted project with objectives for English students to improve Chinese language, understand cultural differences, survive and enjoy daily life, make friends, learn about study methods and learn about working in China. Through social activities such as cooking, shopping, playing Mahjong, walking around the city, ice-skating, going to the cinema etc. English and Chinese students meet and do things together, therefore preparing for English students going to China.
- **Global Citizen Awards** which is an award scheme where students earn credits for various learning, volunteering and intercultural activities which can be cashed in for an award that is presented at Graduation. It is a way for the University to recognise students' extra input while they are at university.
- **In-country support** e.g. visiting partner institutions and outgoing students there, arranging for students in country to have an evening with visiting academics from the school, constantly monitoring the students experience and the provision that the partner university gives to the students.
- **Reflections on return** e.g. running a photo competition. Return students submit photos in three different categories of social, campus and academic and travel. *'It's nice that the students get to see all everybody's photographs.'* Another example is to encourage all outward mobility students to reflect on their experience abroad through mediums such as communal blogs for the university websites, thus promoting the notion of reflecting on the mobility experience more generally.

Student participants were mostly positive about the pre-departure activities and information provided by the study abroad supporting staff at different levels. This is typically reflected by students:

- Who were given ample preparation with a **set structure of meetings and sessions** to answer any possible questions starting the year before departure;
- Who attended those pre-departure meetings that **involved return students** telling their experiences abroad, which was quite candid providing both positive and negatives about the areas and Universities;
- Who had **opportunities to meet someone from the partner university and the destination country** (e.g. academics and incoming students);
- Who have been provided with plenty of **opportunities to ask questions at small scale meetings and sessions**, e.g. within a department;
- Who attended **well-organised informative sessions which are 'obligatory'** but '*went through loads of different things, work, cultural differences and how to dress;*'
- Who can go to programme co-ordinator for **informal and personal support** regarding all aspects of the mobility programme.

3.6 Promoting mobility to China and India

It is generally agreed that '*we send students on exchange to Anglophone countries America, Australia, Canada, Europe, Singapore, Hong Kong but a lot of our students we are recruiting are coming from the Gulf, Middle East, India, China.*' One of the explanations is that it is much more difficult for students whose study abroad is an integrated part of their degree to go to those countries because '*there's relatively few options offered in those countries for students to study in English.*'

Whilst it is true that many UK students studying Sciences do a year abroad as part of their degree in the USA, our study found that since the PMI2 funded mobility programmes in its priority countries, more and more UK students are attracted to outward mobility programmes in China and India. Some programmes appear to be very popular to students from any academic discipline, e.g. DIUS Study China programme, whereas some more subject specific only appeal to certain groups of students, e.g. textile subject related mobility programme in India.

3.6.1 '*Study China*' - DIUS funded study abroad programme

Sponsored by the government, '*Study China*' is a new programme which started in 2007. Students from all over the country are eligible to go on this programme. They only pay for their flights to China with tuition fees and accommodation in China being paid for by the government.

The programme allows students to go to China for a period of three weeks out with the university terms, either in the Easter or summer university breaks. Since the start of the programme around 1,200 students have been to China. Partner institutions of the University in different areas of China host the programme, providing

accommodation for the students as well as lectures including around forty hours of Chinese lessons, and lectures on general areas of Chinese culture and economy. Also activities and events are organised in order for students to see more of China. Chinese student volunteers help the students coming to China on arrival and this also enables the students to make friends with Chinese students.

The project mainly uses face book to recruit outgoing students from across the UK, announce pre-departure activities and collect feedback from returning students. In order to select applicants to go on the programme, the university invests a lot of time and man power in wording the questions on the application form to fit with the selection criteria laid by the government and in going through each application carefully in order to look for students who they believe will get the most out of their time abroad. The impact of this programme can be seen from some student applications which mentioned having changed university modules or courses to include some Chinese related study.

This programme type seems to have attracted a large number of students for a variety of important reasons:

- For a **short period of time abroad** students get the chance to visit and live in another country but do not have to commit themselves to long time periods;
- Students do not need to learn another language, as courses are **taught in English**;
- The courses taken **do not affect student credits back home**;
- The programme is mostly **funded**;
- Lastly China seems to be somewhere that appeals to students as it is **away from the 'norm' of going to a European country**.

The last reason is very surprising and interesting as commented on by the programme organiser:

'The fact of it being a non-English speaking country seems to be one of the big appeals to our students when they apply for our programme, because China was so unknown some exotic far away location, it's that much more challenging and that much more interesting than going to Spain where every one already speaks a lot of English. That seems to be one of the big appeals rather than a draw back.'

'This programme was enormously worthwhile and I feel privileged to have been selected.' - A student from University of Exeter

'I really had the time of my life and loved every minute of it.' - A student from University of Salford

'By being on this trip it has made me a better person and has given me more clarity on the path that I lead in life.' - A student from University of Hertfordshire

3.6.2 International fieldtrip to Shanghai

One established short term outward mobility model is the international fieldtrip to China organised in one post-92 University. The urban landscape of Shanghai is undergoing tremendous change, which reflects the more general 'boom' in the Chinese economy. As such the field study in this city is a unique educational experience for students in Built Environment. Masters students studying urban regeneration attend this field study as part of their course. Masters students on the planning, transport, housing, and sustainable communities and environment courses can elect to attend it. Each year approximately 35 students go to Shanghai for this 10-day fieldtrip. Some distinctive features of this fieldtrip are:

- The subject group has **good links with local universities** as well as other local organisations in the areas of urban design and development;
- **Students are well prepared** for the trip through a 2-day block of lectures on living and studying in China including knowledge and tips on health and safety, public transport, taking a taxi, crossing roads and going shopping, in addition to a series of meetings and sessions on Chinese culture and society;
- There is a **well-staffed support team** with one staff member per 10 students in country;
- It has a **project-oriented approach** with the ethos of 'learning by doing', through immersion in the local environment and through the support of practitioners and specialists.

The outcomes and assessment are designed to reflect the nature of the project and the practicalities of operating a project in an unfamiliar environment on another continent. Students are encouraged to think about the specific regeneration issues of a site in Shanghai within the wider economic, political, social and cultural context of China in a globalised world.

'A fascinating module so far. Interesting lectures with an incredible opportunity to visit Shanghai. Enthusiastic and very approachable tutors! Leaving you wanting to find out more.'
-- A student

'I've found the module to be incredibly exciting. The way in which it focuses towards an international trip is both an incredible opportunity and something that will 'wow' potential employers at interviews in the future. The information provided has been useful and well collated, and the staff are friendly, helpful and enthusiastic about the module and the learning outcomes.' -- A student

3.6.3 Volunteering project in India - PMI2 Connect funded programme

This mobility programme is built on the existing framework of an international volunteering project which started in 2007 in a post-92 university. The motivation of extending this project to India was to *'get a much broader range of people, involved students, more involved than has typically been the case in the past.'*

The organisation of a programme to India *'would not have been made easier'* if there was not a wider **volunteering programme in place**:

'The procedures that we have in place, the engagement that's taken place by the volunteering team, the health and safety people with you know reconciling what we wanted to do with all the university procedures and providing advice and so on and so forth, was well documented, audited as well, and so ok we've got a context here we can use that and take it forward into India.'

The University's local office in Delhi played a significant role in preparing for the programme. A member of staff who works in Delhi went on the first initial volunteering project as a volunteer and he prepared a lot of information. A **strong manual** was produced *'from the visas right to the end so we record at different stages throughout the process, from the recruitment process to the end about the culture, the food, what medical things you need to take with you. It [is] a really good manual.'*

Pre-departure briefings consisted of a social evening to build *'bonding as a group'* and 2-3 sessions with presentations. As they had volunteers in that particular area of India last year, the previous experience of students was included in the briefing. An important element of the pre-departure activity is **team building** because volunteers have to go through a lot of challenges as a team.

Set up *'deliberately'* **as a project** in India *'in which students would have different experiences'*, the volunteering programme organised three projects *'where the students were doing all sorts of things'* such as looking after children, old people and people who have HIV, supporting the commonwealth youth games, working with people in slums, and raising money. Students also had the opportunity to work with students from a partner university as volunteers in an Indian context. Having experienced a variety of different projects within that district, students *'got lots of different exposure.'*

Volunteers had a number of different motivations for taking part in the programme. Some students have had life changing experiences with some stating that they *'love India [and] want to go back,'* though a couple have *'had enough of India thank you very much'*. According to the programme coordinator:

'Students with the most mature outlook were the ones who coped best with the challenges that they faced on the way, and the ones who probably benefited least had a less mature approach.'

Therefore the motivations that volunteers have for taking part in this project is one of the challenges of this mobility programme. Another challenge is associated with the sense of being different, for example, where students felt that they were attracting too much attention *'principally by being young white women in an environment where they were very unusual.'* Students *'who benefitted from it [the project]* are those who coped well with the culture difference and challenges that were thrown their way.

The experience that the volunteers had in India was that as a volunteer *'you're a group of people who could be called on'* to help in a number of different situations. While what the volunteers did was personally challenging it also had a positive impact on the people they were working with:

'The overwhelming absolutely wonderful response from the project was how much they appreciated people being there, not because it's sort of glamorous but because on a very personal level you are touching peoples lives.'

The distinctive feature of the programme is in its follow-up work after volunteers had returned to campus. They have raised nearly two thousand pounds, which will pay for twelve young women to study housekeeping or nursing for one year full time. Then they will be sufficiently qualified to work in the hospital, which looks after children who have HIV.

'It was my first time to India and I was the first person in my family to visit India.... I got such a warm welcome and people were just so hospitable. It was my first leave away from home and I was welcomed to someone's house and I was just made to feel a part of the family. The general culture within India was really different and what I experienced I am just hooked with India now. I just want to go back. I've fallen in love with the place, that's what a good time I had out there, in terms of learning, in terms of understanding people, in terms of the perception the media builds before you actually experience something it was totally different.' -- A volunteer team leader

4 Mixed boundaries between outward and inward mobility

This section will analyse student international mobility experience by examining the two types of mobility (outward and inward) in an integrated way. Whilst there is a wide range of student mobility experience covering themes related to social, cultural, educational, psychological, economic and academic issues, we will focus on student

campus experience particularly relevant to exploring these different mobility areas. The section will highlight early evidence of blurring the boundaries between inward and outward mobility and conclude with an outline of integration activities found on the UK campus.

4.1 Mobility experience of home students

As discussed in the Methodology section, home students who participated in the focus groups have been to different countries as well as on a variety of mobility programmes in different subject areas. Support throughout all aspects of the outward mobility programme varied greatly from department to department and institution to institution. This impacted directly on their experiences both positively and negatively. It is important to remember therefore student voices heard in this study only reflect individual experiences in specific contexts.

In addition, the small number of student participants recruited to the focus group discussions will by no means be able to indicate a representative opinion. However what students reported about pre-departure induction has confirmed our findings on HE good practice in promoting outward mobility and their experience of time spent abroad in partner institutions is suggestive and informative particularly in terms of their sense of being 'international' and 'different' on campuses abroad.

4.1.1 In-country

Overall home student participants from all four case universities were enthusiastic about their in-country experiences despite the challenges they encountered. Some experienced more challenges than others but all could see the benefits of their time abroad.

During the initial period abroad students generally received different types of induction events. Some found these more helpful and relevant than others and consequently found it easier to settle into their new environment and mix with other international and home students. For example, in one university students who went to Canada cited their university abroad to be extremely welcoming. This came from a combination of:

- *'Extensively trained student facilitators' who were the first point of contact to help international students upon arrival and who were said to be able to 'answer all your questions and taught how to bring everyone together and create a spirit';*
- A vast number of organised events within the first few weeks of arriving, particularly in the fresher's week *'a whole week of activities organised'* such as icebreaking activities, teambuilding exercises. *'This was good, got you speaking to a lot of people who you wouldn't really speak to before.'*

- And the 'community' feel of the university: *'Their spirit and community, you were proud to be part of that university.'*

It appears that the first few weeks of arrival is the critical time for bonds to be made between students. This approach seems to work very well for international students as a way to meet people early on and keep these friendships going, as well as enabling large numbers of students to get together in ways where they might otherwise not have the chance:

'So intensive at the beginning, forced together, forced to make friends and stay friends throughout.... sometimes you need to be pushed together if you are nervous... so after the first couple of weeks you have lost it then.'

The structure and organisation of these events also proved to be an important factor in attracting large numbers of international students and making the activities a success: *'Pub events, basketball, picnics, large range of things, properly structured activities'*.

Many students seemed to integrate well at their partner institution in one way or another:

'Very welcoming, more than the UK, they enjoy life, family and friends, a tasteful life... not afraid of foreigners if we make [the] effort and speak the language. Loved the cultural aspects, galleries, music, literature, theatre, drama....'

'I joined a number of societies; I now have a lot of friends from abroad.'

4.1.2 Experiencing difference

The experience of living in another country and having to cope on your own in a new place was seen as being a personal character building experience: *'meeting new people and living in a different place,' and 'you've got independence too. You've gone somewhere on your own.'*

Student participants experienced different levels of culture shock. For example, one student reported this going to another Western country and another felt shocked on arrival in another European country. Whilst some students found the environment of their European host universities much less conducive to learning, students taking the short period abroad to Korea reported a heavy workload which created a challenge for them. To experience life from a different viewpoint and *'put ourselves in the position of the minority'* was highlighted as been a valuable experience which made participants aware of cultural and communication aspects as well as the importance of team working. This was particularly true for student participants who are planning on working abroad or in a multicultural environment in the UK after graduation.

4.2 Mobility experience of international students

International students who attended the focus group discussions also reported that the first few weeks as an international student in the UK were very challenging, as in the initial stages often students had been bombarded with lots of information but they hadn't been given enough time to process it. Especially to begin with, a number of students felt, that they needed time to adjust to being in a new country without having to deal with lots of information about university procedures.

Some students would have liked the university to have helped them to make friends and alleviate their loneliness. While the open day was acknowledged as a good opportunity to find out about societies and other extra curricular activities, timing was again cited as being a barrier. A longer term scheme, such as a mentoring programme, was suggested as a good way to help international students who want more support:

'When you arrive everything is in motion. You need a mentoring programme for 6 months to find everything and how to do things.'

Another shared view is that it is easier to meet British students who have been international students themselves:

'Tomorrow I am going to the pub... Last week I went to the [city] ghost tour. You meet British students and others. They are people who are open to this context because they are themselves going to ERASMUS or have been there so they understand this. They are more open to this.'

4.3 The meaning of being 'international'

Similarly in staff interviews it was noted that *'our students who've been abroad are much more keen to engage with the international student body having been abroad than they were previously.'*

'Student identity' emerged as being a key notion in the integration of home and international students. Study abroad students perceptions are often changed on their return making it easier for them to relate to international students on campus, viewing them as: *'the same as I am because I was an international student somewhere else.'* It is this changing notion of 'difference' and 'sameness' that has helped blur the boundaries between 'home' and 'international', and 'outgoing' and 'incoming'. As one study abroad officer commented:

'When suddenly it becomes somebody who is much more similar to you rather than somebody who is very distant from you, and I think that does make a big difference.'

This is reflected in the experience of students who have taken study/work abroad opportunities:

'Regarding students coming over here - I think it would have to be specific to Malaysia because obviously every culture is different, and how they are going to have to adapt will be different depending on where they are coming from... So yea we could be of some use to future foreign students... I'd love to help other people to maximise their time here.' -- A student who have been on placement in Malaysia

Students' experience abroad has clearly impacted on them in terms of their attitudes towards international students on their home campus. In particular students' positive experiences influenced them, creating a desire in them to help give international students a similar experience on the UK campus:

'We get a lot of unsolicited emails from return students saying I had a great experience but particularly the international student office at my host university were fantastic and I want to do the same in return here so they volunteer in the international student office.' -- A study abroad officer

'There was such integration there between us and such good activities run for the international students. I thought when I come back I want to help with it the other way.' -- A student who have been to Canada

Return students, however, found it difficult to get the same involvement they had from their host university:

'Here you go to events they have and there is just not the sense of community between students that we found, I think having spent so much time with international students on exchange, you get used to that and like that, meeting lots of people so we wanted to do that again.'

It is interesting to note that 'the sense of community' makes these students feel proud of being a student in their host university because there is less of a label on them being either a 'home' or 'international' student there. This is true for international students on UK campus too *'who integrate well don't feel like international students but just like students.'* The distinction between home and international students has also been critically commented on by student support staff:

'We need to look at individuals and not two sides. We shouldn't identify students as International but should look at their individual interests and hobbies and make societies accessible to them in that way... We need to find natural ways of doing unnatural things.'

To achieve this at this insightful and deep level *'lots and lots of little initiatives'* are needed to link people from different cultures and backgrounds and assist them in widening their global horizons. Mobility experiences can do this through helping students to *'reflect on themselves in the world of other and otherness'*. This can have a profound impact on their relationship with International students once they return to the UK.

In our case universities such evidence has been found in the **student-centred and student-run integration activities and events** which have attracted international students from different countries but are initiated and organised by home students who have studied or worked abroad. As mentioned earlier, the students who went to Canada have actively organised events in the English Conversation Club which usually attract a number of international students. They have taken international students to day trips to national parks, ran an evening event to celebrate St. Patrick's Day in style, played interactive word games to introduce international students to some commonly used British phrases, while also creating opportunities for home and international students to meet.

The linkage between outward and inward mobility has also emerged when international student identity is changing. In one of the case universities, it was reported that, of the whole student population in the university, 10% are overseas students, *'but we do find that a percentage of our EU and overseas students also participate in the [outward mobility] programme.'* One of the students who came to our focus group with outgoing home students is actually registered as an international student with the university. However she also took part in a study abroad programme as a student from England, and her fellow home students did not regard her as an international student when they were in another country. Thus the **'sense of community'** and being primarily identified as a student of the university helped mix the boundaries between home and international students.

Another example is from the International Volunteering project discussed earlier (Section 3). A number of International students also took part in international volunteering, which means they went abroad as **part of a team from their university**. Such projects have widened both home and international student horizons, therefore providing the linkage between the outward and inward mobility in a global context.

4.4 Integration activities on UK campus

The four case universities all have distinctive approaches to raising international horizons therefore improving campus integration. The activity covers academic, cultural, social and student union initiatives and events which are outlined below:

Curriculum based activities including extra-curricular events, reflection initiatives, cross cultural comparisons, internationalising the curriculum to integrate incoming students in learning activities on the UK campus. These activities also seek to widen student and staff global horizons in a number of other ways such as through class based activities so that internationalisation is '*integrated into the curriculum*' '*where students have to consider global situations as part of their studies or meet students from different cultures and do some sort of joint task as part of their studies.*'

Peer assisted projects e.g. in one university the Tandem learning project, which is fully student run by final year language students who have studied abroad as part of their degree course. Some home students are employed to run this informal project which involves organising social trips and activities with international students. Tandem is open for any international students at the university to join.

English conversation club provides an informal place for international and home students to meet and practice languages.

Cultural events such as International Week/Festivals and study fairs to introduce different cultures which involve international students and home student to work together, as one member of staff cited: '*So here's a chance to talk about home and to say how great it is over there and I think it does help them.*'

Orientation programmes for outgoing students during which international students and home students work together: '*We used international students who were here. We also used the students who had returned from being abroad to kind of just chip in about their general experience... We did about ten different country or regional sessions so it was quite a lot.*'

Orientation programmes for international students to help them to '*settle in*'. This is mainly informative and helps with practical issues. Home students who have been on outward mobility programmes also get involved in this to give local information: '*We use students very much as part of the orientation process so we employ students, a mixture of international and UK students to work in, what we call our student crew.*'

Local friend's scheme a project mainly aimed at university staff members, who are encouraged to invite an international student to spend a day with them. This offers international students a chance to have a taste of English culture and home life and meet an English family. This was said to be: '*just fantastic for students because they have a really unforgettable experience.*'

Volunteering activities well-organised and student-led volunteering work in the UK 'to deliver a broad range of voluntary projects that address a clear community need in a supportive environment'. This is seen as a way to help increase integration of international students with home student volunteers and also give them a sense of contributing to their host society.

Student Union societies promote events for both home and international students. Some themed events as well as general socials in a non-alcohol environment seem to be the most accessible to a wide range of International students: *'One of the most successful integrating things in this university has to be the walking club that's run by the students union which attracts a lot of international students and it does so just because... the people who have been involved in it... have welcomed international students and gone out of their way to attract them.'*

International Society/Club has a number of home student volunteers and organises different activities that are popular with international students. As well as this many societies involve international students in their activities and are active in making them accessible to people from different cultures and faiths. This is encouraged by the way the union is structured with a number of different development co-ordinators, e.g. the role of the faith and culture development co-ordinator involves encouraging all societies to be more open to people from different backgrounds. All societies are therefore encouraged to have an international or a post graduate representative who aim to integrate students on an individual basis focussing on their hobbies and interests and the common points that they share rather than their differences. The key to this is to involve individuals in activities and events rather than trying to mix whole groups of students e.g. international and home.

Welcome Assistant to assist international student's adjustment to life in the UK. These posts are popular amongst students who have been on study abroad programmes. As well as providing initial orientation advice this team organises a weekly global café, providing an informal opportunity for both home and international students to meet together: *'literally is just tea, coffee and biscuits. It's very popular with the students because it's something that they can drop into and play loud music you know it's a very relaxed situation. They can drop in then they can go off and do something else afterwards so I think that would be a good model to use.'*

Global Citizen Awards are used as a way to encourage participation in mobility and global activities for staff members and both home and international students.

Combining events for both home and international students is also seen as being a positive step forward in promoting linkages: *'I think this year we got the students union much more involved and the fresher's events and the international welcome events much more closely integrated so that we were sort of giving a*

message to students about coming together and so forth. So I think... if it's going to be successful it has to be to do with the life of the university and not to do with 'OK let's have a party for international students and invite some home students'.

5 Conclusions

This report has presented a comprehensive picture of promoting both outward and inward mobility in UK HEIs by drawing on four case studies of two types of universities, two pre-92 and two post-92 institutions.

The report has identified different institutional approaches to promoting outward mobility (Section 3). All four case universities are proactive in internationalising the student experience. Whilst the two pre-92 institutions have a long standing central framework for promoting student outward mobility, the two post-92 institutions have recently made strategic plans to encourage faculties to take initiatives in moving this forward. One distinctive Faculty approach is to fund the Faculty Internationalisation Project which includes one of the three strands focusing on promoting student and staff outward mobility. Another post-92 university takes a holistic approach to promoting world-wide horizons by establishing an International Faculty. There is also a subject/course specific approach which is mainly taken at programme level led by academic programme/course leaders.

Both staff interviews and student focus groups suggest a positive view on these strategic approaches which is reflected in discussions of good practice of institutional support services to mobility programmes and campus integration (Section 3). Good practice of promoting student international mobility often comes across the two apparently distinctive mobility areas. An emerging theme is to link both outward and inward mobility promotion by involving incoming students in outward mobility programme promotion and outgoing students in integration activities for international students, e.g. Peer Advisors, Welcome Assistants and mentors on campus and in-country.

Another focus of the report was to explore both home and international student experiences of international mobility relevant to campus integration (Section 4). Discussions with both groups of students confirmed that home students who have been abroad on study/work programmes are more likely to be engaged in integration activities on campus. In particular their positive mobility experiences abroad have impacted on their attitudes towards incoming students, as well as their own identity as a student in the wider community of the university. Such a notion of changing student identity, for example by changing attitudes towards 'difference' and 'otherness', also inspires international mobility. A range of integration initiatives and events were found to be more student-led and student-centred across all four case

universities. Integration activities involving more previous study abroad students seem to create the most positive experience for international students. The message came across strongly was the need to facilitate integration on an individual level e.g. through encouraging students with the same interests to join societies irrespective of their student status. Whilst a linkage between outward and inward mobility has emerged in these integration activities, international student identity can potentially change, especially if they also participate in mobility programmes outside the UK, therefore blurring the boundaries between outward and inward mobility.

To conclude, the project itself has sparked thoughts and inspirations of linking outward and inward mobility in UK HEIs through conducting case studies in the four case universities and reporting the institutional approaches and practices. Whilst the case universities all show positive outcomes and creative mechanisms, in terms of improving both home and international student experience by linking these two mobility areas, they also reported challenges and barriers in promoting outward mobility and facilitating integration of international students. One outstanding issue is the resources and funding in supporting and promoting international mobility, as reported by both staff and students. However the impact of PMI2 funding is obvious, as can be found in the following quote by a student who went on a work placement programme abroad:

'If it wasn't for the money, and for [the placement co-ordinator] we wouldn't have been able to have had this experience.'

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Appendix Summary of good practice in outward and inward mobility by case universities

Good practice: Case University One

University level

Institutional strategic plan:

- Educational agenda **focuses on increasing employability** by giving students a global perspective and increasing students' cultural awareness.
- A centrally structured study abroad unit has an exchange policy and strategy for all types of study abroad programmes

Promotional activities:

- Opportunities are profiled in the university **prospectus** and on their **website**.
- The study abroad advisor has also done a series of talks with **career advisors in schools and colleges** to further encourage study abroad opportunities amongst potential applicants.
- **On arrival** to the university students are given a talk about the possibilities they have to study abroad. There is also a study abroad fair manned by students from partner institutions.

Support services:

- Within the university schools there are **exchange advisers and academic advisers**, who play an integral role in supporting outward mobility students.
- Pre-departure activities involve a study abroad pre-departure day, a country specific pre-departure briefing and **an academic country advisory session**.

Programme level

- A dedicated school international office offers students support from year one of the course through to support on their return from study abroad. This support received high praise from students following the course.
- **Networking events** are organised bringing together the three key groups of students, international students, students having studied abroad and students planning to study abroad.
- Students highlighted these networking opportunities as being particularly helpful in preparing them for their trip.
- A **variety of programme models** are offered including the traditional year abroad programme and shorter term programmes such as *summer and Easter school programmes*. The latter do not require students to pay fees.

Campus integration

- The centrally structured study abroad unit supports both **outward and inward mobility students**.

- **Mentoring activities** were cited by students as being a positive way to promote campus integration.
- Final year study abroad **students are utilised on their return** by running meetings and international fairs to promote their institution abroad
- The university has **a strong and lively international society** which students appreciate and find effective in making friends with other international students and becoming involved in social events and activities. **'Mixed accommodation'** was highlighted as being an important way of encouraging individuals from different backgrounds to integrate.
- International students found that sport was a good way to make friends with home students. Therefore **sports clubs** and **hobby based societies** can be important in linking home and International students as individuals have a common interest that brings them together and can act as a basis for integration.
- **'Washing machine' model** - where past outward mobility students and current inward mobility students are invited to take part in visible promotional events for the current year.

Good practice: Case University Two

University level

Institutional strategic plan:

- To achieve internationalisation, the university has developed three core objectives that shape their international aspirations.
- The second objective involves creating opportunities for staff outward and inward mobility and increasing opportunities for home students to study around the world.
- The third objective focuses on the quality of the relationship with international partners and the activities facilitated through these relationships.

Promotional activities:

- Numerous **subject specific promotional activities** scattered throughout the year.
- **Strong departmental involvement** in promotion using enthused staff members.
- Employing previous study abroad students in the role of **'Peer Advisor'** to promote programmes and offer support to the new study abroad cohort.
- Incorporating International students in **country specific promotional activities**.

Support services:

- **Active and committed Study Abroad Office** involved in pre-departure, whilst abroad and post trip support.
- Predominant use of the **extra year pass/fail model**.

- Innovative use of the ***administrative study abroad co-ordinator model***.

Programme level

- Using ***return study abroad students*** to promote the programme and be involved in pre-departure activities for the new cohort.
- Incorporating pre-departure activities and preparation into ***course work and tutorials***.
- Combining a formal pre-departure meeting with an ***open door approach to support*** encouraging students to access support on a one-to-one basis.
- Opportunities to ***meet previous study abroad cohorts*** were cited by students as being helpful.
- Students who had the opportunity to ***meet International students*** also found this useful.

Campus integration

- The Study Abroad Office and International Office ***work closely together*** to link outward and inward mobility to the mutual benefit of both groups of students.
- The Study Abroad Office uses International students in ***county specific pre-departure activities*** for outgoing mobility students.
- The International Office encourages returning outward mobility students to get involved in welcoming incoming students to the university. This is partly done through creating the role of ***'Welcome Assistant'***.
- The student union is structured with a number of different development co-ordinators one of which is the ***Faith and Culture Development Co-ordinator***. This role involves encouraging all societies to be more open to people from different backgrounds.
- All societies are therefore encouraged to have an ***International or a post graduate representative***. It is hoped that this appointment will make societies open to people from different backgrounds through changing the culture of the society.
- This societal focus on encouraging students to take part in societies based on their hobbies (and irrespective of their backgrounds) takes an individual rather than a group approach to the challenge of campus integration breaking down stereotypes through ***personal contact between individuals***.
- Extra-curricular activities, such as ***the buddy system*** organised by the Study Abroad Office, the weekly informal setting of the ***global café*** run by the International Office and ***individual societies*** such as the Christian Union and The Irish Society, that ***encourage individuals to mix*** are thought of as being important to both student mobility groups.
- Where possible incoming mobility students are used to promote and support outgoing mobility students at a programme level.

- **'Mixed accommodation'** is seen as being important by both groups of mobility students in encouraging integration.
- International students stated that widening home students' understanding of global issues and different cultures more widely was important **expanding** on a programme currently employed in British schools around **demystifying Africa**.

Good practice: Case University Three

University level

Institutional strategic plan:

- Historically the university has focussed primarily on inward mobility, however more recently the international strategy has been developed also to focus on developing partnerships with overseas institutions, raising student international horizons, student support and many other areas.
- **Faculty based approach** to outward mobility.

Promotional activities:

- Events are organised around **specific cultural events e.g. Chinese New Year** to promote mobility opportunities and raise international horizons more generally.

Support services:

- Support is specific to the faculty and sometimes to the course in order to be more tailored to individual students.
- The faculty support team along with representatives in the international office at the host country University support students whilst they are abroad.

Programme level

- Some departments organise their pre-departure activities as part of **class tutorials** to achieve maximum attendance.
- Involving Chinese tutors in delivering lectures on Chinese culture, history, business and society as part of pre-departure modules for students going to China.
- The **English Chinese Tandem** is a new initiative bringing together Chinese students studying at the University with English students planning to study abroad in China. Sessions are run by staff members with organised activities designed to be mutually beneficial to both student groups improving their language skills, learning about each others cultures and making friends.
- Students are given programme specific support including for example: free language tuition for students going to non English speaking countries.

Campus integration

- The **Tandem Learning Project** is a peer assisted project fully run by language students who are in their final year and who have studied abroad as part of their degree course. This informal project involves organising social trips and running activities with international students. The project enables social interaction between international and home students but also allows students to improve their language skills by learning from each other. It is therefore mutually beneficial to both international and home students.
- **Enhanced Learning** involves International and home students working together as part of students' assessed work in a particular module.
- The monthly **English conversation club** is an informal place for international and home students to meet and chat and is advertised as '*a fantastic way to improve your communication skills, diversify your circle of friends and perhaps learn another language*'.
- Home students are encouraged to get involved in the International students' **Orientation programmes** that are run for to settle in to their new environment. Part of this orientation programme involves the informal environment of **a global café**.
- The **International Student Club** is run by home students and proactive in organising events in an alcohol free environment for both home and International club members.

Good practice: Case University Four

University level

Institutional strategic plan:

- Promoting outward mobility is part of this institution's wider Internationalisation policy which itself is **ingrained** in university life.
- Part of the internationalisation strategy is that as many mobility opportunities are provided for as many staff and students as possible.
- Staff members are clearly engaged with and see the importance of this strategy.
- The institution's take on global perspectives is wider than just providing mobility opportunities. The university also seeks to **widen student and staff global horizons** in a number of other ways but primarily through the creation of the **International Faculty**.
- As well as reaching a wider body of students than those who are able to take part in mobility programmes this allows students who aren't likely to take part in the university's on campus extra-curricular activities, e.g. International society events, to still access global perspectives through curriculum activities, e.g. assessed course work.

Promotional activities:

- **Country themed events** are used to promote all abroad mobility programmes relating to a particular country.
- Groups of students come and learn about a new country or culture at **learning lunches**. While these are open to all students the organisers have found that many of the attendees are interested in taking part in a mobility programme and that they are therefore a good way to promote the mobility programmes that are related to the theme of the lunch.

Support services:

- There is a co-ordinated office for outward mobility programmes e.g. study and work abroad programmes, International volunteering. The exception to this is International course placements which are organised and supported primarily by the department and not at an institutional level.
- The university provides a variety of outward student mobility opportunities, with different **financial support initiatives**, to allow as wide a student base as possible to participate in mobility programmes.
- **Global Citizen Awards** are given to staff and students who engage positively with their world and learn about their position in a culturally diverse global climate. They were designed to encourage and support such engagement.
- In-country support is utilised wherever possible with University offices, partner institutions and current International students or alumni in the relevant regions of the countries that are visited

Programme level

- **Networking events** where previous and current outgoing students, and incoming students are introduced to each other and encouraged to keep in touch.
- **Facebook sites** that encourage previous and current outgoing students, and incoming students to stay involved with the programme and network.
- Internet based **Euro phone project** which allows outgoing and incoming mobility students to meet and prepare for their time abroad.
- **Open door tailored approach** to supporting outward mobility students from the programme co-ordinator
- **Pre-departure team building activities** connected to the volunteering programme.
- **Using past volunteers/ mobility students** in pre-departure activities.

Campus integration

- Raising international horizons **simultaneously** through the curriculum e.g. **International course placements, assessed course work**, and through extra-curricular activities e.g. **volunteering programmes in the UK and abroad, learning lunches**, is views as being a helpful approach.

- Taking a ***whole campus approach*** through the formation of an ***International Faculty*** to promote the university's commitment to Internationalisation and raise international horizons through promoting global perspectives amongst staff and students alike.
- Initiatives that require students to reflect on themselves, such as the university wide ***International Reflection*** and the compulsory volunteering programme initiative of a ***community blog***, in the world of other and otherness are seen as important to help raise international horizons.
- Connecting students on ***an individual level*** was highlighted by students as being important for promoting campus integration. ***'Mixed accommodation'*** and ***the university's mentoring scheme*** were seen as being two successful ways of doing this.