

LTC14D245

Title: *Study and Work Abroad Report 2014-15*
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Date: May 2015
Circulation: Learning and Teaching Committee – 24 June 2015
International Executive – TBD
Agenda: LTC14A006
Version: Final
Status: Open

Issue

Update of incoming study and outgoing study and work abroad managed by the Study and Work Abroad Office

Recommendation

Groups and Committees are asked to note activity to support study and work mobility during AY2014-15, trends demonstrating progress towards achievement of targets set by the UK Strategy for Outward Mobility, and recommendations for improvement (See summary, page 12).

Resource Implications

None

Risk Implications

None

Equality and Diversity

Members are asked to note that whilst this report does not have equality or diversity implications Study and Work Abroad programmes deliver diversity to the University student body through incoming study visitors and other special programmes and deliver diversity to the student experience through offering outgoing work and study placements. Promotion is made to non-traditional populations through proactive engagement with The Disability Team in the Dean of Students Office and widening participation opportunities.

Timing of decisions

Not applicable.

Further Information

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1. Background

Role of the Study and Work Abroad Office

The role of the Study and Work Abroad Office is to develop, manage, and administer programmes and partnership arrangements relating to inward and outward study and work mobility. The Study and Work Abroad Office supports study placements and more than 180 global higher education partnerships in more than 30 countries.

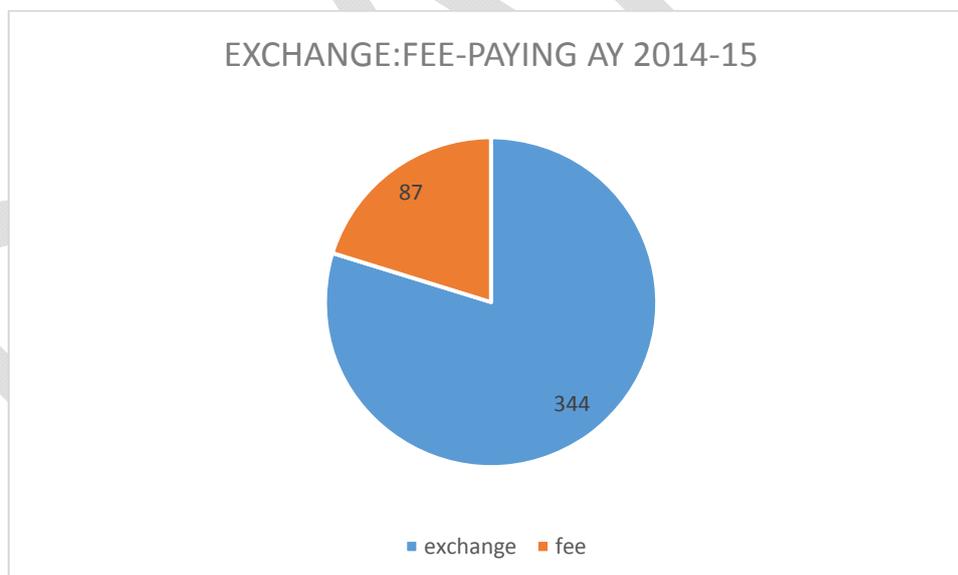
UEA has been a significant player in UK international education for well over 30 years, and sends more than 8% of graduating students abroad through centrally managed programming, higher than the UK average (6%). It is known that further numbers also participate in mobility on non-degree-related or non-tracked pathways, and efforts are being made to determine tracking and outcomes from that mobility. Internal data fully supports UK International Unit research relating student mobility to attainment and employability. The University is eager to achieve the target of the recent UK Strategy on Outward Mobility – 20% outward mobility by 2020.

In AY2014-15, Study and Work Abroad Office programmes generated approximately £2,169,373 of income from direct additional tuition and accommodation fees and external funding (e.g., Erasmus+, Science Without Borders, etc.).

Incoming

Formal study abroad programming for incoming visiting students has been offered by the University of East Anglia since at least the late 1970s. It is conservatively estimated that in excess of 3000 students are alumni of the University via such programming. Participants regularly choose to return for further degree study; this is seen as an international postgraduate recruitment pathway.

The majority of students participate in inter-university exchanges, where tuition is paid to the home institution (and outgoing students reciprocate). The majority of students come to UEA for a single semester.



Generally, approximately one quarter of visiting students are enrolled as direct fee-paying, either independently or through an agent or third-party provider (e.g., IFSA Butler) or as part of a special cohort (e.g., Dickinson College).

Several special programmes have run over the decades, Dickinson College (USA) being the longest continually-running programmes. Alongside 13 other global programmes, Dickinson College offers two faculty-led fee-based programmes in collaboration with UEA: Humanities, and Sciences; normally, 30-60 students participate in the combined programmes each year. An additional progression agreement with Dickinson College successfully encourages PGT enrolment for both study abroad programme participants and for non-study abroad participants.

Outgoing

The University of East Anglia has offered study and work abroad programmes (including Erasmus and Erasmus+) for degree-seeking students since the mid-1980s. It is estimated that more than 3500 students have participated.

Year Abroad students engage in an additional year of study, resulting in additional income to the University. In AY2014-15, outgoing students generated additional tuition income in excess of £400,000, based on a sandwich year of extra (albeit discounted) income.

Erasmus+

From 2014, Erasmus+ is the umbrella name for mobility and research programming supported and managed by the European Commission. The programme has three subsections, or Key Action areas. The Study and Work Abroad Office manages programming related to Key Action 1: Learning Mobility of Individuals; these programmes cover student and staff mobility related to learning (including work mobility for students) and teaching. The University receives an annual grant from the European Commission to support the management and facilitation of mobility programmes.

Partnership Development and Monitoring

New bilateral exchange and staff mobility partnerships are developed either as a result of observable need for student opportunity and spaces or through strategic objectives for improving or strengthening the University's portfolio of partnerships. Proposals may originate with academic staff; with an approach from a potential partner; or following research undertaken by Study and Work Abroad Office staff. Potential partners are assessed for curricular parity, student support, reputation, language requirements (if relevant), physical location, and risk. New partnerships have to be agreed by Heads of School and the Partnerships Review Group.

Partnership quality is reviewed on a continual working basis relative to regular meetings and to student participation, experience, and academic performance. The majority of partnership agreements are on three- or five-year cycles, and productivity and portfolio usefulness are assessed at the time of renewal. Partnerships which are determined to be no longer productive will be phased out. Should a serious situation arise within the general agreement cycle which would make continuation untenable, a notice of discontinuation will be given to the partner according to the terms of agreement, usually 6-12 months.

Following a Process Audit of the University's Erasmus programme (now Erasmus+) management in AY2013-14, processing and administrative support were found to be overall very good, but with scope for improvements to internal systems (see Appendix 1).

2. Report of Activity AY2014-15

Market and Intake Information

In AY2014-15, Study and Work Abroad Office programmes generated approximately £2,169,373 of income from direct additional tuition, accommodation fees and external funding (e.g., Erasmus+, Science without Borders).

Applications, Enrolments and Income – AY2014-15

	Applications processed	Students abroad*	Semesters abroad**	Income generated (fees + accommodation)
Incoming	520	433	568	£1,496,373
Outgoing	276	221	405	>£400,000
Erasmus+	-	-	-	£295,000

* student headcount

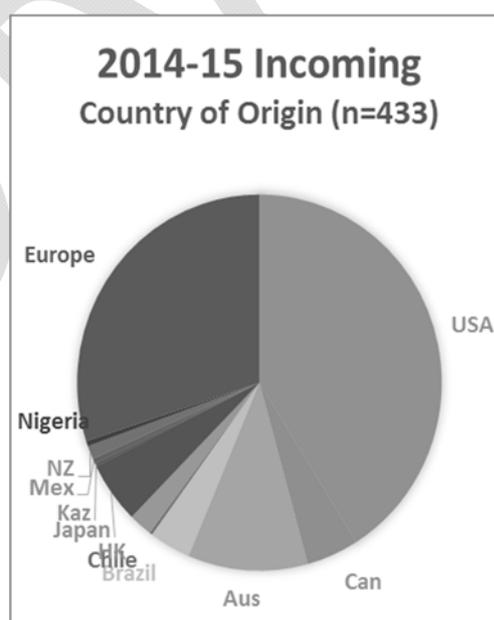
** Includes students studying for more than one semester and/or at more than a single location

Incoming

Income is generated through both tuition fees (for fee-payers) and accommodation costs. The University's incoming numbers have remained overall quite steady for the past decade, despite periodic dips and peaks based primarily on economic changes.

a. September intake tuition	b. £571,242.00
c. January intake tuition	d. £131,470.00
e. AY 2014-15 Accommodation fees	f. £793,661.00
g. TOTAL	h. £1,496,373.00

The USA remains the largest single origin of incoming students and is a relationship-based market, relying on annual in-country recruitment and personal partner relationship maintenance. Based on an assumption of the UK remaining the top destination for outgoing US students, UEA's market position and share is anticipated to be sustainable as long as market presence remains steady.



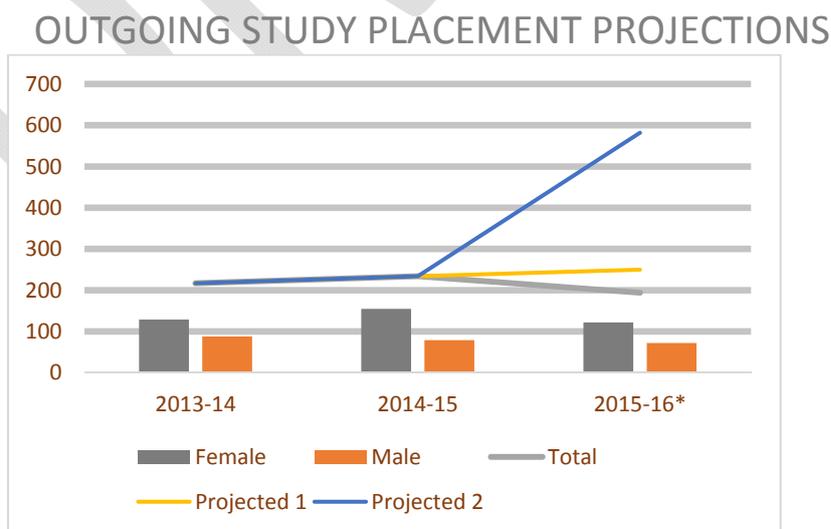
- Europe currently requires less direct recruitment activity, but this may change as more Schools embed curricular mobility. Marketing priority within Europe is not currently as highly prioritised as the University exceeds incoming enrolment targets with most partners.

- b. Recruitment travel to Australasia is undertaken annually where feasible, across International Office staff. Market share remains strong, but requires at least periodic face-to-face recruitment to keep mobility numbers strong.
- c. Visiting student recruitment from Asia, particularly Japan, will be required in future to ensure parity with outgoing placement requirements. There is strong potential for growth in numbers from Japan, based on government funding supporting student mobility; several universities are interested and developing special cohort programmes with UEA. Traditional study abroad programming may require creative, or more supportive, approach as English requirements for regular academic study at UEA are challenging for many students.
- d. Along with Japan, US HE culture is generally more willing to participate in fee-based study abroad opportunities than are students from other parts of the globe.
- e. There is overall potential for growth in the international education market, but the University lacks capacity for module and accommodation spaces. Sustainability for exchange is currently seen as priority and expansion in fee-paying student numbers is secondary.
- f. Schools in which incoming students are registered is shown in the Learning and Teaching section below.

Outgoing

Schools with a long study abroad history continue to send the majority of students abroad – e.g., American Studies and Language and Communication Studies. More UEA Schools are adding mobility pathways year on year.

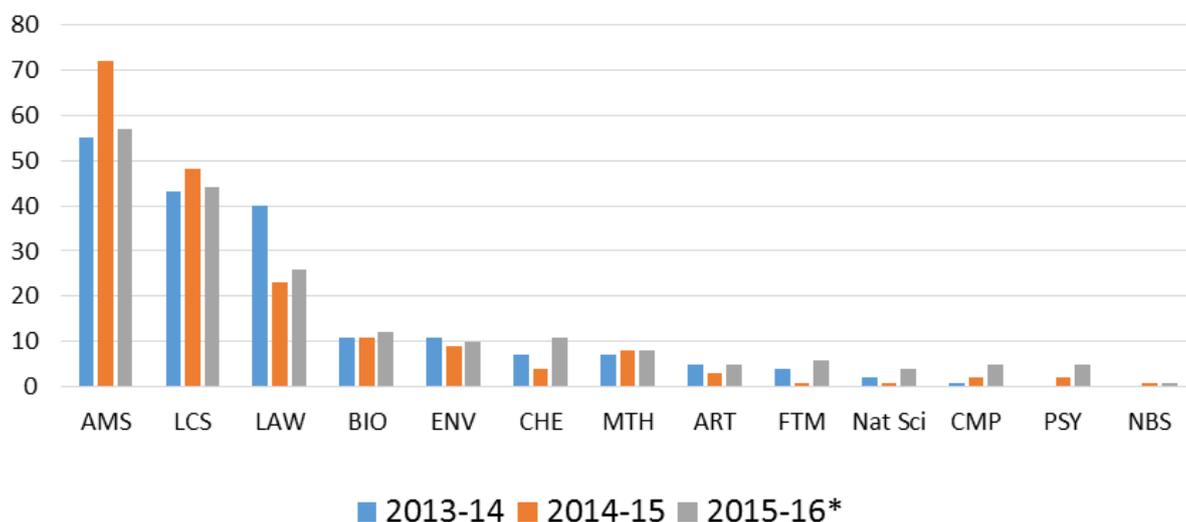
- a. Numbers of students currently on year or semester study placements administered by the central Office, reflect an 8% increase on AY2013-14. Additionally, the Office is managing 32 students on work placements. Overall, there is a normal gender split of 60:40 female:male in outgoing study placements.
- b. Overall, full year study placement numbers are stable (AY13-14, n=186; AY14-15, n=185), but early indications point to a significant increase in Single semester outward study mobility in AY2015-16, based on a 10% increase from AY2013-14 to AY2014-15 and growing interest expressed thus far in the current internal recruitment cycle.



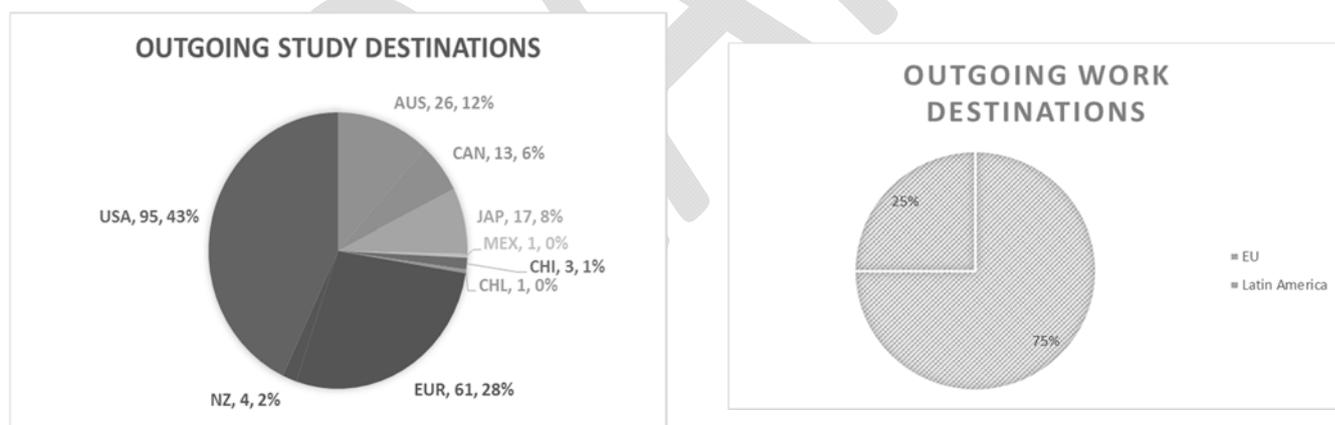
- c. The new Corporate Plan is anticipated to contain objectives for Global Competencies and that this will lead to greater institutional support for outward mobility. Four new academic areas have added mobility pathways during this academic cycle; this action was based on student demand and perceived value added (employability).

- d. Students from fourteen UEA departments currently participate in study abroad through degree-embedded programming. Overall, the Office works with twenty academic departments, including the four new departments who have recently added study (or work) to their degrees.

OUTGOING SCHOOL OF STUDY: 2013-2016



- e. Outgoing destinations mirror incoming origins. The USA receives the bulk of outgoing study placements, with Europe and Australia following. Discrepancies in totals may exist based on students participating in multiple placements in two or more countries.



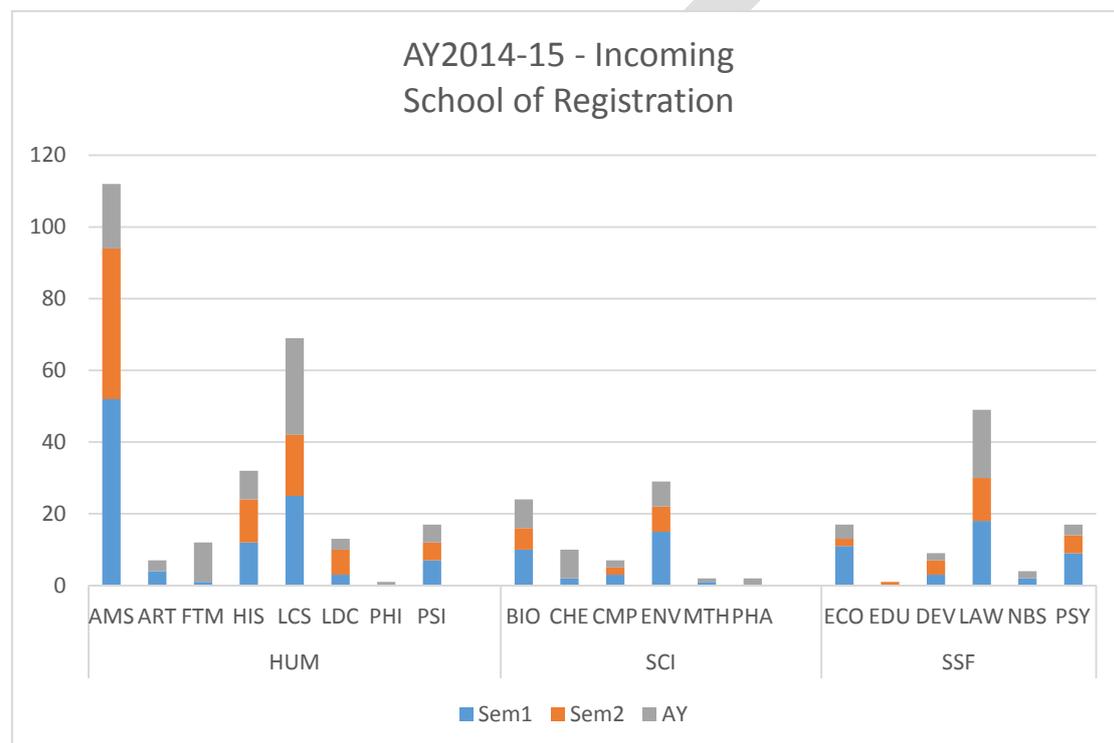
- f. The majority of work placements managed by the Study and Work Abroad Office are located within Europe.
- g. In AY2014-15, there are 24 work placements in Europe and 8 across Latin America. Anecdotally, the Office is also aware of placements which have historically occurred in India, Thailand and other countries.
- h. Where possible, recruitment staff endeavour to visit students on placement. Some Schools also make commendable efforts to visit all students on placement (e.g., LAW).

3. Study and Work Abroad Impacts Across the University

Learning and Teaching

Incoming

- a. Admission for incoming students is managed by the Study and Work Abroad Office.
- b. Additional enrolments for nearly 500 full-time visiting students per year necessarily impacts on teaching and advising resource across departments. Some Schools are more heavily impacted than others (e.g., Literature, Drama and Creative Writing). Students enrol on selected modules from the University catalogue across three Faculties: Arts and Humanities; Science; and Social Sciences. 2/3 of modules must be taken within the same Faculty (for internal systems requirements, e.g., SITS).
- c. Modules typically requested are at Level 5 and Level 6 (2nd and 3rd year). Several Schools are considered 'high demand', and numbers of visiting students are limited by the School – e.g., Literature, Drama, and Creative Writing. However, this high demand does not show accurately in the chart below, based on historic protocols which use AMS as the School of registration for all non-European visitors within HUM (projected to change for AY2015-16).



There are ongoing conflicts between capacity and marketing for certain Schools – particularly LDC. This School is very popular with visiting students, with a significant majority of the 500 applicants wishing to enrol in at least one LDC module. The School is currently only able to allocate 2 -3 spaces per module. Suggestions to delay closing 'undersubscribed' modules or to hire adjunct faculty for additional sections have not been deemed possible by the School.

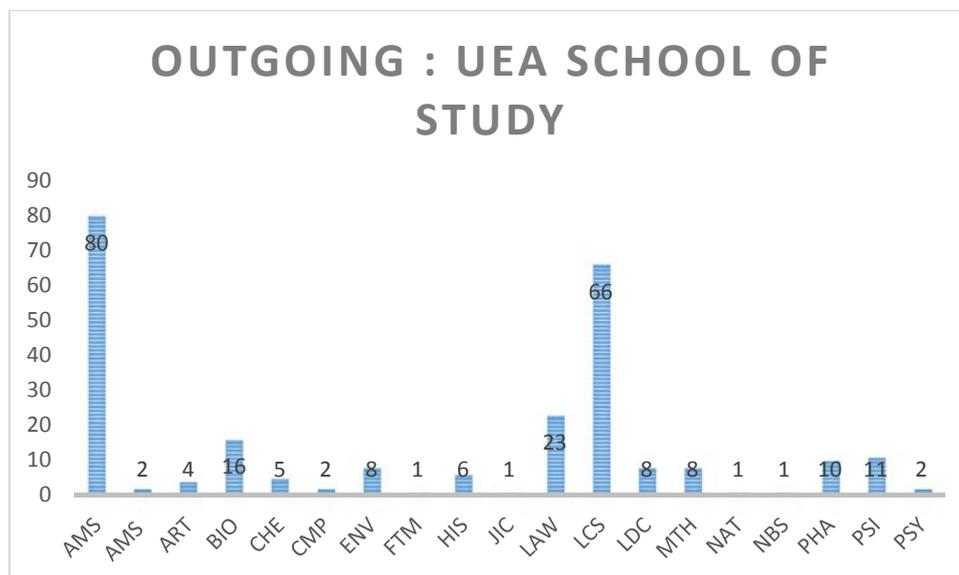
Efforts to assist Schools in effective capacity planning have included establishing Early Bird application deadlines and calling regular meetings with School Teaching Directors.

- d. The majority of visiting students achieve passing marks.

Outgoing

- a. Study placement students enrol as full-time students at a host university partner and bring academic credit and/or translated marks (protocols vary by School) back to their University academic record.

- b. Approval for participation in study or work abroad rests with LTS and Schools. Approval (or rejection) for progression to study or work abroad is communicated to the Study and Work Abroad Office, but improvements to communication flow could be reviewed.
- c. American Studies, Language and Communication Studies, and Law remain the top sending Schools. NBS (n=1) and PSY (n=2) sent their first students out in AY2014-15 in anticipation of course creations.



- d. Degree-seeking students increasingly expect outward study or work mobility to be available on an international level during their tertiary studies. The current academic year has seen four Schools add mobility windows to their degrees: PSY, NBS, ECO, and EDU.
- e. As UEA outward mobility increases, however, academic advisement for outgoing students related to curricular matching will necessarily increase, potentially impacting on staff time and workload relief, which may in turn impact on module availability.
- f. Students whose work mobility is administered by the Study and Work Abroad Office (e.g., British Council Language Assistants) complete a section of their Learning Agreement on activities to be undertaken and how the activity is to be monitored by the host organisation.
- g. Many students are required to produce a report of learning outcomes. Assessment and credit awarded are managed by Schools.
- h. Academic achievement is generally seen to remain steady or improve as a result of studying abroad, with students typically returning to UEA and performing at a higher level for the final year of study. UEA Planning Office aggregated data from the past 5 years supports UK International Unit outcomes data and shows that nearly a quarter (22%) of students on year abroad programmes achieve a 1st or a 1*. This is especially evident in the UEA sciences:
- BIO: 39.5% of mobile students achieved a 1st (vs. 17.3% institutionally)
 - CHE: 45% of mobile students achieved a 1st (vs. 16.4% institutionally)
 - CMP: 58% of mobile students achieved a 1st (vs. 22.8% institutionally)
- i. Implementation is currently underway to ensure that full information relating to work or study mobility is included in each student's record as part of the HEAR.
- j. Global competency targets and measures are anticipated to begin for all students during the next academic cycle.

Pastoral

The Office maintains close working relationships across the University and externally to provide full life-cycle support for programmes, staff, and students (see Appendix 2).

Cohorts of both incoming and outgoing students impact on the work of DOS and LTS in addition to the Study and Work Abroad Office. Greater numbers of students require mental health or learning support. Study and Work Abroad Office staff are often actively involved in pastoral care based on student acquaintance and comfort; student expectations; and partner expectations. Efforts have resulted in embedding increased dialogue between designated pastoral staff (i.e., Dean of Students' Office) and the Study and Work Abroad Office to manage all situations and expectations of external stakeholders.

All Study and Work Abroad staff have completed the Mental Health First Aid course.

All outgoing students are provided with clear information on how to access support while on placement. Study Abroad Ambassadors also serve as peer advisors for both incoming and outgoing students.

Incoming

- a. Incoming customer relations are continually improving through a combination of systems (Hobson's Connect and AY) and social media. However, the multiplicity of campus systems reduces efficiency, file management, and advisory capacity.
- b. UKVI represents ongoing challenges to students and to the University, due to variety of Border Agent approval styles and attention to detail on Student Visitor Visa stamps obtained at the point of entry. Recommendations will be made in future cycles for all incoming single semester students to apply for Student Visitor Visas in their home country prior to travel or to obtain a Tier 4 Adult Student Visa.

Outgoing

- a. All outgoing students are contacted on a regular basis via various CRM methods and social media. Regular virtual drop-in sessions are offered to outgoing students. Relevant topics are addressed in a student-authored blog.
- b. Tier 4 degree-seeking students are actively monitored throughout their time abroad to maintain compliance.

Accommodation

Incoming

Approximately 75% of incoming visiting students reside in campus housing, resulting in >£793,661 of annual income. Larger numbers of incoming students are interested in campus accommodation (particularly European students, who are currently not prioritised for campus housing), but there are capacity issues.

Outgoing

Returning students are enrolled in Year Three (of a four-year programme) and do not impact on campus housing on their return.

Administration and Staffing

Student feedback has been overtly positive regarding support from administrative staff within the Study and Work Abroad Office from both incoming and outgoing students and partner administrative staff. AY2014-15 has seen exceptional performance by the Study and Work Abroad teams, who have increased and improved modes of student support and communication through complete programme lifecycles (from enquiry to post-programme). The teams have increased the use of social media and creatively engage to prevent attrition. They have made significant improvements to efficiency and processes. This is due to continue into AY2015-16 through an ongoing process review.

Highlights of activity include:

- >80,500 email queries.
- 421 hits on a single Facebook post within 3 days.

- 80% of AY2015-16 year abroad students allocated to a Top 3 choice host institution (non-Erasmus+).
- Social media expansion, including: (closed) Facebook sub-groups; Twitter; Pinterest; Instagram; incoming and outgoing blogs.
- Joint migration of all web pages into Liferay (with Digital Marketing), including study abroad guides online for student and parent access.
- Usage improvements planned for CRM and tracking within Hobson's Connect.
- Year 2 of Study Abroad Ambassador scheme.
- Implementation of city centre social activity for both intakes (Sep and Jan).
- Streamlining admissions process, and Hobson's improvements.
- Successful mini-fair for outgoing students.
- Implementation of full engagement series spanning Induction to Re-entry, including employability.
- Co-implementation of Thanksgiving celebration (with International Office).
- Planning for Re-entry conference and engagement series for AY2015-16 (in conjunction with Careers).
- Implementation underway for Global Competency measures included in AY2015-16.
- Meetings with Teaching Managers to discuss capacity concerns and financial benefits.
- Annual meetings with individual Schools Heads for Erasmus+ review.
- Implementation of partner review process with upper management oversight.
- Consultation with various Schools regarding partners and new degree programmes.
- Support for joint and dual degree developments.
- New staff, with a broad range of project and educational talent.
- Regions visited: USA, Japan, Canada, Spain, Czech Republic, Australia, Finland, Denmark, Norway, Portugal.

Further items for note:

- a. The current volume of student engagement for study (incoming and outgoing) and work (outgoing) opportunities is quite high (approximately 200 students to 1 staff member). Current and previous staff have reported difficulties with existing and duplicating systems and their ability to improve customer service and proactive activity during student lifecycles. Recent and developing changes to processes and internal administration are being implemented to improve efficiency and student experience as well as allow for more accurate and thorough data management. However, as numbers for both incoming and outgoing students and staff are projected to increase, additional resource will most likely be required.
- b. Capacity issues in both modules and accommodation available to visiting students, as well as some systemic challenges, have resulted in a slight potential downturn in incoming numbers for AY2015-16.
- c. Additional changes to programme management are being considered, including a Code of Conduct for outgoing students; greater internal mobility promotion and visibility; developing clarity in communications between internal offices for student satisfaction (including Schools, Dean of Students, LTS, Accommodation, and the UEA Union of Students).
- d. It is hoped that potential ROI will be recognised and institutional investment made in an international education programme and partnership management system.

Partnership Management

Partnerships are monitored on a continual basis though business as usual for incoming and outgoing mobility – see Appendices 3 and 4). Direct engagement activities include:

- Inward visits from partner staff – the Study and Work Abroad Office coordinates 75-100 inward visits from partners each year. These visits are used for partner pastoral checks; reviews of the academic programme on offer by UEA; meetings with academics; and recruitment of UEA students for outward mobility.
- Outward visits to partner campuses and recruitment events – staff undertake approximately 50-75 campus visits and partner-organised recruitment events per academic year. These visits are used for pastoral checks; reviews of the academic programme on offer by the partner and

areas for expansion; meetings with academics; guest lectures by UEA academics; and recruitment of students for inward mobility.

- Third location meetings at professional conferences worldwide – staff meet individually with approximately 100-200 partners at sector events each academic year.
- Continual professional relationships via telephone, email, and video meetings

Risk Management

Risk in all programmes managed by the Study and Work Abroad Office is deemed overall to be low to moderate.

The proposed international education business intelligence management system would allow the University to offer risk mitigation advice, to track consumption of advice data, and to provide an opt-in registration system for students and staff to centrally submit details of planned academic and/or personal travel during any period abroad (including at UEA), allowing the University to be strategically proactive in the event of a crisis relative to registrants. Such a system would allow staff to utilise time more efficiently and to provide additional support and programming in other areas, such as on-campus promotion.

All Study and Work Abroad staff have completed Mental Health First Aid training.

Incoming

Partners often request printed protocols of crisis plans (typical for many US universities) and the University may wish to consider providing such information.

Outgoing

All outgoing work placement students complete a risk assessment form for their workplace.

Individual screening could be undertaken by the University in future for all outgoing study and work placement students and an official 'recommendation' regarding the student's readiness for programme participation be issued. However, this would have a significant impact on staffing resource.

4. Summary Areas for Improvement (I = incoming; O = outgoing)

Strategy

- (I, O) Currently, student mobility is a key component in the development of the Corporate Plan and will potentially lead to cascading encouragement from VCO level to ensure pan-University engagement.
- (O) Global Competencies should be clearly and overtly outlined in Graduate Attributes, mirroring best practice in student mobility strategy.
- (I,O) Country information to be considered for future developments (see Appendix 5)

Admissions (including parallel or preventive processes)

- (I) Potential simplification of internal UKVI process steps.
- (I) Consider a more useable international education programme administration platform.

Learning and Teaching

- (I) Review of module list production and publicity for visiting students, potentially through systems developments.
- (I) Review of visitor enrolments and module changes (during Weeks 1 & 2 of each semester, for new arrivals).
- (I) Consider whether issuing of transcripts could be managed by more appropriate office.
- (I) Consider the process of re-assessments notifications to visiting students.
- (I) Consider the process of return of coursework to visiting students.
- (O) Include placement university/employer name and marks achieved to be included in the Notes section of the student transcript.

Pastoral care

- (I,O) Continue regular engagement between Dean of Students' and Study and Work Abroad Offices.
- (I, O) Transparency in processing student complaints.
- (I, O) Initiative currently under development for increased planning opportunities and engagement for preparation for the time abroad [despite currently strong positive feedback].
- (O) Initiative currently in development for addition of a Code of Conduct.
- (O) Ongoing relationship-building to ensure that all Schools engage fully and consistently with Study and Work Abroad Office for transparency and adequate data regarding students' actual locations/activities abroad (also *Risk*).
- (O) Consider increased funding to support widening participation and increased programming.

Policies and procedures

- (I) Initiative currently in development for simplified coordination of tuition and accommodation billing.
- (O) Continued review of clarity for progression and student selection.
- (O) Initiative currently in development for addition of a Code of Conduct.
- (O) Consider, for added clarity, Pass/Fail and marks recording protocols.
- (I, O) Continue review of partnership approval process.

Health, Safety, Security and Risk Management

- (I, O) Continue publicity of crisis management plans, protocols, and awareness of (and Study and Work Abroad Office inclusion in) cascading procedures.
- (O) Consider a structured 'recommendation' system for activity abroad is strongly recommended. Because UEA has no criteria other than academic, some students may not be adequately targeted for inclusion or prepared for potential corollary situations, including mental health.
- (O) Continue increasing School data sharing and advisement (see above under *Pastoral Care*).

Appendix 1 -- 2014 British Council Systems Audit report

2014 ERASMUS Audit Suggestions Source: British Council	software impact
We suggest that the University might wish to consider whether it might more actively promote opportunities for graduate students and, in particular, Doctoral candidates to benefit from Erasmus mobility.	✓
We suggest that the University may wish to consider whether there may be ways of promoting stronger Erasmus mobility in a wider range of subjects.	✓
We suggest that the University, in the context of its commitment to employability, might wish to consider how it might more actively and effectively promote and encourage participation in Erasmus work placements in a wide range of subjects.	✓
We suggest that the University might wish to consider whether it might be appropriate to consider a more strategic approach to staff mobility (inward and outward) and in particular whether within the context of the academic staff, the Postgraduate Diploma programme might include reflective teaching mobility as part of staff development. A more strategic approach to incoming mobility might also contribute to the general policy of internationalisation.	✓
We suggest that, in reviewing the University Prospectus, the University might wish to consider whether it might be able to give more generic information about Erasmus and its advantages and a more consistent approach to references to Erasmus under each of the subjects which offer Erasmus opportunities.	✓
We suggest that the University may wish to consider whether it might be appropriate to have a message or route from the home page which will positively direct/encourage students to pursue information about Erasmus, recognising that the University will wish to do this within the general context of its promotion of study abroad.	✓
We suggest that the University may wish to consider whether it might be appropriate to develop a more formal approach to the post (of Erasmus coordinator) and its responsibilities to ensure that all Schools are following a similar practice in recognising and supporting the role.	✓
We suggest that as part of the recognition of Coordinators the University may wish to consider whether it would be appropriate to convene a meeting of all Coordinators with other relevant staff possibly twice a year not simply for formal briefing about administrative matters and programme changes and opportunities but also the exchange of best practice, the presentation of case studies (study and work placement) with student involvement; examples of curriculum development to incorporate mobility and a general focus on staff development and quality enhancement.	✓
We suggest that since the majority of students study or work in Eurozone countries the Study Abroad Office may wish to discuss with the Finance Office whether it might be possible to retain the funds in Euros and be beneficial to pay students in Euros subject to discussion and agreement with the University bank to protect students from excessive charges.	

We suggest that at an early opportunity the University should establish accounts (sub accounts) as follows: Student mobility (study); Student mobility (work placement); Staff mobility (teaching); Staff mobility (training). The University will wish to retain an account for the Organisation of mobility but should seek to ensure that this is separate from the other Erasmus accounts.	
We suggest that the Study Abroad Office may wish to keep this practice (collecting bank details from all students) under review, particularly if the number of students participating in Erasmus (study and/or work placement) increases.	✓
We suggest that the Office may wish to consider whether it would be appropriate to record when individual data is entered and by whom, provided that this can be in large part automated..	✓
We suggest that the Study Abroad Office may wish to consider whether it would be appropriate, immediately before payment is authorised, to circulate Academic Coordinators to ask for their confirmation that all students on the list remain eligible to receive the Erasmus grant.	✓
In view of the varying levels of engagement of Schools, we suggest that the formal contact with and confirmation of Erasmus Coordinators may be a valuable part of the process.	
We suggest that the Study Abroad Office should discuss with the Finance Office arrangements for formal financial reconciliation at the end of the financial year	✓
We suggest that if the number of Erasmus student and staff mobilities is to increase and engage more Schools further consideration of the potential for more automated processes may need to become a greater priority.	✓
We suggest that the Study Abroad Office should discuss with colleagues in CSED (Human Resources) how that unit might be more actively involved in the promotion and encouragement of aspects of the management of teaching and staff training mobility in order to develop a more strategic approach throughout the University and increase the number of mobilities.	
We suggest that, as part of the process of raising the profile of Erasmus teacher mobility and procuring management recognition, the Study Abroad Office might wish to consider whether it would be appropriate to require the formal approval of the relevant Head of School and for Staff Training, the Head of Department.	✓
We suggest that it should be made clear to all staff that no grant will be paid until all documentation, including reports, have been submitted.	✓
We suggest that the Study Abroad Office might wish to discuss with senior colleagues whether it might be possible to produce a collated report on staff mobility with basic data and key review comments from reports for an appropriate University committee, both to raise the profile of Erasmus staff mobility in the University and to identify good practice and lessons for dissemination.	✓
We suggest that in the light of the discussion which we had that the University may wish to consider whether it would be appropriate to require that as part of the approval of a new bilateral a visit to the partner with a formal standard report should have taken place.	✓

We suggest that the University may wish to consider whether it would be helpful in its review of procedures to consider whether it would be beneficial to establish policy guidelines and criteria for new bilateral agreements.	✓
We suggest that in its review of procedures, the University may wish to consider whether the processes for renewed agreements should include more qualitative information as part of the commitment to enhancing the quality of the student experience.	✓
We suggest that the University may wish to consider whether it would be appropriate to establish some form of light touch monitoring of bilateral agreements which might involve a visit to each partner on a three to five year cycle with a standard structured report which would be presented to the relevant School and University committee.	✓
We suggest that the University may wish to consider how information about new and renewed bilateral agreements might be disseminated more widely within the University to increase the profile for Erasmus and to encourage more active participation.	✓
We suggest that the Study Abroad Office might wish to discuss with colleagues in the Recruitment Section how greater profile might be given to Erasmus at UCAS Fairs and visits to Schools and whether it might be possible to involve Erasmus students (returning and incoming) in UCAS Fairs close to the University.	✓
We suggest that the Study Abroad Office should discuss with the recruitment colleagues whether Erasmus students, returning and incoming, might be involved in promoting Erasmus during Visit Days.	✓
We suggest that since Erasmus mobility is currently concentrated in two Schools, the University may wish to consider how the remaining Schools might be more actively encouraged to participate in Erasmus study and work placements.	✓
We suggest that the Study Abroad Office might wish to review the information provided for students to ensure that the criteria for selection and the process are transparent and equitable.	✓
We suggest that the Study Abroad Office should discuss with the Dean of Students and the Disability Unit how that office might actively promote the potential for students with disability to participate in Erasmus, noting that, for students with a severe disability or exceptional special needs there is the potential for generous supplementary Erasmus grant support.	✓
We suggest that the Study Abroad Office should discuss with the Disability Unit how that Unit might engage in interaction with partners to establish effective links to support students with severe disabilities and/or exceptional special needs.	✓
We suggest that the Study Abroad Office might wish to consider, in consultation with senior colleagues, whether it would be appropriate to invite relevant offices, such as Careers, to attend (pre-departure briefing meetings).	✓

We suggest that the University may wish to consider in the context of its commitment to increase mobility whether it might be able to negotiate optimal insurance cover in conjunction with its own insurance to ensure that students have adequate insurance.	✓
We suggest that as well as a general provision for monitoring students, the University may wish to consider whether it would be appropriate to suggest some light touch monitoring of Erasmus students during their study which might entail a brief structured reflective report once or twice a semester on which brief feedback might be expected.	✓
We suggest that the University may wish to consider whether it would be appropriate, possibly on a three to five year cycle, to ensure that students in each partner institution are visited in situ.	✓
We suggest that the Study Abroad Office should advise School offices that they should retain a copy of the learning agreement for their records.	✓
We suggest that the University should keep under review the possibility of recording information from the learning agreement on the student record.	✓
We suggest that the Study Abroad Office should discuss with the Careers Service whether that office may be able to help in the promotion and encouragement of participation in Erasmus work placements throughout the University.	✓
We suggest that, in the review of the Quality code which the University is undertaking, it may wish to consider whether it would be appropriate to be specific about the monitoring requirements for Erasmus work placements (or other international work placements) which might involve a brief, structured, self-reflective report possibly twice a semester with provision for brief feedback. A brief mid-placement report from the employer could also be good practice.	✓
We suggest that, as an aspect of good practice with work placements the University may wish to consider whether it would be appropriate to provide for in situ monitoring of a proportion of work placements each year which would enable direct contact with placement providers and appropriate feedback on aspects of placement preparation and formation which would be valuable for the placement provider, the University and the student.	✓
We suggest that the University may wish to consider whether it would be appropriate to expect a structured evaluation from the placement provider which would contribute to the overall assessment of the placement.	✓
We suggest that the University may wish to keep under review ways in which it can provide fuller information about work placements on the University record and transcript.	✓
We suggest that the University may wish to keep under review whether, with the development of the HEAR and the associated Diploma Supplement, it might be appropriate to record ECTS credits alongside UK module credits.	✓
We suggest that the University may wish to consider, in view of its developing European contacts and the number of full-time European (non-UK) students as well as Erasmus incoming students, whether it might be appropriate to record ECTS credits alongside UK credits in all course catalogues and module information.	

We suggest that in the monitoring of bilateral agreements the receipt of satisfactory transcripts may be a factor which the University will wish to take into account.	✓
We suggest that the University may wish to keep under review how it might record details of the transcript from the host institution on the student records system.	✓
We suggest that the University may wish to keep this practice (use of grades from partners) under review, noting that students who work hard and perform well may expect more explicit recognition of the grades which they receive.	
We suggest that the Study Abroad Office might wish to discuss with the Quality Assurance and Learning & Teaching colleagues whether it might be possible to incorporate Erasmus student feedback and evaluation in standard University processes.	
We suggest that the University may wish to consider whether this may be an appropriate context in which to consider some form of peer managed feedback evaluation and report.	✓
We suggest that if it is felt that the feedback from students who have studied in the USA is successful the University may wish to consider whether a similar arrangement might be appropriate for Erasmus.	✓
We suggest that the Study Abroad Office might wish to discuss with the Student Union and the officers of ESN whether the Student Union and the Society might be proactive in promoting the Erasmus programme.	
We suggest that the Study Abroad Office might wish to discuss with the office responsible for the first destination survey and other student employment follow up how Erasmus students might be 'flagged' with a view to using them as potential case studies.	
We suggest that the Study Abroad Office should discuss with the Alumni Office whether it might be possible to flag Erasmus students (incoming and returning) with a view to contacting them in the future, to help promote the programme, possibly to act as mentors for students undertaking work placements and, in particular, for incoming students in finding suitable work placement opportunities in other European countries.	✓
The work placement checklist says that a supervisor has been appointed but no name or job title is entered and it does not appear that the University has queried this. As this a key element of the University's Code of Practice on Placement Learning, we suggest that this is an issue the University may wish to pursue.	✓
The UEA transcript is not transparent in the information about the work or study placements. We suggest that the University may wish to give further consideration to this in the development of the HEAR.	
We suggest that the University might wish to encourage staff to write slightly longer, evaluative reports with clear indication of benefits and dissemination and implementation of outcomes	✓
We suggest that the University may wish to keep this (the way in which academic recognition operates in different parts of the University) under review.	

Appendix 3 – Sample Partner Relationship Management Activity

Country	Partner	Arrangement type	Visit date	Visitor/Staff	Type
AUS	Murdoch University	Exchange	12-Sep-14	Jeanette Geesman	Inward
AUS	Curtin University	Exchange	18-Mar-15	Anna Parkin	Inward
AUS	Griffith University	Exchange	13-Apr-15	Claire Arnup (ARM)	Outward
AUS	University of Technology Sydney	Exchange	14-Apr-15	Claire Arnup (ARM)	Outward
AUS	Murdoch University	Exchange	15-Apr-15	Claire Arnup (ARM)	Outward
AUS	University of Sydney	Exchange	20-Apr-15	Claire Arnup (ARM)	Outward
AUS	Deakin University	Exchange	21-Apr-15	Claire Arnup (ARM)	Outward
AUS	Macquarie University	Exchange	22-Apr-15	Claire Arnup (ARM)	Outward
AUS	University of Canberra	Exchange	26-May-15	Eylem Atakav (AMA)	Outward
AUS	Deakin University	Exchange	28-May-15	Clementine Jones (ARM)	Outward
CAN	University of British Columbia	Exchange	25-Sep-14	Victoria Isherwood (ARM)	Outward
CAN	Simon Fraser University	Exchange	29-Sep-14	Victoria Isherwood (ARM)	Outward
CAN	University of Calgary	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
CAN	University of British Columbia	Exchange	28-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
France	University of Lyon III	Exchange	26-May-15	Clementine Jones (ARM)	Outward
JPN	Meiji Gakuin University	Exchange	21-Dec-14	Mika Brown (PPL)	Outward
JPN	Meiji University (Ikuta)	Exchange	22-Dec-14	Mika Brown (PPL)	Outward
JPN	Gakushuin University	Exchange	22-Dec-14	Mika Brown (PPL)	Outward
JPN	Meiji University (Nakano)	Exchange	22-Dec-14	Mika Brown (PPL)	Outward
JPN	Okayama University	Exchange	24-Dec-14	Mika Brown (PPL)	Outward
JPN	Kansai University	Exchange	06-Jan-15	Mika Brown (PPL)	Outward
JPN	Ryukoku University	Exchange	06-Jan-15	Mika Brown (PPL)	Outward
JPN	Japan Study Abroad Foundation	Visiting	25-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
JPN	Waseda University	Exchange	28-May-15	Helen Lewis (REN)	Outward
JPN	Kyorin University	Other	29-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
JPN	Meiji Gakuin University	Exchange	08-Aug-14	Chikako Shiina & Kanako Watanabe	Inward
JPN	Okayama University	Exchange	26-Aug-14	Kazuhisa Shimada	Inward
JPN	Waseda University	Exchange	19-Nov-14	Ms Yumi Yokoyama	Inward
Spain	University of Nebrija	Exchange	28-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
Swed	Lund University	Exchange	27-Apr-15	Katarina Wingkvist	Inward
Switz	University of Lucerne	Exchange	26-May-15	Clementine Jones (ARM)	Outward
Switz	University of Geneva	Exchange	27-May-15	Clementine Jones (ARM)	Outward
USA	Oakland University	Exchange	04-Aug-14	Prof Brian Connery	Inward
USA	DePauw University	Visiting	08-Aug-14	Prof Andrew Hayes	Inward
USA	Goucher College	Exchange	03-Sep-14	Nina Langlie (ARM)	Outward
USA	University of Illinois - Urbana-Champaign	Exchange	03-Sep-14	Sam Clark (ARM)	Outward
USA	Georgetown University	Exchange	04-Sep-14	Nina Langlie (ARM)	Outward
USA	University of New Mexico	Exchange	04-Sep-14	Sam Clark (ARM)	Outward
USA	Roanoke College	Exchange	08-Sep-14	Nina Langlie (ARM)	Outward
USA	University of Richmond	Exchange	09-Sep-14	Nina Langlie (ARM)	Outward
USA	George Mason University	Exchange	10-Sep-14	Nina Langlie (ARM)	Outward

USA	University of Kansas	Exchange	10-Sep-14	Sam Clark (ARM)	Outward
USA	University of Mississippi	Exchange	11-Sep-14	Sam Clark (ARM)	Outward
USA	University of North Carolina - Chapel Hill	Exchange	12-Sep-14	Sam Clark (ARM)	Outward
USA	IFSA Butler	Visiting	17-Sep-14	Victoria Isherwood (ARM)	Outward
USA	St Olaf College	Both	17-Sep-14	Sam Clark (ARM)	Outward
USA	University of Minnesota	Both	17-Sep-14	Sam Clark (ARM)	Outward
USA	University of Notre Dame	Exchange	18-Sep-14	Sam Clark (ARM)	Outward
USA	Amherst College	Visiting	22-Sep-14	Sam Clark (ARM)	Outward
USA	Louisiana State University	Exchange	23-Sep-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Smith College	Visiting	23-Sep-14	Sam Clark (ARM)	Outward
USA	Mount Holyoke College	Visiting	23-Sep-14	Sam Clark (ARM)	Outward
USA	University of Arizona	Exchange	24-Sep-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of Rhode Island	Exchange	24-Sep-14	Sam Clark (ARM)	Outward
USA	Tulane University	Exchange	25-Sep-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Loyola University	Exchange	26-Sep-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of California - Berkeley	Exchange	26-Sep-14	Sam Clark (ARM)	Outward
USA	University of Mississippi	Exchange	29-Sep-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of Oklahoma	Exchange	30-Sep-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Middlebury College	Exchange	02-Oct-14	Sam Clark (ARM)	Outward
USA	Loyola University	Exchange	06-Oct-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Framingham State University	Exchange	07-Oct-14	Sam Clark (ARM)	Outward
USA	Clark University	Exchange	08-Oct-14	Sam Clark (ARM)	Outward
USA	University of California - Riverside	Exchange	13-Oct-14	Sam Clark (ARM)	Outward
USA	University of California - London Office	Exchange	14-Oct-14	Monika Kraska	Inward
USA	University of California - Los Angeles	Exchange	20-Oct-14	Sam Clark (ARM)	Outward
USA	Stetson University - College of Law	Exchange	21-Oct-14	JR Swanegan	Inward
USA	Tulane University	Exchange	22-Oct-14	Sam Clark (ARM)	Outward
USA	University of California - Irvine	Exchange	23-Oct-14	Sam Clark (ARM)	Outward
USA	Dickinson College	Visiting	27-Oct-14	Myroslava Halibey (ARM)	Outward
USA	University of California - San Diego	Exchange	27-Oct-14	Sam Clark (ARM)	Outward
USA	Franklin and Marshall College	Visiting	28-Oct-14	Myroslava Halibey (ARM)	Outward
USA	Gettysburg College	Visiting	29-Oct-14	Myroslava Halibey (ARM)	Outward
USA	University of California - Los Angeles	Exchange	29-Oct-14	Sam Clark (ARM)	Outward
USA	San Diego State University	Visiting	30-Oct-14	Sam Clark (ARM)	Outward
USA	Reed College	Exchange	03-Nov-14	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Swarthmore College	Visiting	04-Nov-14	Myroslava Halibey (ARM)	Outward
USA	IFSA Butler	Visiting	06-Nov-14	Matthew Free & Cambria Minott-Gaines	Inward
USA	University of Illinois - Urbana-Champaign	Exchange	05-Dec-14	Emma Armshaw	Inward
USA	University of California - London Office	Exchange	02-Feb-15	Monika Kraska	Inward

USA	Stetson University - College of Law	Exchange	05-Mar-15	Gillian Daly (LAW)	Outward
USA	Western Kentucky University	Other	13-Mar-15	Dr Craig Cobane, Dr Nancy Rice, Dr Cheryl Davis, Dr Cheryl Stevens, Dean David Lee	Inward
USA	Dickinson College	Visiting	16-Mar-15	David Strand	Inward
USA	University of California - Santa Cruz	Exchange	20-Mar-15	Prof Peter Limbrick	Inward
USA	Stetson University	Exchange	24-Apr-15	Paula Hentz	Inward
USA	University of North Carolina - Asheville	Other	29-Apr-15	Cara Gilpin	Inward
USA	State University of New York - Plattsburgh	Exchange	13-May-15	Jamie Winters	Inward
USA	Dickinson College	Visiting	19-May-15		Inward
USA	University of Massachusetts - Amherst	Exchange	22-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Notre Dame University	Exchange	25-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Goucher College	Exchange	26-May-15	Clementine Jones (ARM)	Outward
USA	University of California - EAP Office	Exchange	26-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Temple University	Exchange	26-May-15	Chris Bigsby (AMA)	Outward
USA	Georgetown University	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	High Point University	Other	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	State University of New York - Plattsburgh	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of Colorado	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	George Mason University	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Northeastern University	Other	27-May-15	Chris Bigsby (AMA)	Outward
USA	University of Minnesota	Exchange	27-May-15	Chris Bigsby (AMA)	Outward
USA	University of Oregon	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of Massachusetts - Amherst	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	San Francisco State University	Exchange	27-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of North Carolina - Asheville	Other	28-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Framingham State University	Exchange	28-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Santa Clara University	Other	28-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	Occidental College	Exchange	29-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of Kansas	Exchange	29-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward
USA	University of Maine	Exchange	29-May-15	Anne-Marie Bruner-Tracey (ARM)	Outward

Appendix 4 – International Education Year event guide

August	<ul style="list-style-type: none"> • Partner semester spaces allocated to UEA Schools
September	<ul style="list-style-type: none"> • Arrival and Orientation • USA study abroad and degree recruitment • EAIE conference (Europe) • NACAC conference • Outgoing – Induction programmes
October	<ul style="list-style-type: none"> • USA study abroad and degree recruitment • Forum on Education Abroad conference (Europe) • Europe study abroad and degree recruitment • Mexico study abroad and degree recruitment • Japan study abroad and degree recruitment • Outgoing – Open Day • Outgoing - advisement
November	<ul style="list-style-type: none"> • USA study abroad and degree recruitment • CIS conference (Europe) • Outgoing - advisement
December	<ul style="list-style-type: none"> • Outgoing - advisement
January	<ul style="list-style-type: none"> • Arrival and Orientation • Outgoing – advisement • Erasmus+ interim report
February	<ul style="list-style-type: none"> • AIEA conference (USA) • USA study abroad and degree recruitment • Outgoing - advisement
March	<ul style="list-style-type: none"> • IEAA conference (Australia) • APAIE conference (Australasia) • Forum on Education Abroad conference (USA) • USA study abroad and degree recruitment • Outgoing - advisement • Erasmus+ funding bid
April	<ul style="list-style-type: none"> • ERACON conference (Europe) • USA study abroad and degree recruitment • Outgoing - advisement
May	<ul style="list-style-type: none"> • USA study abroad and degree recruitment • NAFSA conference (North America)
June	<ul style="list-style-type: none"> • Going Global conference (varies) • Erasmus+ final report • Outgoing – Open Day
July	<ul style="list-style-type: none"> • BUTEX conference/symposium (UK) • BUILA conference (UK) • NAFA conference (USA) • Outgoing – Open Day

Appendix 5 – UEA International Education Country Brief

Country/Region	Current situation	Future suggestions
Australia	Primarily bilateral UG exchanges Lower outgoing numbers (due primarily to finance)	APAIE 2016 – Melbourne
Brasil	Primarily SwB	Potential for visiting programmes via agents Promotion mission
Canada	Primarily bilateral UG exchanges	Expand to Quebec for French-speaking alternative to Europe Partner/pastoral visits
Chile	One bilateral UG exchange No campus staff visit since partnership began	Expand UEA School opportunities (e.g., EDU, DEV)
China	Ongoing investigations into exchanges and other visiting programming	
Europe (all)	Erasmus+ Key Action 1 bilateral and staff exchanges France and Spain largest mobility partners, incl work	EAIE 2015 – Glasgow – UEA to exhibit EAIE 2016 – Liverpool – UEA to exhibit Forum EA Europe 2015 – Greece – to attend Track pan-UEA partner visits
Hong Kong	Primarily bilateral UG exchange	Partner/pastoral visits by SA staff
Japan	Bilateral UG exchanges Fee-paying – direct and special cohorts INTO – SaWE market	Partner/pastoral visits by SA staff
Malaysia	Part of exchange via an Australian partner New partnerships under discussion with UEA Malaysia Office	Visit campus Active on-campus promotion
Mexico	Primarily bilateral UG exchanges	Partner visits now due Potential for internships (with Careers)
New Zealand	Primarily bilateral UG exchanges Lower outgoing numbers (due primarily to finance)	Partner/pastoral visits by SA staff
South Africa	Part of exchange via an Australian partner	Visit campus Active on-campus promotion
USA	Bilateral UG exchanges Fee-paying – direct and special cohorts	AIEA 2016 – RH to attend, if possible Forum EA 2016 – KB to attend, if possible NAFSA 2016 – Denver – UEA to exhibit