



Supporting International Students Training Package – Tutor Notes
Module 1: Introduction and General Information




national union of students scotland




Session plan	
Module 1: Introduction and General Information	
Resources	Data projector/laptop Flip chart + pens EU/Bologna/ISB Fact Sheets Post-it notes This module requires you to source and add some of your own tailored information – please read the guidance on this information provided in the additional documents of this training package.
Environment	Tables + chairs set up to enable small group work, max 5 per table.
Aim	This module will provide an introduction to issues faced by international students and will give you the information to enable you to support them as practically as possible with the most common issues raised.



Objectives	<p>By the end of this module you will have:</p> <p>an overview of your institution’s international student population;</p> <p>understanding of the wider international context of social mobility and the Bologna process;</p> <p>knowledge of common social, financial and welfare issues affecting international students; and</p> <p>know which issues you can deal with and which to refer on.</p>
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Session	Plan/task	Trainer notes	Slides	Time
Welcome		<p>Welcome everybody and introduce yourself.</p> <p>Go over housekeeping if you have new participants or it’s an unfamiliar venue.</p> <p>This is the first module of four that aim to develop your skills and knowledge to better support international students and engage them in their university experience.</p> <p>It will last for 2 hours.</p> <p>You have handbooks containing additional information, and questions relating to some</p>	 <p>Aim</p>	5



Session	Plan/task	Trainer notes	Slides	Time
		<p>of the work we'll be doing during the session so you can fill it in as we go along. I'll also give you other resources that might be useful.</p> <p>Read through aims and objectives and check that this is what everyone expected.</p>	<p>→</p> <p>Aim</p> <p>This module will provide an introduction to issues faced by international students and will give you the information to enable you to support them as practically as possible with the most common issues raised.</p>  <p>Objectives</p> <p>→</p> <p>Objectives</p> <p>By the end of this module you will have:</p> <ul style="list-style-type: none"> • an overview of your institution's international student population; • understanding of the wider international context of social mobility and the Bologna process; • knowledge of common social, financial and welfare issues affecting international students; and • know which issues you can deal with and which to refer on. 	
Icebreaker	<p>This will only be needed if you have different participants to other sessions or if you're giving this module as a 'stand alone' session. There are two icebreakers as part of</p>			10



Session	Plan/task	Trainer notes	Slides	Time
	<p>the full trainer pack that can be used if necessary.</p> <p>Alternatively, you may just want to ask people to introduce themselves, their role and reasons for being here.</p>			



<p>What does the international student population look like here?</p> <p>Aim To provide institutional context to the discussion.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Know the number or international students here. • Understand the breakdown by country of origin and by course/level of study. 	<p>Group work quiz exercise – tailored slides, handbooks.</p> <p>10mins</p> <p>Feedback discussion.</p> <p>10mins</p>	<p>Split the training session into groups of 3 or 4 and ensure each group has a pen and paper.</p> <p>We are going to have a quick quiz to test what you know about the demographic of international students in this university.</p> <p>Go through each of the slides.</p> <p>Show Task slide.</p> <p>Q. How many students are there in this University?</p> <p>Q. What percentage of the students here are international?</p> <p>Show Country of origin slide</p> <p>Q. On the slide is a breakdown by percentage of the international students in this University by country of origin and a list of the top countries of origin – match them up.</p> <p>Show Subject studied slide</p>	<p>20</p> <p>Task</p> <p>→</p> <p>Task: Quiz – What do you know?</p> <p>Quiz Questions...</p> <ul style="list-style-type: none"> • How many students are study at this University? • What number and percentage of these students are international? <p>Country of origin qu.</p> <p>→</p> <p>Quiz Questions...</p> <p>3. Here is a breakdown of the % of international students from different countries of origin – match the % to the country...</p> <table border="1"> <tr> <td>??%, ??%, ??%, ??%</td> <td>[Insert Country], [Insert Country], [Insert Country], [Insert Country], Other</td> </tr> </table>	??%, ??%, ??%, ??%	[Insert Country], [Insert Country], [Insert Country], [Insert Country], Other
??%, ??%, ??%, ??%	[Insert Country], [Insert Country], [Insert Country], [Insert Country], Other				



		<p>Q. On the slide is a breakdown by percentage of the international students in this University by course and the top courses studied by international students – match them up.</p> <p>Show Level of study slide</p> <p>Q. On the slide is a breakdown by percentage of the international students in this University level of course – match them up.</p> <p>Get the groups to swap answers with other groups</p> <p>Talk through the answers slides and the proper answers to these questions getting them to take notes in their workbooks.</p> <p>Group discussion</p> <p>Q. Are you surprised by the answers to these questions?</p> <p>Q. What trends do you see and how could you use this information to better support</p>	<p>Subject studied qu.</p> <p>→</p> <p>Quiz Questions...</p> <p>4. Here is a breakdown of the % of international students studying different subjects – match the % to the subject choice...</p> <table border="1"><tr><td>??%, ??%, ??%, ??%</td><td>[Insert Subject], [Insert Subject], [Insert Subject], [Insert Subject], Other</td></tr></table> <p>Level of study qu.</p> <p>→</p> <p>Quiz Questions...</p> <p>5. Here is a breakdown of the % of international students studying at different levels – match the % to the course level...</p> <table border="1"><tr><td>??%, ??%, ??%, ??%, ??%, ??%</td><td>[Insert Level], [Insert Level], [Insert Level], [Insert Level], Other</td></tr></table> <p>Answers</p> <p>→</p> <p>Answers</p> <ol style="list-style-type: none">1. There are [Insert number] students in the University as a whole.2. [Insert number] of these students are international students (both EU and non-EU non-domestic students, meaning [Insert %] % of students here are international.	??%, ??%, ??%, ??%	[Insert Subject], [Insert Subject], [Insert Subject], [Insert Subject], Other	??%, ??%, ??%, ??%, ??%, ??%	[Insert Level], [Insert Level], [Insert Level], [Insert Level], Other	
??%, ??%, ??%, ??%	[Insert Subject], [Insert Subject], [Insert Subject], [Insert Subject], Other							
??%, ??%, ??%, ??%, ??%, ??%	[Insert Level], [Insert Level], [Insert Level], [Insert Level], Other							



international students?
For example: There may be a high number of post-graduate students here who may not be in the country for long so you may want to target them specifically and tailor your work/engagement campaigns to take account of this.
There may be a large number of international students studying a particular course and you could make a point of speaking with this course to get an international rep.
You could use the breakdown of country of origin to inform the kind of cultural events you put on.
Keep this discussion brief as there will be a chance to discuss this in more depth in module 2.

Country of origin a.



Answers... Question 3

% International Students	Country of Origin

Subject studied a.



Answers... Question 4

% International Students	Subject Studied

Level of study a.



Answers... Question 5

% International Students	Level of Study





<p>What benefits to international students bring and what is the bigger picture regarding student mobility?</p> <p>Aim</p> <p>To understand the benefits of international students in your institution and the current situation in terms of inward and outward student mobility in Scotland & the UK.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Identify benefits of international students. • Be aware of the number of students inwardly and outwardly mobile in the 	<p>Whole group discussion on benefits. 5mins</p> <p>Slides and whole group discussion on inward and outward mobility.</p> <p>5mins</p>	<p>Address the entire group and make notes of their answers on a flip chart page</p> <p>Q. What do you see as the main benefits of having international students studying in this University?</p> <p>Show and talk through Benefits slide highlighting any areas not already raised in the discussion.</p> <p>Cultural benefits - in terms of adding cultural diversity and cultural capital (i.e. cultural awareness, international business perspectives on business courses).</p> <p>Economic benefits - (funding for the University at a time of cutbacks), there may be courses running that would not take place if it were not for international students keeping the numbers up. <i>It is important to bring this up. We are not saying that international students should be</i></p>	<p>Benefits</p> <p>→</p> <p>Benefits to your institution...</p> <ul style="list-style-type: none"> • Cultural Capital – international students bring a different cultural perspectives and knowledge to the subject area they are studying and the life of the University and Students' Association. • Global Networks – having international students here on exchange or for an entire course can be used to build relationships globally and create exchange opportunities for domestic students. • Economic Benefits – non-EU students pay higher fees to study the same courses as home students. • Raising the Bar – Encourage courses to internationalise and raise standards to compete internationally 	<p>10</p>
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UK/Scotland.		<p><i>viewed as 'cash cows' but the significance of the revenue they bring into the university is important. It also means they will be expecting an excellent student experience for the amount that they are paying.</i></p> <p>Global Networks – having international students here on exchange or for an entire course can be used to build relationships globally and create exchange opportunities for domestic students.</p> <p>International student recruitment is a key source of income for universities. Non-EU International students pay fees between £8-15,000 per year depending on the institution and subject of study) this fee income represents between 2 -14 per cent of total income for 80 per cent of the UK's universities.</p> <p>Income from international students enables</p>		
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		<p>universities and colleges to provide facilities that benefit all students. In light of recent cuts to public funding, this income stream is even more important to the survival of many education institutions, while sustaining the quality of UK education as a whole.</p> <p>Show and talk through slides on inward and outward mobility. Highlight the increase in international students on the inward mobility slide and mention that this shows the increased need to ensure that international students are properly supported while they study here due to increased pressure on services.</p> <p>Q. Has anyone here ever studied abroad or is an international student?</p> <p>Q. Why do you think that outward mobility in the UK and Scotland is low?</p> <p>Facilitate a brief discussion highlighting any</p>	<p>Inward Mobility</p>  <p>Inward Mobility</p> <ul style="list-style-type: none">• Look at the table in your workbooks and discuss the statistics... <p>Outward mobility</p>  <p>Outward Mobility</p> <ul style="list-style-type: none">• Scotland sends a higher percentage of students on ERASMUS placements than the rest of the UK.• Participation figures are rising (1,508 total mobility for 2009/10, and 1,517 projected for 2010/11).• Figures proportionately low in comparison with countries like France and Germany. We receive twice as many ERASMUS participants to Scotland as study internationally.• At the Sixth Bologna Ministerial meeting in Leuven, Ministers committed to a target of 20% of Higher Education (HE) students having an international learning experience by 2020.	
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		<p>missed areas.</p> <p>Perceived language barriers and decrease in language study in the UK/Scotland.</p> <p>Lack of promotion by schools and Universities.</p> <p>Social/Economic Factors – think about the cost of our education in Scotland just now and how this may encourage us to stay rather than travel.</p>		
<p>What is happening in the Europe to encourage students' mobility?</p> <p>Aim</p> <p>To understand the wider international context of social mobility and the Bologna process.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Bologna process. 	<p>Small group work where they prepare a presentation on facts.</p> <p>Group work. 15mins</p> <p>Feedback and slides. 15mins</p>	<p>Split up into groups of 3 or 4. Show Task slide.</p> <p>In your groups look at the fact sheets in the workbooks – prepare a brief presentation – you can use flipchart paper and pens provided – to explain your area to the other group – you have fifteen minutes to complete this task.</p> <p>While students are doing this you can head up five pieces of paper with the titles:</p> <p>Accommodation; Visas and immigration;</p>	<p>Task</p> <p>Task: International student issues</p> <p>Round the room are five sheets of paper which highlight the main areas that an international student may come to you with issues about: <i>Accommodation; Visas and immigration; Finance and banking; welfare – mental and physical; academic pressure</i></p> <p>On your post-it notes write down as many issues as you can think of and stick them on the flip paper round the room.</p>	<p>30</p>



<ul style="list-style-type: none">• European Diploma Supplement.• International Student Barometer.		<p>Finance and banking; Counselling/healthcare; Academic support for the next exercise and hang the flip chart sheets around the room.</p> <p>Get groups to give presentations and at the end of each presentation talk through the worksheets identifying the key points they need to know about each of the areas and highlighting any the areas that have not have been covered in detail during the presentation. – Check the notes below for key points</p> <p>European Economic Area (EEA) nationals are citizens or nationals of one of the following countries. (Permanent residency not included) <i>Austria, Belgium, Bulgaria, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary,</i></p>		
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		<p>nationals have right of residence in the UK for the course duration.</p> <p>Bulgarian or Romanian nationals might have to apply for a registration certificate to work in the UK.</p> <p>The Bologna Process</p> <p>Launched in June 1999, when higher education ministers from 29 countries (including the UK) signed a declaration</p> <p>The declaration looked at enhancing the mobility and employability of European citizens and increasing the competitiveness of European higher education through the creation of a single European Higher Education Area (EHEA)</p> <p>Reforms were designed to make it easier to read and compare national qualifications were introduced.</p> <p>The EHEA was launched in March 2010</p>		
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		<p>The next decade will be aimed at consolidating the EHEA (European Higher Economic Area)</p> <p>The European Diploma Supplement</p> <p>Why is the Diploma Supplement required?</p> <p>To respond to the updates in the qualification systems in different countries</p> <p>To provide recognition of qualifications has become essential as more and more people look to study and work abroad.</p> <p>The Diploma Supplement aims to provide students with information on their programme of study that is will be easily understood and comparable abroad.</p> <p>How does it meet these demands?</p> <p>Promoting transparency within Higher Education; Taking into account changes in qualifications; Aiding mobility and access to</p>		
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		<p>further study and employment abroad; Providing fair and informed information relating to qualifications</p> <p>International Student Barometer An online survey that International and European students throughout participating institutions across the sector are invited to complete. Taken post-arrival and year end. The survey is available for completion each year during May and October.</p> <p>Largest annual study of international students in the world including 52 universities in the UK. Over 700 universities and colleges in 22 countries have adopted the ISB collecting feedback from over 900,000 students. The ISB covers all levels and years of study, from first year undergraduates to final year PhD</p>		
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		students.		
<p>What issues do international students face?</p> <p>Aim</p> <p>To identify the broad issues that have an impact on international students and why additional support is important.</p> <p>Objectives</p> <ul style="list-style-type: none"> • What issues may come up: pre-induction/arrival, once they arrive, while they are here in addition to those of other students. • Consider issues frequently raised by 	<p>Full group work where they identify issues.</p> <p>5mins</p> <p>Feedback. 10mins</p>	<p>Show Task slide and give brief introduction.</p> <p>International students face all the same issues as other students in university, however, as they are travelling further to study they may experience some issues more acutely due to additional barriers in terms of culture, language and isolation from family and friends.</p> <p>Round the room are five sheets of paper which highlight the main areas that International Student may come to you with issues about. On your post-it notes write down as many enquiries as you can think of and stick them on the flip charts.</p> <p>Only take about 5mins to get them to do this as they should be able to come up with these quite easily.</p> <p>Group Discussion – for each area talk</p>	<p>Task</p> <p>Task: International student issues</p> <p>Round the room are five sheets of paper which highlight the main areas that an international student may come to you with issues about:</p> <p><i>Accommodation; Visas and immigration; Finance and banking; welfare – mental and physical; academic pressure</i></p> <p>On your post-it notes write down as many issues as you can think of and stick them on the flip paper round the room.</p>	<p>20</p>



<p>international students in relation to Accommodation; Visas and immigration; Finance and banking; counselling/healthcare.</p>		<p>through the post its on the flip chart highlighting any key points that haven't been mentioned – see examples below</p> <p>Accommodation – this may not be as expected when students arrive, they may not have all they need in terms of bedding etc, some students turn up to find out their accommodation is not ready, how difficult has it been for them to organise accommodation, accommodation arranged without viewing could be poor quality/high cost – students could need support to complain to landlords/letting agents.</p> <p>Visas and immigration – Constantly changing systems and rules, reapplying for visas can be complex and small mistakes can result in forms being returned, expenses incurred applying for visas, stress while waiting or when rejected, timescales for visas can be difficult, issues if a</p>		
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		<p>students needs more time to re-sit examinations.</p> <p>Finance and banking – it can be difficult for international students to set up bank accounts, do they have the correct information with them, what impact does a language barrier have, what kind of bank account can they get, how can they access funds from home without a bank account? There could be additional stresses involving expectations and tuition fees. What information had they received pre-arrival on how much they would need to live on – sometimes they are not prepared for the living costs here. Restricted working hours mean they have less capacity to earn money.</p> <p>Counselling/healthcare – International students will not be familiar with our healthcare systems, if they require</p>		
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		<p>prescriptions the medication here could have a different name and could be confusing, issues with stigma of disabilities/mental health in home countries may mean they find it intimidating or difficult to engage with health services, language barriers can compound discussing complex medical issues, isolation can lead to depression.</p> <p>Academic support – Cultural differences in academic engagement, different teaching styles and expectations of support, poor communication of plagiarism, lack of engagement with class rep systems and poor representation, language barriers, attitudes of teaching staff and/or other students, issues with group work and integration, resists and visa issues.</p>		
<p>What are the solutions to these issues?</p>	<p>Small group work to identify issues faced.</p>	<p>Show Task slide. Pass out one or two of the flip chart pages from the previous</p>	<p>Task</p>	<p>15</p>



<p>Aim To be able to deal with common issues by having knowledge of the support services in your university.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Be able to identify possible issues. • Have a note of the key contacts in your university and identify what they will deal with. 	<p>5mins Feedback. 10mins</p>	<p>exercise to each of the groups. Ask them to work through a couple of the issues and think of possible solutions.</p> <p>Get each group to feedback on their solutions and pass out the key contact sheets for each area in your institution that may help in different situations. Ask if anyone knows of any other contacts that may be missed off this list and ask them to share them and add them onto the bottom of the sheet.</p>	<p>Task: Who is responsible?</p> <p><small>In groups think about who you think would be the key people or departments in your institution to deal with the issues on your flipchart paper.</small></p>	
<p>What issues do you deal with and tips on signposting internally and external.</p> <p>Aim Know which issues you can deal with and which to refer on, and where.</p>	<p>Whole group exercise to establish roles and responsibilities. 5mins Presentation on external organisations. 5mins</p>	<p>Although you will want to support international students with their issues as much as possible you will find that much of the work that you do will not involve dealing with their issues directly but signposting them to other departments within your organisation or, in some cases out with your organisation.</p>		10



<p>Objectives</p> <ul style="list-style-type: none">• Identify issues you would contact external agencies about.• Have a record of external organisations that can be of use.		<p>Show the External orgs slide and read out the descriptions below on external organisations - ask for an example issue from the group that might be dealt with by each organisation. Encourage people to take notes in their handbooks as you go through these slides.</p> <p>These organisations and links to their websites are listed at the back of your handbooks. There is space next to each organisation for you to take notes on what issues they deal with that you may come across on a day to day basis.</p> <p>The British Council</p> <p>The British Council is the international cultural relations body for the UK specialising international educational and cultural opportunities. They are involved with education programmes that allow work</p>	<p>External orgs</p>  <p>External Organisations</p> <p>As well as internally information on the following agencies and their areas of work are contained in your workbooks:</p> <ul style="list-style-type: none">• The British Council.• UKCISA.• UK Border Agency.• NUS Scotland. <p>Think of a couple of issues you would signpost to each and write them in your workbooks.</p>
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		<p>and teaching placements aboard.</p> <p>UKCISA</p> <p>The UK Council for International Student Affairs (UKCISA) is the UK's national advisory body which works in the interest of international students and people working with them. Through them you will find information on best practice, professional development as well as advice for inwardly and outwardly mobile students on issues such as qualifications, language and culture. It is worth having a look on their website as you will find a lot of resources and answers to common queries by international students, but it can be hard to get through to the UKCISA advice line and they don't offer advice by email.</p> <p>UKBA</p>		
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		<p>The UK Border Agency is responsible for securing the UK border and controlling migration in the UK. They manage border control for the UK and enforce immigration and customs regulations. They also consider applications for permission to enter or stay in the UK, and for citizenship and asylum. They deal with Visa applications and you may be likely to hear about them in relation to discussions about required documentation. You should generally not try contacting UKBA for advice about individual cases (this can be counterproductive). You should always refer any visa advice queries to competent advisers in their union or institution.</p> <p>NUS Scotland NUS Scotland Students Without Borders can give you information on inward and</p>		
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		<p>outward student mobility issues. You can get information on the national picture and seek advice and guidance on individual student cases. NUS Scotland can help signpost you to the right organisation if you are uncertain.</p>		
<p>Summary</p>	<p>A round up of the key points and issues learnt during the module.</p>	<p>Show Objectives slide.</p> <p>Q. What is the key thing you have learnt during this module?</p> <p>You can ask this to each person in the group or open it up for general discussion and take one or two points depending on the time you have available or the size of group.</p> <p>In this module you've discussed the international student population at this University, looked at the bigger picture regarding student mobility and the Bologna process, identified issues international students may face and where you would</p>	<p>Objectives</p> <hr/> <p>Summary</p> <p>By the end of this module you will have:</p> <ul style="list-style-type: none"> ● an overview of your institution's international student population; ● understanding of the wider international context of social mobility and the Bologna process; ● knowledge of common social, financial and welfare issues affecting international students; and ● know which issues you can deal with and which to refer on. <p>Questions</p> <hr/> <p>Questions or comments?</p> 	<p>10</p>



		<p>direct them to both internally and externally to help them with these issues.</p> <p>Review the learning objectives.</p> <p>Q. Have the learning objectives been met?</p> <p>Q. Are there other things you still want to know?</p> <p>Ask them to fill in their evaluation form.</p>		
Close		<p>Thank everyone for coming. Give date for next module (if necessary).</p>		

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