# Supporting and Enhancing the Experience of International Students in the UK

# Contents

# About this document

This guide is about how higher education providers can support international students studying in the UK and enhance their experience. It is intended to be of practical help to all staff with responsibility for international students or who engage with them, including student advisers, international officers, lecturers, quality assurance practitioners, student services managers, careers advisers, or senior managers.

This guide supplements but is not part of the UK Quality Code for Higher Education (Quality Code). The Quality Code is the definitive reference point for all UK higher education providers. It makes clear what providers are required to do, what they can expect of each other, and what the general public can expect of them. It protects the interests of all students studying for UK higher education qualifications. The Quality Code should therefore be the starting point for all UK higher education providers supporting and enhancing the experience of international students, and constitutes the framework within which all such providers are expected to operate.

This guide provides additional information that higher education providers may find helpful in reviewing and enhancing their own practices in relation to the experiences of international students. It focuses on aspects of the student journey that may be particular to international students who come to the UK to study on UK programmes or where particular considerations might apply. In doing so, it is sensitive to the diversity of international students. Moreover, it is acknowledged that much of the highlighted good practice could also be applied to supporting students on programmes delivered overseas as well as to home students in the UK.

The guide reflects on and consolidates the good practice that is already in place across the sector. It is intended to facilitate the sharing of good practice among higher education providers, while recognising their diversity and autonomy. In particular, it has been developed with a view to assisting higher education providers in developing and maintaining an inclusive environment for international students, and meeting the challenges and opportunities associated with an increasingly international student body.

It operates on the basis that international students are an important asset for UK higher education providers, and that with the right initiatives in place they can contribute to the development of intercultural competencies among the whole student body, as well as that of academic and support staff, and can help create intercultural environments that enable all staff, students and providers to broaden their perspectives.

The guide is structured around the typical student journey and, as such, reflects the structure of the Quality Code, Part B: Assuring and Enhancing Academic Quality. It is divided into three sections, which relate to:

- marketing, selection and admission
- arrival, orientation and induction
- learning, teaching, and enabling student development and achievement.

Each section cites the relevant Expectations of the Quality Code, which apply to all UK higher education providers and relate to all of their students. Each section then contains a series of practical points that highlight key ideas and actions for providers to consider, specifically in relation to the experiences of international students coming to the UK.

This guide was produced following a review of a previous version published in 2012 as *International Students Studying in the UK – Guidance for UK Higher Education Providers*. The review process was led by QAA, working with an advisory group composed of practitioners from UK higher education providers and representatives from higher education organisations with an interest in international students' experiences (for full details of the membership, see Appendix 1). It has also benefited greatly from comments received from higher education providers, students and other stakeholders during consultation on a previous draft version.

# Relationship to legislation

Higher education providers are responsible for meeting legislative and other regulatory requirements, for example those placed upon them by funding bodies. This document does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements, further guidance and examples of good practice are indicated where appropriate. Higher education providers are responsible for how they use these resources. QAA takes no responsibility for the content of external websites.

# Equality and diversity

In all aspects of provision, consideration should be given to equality and diversity. This means treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and responsibility for, promoting equality.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. Disabled and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

# Marketing, recruitment and admission

The Quality Code, *Chapter B2: Recruitment, Selection and Admission to Higher Education*, sets out the Expectation that all higher education providers are required to meet regarding the recruitment, selection and admission of all students.

The Quality Code, Part C: Information about Higher Education Provision, sets out the Expectation that all higher education providers are required to meet regarding information about higher education provision, including information for prospective students.

Information to support each of these Expectations is provided in the Quality Code, and other sections of the Code will also be relevant to the topic of recruitment, selection and admission. The following points highlight practical considerations for providers, especially for staff responsible for marketing and the recruitment and admission of international students.

## Information for students

During marketing, recruitment and admission, providers will find it helpful to consider giving international students the following information:

- an overview of UK higher education
- a profile of the provider, including its standing with the Home Office and with QAA
- details about the chosen programme of study, including the nature and type of qualification, the principal method of teaching and learning, whether it includes any employment placements, and whether the programme is accredited by a professional, statutory or regulatory body
- information about employability, including details of in-study opportunities for work experience, work placements and volunteering, and of post-study graduate-level employment opportunities
- entry requirements and acceptance conditions, including English language proficiency
- progression opportunities and conditions, including from foundation years
- visa requirements and procedures
- application deadlines and processes, including any application fees
- admissions processes, including any variation for international students and processes for entry at different points in the academic year
- the responsibilities and obligations of applicants, including details of how a provider will respond to applications that include fraudulent or false information
- deposits required, tuition fees, payment deadlines and methods, and refund policies
- overall study costs, and details of whether and how such costs (including tuition fees) may alter during the course of their study
- estimated cost of living, including accommodation costs
- details of any scholarships and other financial assistance schemes
- details of pre-sessional courses or academic study skills courses that may be available
- an indication of academic and pastoral student support services that are available
- details of registered student recruitment agents and expected standards of service
- contact point(s) for enquiries, including specific contact information for each programme of study.

Providers will also find it helpful to consider:

- making information available in multiple formats, including in electronic and hard copy forms, in order to ensure access for students from different geographical areas

- making information available in languages other than English, especially in markets where parents are key influencers

- referring students to websites such as the British Council's Education UK, the relevant government departments, QAA and other higher education representative bodies as sources of information on UK higher education and studying in the UK

- referring students to the websites of the UK Council for International Student Affairs (UKCISA) and the UK immigration department, as sources of information about visa requirements

- involving alumni in recruitment events, giving prospective students direct access to the experience of former students

- making clear to potential applicants that acceptance onto a course does not guarantee successful completion, or entitlement to residency and employment upon graduation

- advising potential applicants intending to work or study outside the UK upon successful completion of their programme to check whether their qualification will be recognised in their intended country of employment or further study, and the conditions for entry to their intended profession in that country

- advising potential applicants that registration with a professional regulatory body in the UK may require a period of workplace based training after graduation, and that this may not be covered by student visa

- informing students whether they need to apply for Disclosure and Barring Service (DBS) Clearance to undertake a work placement required as part of their studies and that the application process may take several weeks

- making students aware where they may need to apply for an Academic Technology Approval Scheme (ATAS) certificate for their postgraduate studies, and that the application process may take several weeks in addition to the visa application

- providing guidance on accepted qualifications and levels for entry in the chosen programme of study

- informing students who have been offered a foundation degree as an alternative to direct entry in good time, so as to allow them to evaluate their options in relation to this additional year

- giving an indication of the student profile on chosen programmes of study to inform potential applicants of the likely number of international students

- making potential applicants aware of the UK definition of disability and that disclosure of a disability will not affect the academic decision

- providing information about admissions processes for under 18s, including any requirement for a UK based guardian

- informing students of the type and quality of accommodation made available by the provider during their period of study, and of alternative accommodation arrangements offered by private suppliers

- reviewing information provided to international students, regularly taking their feedback into account

- having transparent processes in place for recognising qualifications and credits obtained in other countries

- having processes in place to respond in a timely manner to requests for further information

- training staff with responsibility for marketing, recruitment, and admission, and supporting them to undertake their roles, in particular in relation to immigration requirements and recognition of qualifications
- referring all staff advising international students to the Code of Ethics produced by UKCISA and the Association of International Student Advisers (AISA).

## Use of education agents

When contracting the services of education agents the onus rests on providers to satisfy themselves that they are acting ethically and responsibly.

Providers will also find it helpful to consider:

- undertaking due diligence during the selection process and ensuring themselves that the contracted agents are reputable and competent in UK higher education advising
- incorporating the British Council Guide to Good Practice for Education Agents and the ethical principles set out in the London Statement as part of legal contracts with agents
- consulting the British Council database of agents who have completed British Council training and have signed up to the Guide to Good Practice for Education Agents and the London Statement
- regularly reviewing, and providing support and training for, their appointed agents to ensure that they have up-to-date knowledge about both the provider and the UK higher education system
- undertaking regular site visits where agents have a physical as well as online presence for advising students
- seeking feedback from students who have engaged with agents, and having in place policies and processes to act on this feedback where appropriate
- making an up-to-date list of their appointed agents publicly available
- making clear to students that agents offer a recruitment service for which they are paid by providers.

# Arrival, orientation and induction

The Quality Code, *Chapter B2: Recruitment, Selection and Admission* to Higher Education, sets out the Expectation that all higher education providers are required to meet regarding the recruitment, selection and admission of all students, up to the point of enrolment and transition into their programme of study.

The Quality Code, *Chapter B4: Enabling Student Development and Achievement*, sets out the Expectation that all providers are required to meet regarding student development and achievement, including student transitions.

Information to support each of these Expectations is provided in the Quality Code, and other sections of the Code will also be relevant to the topic of recruitment, selection and admission. The following points highlight practical considerations for providers, especially the staff who manage the arrival, orientation and induction of international students.

## Pre-arrival information

Providers will find it helpful to consider giving international students the following information pre-arrival:

- deadlines for payment of fees and information about how to make payments, together with refund policies

- details about deadlines for applying for student accommodation, and guidance on whether, when, and how deposits and rent are payable

- details about the availability and range of student accommodation, including that managed by the provider or by private suppliers, and their suitability for specific groups of students, such as those with families or disabled students

- details of what is and is not provided in providers' accommodation (for example, bedding, catering facilities, and so on)

- whether, and to what extent, providers are responsible for accommodation managed by them, or on their behalf

- a recommendation that students make appropriate arrangements to access money on a short-term basis upon arrival in the UK

- basic guidance on personal safety and British law, and on UK culture and lifestyle

- details of welfare entitlements, including healthcare and childcare options, and how these services can be accessed

- details of the registration and enrolment process and the documents that entrants will need

- details of timelines for application for graduate recruitment schemes in the UK

- details of any orientation and induction programmes that the provider makes available

- details of services and support (academic and pastoral) available to students at the provider, including faith-based, sporting, leisure, and social services and facilities

- explanation of the provider's and the student's respective responsibilities, including towards the UK immigration department, so that students clearly know what they can expect and what is expected of them during their time at the provider

- what to expect, upon arrival, from immigration control, including what documents are needed, and when and where students will need them

- advice on how to arrive safely at the provider or accommodation, and any 'meet and greet' services made available by the provider

- advice on where students need to go and what they need to do immediately on arrival at the provider, including information about late arrivals for those arriving during the evening/night
- details of arrangements for Police registration
- emergency and out-of-hours contact details which, as a minimum, should include the UK's emergency telephone number (999)
- details of how students can contact home upon arrival to confirm that they have arrived safely, including details about pre-enrolment access to email or Wi-Fi/internet
- contact point(s) for enquiries, and for any problems that may arise when entering the UK.

Providers will also find it helpful to consider:

- signposting to sources of information, such as the British Council, UKCISA, and the UK immigration department, about coming to, and living in, the UK, including entitlements or restrictions on working while studying
- signposting to sources of practical help and guidance with which students can familiarise themselves before the start of their programme, such as the Prepare for Success web learning tool and the British Council's and UKCISA's sets of practical guidance on study in the UK
- offering pre-arrival courses via their virtual learning environment to ease students' transition to a different teaching and learning culture.

## Orientation

Providers will find it helpful to consider giving international students the following information as part of orientation:

- advice on settling in and information on living in the UK
- details of social, sporting, faith-based and leisure facilities on campus
- advice on recognising and dealing with culture shock, and where to find guidance and support
- arrangements for healthcare and personal welfare, including childcare
- information about financial matters and any support schemes in the case of financial hardship
- details of how to open bank accounts
- details on safety and personal security
- how disability is defined in the UK and what support is made available for disabled students.
- details of any 'buddying' schemes or other integration opportunities
- academic support, including for language proficiency
- support for employability, including careers education, skills development and any opportunities for work experience, work placements, and volunteering
- information about student representation and engagement at course, departmental and institutional levels, including an introduction to the Students' Union where applicable.

Providers will also find it helpful to consider:

- taking into account the needs of diverse groups of international students, such as those with dependants, part-time learners, mature students, and students studying at different levels

- taking into account the needs of students who join at different points during an academic year or an academic programme

- facilitating interaction between international and home students

- working with the Students' Union or students' associations and societies to facilitate interaction between international and home students.

# Academic induction

Providers will find it helpful to consider giving international students the following details at induction:

- learning and teaching methods, and the provider's expectations of students as active and independent learners

- assessment methods and criteria for assessment

- grading and classification systems

- what type of feedback on assessment is given and how to use it

- academic practice and malpractice (for example, plagiarism)

- learning facilities, including library resources, laboratories, and virtual learning environments

- academic support including, where appropriate, the use of tutors and tutorials, the role of research supervisors and that of academic advisers

- the provider's rules and regulations governing the academic experience, including its complaints and appeals procedures

- opportunities for student representation and feedback.

Providers will also find it helpful to consider:

- providing guidance to students as to where and how such information can be accessed throughout the academic year

- undertaking academic induction in a timely manner and at different points of need throughout the academic cycle, particularly at key stages such as soon after arrival and in the lead-up to the examination period

- making provision to induct students who enter at different points during the academic year

- ensuring that international students recognise and understand what constitutes academic integrity and what the regulations are relating to academic malpractice, including its consequences

- preparing international students for an active and engaged student learning experience, including through making them aware of opportunities for raising issues, giving feedback and engaging with student representatives and the students' union.

- providing students with advice, guidance and counselling on suspension of studies.

# Learning, teaching, and enabling student development and achievement

The Quality Code, *Chapter B3: Learning and Teaching* sets out the Expectation that all providers are required to meet regarding learning and teaching.

The Quality Code, *Chapter B4: Enabling Student Development and Achievement* sets out the Expectation that all providers are required to meet regarding student development and achievement, including student transitions.

Information to support each of these Expectations is provided in the Quality Code, and other sections of the Code will also be relevant to the topic of recruitment, selection and admission. The following points highlight practical considerations for providers, and staff responsible for learning, teaching and enabling international students' development and achievement.

## Learning and teaching

Providers will find it helpful to consider:

- supporting frontline teaching staff and personal tutors to assist them in developing inclusive teaching and learning practices that consider the needs of international students, and harness the variety of international students' experiences to enhance intercultural learning

- having processes in place to ensure that the needs of international students and the enhancement of intercultural learning are taken into account when developing or reviewing the curriculum.

- having in place arrangements to enable students whose first language is not English to cope with the demands of the programme and support the continuous development of their language skills

- having in place arrangements to enable students who come from different learning and teaching cultures to cope with the demands of the programme, including supporting the development of their academic skills and supporting their development as active and independent learners

- having in place training provision to support home students in developing intercultural knowledge and skills, particularly on programmes with significant numbers of international students

- making clear what academic and pastoral support is available within each academic department, as well as at institutional level, and providing contact details for the first point of contact

- ensuring that students who may not be familiar with teaching and learning practices in the UK are clear from the outset about course requirements, methods of assessment and associated deadlines, and marking criteria

- supporting international students' involvement in students representation and engagement activities at course, departmental and institutional levels

- when informing students about complaints and appeals procedures, signposting them to students' recourse to independent bodies, including the Office of the Independent Adjudicator (OIA) (for England and Wales) and the Scottish Public Services Ombudsman (SPSO) (for Scotland), and to students' unions, which can assist them in navigating internal and external recourse processes

- for courses including work placements or periods of study outside the UK, ensuring resources and support are in place to enable international students to benefit from these opportunities

- for students on work placements, supporting the placement host in understanding the particular educational and cultural needs of the student.

# Student services

Providers will find it helpful to consider:

- training staff, and contracted external suppliers with responsibility for managing student services and support, in particular around intercultural awareness

- establishing services and support for international students as part of their core service to all students, in order to foster an inclusive environment and promote integration and inclusion of international students in all aspects of university life

- having in place continuity arrangements and exercising duty of care in the case of such events as a natural disaster or crisis in a student's home country, or unexpected closure of a programme of study

- having in place clear refund policies, specifying what is eligible for refund, and implementing them promptly

- having in place additional support arrangements for international students who are under 18, and making these clearly accessible to applicants and their families, carers or guardians

- making explicit the UK definition of disability (which may differ from that in the prospective students' home countries), in order to prevent international students from being excluded from support that may be available to them

- ensuring that staff giving immigration advice comply with the Office of the Immigration Services Commissioner Code of Standards

- signposting networks and events available via the local community, which can aid further with inclusion and provide opportunities to experience and engage with UK culture.

# Employability and careers

Providers will find it helpful to consider:

- providing information or advice on legislation, including immigration law, with regard to working in the UK both during and after study, ensuring compliance with the Office of the Immigration Services Commissioner's (OISC) Code of Standards

- making clear to international students the careers services available to them, and managing their expectations by explaining the scope and the limits of careers service provision

- providing guidance about undertaking further study in the UK or overseas following completion of the original course of study

- building relationships with employers and signposting employment opportunities in international students' home country or other countries of interest

- facilitating access or signposting to networks, including alumni, in the UK and overseas, which can assist in preparation for employment and employment opportunities

- organising or signposting student attraction activities with multinational companies and overseas employers, such as careers fairs and presentations (face-to-face or online)

- providing information, advice and guidance on the UK recruitment system that is tailored to international students, for example relating to job search, compiling curricula vitae and employers' selection processes

- reminding students that the onus is on them to check the conditions for entry to their intended profession in the country in which they wish to seek employment, including recognition of any UK professional accredited qualification

- training those providing careers education and employability support for international students about the needs and perspectives of this diverse group

- educating and engaging with employers to promote the international student body as a talent pool of cultural knowledge, language skills and international contacts.

## Graduation and departure

Providers will find it helpful to consider:

- making clear the regulations and practicalities involved in formally leaving the provider, to ensure a smooth departure, so that international students understand what is expected of them, and when (for example, returning library books, closing of accounts, final settlement of accommodation bills or other outstanding fees and charges)

- acquainting international students with the graduation process, and making clear what documents they will receive upon graduation (for example, a degree certificate, transcript or Diploma Supplement), and when they will receive these documents

- whether it is possible to arrange graduation ceremonies within students' visa validity periods

- making departing students aware of any services available to them after graduation, such as access to alumni associations and employability support

- developing programmes or initiatives, such as re-orientation programmes, departure events, or introduction to alumni networks, which may help students in the transition following departure from the provider and the UK

- offering, or signposting, sources of support and advice to help international students plan their return home after completing their studies and cope with reverse 'culture shock'.

# Sources of further information, advice and guidance

## Department for Business, Innovation & Skills (BIS)

The BIS website provides information about UK higher education degrees and recognised awarding bodies.
www.gov.uk/recognised–uk–degrees

## British Council

### Education UK
The Education UK website provides a comprehensive range of information about studying in the UK, including the latest information on courses, qualifications, institutions and entry requirements, and practical advice on visas, scholarships, money, accommodation, health, safety, travel and more.
www.educationuk.org/global

### Advice on working with agents

The British Council also offers a range of publications and services to support UK providers' internationalisation activities, including providing advice on working with agents.

*Recruitment Agents: A Legal and Regulatory Overview*
uk2.live.solas.britishcouncil.net/sites/britishcouncil.uk2/files/recruitment–agents–a–legal–and–regulatory–overview.pdf

*Guide to Good Practice for Education Agents*
uk2.live.solas.britishcouncil.net/sites/britishcouncil.uk2/files/guide–to–good–practice–for–education–agents.pdf

### Database of British Council trained agents
This is a database of agents around the world who have completed the British Council's training and are signed up to the London Statement code of ethics. www.britishcouncil.org/education/education–agents

### London Statement
The London Statement is an international code of ethics for education agents signed by education officials from the UK, Australia, Ireland and New Zealand in March 2012.
www.britishcouncil.org/organisation/press/landmark–international–code–ethics

## The Equality Challenge Unit (ECU)

The ECU offers information, advice and guidance to support equality and diversity for staff and students in higher education across the UK. These include a number of useful publications on specific issues related to international students, such as:

*International Staff and Students: Develop an Inclusive Environment for International Staff and Students*
www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/international-staff-students

*Attracting International Students: Equitable Services and Support, Campus Cohesion and Community Engagement*
www.ecu.ac.uk/publications/attracting-international-students

*Disability Services: Supporting International Students*
www.ecu.ac.uk/publications/disability-services-international-students

*Careers Services: Supporting International Students*
www.ecu.ac.uk/publications/careers-services-international-students

*International Students' Services: Supporting Gay Students*
www.ecu.ac.uk/publications/international-students-services-supporting-gay-students

# Higher Education Academy (HEA)

The Higher Education Academy (HEA) has published a wide range of resources to help providers and their staff support international students in and outside the classroom.
www.heacademy.ac.uk/search/resource/International%2520students

See in particular:

**International Student Lifecycle**
A series of resources developed as part of the Teaching International Students (TIS) project, a joint project with the UK Council for International Students Affairs, aimed at providing guidance and information about how to meet the diverse learning needs of international students throughout their student lifecycle.
www.heacademy.ac.uk/node/10190

**Internationalisation Framework**
The HEA internationalisation framework sets out the fundamental principles and guidelines for providers to deliver a comprehensibly global and inclusive education to each student.
www.heacademy.ac.uk/workstreams-research/themes/internationalisation/
internationalisation-framework

# National Union of Students (NUS)

**Charter for a global university**
www.nusconnect.org.uk/asset/news/6006/NUS-Charter-Global-University.pdf

**Internationalisation 'toolkit' for students' unions in the UK**
www.nusconnect.org.uk/internationalisation

# Quality Assurance Agency for Higher Education (QAA)

QAA, working with the higher education sector, develops and maintains key reference points for all providers of UK higher education, and offers guidance on a number of topics, such as the award of academic credit, the equivalence of qualifications throughout the countries of the UK, and contact hours and assessment, to help education providers ensure that students receive a quality learning experience of UK higher education.
www.qaa.ac.uk/assuring-standards-and-quality

**The UK Quality Code for Higher Education (Quality Code)**
The Quality Code sets out the Expectations that all providers of UK higher education are required to meet. It gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide.
www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code

# The Universities and Colleges Admissions Service (UCAS)

UCAS offers training and advice to higher education staff supporting the admissions process.
www.ucas.com/advisers/guides-and-resources/training

***International Qualifications***
UCAS also produce an annual guide with information relating to a wide range of international qualifications offered for undergraduate admission in the UK.
www.ucas.com/sites/default/files/2015-international-qualifications.pdf

# UK Council for International Student Affairs (UKCISA)

UCKISA produces a wide range of resources aimed at supporting those who support international students, and practical guides for international students covering a number of aspects of studying in the UK.
www.ukcisa.org.uk

**Understanding International**
This 'toolkit' for staff includes training on recruiting, supporting and advising international students, managing international partnerships and understanding UK immigration rules.
www.ukcisa.org.uk/Info-for-universities-colleges--schools/Training--conference/Understanding-International/

**UKCISA/AISA Code of Ethics**
The Code of Ethics developed by UKCISA and the Association for International Student Advisers (AISA) is intended for all those advising international students. It sets out the principles of professionalism and best practice to which AISA and UKCISA would expect their members to adhere.
www.ukcisa.org.uk/content/2705/UKCISA/AISA-Code-of-Ethics

***Promoting Integration on Campus: Principles, Practice and Issues for Further Exploration***
This report draws together current thinking on the ability of international students to make UK friends and integrate well in their local communities.
www.ukcisa.org.uk/Info-for-universities-colleges--schools/Publications--research/resources/70/Promoting-Integration-on-Campus-Principles-Practice-and-Issues-for-Further-Exploration

# UK Visas and Immigration

The Home Office website provides details about student visas, including a course information tool for Tier 4 visa students.
www.gov.uk/browse/visas-immigration/student-visas

# Other resources

**AMOSSHE**
AMOSSHE is a professional membership association for leaders of Student Services in UK higher education. Its website provides a number of resources to promote the development and sharing of good practice within student services across the UK higher education sector.
www.amosshe.org.uk

**Association of Graduate Careers Advisory Services (AGCAS)**
The AGCAS website offers a range of resources and information about international students' employability, and a careers service for international students.
www.agcas.org.uk

**British Association of Lecturers in English for Academic Purposes (BALEAP)**
The BALEAP's website includes resources and publications that providers may find helpful in the context of support for students' language skills.
www.baleap.org.uk

**The Equality and Human Rights Commission**
The Equality and Human Rights Commission offers guidance to students about their equality rights as a student in further or higher education under the Equality Act 2010.
www.equalityhumanrights.com/your-rights/service-users/education

**European Network of Information Centres (ENIC) and the National Academic Recognition Information Centre (NARIC)**
The ENIC website and NARIC network direct providers to up-to-date information about recognition of foreign qualifications and academic and professional mobility, supplied and maintained by the competent bodies in each member country and by each member organisation.
www.enic-naric.net

UK NARIC is the national agency responsible for providing information, advice and guidance on qualifications from overseas countries.
www.naric.org.uk/naric/default.aspx

**Higher Education Liaison Officers Association (HELOA),** *Good Practice Guidelines* **and** *Code of Practice*
HELOA has produced guidelines to assist its members, both individual and institutional, in providing the best possible information advice and guidance to potential applicants and students. The *Good Practice Guidelines* are combined with a *Code of Practice* for those giving information and guidance on providers' behalf.
www.heloa.ac.uk/wp-content/uploads/HELOA-Good-Practice-Guidelines.pdf.

**The International Student Calculator**
An online tool which helps international students build a budget, with tips and information.
www.ukcisa.org.uk/Info-for-universities-colleges--schools/Resources/Resources-to-share-with-students/International-Student-Calculator/

**National Association of Student Employment Services (NASES)**
NASES provides dedicated information to help international students understand their employment rights regarding part-time work in the UK, as well as providing guidance on developing their curriculum vitae and applying for part-time jobs.
www.nases.org.uk/student-morethanwork/international-students

**Office of the Immigration Services Commissioner (OISC)**
The OISC is responsible for regulating immigration advisers by ensuring they are properly informed and competent, and act in the best interest of their clients. It provides a number of services to immigration advisers, including information and guidance, professional development training, and a Code of Standards.
oisc.homeoffice.gov.uk

**TARGETjobs**
TARGETjobs is an online platform developed by AGCAS in partnership with GTI Media providing advice for international students on key topics, including seeking work outside the UK, getting work experience, job hunting in the UK, and visas and work permits for working in the UK.
targetjobs.co.uk/careers-advice/international-students

**Universities UK (UUK)**
The UUK's website offers a synthetic overview of the UK higher education sector as well as a number of guidance to help students navigating through higher education.
www.universitiesuk.ac.uk/linksforstudents/Pages/Anoverviewofthehighereducationsector.aspx

**Office of the Independent Adjudicator (OIA)**
The OIA is an independent body set up to review student complaints. Free to students, the OIA service deals with individual complaints against Higher Education providers in England and Wales.
www.oiahe.org.uk

**Prepare for Success**
This is an interactive web learning tool for international students who are getting ready to come to the UK for study in further or higher education. It contains activity-based learning resources to help students find out about different aspects of academic life in the UK and what skills are needed for effective study.
www.prepareforsuccess.org.uk

**Society of College, National and University Libraries (SCONUL)**
SCONUL's website includes information and guidance on library services for international students.
www.sconul.ac.uk

**Scottish Public Services Ombudsman (SPSO)**
The SPSO is the final stage for complaints about most public bodies and authorities in Scotland, including colleges and universities.
www.spso.org.uk

**Supporting Professionalism in Admissions (SPA)**
The SPA programme was established in 2006 and works closely with providers and other stakeholders on the continuing development of fair admissions. The SPA website includes good practice guidance on admissions, student recruitment and widening participation.
www.spa.ac.uk/good-practice/index.html

***Support Services for International Students: Towards a European Code of Good Practice***
The Academic Cooperation Association has developed guidelines for those actively engaged in the recruitment, support and education of international students in Europe.
www.aca-secretariat.be/fileadmin/aca_docs/documents/ACA_Flyer_21_06_FINAL.pdf

***A UK Guide to Enhancing the International Student Experience***
In 2010, i-graduate produced this guide published by the UK Higher Education International Unit to help universities enhance the student experience through the provision of data on what drives student satisfaction taken from the International Student Barometer.

**UK's National Contact Point for Professional Qualifications (UKNCP)**
UKNCP provides information and guidance on the recognition of professional qualifications.
www.ukncp.org.uk

# Appendix 1: Advisory Group for revising this guide

Membership of the Advisory Group responsible for revising this publication is as follows.

| | |
|---|---|
| Julie Allen | UKCISA |
| Suzanne Alexander | University of Leicester |
| Jo Attwooll | UUK/International Unit |
| Shahban Aziz | BPP |
| Mariann Baker | St Mary's University Twickenham |
| Alex Bols | GuildHE |
| Keith Brown | Teesside University/BUILA |
| Liz Dempsey | British Council |
| Rachel Gee | QAA |
| Cathy Kerfoot | QAA |
| Alan Mackay | University of Edinburgh |
| Helen May | HEA |
| John Mountford | AoC |
| Anna Robinson-Pant | University of East Anglia |
| Paul Rossi | University of the Arts, London |
| Dominic Scott | UKCISA |
| Laura Sequeira | Queen Mary University |
| Daniel Stevens | NUS, succeeded by Shreya Paudel |
| Jamie Taylor | i-graduate |
| Fabrizio Trifiro' (coordinator) | QAA |

# Appendix 2: Original Advisory Group for this guide

Membership of the Advisory group for developing the original document *International Students in the UK – A Guidance for UK Higher Education Providers* (2012) was as follows.

| | |
|---|---|
| Suzanne Alexander | University of Leicester |
| Mariann Baker | St Mary's University College |
| Laura Bellingham (coordinator) | QAA |
| Helen Bowles | GuildHE |
| Jude Carroll | Oxford Brookes University and Co–Director, TIS project |
| Alexandra Jenkins | International Unit |
| Cathy Kerfoot | QAA |
| Sue Law | HEA |
| Anett Loescher | QAA |
| Alan Mackay | University of Edinburgh |
| Catherine Marston | UUK, succeeded by Jo Attwooll |
| Beatrice Merrick | UKCISA |
| Barbara Montagna | Bournemouth University |
| John Mountford | AoC |
| Paul Rossi | University of the Arts, London |
| Dominic Scott | UKCISA |
| Fabrizio Trifiro' | QAA |
| Christina Yan Zhang | NUS |