

Annual Report

2019-20

October 2020

DMU
GLOBAL

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Foreword

Since DMU Global launched in September 2014, I don't think we could have foreseen the journey we have gone on over the past 6 years. A pilot initiative was launched to 'test the water' and see if there would be an appetite for such international experiences, and the result was just over 250 students participating in the first year. It was a positive start, but didn't really prepare us for the growth of the programme in subsequent years and more broadly the changes globally that have impacted how we operate.

Having been here since the beginning I have seen the growth of DMU Global from sending a couple of hundred students abroad in 2014-15, to over 2,000 annually currently. Whilst this growth in participant numbers is impressive, it only tells a fraction of story. The personal, academic and professional growth and development that these experiences offer our students are what the programme is all about, and this report seeks to celebrate the transformative aspect of DMU Global.

In addition, our relentless focus on providing accessible and inclusive opportunities has been a hallmark of our success, and one of the main reasons we were awarded a Times Higher Education Leadership and Management Award in June 2016. With a combination of generous bursaries, student support and the provision of short-term and campus-based international experiences we have been able to offer international experiences to students who wouldn't normally benefit from these opportunities.

Writing these comments working from home in what has been a turbulent year for all of us, and in particular those working in travel, internationalisation and student mobility I am proud to reflect upon how through a combination of hard work and commitment to our principles, DMU Global has matured into a hugely successful, high-quality and inclusive international experience programme that offers a diverse range of opportunities, that it is hard to do justice to in this report.

DMU Global now offers students the chance to participate in hundreds of overseas trips annually, which we hope to resume in the next academic year. These range from embedded academic experiences, to volunteering and public good opportunities through DMU Local, to employability and entrepreneurship trips with DMUworks. We offer a mix of campus-based experiences, including the chance to learn one of 6 foreign languages, demonstrating our commitment to internationalisation at home.

Moreover, the Global Mobility Office manages all Erasmus+ student and staff mobility activity and International Exchange (outside of Europe), giving learners the chance to spend a year abroad as part of their degree. With over 50 partnerships across Europe, North America and Asia we remain committed to growing our international cooperation with universities in spite of the challenges posed by Brexit and COVID-19.

Lastly, responding to the pandemic we were determined not to just sit and wait for it to pass and for travel to resume. Instead we have set ourselves the goal of continuing to bring our students unique opportunities to learn from, and work with, people around the world, in a virtual environment instead. In September 2020 we launched DMU Global Online Learning, a new programme of activity with long-term aims to offer accessible, virtual international experiences that are designed and delivered by colleagues at DMU, and friends and partners overseas. We hope to be able to report this time next year about the different, yet still transformative impact of these online experiences on our students!

I hope that everyone who has contributed to DMU Global over the past year (and beyond) is able to read and enjoy this report, which should act as a reminder as to why international cooperation and the exchange of people, culture and knowledge is so vital to our students, and society as a whole.

Leo Smith (Head of Global Mobility)

Summary

This report provides an overview of DMU Global activities in the 2019-20 academic year, alongside student feedback gathered from our online evaluation form. The year was significantly impacted by the Coronavirus pandemic leading to the cancellation of 40% of our overseas opportunities. Despite this, some of the key highlights from the year included:

- Overall 2,071 students had an international experience with DMU Global. This included **1,318** students on overseas opportunities and **753** participating in on-campus experiences.
- Language learning remained a hugely popular activity, accounting for **93%** of our all of our on-campus participants.
- Academic-led trips made up the majority of our overseas opportunities (**51**) and accounted for **the most participants (1,121)**. ADH had the highest number of participants and offered the most opportunities (that were completed); this was followed by BAL, HLS and CEM.
- We invited 1,287 participants to provide feedback about their overseas experience through our online evaluation form. 603 students from all 61 opportunities completed the form, equating to a **47% response rate**.
- The top reasons for students participating in our overseas experiences were to: **experience something new overseas, enrich their studies and improve their cultural awareness**.
- **91% of participants felt their experience was good value for money**.
- Students felt they developed a range of transferable skills, with **confidence, their understanding of different cultures and their ability to work with others** scoring highest.
- **91%** of students felt that the opportunity added value to their course.
- **90%** of students are now more interested in **pursuing other international experiences** following their participation on a DMU Global opportunity.
- Overall satisfaction remained very high with **97% of students indicating that they were satisfied with their experience**.

Coronavirus (COVID-19) Pandemic

The 2019-20 academic year was significantly impacted by the Coronavirus pandemic. As a direct result of the pandemic and travel restrictions imposed globally, all DMU Global opportunities from March 2020 onwards were cancelled. Below we have highlighted the impact of this on our overseas opportunities:

Table 1: Round 2 overseas trip cancellations

Trips from: March – April 2020

15 Opportunities cancelled

363 Applicants

324 Places offered

214 Expected participants

Table 2: Round 3 overseas trip cancellations

Trips from: April – August 2020

29 Opportunities cancelled

714 Applicants

545 Places offered

487 Expected participants

The data presented in this report represents the opportunities that were completed before the pandemic. However, with the cancellation of **44 opportunities (40% of our overseas opportunities) and approximately 700 students affected**, this report may contain some unintended bias compared to data from previous years.

Participants

The tables below show a summary of DMU Global participants for the 2019-20 academic year. For our overseas opportunities, we saw students from **60 different countries** and **120 programmes of study** participate.

Table 3: Round 1 overseas opportunities
Trips taking place: September – December 2019

21	Opportunities available
539	Applications received
477	Places offered
374	Participants

Table 4: Round 2 overseas opportunities
Trips taking place: January – March 2020

40	Opportunities available
1,497	Applications received
1,162	Places offered
913	Participants

On-campus experiences

A total of **753 students participated in our on-campus experiences**. This included: 325 studying French, German, Spanish, Arabic and Japanese; 372 studying Mandarin; 39 TEFL course enrolments and 17 students completing the Intercultural Awareness Certificate.

Exchange and placements

A total of **31** students are participating in longer term study or work abroad in the 2020-21 academic year. This includes: **18** students studying in Europe through **Erasmus+ Study**, **6** working in Europe through an **Erasmus + traineeship**, **one** student on **International exchange** and **6** students on **International placements**. These numbers have significantly lower than usual due to the impact of the pandemic on student mobility opportunities, and the ability of businesses and universities to host students.

Table 5: Overall Summary

65	Overseas opportunities
2,175	Applicants for overseas opportunities
374	Round 1 participants
913	Round 2 participants
31	Exchange and placement participants
1,318	Overseas participants total
753	On-campus participants total
2,071	Total participants (all experiences)

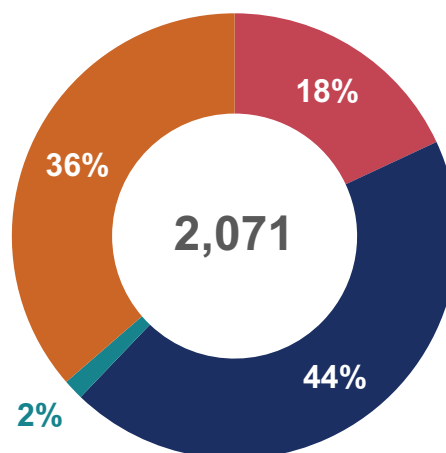


Figure 1: Participant summary

Types of opportunities

Table 6: Types of opportunities

Type	Participants	Percentage	Opportunities	Percentage
Academic-Led Trip	1,121	85.05%	51	78.46%
Extra-curricular	166	12.59%	10	15.38%
DSU Trips	27	2.05%	1	1.54%
Employability Trips	63	4.78%	3	4.62%
Volunteering	76	5.77%	6	9.23%
Exchange and placements	31	2.35%	4	6.15%
	1,318		65	

Academic-led trips

Academic-led trips made up the majority of our international opportunities. Of these, Arts, Design and Humanities (ADH) had the highest number of participants and organised the most trips. This was followed by Business and Law (BAL), Health and Life Sciences (HLS) and Computing, Engineering and Media (CEM).

Table 7: Academic-led trips by Faculty

Faculty	Participants	Opportunities	Cancelled opportunities	Anticipated participants
ADH	697	26	5	72
BAL	169	9	12	197
CEM	98	6	6	89
HLS	157	10	12	222

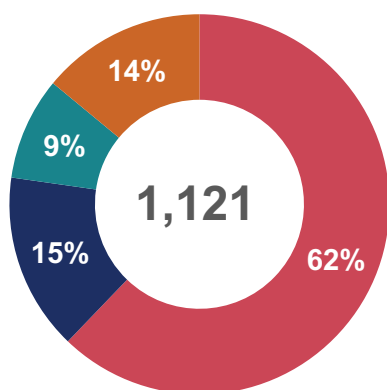


Figure 2: Academic-led trip participants by Faculty

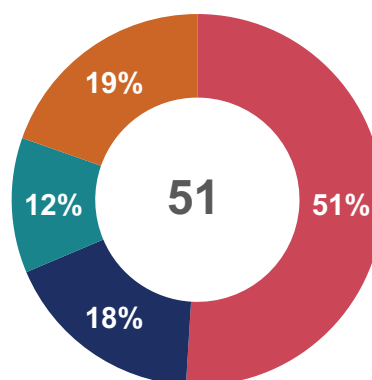
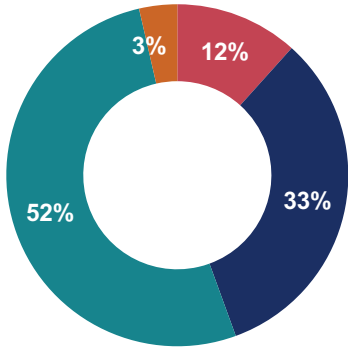


Figure 3: Academic-led trips by Faculty

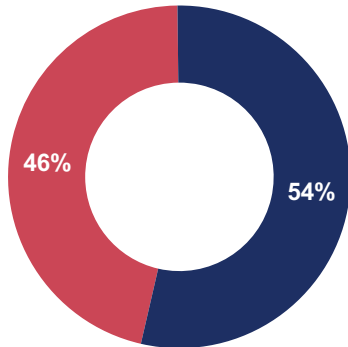
Participant demographics

This section provides an overview of participants by range of demographic characteristics, which are provided in comparison to the university population. **Figures 4, 5 and 7 have been produced from 2019-20 data.** Figures 6, 8 and 9 were produced based on 2018-19 data. Data from 2019-20 was not available at the time of writing this report, but historically this data has not changed significantly.



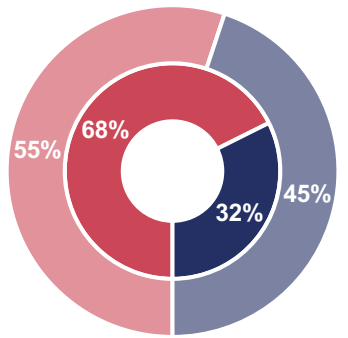
■ Level 4 ■ Level 5 ■ Level 6 ■ Level 7

Figure 4: Participants by level of study



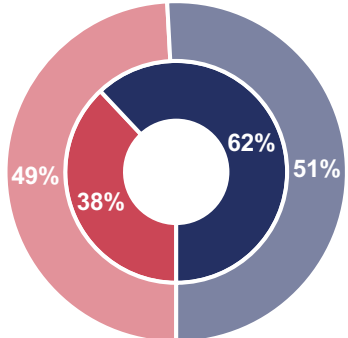
■ Europe ■ International

Figure 5: Participants by destination



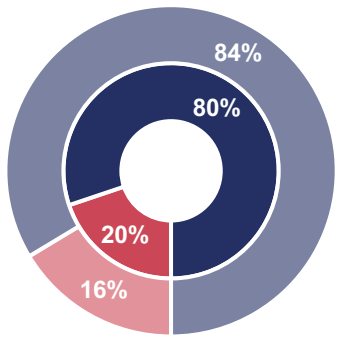
■ Female ■ Male

Figure 6: Gender



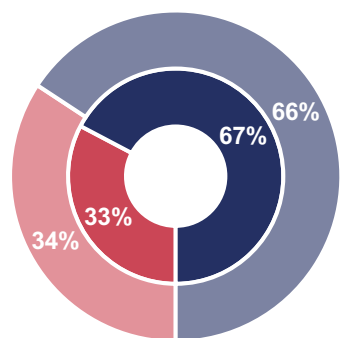
■ BAME ■ White

Figure 7: Ethnicity (2019-20 data from completed trips)



■ Disabled ■ No known disability

Figure 8: Disability



■ Disadvantaged ■ Not disadvantaged

Figure 9: Background

DMU ■ ■ DMU Global ■ ■

Since the launch of DMU Global...

20,000+

Students have taken part in our international experiences

14,637

Overseas participants

5,391

On-campus participants

65+

Countries visited

449

Academic-led trips

350

Extra-curricular opportunities

56

Exchange partners

96%

Overall satisfaction

91%

Felt their experience was good value

Award winning programme

Outstanding International Strategy in 2016 at the Times Higher Education Leadership Awards

One of the top reason's students choose DMU

19% of DMU's 2019 entrants cited DMU Global as one of their key selection influencers

Student feedback

Each year, DMU Global participants are asked to provide feedback about various aspects of their overseas experience. From the 1,287 participants that were invited to provide feedback, **603** students completed the survey (see appendix one for a copy of the evaluation form questions). This equates to a **47%** response rate and includes feedback from **all 61 opportunities** that were completed (see appendix two for a summary response profile).

Table 8: Academic-trips response profile

304	ADH
83	BAL
41	CEM
95	HLS

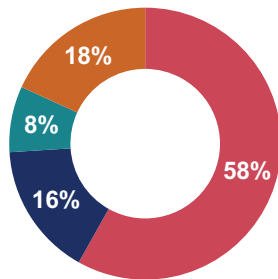


Figure 10: Faculty response profile

Why do students take part?

The top three reasons students gave for taking part in DMU Global opportunities were:

1. To experience something new overseas
2. To enrich their studies
3. To improve their cultural awareness

Funding and travel bookings

The DMU Global bursary has a significant impact on supporting students to travel overseas. Students were asked rate the financial value of their experience on a scale of 1-10 (low to high value). Overall, **91% of participants** selected the top 4 values and **felt their experience was good value for money**. Figure 11 provides an overview of value for money by faculty.

Overall, **86% of respondents were satisfied** with the travel arrangements made by faculties and directorates. Figure 12 shows the percentage of students that were satisfied with the travel arrangements by faculty.

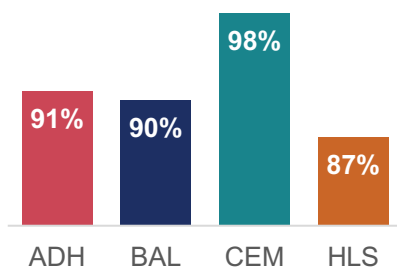


Figure 11: Value for money by faculty (top 4 values)

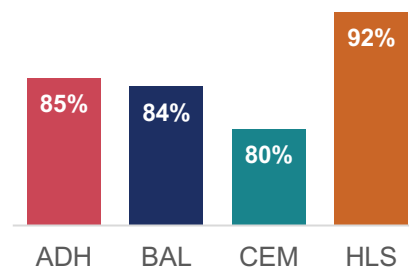


Figure 12: Satisfaction with travel arrangements

Organisation

As a part of the evaluation form, students were asked to provide feedback about various organisational aspects of their experience. Figure 13 shows the overall satisfaction by faculty:

- **87%** of students were satisfied with their trip lead
- **79%** of students were satisfied with the academic activities
- **80%** of students were satisfied with the cultural activities
- **79%** of students were satisfied with their accommodation

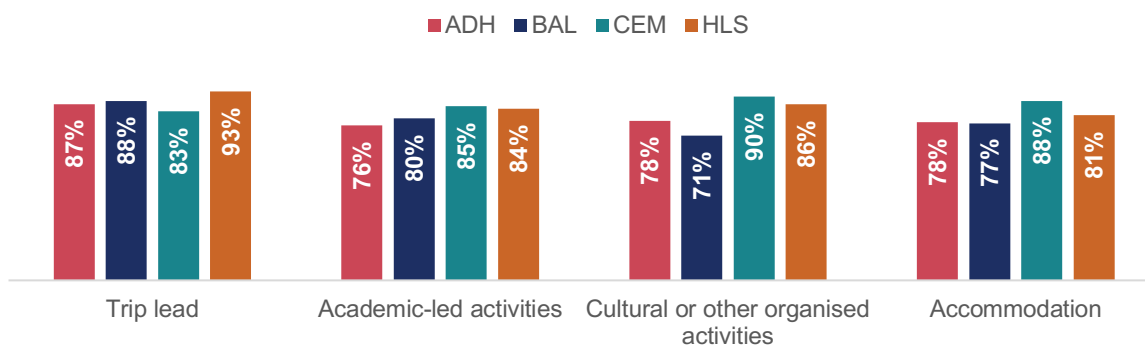


Figure 13: Organisation by faculty

Skill development

Alongside practical and organisational aspects of the trip, students are also asked to provide feedback about the impact of the experience on their development. The section was subdivided into three sets of questions focused on skill development, the learning objectives of the trip and the students' views towards future international experiences. **Students perceived that they had improved a range of transferable skills as a result of the experience.** Figure 14 shows the perceived skill development by faculty:

- **88%** of students felt they improved their confidence in handling new and unfamiliar situations
- **84%** of students felt they improved their understanding of different cultures
- **84%** of students felt they improved their ability to collaborate with others (teamwork)
- **81%** of students felt they improved their ability to communicate with people from a range of cultural backgrounds
- **79%** of students felt they improved their awareness of current affairs and global issues

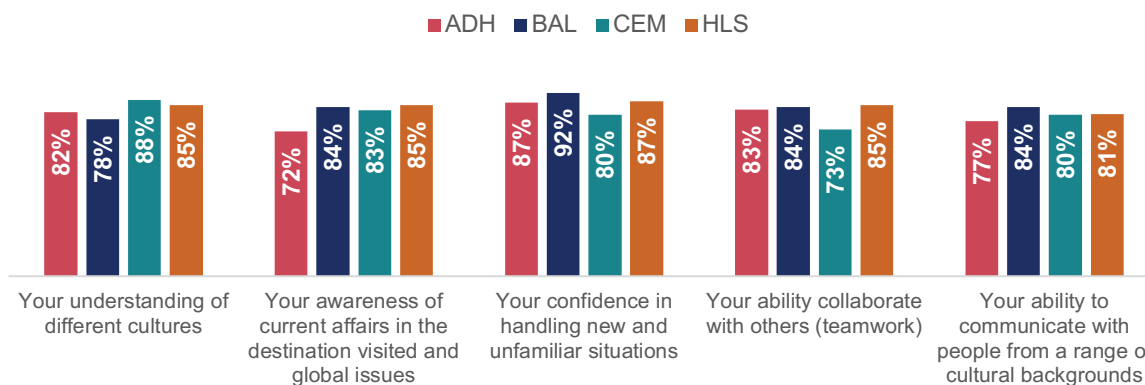


Figure 14: Skill development by faculty

Purpose

This section asked students to provide feedback about their learning experience and their overall understanding of the purpose of the trip. Overall, **91% of students** felt that the opportunity added value to their course and **85%** felt that the learning objectives of the trip were achieved. Figure 15 shows the net agreement levels with these statements.

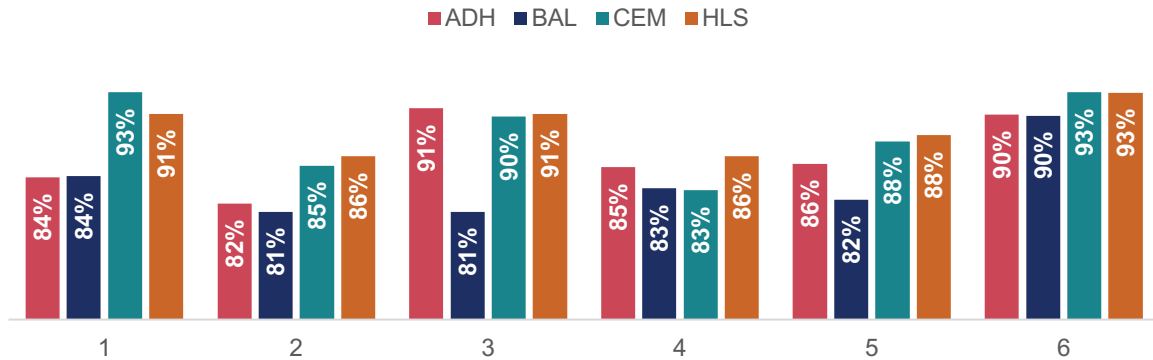


Figure 15: Understanding the purpose of the trip by faculty

1. I understood the learning objectives of the trip before going overseas
2. The activities linked well with the learning objectives/purpose
3. The choice of destination linked well with the learning objectives/purpose
4. I think the learning objectives of the trip were achieved
5. I understand how the trip will benefit my future learning
6. Overall, I think this trip has added value to my course at DMU

Overall experience

The final question in this section probed whether participation on a DMU Global experience had influenced participants' ambitions and willingness to travel overseas in the future. Figure 16 shows the net agreement levels with these statements:

- **90%** of students were more interested in pursuing other international experiences
- **86%** of students felt more confident to travel overseas independently
- **77%** of students would be interested in longer-term international opportunities

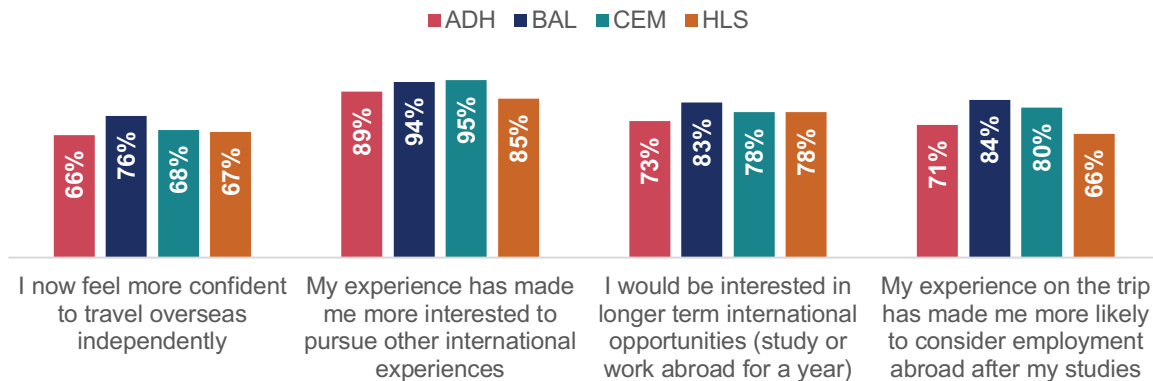


Figure 16: Views towards international experiences by faculty

Overall satisfaction

Finally, students were asked to rate their satisfaction with the experience as a whole, on a scale of 1-10 (low to high satisfaction). Overall **97%** of students selected the top 4 values and were satisfied with their experience. Figure 17 shows overall satisfaction by faculty.

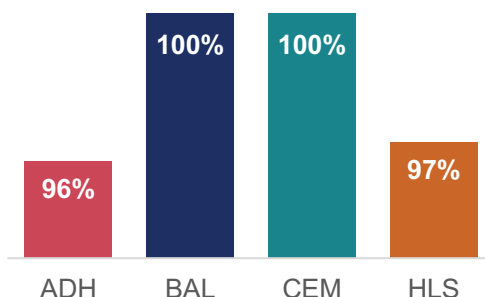


Figure 17: Overall satisfaction by faculty

Here is what some of our participants said...

“As someone who wants to become a lecturer in Haematology, this trip was perfect. It was teaching students about certain biomedical techniques, so I gained more confidence in my teaching. Not only did the DMU students benefit from this experience but the people in Chinhoyi did even more so.”

Biomedical Science trip to Chinhoyi, Zimbabwe

“Really loved the opportunity to travel to New York – it has been a lifelong dream! Having never travelled alone previously, I now feel more confident and aware of travelling independently.”

Photography and Video trip to New York, USA

“The trip has helped me significantly with my self-development and given me insight into what my future career may hold, not only in the UK but other parts of the world.”

DMU Works Employability trip to Ho Chi Minh City, Vietnam

“Fantastic trip with endless opportunities to grow! I am grateful to have had the chance to take part in this trip, my heart has been touched forever. I grew in too many ways to list them all, but it dramatically improved my confidence and ability to communicate with a wide range of individuals.”

Volunteering trip to Ahmedabad, India

“This trip was beyond amazing. The people, the experience, the activities... I cannot express how good it was! The trip lead blew us away with her local knowledge and her understanding of the language and culture.”

Forensic Anthropology trip to Guatemala

“This trip was a life changing adventure; it allowed me to see a new continent, a new culture but also I met some very warm and loving people that I’m still in contact with.”

Volunteering trip to Bangkok, Thailand

Appendix 1: Evaluation form questions

Opportunity

During which time did your opportunity take place?

- 1 September – 31 December 2019
- 1 January – 31 March 2020
- 1 April – 31 August 2020

Motivation

What was your motivation for participating in this opportunity? (1-5)

Please rank the following statements on a scale of one to five, with one being weakest motivation and five the strongest

- To enrich my studies
- To improve my employability
- To improve my cultural awareness
- To improve my language skills
- To experience something new overseas
- To have a holiday

Finance

How would you rate the value for money of this opportunity? (1-10)

Please use the scale below, with one being the least and ten the highest value for money.

Were you aware of the chance to apply for our Widening Participation Funding as part of the opportunity? (Yes/No)

Organisation

Who booked your travel for this opportunity?

- Faculty or Department
 - To what extent were you satisfied or dissatisfied with the travel arrangements that were made?
- I made the booking

Thinking about the overall organisation of your DMU Global opportunity, to what extent were you satisfied or dissatisfied with the following: (Very dissatisfied to Very satisfied)

- The Global Mobility Office (DMU Global)
- The pre-departure preparation
- The Academic or Trip Lead
- Academic-led activities
- Cultural or other organised activities
- Accommodation

Impact

Having taken part in this opportunity, how would you rate the development of the following? (No improvement, small improvement, moderate improvement, significant improvement)

- Your understanding of different cultures
- Your awareness of current affairs in the destination visited and global issues
- Your confidence in handling new and unfamiliar situations
- Your ability collaborate with others (teamwork)
- Your ability to communicate with people from a range of cultural backgrounds
- Your foreign language skills

**Thinking about the purpose of your trip, to what extent do you agree or disagree with the following:
(Strongly disagree to Strongly agree)**

- I understood the learning objectives of the trip before going overseas
- The activities linked well with the learning objectives/purpose
- The choice of destination linked well with the learning objectives/purpose
- I think the learning objectives of the trip were achieved
- I understand how the trip will benefit my future learning
- This trip provided useful international academic insight into my subject area
- Overall I think this trip has added value to my course at DMU

Thinking about your experience, to what extent do you agree or disagree with the following:

- I now feel more confident to travel overseas independently
- My experience has made me more interested to pursue other international experiences
- I would be interested in longer term international opportunities (study or work abroad for a year)
- My experience on the trip has made me more likely to consider employment abroad after my studies

Please use this space to add further comments relating to the benefits of this opportunity. This may include employability, personal development and academic benefits. (open text)

Overall

Overall how satisfied were you with your opportunity? (1-10)

Please use the scale below, with one being the least and ten the highest value for overall satisfaction

Please use this space if you would like to add any further comments relating to your opportunity (open text)

Appendix 2: Response Profile

Opportunity	Responses
ADH-R1-001-2019: Performing Artists in Residence – Split, Croatia	5
ADH-R1-002-2019: Architecture Design Studio in Berlin	17
ADH-R1-006-2019: Footwear Design in Spain	4
ADH-R1-007-2019: Photography & Video Trip to the Paris Photo Exhibition	5
ADH-R2-001-2020: International Fashion Buying Trip To Porto	8
ADH-R2-002-2020: International Fashion Buying Trip to Amsterdam	9
ADH-R2-003-2020: Première Vision in Paris	17
ADH-R2-004-2020: Contour Fashion in Paris	15
ADH-R2-005-2020: Photography and Video in New York	12
ADH-R2-006-2020: School of Design in Helsinki	10
ADH-R2-007-2020: Arts and Festivals Management in Amsterdam	6
ADH-R2-008-2020: Turning literary & historical texts inside out with XML in Canada	9
ADH-R2-009-2020: Studying the Shakespeare First Folio at Meisei University in Tokyo	6
ADH-R2-010-2020: Fine Art in New York	16
ADH-R2-014-2020: Architectural Technology in New York	8
ADH-R2-015-2020: Footwear Design at Lineapelle in Milan	5
ADH-R2-016-2020: MA Architecture trip to the Malaysia and Singapore	8
ADH-R2-017-2020: BA1 Architecture & Building Studies in Amsterdam	9
ADH-R2-018-2020: BA1 Architecture & Building Studies in Rome	23
ADH-R2-019-2020: BA2 Architecture Study Trip to Basel	7
ADH-R2-020-2020: BA2 Architecture Study Trip to Paris	13
ADH-R2-021-2020: The Influence of cultural diversity on design in New York	14
ADH-R2-022-2020: Humanities in New York	23
ADH-R2-023-2020: Fashion and Textiles in New York	33
ADH-R2-025-2020: Performance in New York	15
ADH-R2-027-2020: MArch study visit to Cologne, Stuttgart and Basel	7
BAL-R1-001-2019: Innovation, Entrepreneurship and Sustainability in San Francisco	10
BAL-R1-002-2019: The Business of Motorsport in Singapore	7
BAL-R1-004-2019: Strategic Issues in Global Financial Planning in Copenhagen	5
BAL-R2-005-2020: Mock Trial Competition at University of Central Florida	7
BAL-R2-007-2020: Branding in New York	18

BAL-R2-010-2020: Fiscal and Budgetary preparation in Orange County, Florida	14
BAL-R2-011-2020: Business Studies in Prague	10
BAL-R2-017-2020: Entrepreneurship and Innovation in the Philippines	2
BAL-R2-018-2020: Social Enterprises in Emerging Markets in Kenya	10
CEM-R1-001-2019: Graphic Design, Illustration and Interactive Courses in Amsterdam	6
CEM-R2-005-2020: Journalism and Broadcast Media in Prague	6
CEM-R2-006-2020: VFX in Vancouver	5
CEM-R2-007-2020: Contemporary Music and Art in Japan	9
CEM-R2-008-2020: Engineering in Prague	11
CEM-R2-010-2020: Dublin Silicon Docks	4
DMU-R1-001-2019: DMU Works in Vietnam - Employability in the Asian Century	15
DMU-R1-002-2019: DMU Works - Enterprise and Innovation in Boston	7
DMU-R2-002-2020: DMU Works Enterprise: Freelancing and Start-Ups in LA	1
DSU-R2-001-2020: De Montfort Students' Union Sustainable Activism in Amsterdam	9
HLS-R1-001-2019: The History of Mental Health and Neuropsychology in Paris, France	14
HLS-R1-002-2019: Nursing in Ahmedabad, India	2
HLS-R1-005-2019: Speech and Language Therapy in Ahmedabad, India	11
HLS-R1-008-2019: Biomedical Science in Chinhoyi, Zimbabwe	12
HLS-R1-009-2019: Health Service Comparison in Helsinki, Finland	9
HLS-R1-010-2019: Poverty Amidst Plenty in Florida, USA	7
HLS-R2-001-2020: Dubai International Pharmaceutical and Technologies Conference	9
HLS-R2-005-2020: Forensic Science in New York	13
HLS-R2-006-2020: Forensic Anthropology Foundation of Guatemala Field School	10
HLS-R2-008-2020: Exploring the Bosnian Genocide and Social Action	8
SQM-R1-001-2019: DMU Square Mile - English Teaching in Bangkok, Thailand	11
SQM-R1-002-2019: DMU Square Mile India - Volunteering in Ahmedabad	14
SQM-R1-003-2019: DMU Local Volunteering in Calais, France with Refugees and Asylum Seekers	7
SQM-R1-004-2019: DMU Local volunteering in Berlin with Refugees and Asylum Seekers	5
SQM-R1-005-2019: Cold War living history and archives project in Berlin	2
SQM-R2-001-2020: Volunteering in Ahmedabad	9
Total (61)	603

An aerial night view of a city, likely Leicester, with numerous skyscrapers and buildings illuminated. The sky is a deep blue with a hint of sunset or sunrise. Overlaid on the city are numerous vertical lines of varying colors (red, blue, green) that extend upwards, each ending in a small glowing dot. These lines represent data connections or network infrastructure. The overall scene is futuristic and digital.

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