

## 1 Situation

WP students are underrepresented in International Mobility. Literature and reports by UUKi and others highlight the financial constraints students face, together with lack of knowledge and confidence of belonging to the group who would normally participate in such activity (overseas travel for study or work). Additional support to promote and deliver these activities for these groups is key and various interventions are required, together with a budget, time and education from an early stage of the students' engagement with university.

## 2 Aims

The aim of the International Mobility (IM) programme is to increase the numbers of Widening Participation students taking on IM activities; thus, helping them improve their Graduate Outcomes and Career Readiness. The IM programmes aim to improve "20th-century" skill development in young people at university, especially those from disadvantaged and underrepresented backgrounds.

## 7 Inputs

## 5 Activities

## 6 Outputs

## 3 Outcomes

## 4 Impact

### Process

### Impact

- Data to identify students
- Financial investment for students, especially those from more deprived areas, estranged or carers and BAME.
- Organisational investment in resources, such as human resource, time, budget events and systems.
- Internal Buy-in from academics and other support teams
- External Buy-in from partners, funding agency (Turing Scheme, for example)
- Student engagement in co-creating and delivering promotional activity

- Development and extra support for international short-term programme (ISP), supported by the Turing Scheme and APP
- Development of Research of Excellence programme (RoE)
- Increase Virtual Internships offer
- Credited IM activities within the curriculum, in line with ESDP
- Bespoke international one-week group activities within programmes with high numbers of WP students
- Bespoke feedback and information sessions for students with certain characteristics (quiet time, feedback from BAME students on barriers for IM)

- 20% increase in students participating in IM activities per year, with 40% being from WP backgrounds, in all Northumbria UG programmes
- Improved degree classification for WP students from before to after IM opportunity (usually between years 2 and 3 of degree)
- Increased positive markers for WP students in Graduate Outcomes data (lag indicator)
- Improved Career Readiness for WP students after International Short Programme
- Improved "20th century skills" such as intercultural communication, proactiveness, confidence, etc.

- Increased confidence in belonging to group who consider international mobility as an attainable objective in their university experience.
- Improved employability in students from disadvantaged backgrounds
- Improved Career Readiness data for WP students
- Improved degree classification
- Improved positive markers for WP students

- The long-term impact of this programme is to support the UK government's social mobility plan, together with parity in outcomes between WP and non-WP students as a result with engagement in IM during time at university.
- Skills development and employability opportunities for both groups of students should be similar, regardless of background and personal characteristics.
- Graduate outcomes data consistently shows that IM activities are equally beneficial to all students, regardless of background.

## 8 Rationale & Assumptions

IM programmes are life-changing opportunities that allow students to improve their soft skills, increase employability and career prospects. Data and research available show that: According to the Career Readiness Data (full-time, first degree, UK), 455 Polar Quintiles 1 and 2, and 235 BAME students said they are interested in participating in an IM programme. In the 2020/21 Graduate Outcomes 53.6% of the WP students who participated in an IM programme during university were engaged in interim study, further study or a combination of work and further study. In 2023 more than 50% of the WP students who did a year abroad improved their degree classification, and 100% said they would recommend to their peers. WP students' self-assessment showed that out 10, pre-mobility "Self-Awareness" was 6.7 which post-mobility increased to 7.5. Their assessment of "Workplace Skills" went from 6.9 before to 7.7 after the IM programme. Therefore, the assumption is that students who are disadvantaged and underrepresented in IM find the opportunity important and attractive but face barriers that we need to address to support their participation.