

UNIVERSITY OF THE WEST OF ENGLAND

International Direct Entry Students' Study Experiences: Phase 1 Project Report

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31 July 2014

Table of Contents

1. Executive Summary.....	1
2. Introduction	2
2.1 International Direct Entry Students at UWE.....	2
2.2 Project Aims and Objectives	2
2.3 Context at UWE with regard to International Direct Entry students.....	3
3. Literature Review	3
3.1 Direct entry students	3
3.2 International students	4
3.3 Adaptation and coping mechanisms.....	4
3.4 Pre-arrival support for academic practices.....	4
3.5 Engagement with study skills and academic literacy support	5
3.6 Socio-cultural factors	5
3.7 Academic staff adjustments.....	5
3.8 Overview of online courses (MOOCs), web and audio visual resources for international students and teaching staff	6
3.9 Conclusion.....	6
4. Methodology.....	6
4.1 Data Collection.....	6
4.2 Pilot	6
4.3 Sampling.....	6
4.4 Ethics	7
4.5 Analysing the interview data	7
4.6 General reliability and limitations.....	7
5. Key Findings and Conclusions from student interviews	8
5.1 Pre-arrival information, pre-communications and expectations of studying in the UK and at UWE.	8
5.2 Experiences on arrival and within the first few weeks of their programme.	9
5.3 The induction process: UWE Welcome and Orientation:.....	10
5.4 The study experience	10
5.4.1 Adapting to different teaching and learning styles	10
5.4.1.1 Lectures Seminars and tutorials.....	10
5.4.1.2 Assignments	11
5.4.1.3 Marking	12
5.4.2 Using the Library	12

5.5 Awareness and usage of support available	13
5.5.1 Lecturers/Tutors	13
5.5.2 Workshops, classes, drop-ins and friends.....	14
5.6 Advice for UWE and for prospective direct entry international students	14
5.6.1 The academic environment	14
5.6.2 Pre-arrival and arrival	15
5.6.3 Study and language skills	15
6. Conclusions and reflection on the student interviews	16
7. Recommendations	16
8. Dissemination and Action Plan for Phase 2	20
9. References	21
10. Appendices.....	23
10.1 University websites including international student videos, Online courses, resources and MOOCS.....	23
10.1.1. Examples of international student videos from other UK HEIs	23
10.1.2 Online courses, resources and MOOCS	24
10.2 Student interview questions.....	26
10.3 Promotional flyer	28
10.4 Ethics Participation Information Sheet and Consent Form	29

1. Executive Summary

The aim of the first phase of this project was to investigate the study experiences of international direct entry FBL and FET students during the first few months of their UWE programme. UWE recruit international students through advanced entry agreements which brings students to UWE to complete their undergraduate programme at level two or three. Although international direct entry students have similar transition experiences to students entering university at level one, they have less time to adapt and require additional support (Quan, Smailes and Fraser, 2013).

Literature and other UK University websites were reviewed to provide context for the study. Nine semi-structured interviews were conducted with international direct entry students from China, Malaysia and Vietnam. The interviews explored student experiences pre-arrival, during the first few weeks of their course, the study environment and the support they had sought and received. Interviewees were asked to offer advice, based on their experiences, to prospective direct entry students and to UWE staff.

Findings included:

- International direct entry students come to UWE with very little knowledge of their programme or the educational environment in the UK
- Despite being positive about their orientation and induction process, students experience anxiety due to language issues and the time required to settle in
- Direct entry students all needed more time than was available to adjust to their new, and substantially different, academic / learning environment: lectures, seminars, assignments and marking schemes
- Students were impressed with library facilities but the timing of inductions and awareness of services could be improved
- For support, respondents relied heavily on their tutors and at least one did not have an Academic Personal Tutor
- Advice offered by the respondents to their counterparts back home centred on preparation for adjusting to a new way of studying / learning and developing language skills.

In response to the findings, the project team offer a series of recommendations along with actions and timescales.

2. Introduction

2.1 International Direct Entry Students at UWE

International students currently represent less than 10% of student numbers at UWE but a strategic priority is to increase this figure (UWE, 2014, p.14). It is widely recognised that the first year at University is a key time of transition for all students (Johnston, 2010) and students require high levels of support and guidance to ease the transition into university life. UWE also recruits international students through advanced entry agreements which brings the students to the university for direct entry into level two or three. It is these students that this project is concerned with.

2.2 Project Aims and Objectives

Phase 1 of this project explores the study experiences of direct entry international students during the first few months on their programme at UWE. The project identifies and evaluates the academic challenges faced by international direct entry students adapting to a new learning environment and examines the usefulness of library and study skills teaching sessions and other support interventions currently available.

Phase 2 of the project will involve dissemination of the outcomes from Phase 1 and push for the implementation of recommendations made in this report.

The project group included members of Library Services, the English Language and Academic Skills Unit (Formerly CELAS, now ELAS), Global Student Support, the Faculty of Environment and Technology (FET) and the Faculty of Business and Law (FBL).

Aim:

To investigate the study experiences of international direct entry students during the first few months of their UWE programmes.

Objectives:

- Conduct student interviews and classify data relating to students' study experience at UWE.
- Develop a series of recommendations for UWE based on findings of the interview data and the project groups' experience working with direct entry international students.
- Produce a 'toolkit' resource for staff training anticipated to include an animated training 'video' and online teaching and learning resources drawn together from best practice within and external to UWE.

An initial further projected outcome was to produce a series of short video messages relating to student's study experiences for a target audience of institutions from which UWE receives direct entry international students. Lack of timing and resource and a failure to produce "marketing" quality videos meant that this was not possible to achieve within the parameters of this project. However, a consideration of the value of these videos is included in the report recommendations.

It is important to recognise that direct entry international students are not a homogenous group. This project focused on direct entry Chinese and Malaysian students as project group members observed that South East Asian students at UWE experience particular difficulties with the transition

to studying in the UK. Also, South East Asian students represent the largest proportion of direct entry students within FBL and FET and so for pragmatic reasons the research focused on these student groups. An increasing number of direct entrants are coming from the UWE Bristol International College (UWE BIC). Although these students are familiar with the physical environment of Bristol and UWE they still require some orientation regarding teaching and learning.

2.3 Context at UWE with regard to International Direct Entry students

The UWE International Office co-ordinate pre-arrival communications and 'on arrival' Orientation activities for international students. Direct entry international students are provided the same orientation and communications as international students who begin their programme at UWE. Orientation aims to familiarise students with life at UWE and in the UK. The webpage, <http://www1.uwe.ac.uk/comingtouw/newstudents/newinternationalstudents.aspx> outlines key information for students and provides a link to an Arrival Guide. Global PALs are assigned mentoring groups: these groups are chosen by the faculties.

ELAS offer pre-session classes before the start of term for international students who have not achieved sufficient IELTS English language skill requirements. Pre-session programmes comprise international students entering at Level 1 and via the direct entry routes.

In FET, induction sessions for direct entrants were provided together in 2012-13 and 2013-14 with a semester long "transition programme" which focused on information giving, the UWE teaching and assessment environment and study skills.

FBL have the highest incidence of international students in the university and these numbers are projected to increase over the next few years. As a result the faculty has a designated International Direct Entrants student tutor to facilitate the transition of these students from their home university to UWE and to signpost them to faculty and university wide support. The tutor also raises the concerns and challenges faced by international students in Faculty meetings and represents the international cohort. This focus has allowed the tutor to concentrate on developing relevant staff training within the faculty, on the ADP programme and also to improve the support package available for international students.

Library sessions for international direct entry students are arranged through liaison with faculty teaching staff and have hereto been most regularly provided for FBL students. Sessions have been provided upon request for the other faculties. There has been no intention to target all international direct entry students for library sessions, but the regularly scheduled library inductions do provide opportunity for students to attend such introductory sessions.

3. Literature Review

3.1 Direct entry students

Surprisingly there is very little literature written on the adaptation issues faced by direct entry students to higher education. Pike and Harrison (2011) investigated the experiences of further education direct entrants adapting to the new teaching styles and academic levels. Common concerns relate to "academic ability, student support, integration and [the] need for closer links between teams across institutions" (Pike and Harrison, 2011, p.58). Christie, Barron and D'Annunzio-

Green (2013) observed that whilst the transition experiences of direct entrants is comparable to students entering their degree as first years becoming familiar with how the university system works, issues are exacerbated for direct entrants because “they have less time to adapt to the new regime and their needs are often less visible” (Christie, Barron and D’Annunzio, 2013 p.623). These studies focused on home-based direct entrants. Quan, Smailes and Fraser (2013) document the academic and social pressures faced by international direct entrants coming to UK Universities. Although international direct entry students observe similarities with the difficulties faced by most international students, due to time pressure they face a steeper learning-curve and require additional support to help them to adapt.

3.2 International students

In contrast, there is an extensive literature relating to international students’ transition and acculturation in higher education. Abdullah, Abdullah Aziz and Ibrahim (2014) reviewed 497 research articles published between 2006-2013. Nearly 70% of these articles were published between 2006-2013 indicating a heightened interest in the last decade on challenges concerning international students. They conclude that, “based on data analysis, it seems as if we are going in circles in terms of the issues and concerns in managing international students, especially at faculty and institutional levels” (Abdullah, Abdullah Aziz and Ibrahim, 2014, p.248). Other authors (Andrade, 2006; Ramachandran, 2011; Lillyman and Bennett, 2014) have reviewed the literature to explore the key social and academic issues that international students face, factors that influence the adjustment and academic achievement and measures that Universities can adopt.

3.3 Adaptation and coping mechanisms

Khawaja and Stallman (2011) examine the coping strategies of international students adjusting to a new academic environment. They found that challenges were mostly unexpected by students and that many arrived with “superficial knowledge about their course and the university and consequently faced frustration” (p.219). International students’ suggested advice for future students in order to help them to cope better in their new environment included preparing for lectures and seminars in advance, recording lectures, engaging in mentoring schemes, seeking clarification from lecturers relating to written tasks and understanding the marking criteria. Wang et al (2012) observed that Chinese students who had a balanced level of social support and who adopted acceptance and a positive problem-solving attitude coped better with their cross-cultural transition.

3.4 Pre-arrival support for academic practices

Ramachandran (2011) argues that “pre-departure briefings, information from websites, and books and brochures from the university, are not sufficient to provide an understanding of the academic practices...in the UK” (p.215). Rienties and Tempelaar (2013) stress the importance of academic adjustment for academic success. The authors recommend that HEIs should specifically address measures that can enhance academic adjustment of international students by providing more information about the educational culture of the institution and learning approaches before international students move to the host university. Online summer courses for international students could be aligned to their discipline area and buddies could facilitate the transition in academic and social life. Godfrey and Tait (2001) describe a pre-induction ‘bridging’ module for HND direct entrants at Napier University taught two weeks prior to the academic year. Anecdotal

evidence from students revealed that they benefited from doing the module which helped to ease the transition to HE. Reid (2011) describes a pre-arrival study skill package for international students embarking on an MSc programme at UCLAN and considers the benefit of enabling students to interact and develop a rapport with the university prior to arrival. The University of Dundee used a video discussion to prepare Chinese students for post-graduate study (Zhou, 2009). The discussion covered western teaching and learning styles, differences between studying in China and England and advice for coping and adapting. An introductory talk and post-video discussion helped to clarify points made in the video. University College London explored the effectiveness of pre-arrival information to international students and proposed more in-depth subject relevant information including online support with involvement with online social networking communities (Webster, 2011).

3.5 Engagement with study skills and academic literacy support

Hyland (2006) outlines the importance and benefits for students of receiving adequate study skills and academic literacy support. Gopee and Deane (2013) explored international student perceptions of the support they received to become academic writers and found that students struggle if they do not receive tuition on academic writing. Clear assignment guidelines and feedback along with relevant writing support materials were all seen to help students improve their writing. Level 1 International students at Griffith University, Australia, were required to complete a 'Service Reflection Task' to encourage uptake of support services (Fenton-Smith and Michael, 2013). The authors observed that although many services were available there was a lack of awareness.

Hughes (2010) explores international students' experiences of using university libraries. Despite positive feedback on the resources available, Hughes observed that some students were not familiar with the role of librarians, may never have experienced a library catalogue and may not be aware that services and resources are freely available. Students commented that library introductions were often hurried and delivered at a time when students were unsettled and not fully aware of the requirements of their course.

3.6 Socio-cultural factors

Socio-cultural factors also have an influence on students' engagement with academic skills. Owens and Loomes (2010) observed that effective social integration can assist international students to establish a sense of belonging and help them to meet their full potential. Therefore university efforts to provide a diverse range of social, learning support and integration activities are vital for the success, safety and security of international students. Phakiti, Hirsh and Woodrow (2013) observe that socio-cultural factors of motivation, self-efficacy, personal values and self-regulation are as important as English language proficiency and that any support needs to incorporate personal factors to be effective.

3.7 Academic staff adjustments

Whilst much of the literature focuses on the adaptation required by international students to adjust to western academic teaching and learning styles, Tran (2011) argues that the adaptation process needs to be on both sides and that academics need to modify their teaching and assessment approaches. Daniels (2013) observed that whilst academic staff enjoy teaching international students, there is a concern that academics receive no professional development or institutional support to address the difficulties in meeting the educational needs of international students. Good

practice does exist but academics are left to their own devices and sharing of skills and ideas is done on an ad hoc basis. Rothwell (2007) focuses on aspects of good teaching practice and offers advice help to inform staff teaching international students. Awareness and recognition of different learning styles and expectations amongst students from different cultures will enhance the learning experience for all students.

3.8 Overview of online courses (MOOCs), web and audio visual resources for international students and teaching staff

UK Universities are increasingly providing support and guidance to international students on their websites. In addition, a number of institutions are now offering free online courses (or MOOCs) through the FutureLearn platform. A list of resources that came to the attention of the project team during this study is listed in Appendix [10.1].

3.9 Conclusion

The literature indicates that international students face issues of adjustment and these issues are amplified when the students are also direct entrants. Direct entrants are not typically identified to level 2 or 3 module leaders and so the assumption that these students know the way in which teaching, learning and assessment operate at UWE is often made. Support and guidance targeted at an identified cohort of direct entry students has the same potential impact to improve their learning and social experience as it has for level 1 students but direct entrants are often overlooked in the processes of providing support for “new” students, which they are but are often not perceived as such.

4. Methodology

4.1 Data Collection

Phase 1 of the project involved two research strands: a review of international student transition and acculturation literature and web resources from other UK Universities and relevant institutions; and undertaking a series of interviews with direct entry international undergraduate students to learn about their experiences coming to UWE to study. Semi-structured interviews were chosen as they enable a greater depth of questioning with probing to explore ambiguous responses (Kvale, 2007). Each interview was recorded and transcribed. The Interviewers also completed an ‘Interview Work Log’ to record reflections following each interview. This log assisted with providing context for the transcribed data and enabled follow-up actions where they were required.

4.2 Pilot

A pilot interview was conducted with a Global Peer Assisted Learning (PAL) leader who was also a direct entry international student from Malaysia. Interview questions and schedule were piloted to check wording, relevance, bias and timing. Small amendments were made to the final interview questions [Appendix 10.2].

4.3 Sampling

The UWE Data Request Team identified 693 undergraduate direct entry students (including 116 from Taylors University College, Malaysia) from 47 different countries, who started at UWE in September 2013 at either level 2 or 3. A discussion was had over the inclusion of students from UWE’s Bristol International College (UWE BIC) but, given their experience of having spent a year on campus, it was

decided to exclude them from this study. The project focused on Chinese, Malaysian and Vietnamese students as it was reported from the faculty representatives on the steering group that these students are often those who struggle most with acculturation and with English language which impacts on information communication. A blanket email was therefore not considered. Instead, an initial targeted email was sent to cohorts identified within FBL and FET. A £10 shopping voucher was offered as an incentive to participate. Due to a lack of response from the targeted email, follow-up invitations were sent via the UWE Global Newsletter and flyers were produced [Appendix 10.3] and distributed at ELAS teaching sessions, Global PAL sessions and via the Students' Union. Christine Comrie and Morris Williams also invited participants from courses on which they taught. These efforts resulted in a schedule of thirteen interviews of which nine were conducted between mid-February and mid-March 2014.

4.4 Ethics

Permission to conduct the research interviews was sought from the UWE Research Ethics Committee. In compliance with their conditions, participants were talked through and given Participant Information Sheets [Appendix 10.4] and were asked to sign a Consent form. Consent to be interviewed did not mean that they would be required to participate in any student video. However, participants were asked if they would be interested in being video recorded at the end of the interviews but they were under no obligation and it was not a condition of taking part in the study.

Anonymity from the interviews was guaranteed and permission was obtained to permit usage of quotations from interview transcripts. A coding system was used to anonymise the interview data which was stored in accordance with the Research Ethics Committee's guidelines.

4.5 Analysing the interview data

Interviews were recorded and transcribed. The transcribed data were analysed by each of the project team before key themes were identified, coded and collated:

- Pre-arrival information, pre-communications and expectations of studying in the UK and at UWE.
- Experiences on arrival and within the first few weeks of their course.
- The induction process
- The study experience: how studying at UWE differs from their previous experiences and the challenges faced
- Awareness of support available and what support has been sought and from whom
- Advice for UWE and for prospective direct entry international students

Once coded and collated, further themes were identified to inform the project group's recommendations.

4.6 General reliability and limitations

The project interviewed Chinese and Malaysian students from FET and FBL (and one student from the Faculty of Arts, Creative Industries and Education (ACE)) . The sample was selective and largely a product of convenience, therefore the views cannot be representative of international direct entry students at UWE as a whole. The project members who conducted the interviews are not trained interviewers although each followed an Interview Schedule and worked together on the interview

questions to ensure consistency. The interviews were conducted in the Frenchay library by library staff: Respondents may have been 'eager to please' and inclined to portray the library in a more positive light than might be merited.

5. Key Findings and Conclusions from student interviews

5.1 Pre-arrival information, pre-communications and expectations of studying in the UK and at UWE.

For direct entry students, there is a need to find out as much information about their course as possible before arrival. Students may receive information from UWE via visiting lecturers, e-mail communications from the International Office, the UWE regional offices, agents and the Internet. However, the respondents revealed a limited knowledge of their course before they arrived:

...before I came here I just know the course, the name, the name of the course, ... because it's an agency help me to apply for the class here, so I just know the module, how many module I have to study this year, ... just a simple view of the subject but not very detailed.

Level 3 direct entry Business Management and Accounting and Finance student from Guandong Peizheng College, China.

Before I come here I contact the regional office to ask some questions and also I sent some emails...but honestly some specific information they don't know.

Level 3 direct entry Business and Management student from Beijing International Studies University, China

I didn't get any information from my agent [or home university]... Yeah they just got me how to do visa and those stuff and didn't tell me more details about this Uni

Level 3 direct entry Business Studies student from HELP University, Malaysia

Other respondents did report receiving advice on studying at UWE and the academic culture in the UK:

...they do have visiting university lecturers coming over and asking us to get in touch with UWE and stuff so we do have introductions from them so we know a little about the UK life.

Level 2 direct entry Law student from ATC, Kuala Lumpur

[A UWE e-mail described] what we should prepare for study when we enter and what skills we have to learn during the study of UWE but the correct contents, I cannot remember... we received some information about the study but the real situation I found it a little bit different.

Level 2 direct entry Information Technology student from Guilin University of Electronic Technology, China

None of the respondents stated that they had received advice from UWE regarding study or academic skills although some were provided with information from their home college/university:

[Guilin University of Electronic Technology] helped us to prepare with the listening,...about the writing, about the course, we have to, I think it is pre-study before we come to the UK –

so it is a great help for us.

Level 2 direct entry Information Technology student from Guilin University of Electronic Technology, China

...we have a standards office to deal with the international affairs, so they will give me really helpful information before I came here, just improve the language and improve the studying skills, reading skills...

Level 3 direct entry Business Management with Accounting and Finance student from Guangdong Peizheng College, China

Other respondents reported that they received practical information, for example, about how to enrol and obtain their visa but received no other information about studying in the UK and at UWE.

5.2 Experiences on arrival and within the first few weeks of their programme.

Respondents were asked to describe their feelings and first impressions of life at UWE. Emotions ranged from “excited” to “scared” and “lonely”. Much of the trepidation stemmed from having difficulty adapting to the language:

...my English is not very good at the very beginning so I have to ask them to tell me again and again...

Level 3 direct entry Business Management and Accounting and Finance student from Guangdong Peizheng College, China.

...I not confident...with the environment, the language...and I cannot communicate with other people well so I feel nervous...

Level 2 direct entry Information Technology student from Guilin University of Electronic Technology, China.

One student described how it had taken one month to organise the practical matters such as setting up a bank account and arranging payment for accommodation. There was a noticeable difference between the experience of students who arrived a few weeks early compared to those who arrived two or three days before the beginning of their course, or who arrived late:

I missed the orientation week...I feel lost...I couldn't get the accommodation so I had to seek help from a senior student here and I don't know her...I would say that if you come early and come for the orientation maybe that does help a bit, but to me I honestly think that I have to depend on myself most of the time.

Level 2 direct entry Law student from ATC, Kuala Lumpur.

I arrived here before the induction week so I get my bus card at the same time that I get my key from the accommodation...

Level 3 direct entry Business and Management student from International College, Suban Jaya.

Students who attended the UWE pre-session English class to work on improving their English had more time to adapt to the UK and UWE environment and make friends.

5.3 The induction process: UWE Welcome and Orientation:

The UWE International Office and faculties have focused much attention in recent years on ensuring that students receive a positive induction experience. All respondents who attended the Orientation week seemed positive about their experience and were happy that they had received clear information about their course:

There was one introduction week to introduce how the course is...I think there is a lot of information...It is easy!

Level 3 direct entry Business and Management student from Beijing International Studies University.

...there are lots of information points around the university so if you don't have any idea about your course you just go ahead to the information point and get the information that you want, yes it is good, nice... Also on the website...yes, it is clear.

Level 3 direct entry Business and Management student from International College, Suban Jaya.

5.4 The study experience

5.4.1 Adapting to different teaching and learning styles

We asked respondents to describe how studying at UWE differed from their previous institution. All respondents outlined big differences in the approach to teaching and learning within the UK compared with their own country. One exception was a direct entry student from Taylors College, Malaysia. Taylors College students are enrolled on a UWE programme, use BlackBoard and UWE resources (e.g. library databases) and as such are better prepared for the transition to UWE.

5.4.1.1 Lectures Seminars and tutorials

Seminars and tutorials require students to participate actively. Language difficulties, and perhaps cultural differences, present the direct entrants with a challenge:

...in China, there is no seminars and no tutorials, so, since I come here, I have tutorials and seminars and it is hard for me to get used to the teaching style. In seminars I have to participate with the local students – it is really really hard in the beginning because sometimes I don't understand what they are talking about – even though I understand, because of the language barriers, it is really hard for me to express my opinions. ...in the seminar I feel stressful, I feel a little nervous. I don't know why. I just it is very different.

Level 3 direct entry Business and Management student from Beijing International Studies University.

Language is also an issue in lectures. A Malaysian student described how lectures in Malaysia are typically two hours in length so felt under extra pressure in shorter, one hour sessions.

...it takes a few weeks before we get used to the accents...in the first week or the second week, we don't know actually what the lecturer is talking about.

...in Malaysia our lecturer will give us more information and more detail so that we can understand it and lectures normally provided is two hours... in UK, we have to catch up, keep

running, we have to write everything, or recording...if you don't record the lecture you might miss some point.

Level 3 direct entry Business and Management student from International College, Suban Jaya.

The content of lectures was also described as being different:

...it is quite different. You have to learn yourself in the UK, you have read yourself: the lecturer just provide some key points to us, so we have to learn ourselves.

Level 3 direct entry Business and Management student from International College, Suban Jaya.

5.4.1.2 Assignments

Students who have completed one or two years of a course at UWE will be familiar with the different types and format of assignments. For international direct entry students, the requirement to research and produce written assignments is a new experience:

In my home country, we will be given more information about our assignments, our lectures, so here you have to understand yourself, you have to keep reading...

Level 3 direct entry Business and Management student from International College, Suban Jaya.

...you need to put more effort on those assignments...here you have to finding a resource by yourself. In Malaysia you can depend on your lecturer...they will tell you how to do the assignment and give you the clear answer.

Level 3 direct entry Business Studies student from HELP University, Malaysia.

Not only are students required to conduct their own independent research to complete assignments, referencing is also an issue:

...one thing that make me confused is about the essay. In my previous university, in China, we write an essay or dissertation we don't have to reference so many texts from the internet, from the books but when we study in the UK we have to find the reference and find other people's viewpoints to add import into our essays...

Level 2 direct entry Information Technology student from Guilin University of Electronic Technology, China

Throughout the process of completing an assignment, some respondents felt unsure that what they were doing was correct:

...the lecturer and tutor...won't tell you detailed things about study but just let you develop yourself and go to read more books and find answer...in China they would just have a class like in High school.

Level 3 direct entry Business Management and Accounting and Finance student from Guandong Peizheng College, China.

...the way we understand it [assignment] is maybe different from how the local students may understand it.

Level 3 direct entry Law student from Taylors College, Kuala Lumpur.

5.4.1.3 Marking

Some respondents expressed disappointment with the grades they had received. This could be due to poor quality of the students' work, or to expectations of higher marks and unfamiliarity with UK Higher Education marking schemes:

all of the students that I know, my friends, all get not very high marks.

Level 3 direct entry Business Studies student from HELP University, Malaysia.

...the marking schemes in UK is actually much more higher, I mean the requirements are much more higher compared to if we study in Malaysia.

Level 3 direct entry Law student from Taylors College, Kuala Lumpur.

..here [the marking system] is more systematic: you have to show a lot of deep analysis in order to gain the marks you deserve.

Level 2 direct entry Law student from ATC, Kuala Lumpur

5.4.2 Using the Library

Prior to the research, there was a concern within Library Services that direct entry students missed out on a library induction as these are typically delivered to entry level students at level 1 and post graduate. FBL do arrange library inductions for all direct entry students although, as with all cohorts of students, some miss these sessions.

Respondents were asked about their experiences of using the library. Responses were very positive, perhaps in part due to bias because the interviews took place in the library and the interviewers were library staff. Key differences focused on the size and range of resources available:

I don't have to worry about space: in China there are a lot of students and the library is quite small... there is not enough room to study...Here, the facilities are very very good.

Level 3 direct entry Business and Management student from Beijing International Studies University.

In Chinese University library they don't have the place to let student print documents and let students study.

Level 2 direct entry Information Technology student from Guilin University of Electronic Technology, China.

Several respondents were positive about the referencing guide on the library website and the online 'Ask a Librarian' service:

I seek help from the online librarian: it is quite efficient, they will reply within a few minutes... I am impressed with that.

Level 3 direct entry Business and Management student from International College, Suban Jaya.

The great help for me from the library is not in the physical, it is online...I have to know how to write the reference [using the guide to referencing]

Level 2 direct entry Information Technology student from Guilin University of Electronic Technology, China.

Other respondents had not heard of the Ask a Librarian service and the 'My Subject' pages on the Library website:

I have visited the webpage of the study skills but I never opened the [library web pages on] your subject.

Level 3 direct entry Business and Management student from Beijing International Studies University.

The timing of library inductions needs to be carefully considered:

[The library induction was] not the right time but the right opportunity, because the second day, I came here, just, I still exciting, I want to travel many places, I don't want to...I don't want to focus on the study right now...

Level 3 direct entry Business Management with Accounting and Finance student from Guangdong Peizheng College, China.

During first few days it is unlikely that students will understand what is required of them in terms of searching for information and using the library.

Another issue raised was the quantity of reading required and the ability to evaluate whether a book is relevant from its title:

I can read a book just one or two days now, but three or four months ago I will spend half a month to read just one book

Level 3 direct entry Business Management with Accounting and Finance student from Guangdong Peizheng College, China.

...difficult for me to find the book I want because I need to take away the book and open to confirm whether it is the book I want – because the cover, the name is always the same.

Level 2 direct entry Drawing and Applied Art student from Kun Sun University, Taiwan.

5.5 Awareness and usage of support available

UWE provide a wide range of support services for all students. Respondents were asked questions to gauge their awareness and usage of these services focusing particularly on academic support.

5.5.1 Lecturers/Tutors

The unanimous response to the question, 'Who do you normally go to if you need help and support' was, encouragingly, the lecturers:

Most of the lecturer, overall, are good in guiding us and quite efficient in replying to our messages.

Level 3 direct entry Business and Management student from International College, Suban Jaya.

The first person I will ask is my lecturer or tutor...they teach me this subject...they are willing to help me.

Level 3 direct entry Business and Management student from Beijing International Studies University, China.

Whereas lecturers provide valuable assistance to these direct entrants, one respondent indicated that they did not have an academic personal tutor (APT). All students are now assigned an APT during level 1 of their programme but for direct entrants, this level of support may have been overlooked:

I have no personal tutor. I think maybe it would be very helpful just to, for some international students, if they ask to have personal tutor so that they can contact regularly and also to ask their personal tutor to look through their coursework...I think, for my other international students, when they started their undergraduate course in their final year or second year, I think they have no personal tutor.

Level 3 direct entry Business and Management student from Beijing International Studies University, China.

5.5.2 Workshops, classes, drop-ins and friends

Respondents described other sources of help with their academic studies including classes and workshops run by ELAS, the FBL Academic Success Centre, the Library and PAL:

...every week I receive e-mail about help and support for international students and every week they [FBL] were running some courses, workshops on how to improve your reading; how to do reference. I actually attended two workshops.

[The FBL Academic Support Centre] e-mail us with timetable... if you need academic support you can book time that you want.

Level 3 direct entry Business and Management student from International College, Suban Jaya.

I attended the academic writing skills workshop...and PAL...it actually help with our work.

Level 2 direct entry Law student from ATC, Kuala Lumpur
Level 3 Business and Management student from Beijing International Studies University, China.

5.6 Advice for UWE and for prospective direct entry international students

We asked the respondents to suggest advice on what UWE could do better to support international students and also what prospective international direct entrants could do to better equip themselves for studying in the UK.

5.6.1 The academic environment

Recording lectures was suggested:

In the first few weeks, we don't know actually what the lecturer is talking about...we have to get used to it. Videoing lectures would help although some students might stop attending class.

Level 3 direct entry Business and Management student from International College, Suban Jaya.

Pre-sessional English classes could include seminar style classes:

The pre-sessional could provide seminars for us to get used to it, to practice.

Level 3 direct entry Business and Management student from Beijing International Studies University, China.

Peer to peer learning with home students was suggested as a method for encouraging students to mix:

...provide peer-to-peer learning: something like the PAL but you can have a peer personal tutor that is like a student exchange...it seems like all international only mix with other international students.

Level 2 direct entry Law student from ATC, Kuala Lumpur

5.6.2 Pre-arrival and arrival

The advice offered tended to focus on improving the application process, for example, simplifying enrolment and help with visa applications. Removing these stresses might enable students to focus on their new study environment:

Give more guidelines for practical things and then they [students] can focus on study quickly.

Level 3 direct entry Business Management with Accounting and Finance student from Guangdong Peizheng College, China.

5.6.3 Study and language skills

Most of the advice suggested by the students focused on improving language skills, becoming familiar with the course content and types of assignment, and time management:

Sharpen English skills because communication is critical.

Do more exercise about listening: it's a big problem during the class.

Attend the pre-sessional English class.

Try to write essays in English and try using the correct format for the referencing before they come to the UK.

...go with the flow...prepare for the workshops, go to lecture, attend classes and do the best. Anything you don't understand, just ask.

You have to know the course well...so you don't misunderstand the teacher's meaning.

Look at the UWE website at the optional modules they will need to register for...popular options will fill up so register before you come.

6. Conclusions and reflection on the student interviews

The students interviewed displayed great determination and dedication to their studies and were an inspiration. The three project members involved with the interviews each marvelled at the students' tenacity, bravery and ability to adapt to their new environment. For some of the students, it had taken a long time to adapt to their new environment, and for students starting their course at level 2 or 3, this is a real concern.

Many of the issues observed in the student interviews: a lack of knowledge of resources, difficulty in adapting to new styles of teaching and learning, are experienced, to some extent, by all students entering a new educational environment. Language difficulties exacerbate these issues for students for whom English is their second language. The key difference for direct entry students is that they are launched into their programme with a cohort who is already familiar with the UWE environment, teaching style and available support mechanisms. Direct entry students at levels 2 and 3 have very little time to adjust. There is a duty for UWE support and teaching staff to accommodate these students and provide them with a rewarding academic experience. There is also a duty to provide support to teaching staff. The inclusion of direct entry students part way through a programme will require considering different teaching styles to accommodate differing student abilities and levels of understanding.

The interviews indicated that international direct entrant students begin their UWE programmes knowing very little about their programme or the study environment they are entering. Literature (Rienties and Tempelaar, 2013; Webster, 2011; Godfrey and Tait, 2001) provides evidence of the value of offering pre-arrival summer courses or online modules to assist with familiarisation. Institutions such as UAE (2014) are using the FutureLearn MOOC platform to offer pre-arrival study skills programmes.

After initial difficulty recruiting students, students were very engaged and happy to be interviewed. In contrast, there was a reluctance to participate in the talking heads videos. Two students did participate in a video recording but concern was expressed by the project group regarding the quality required for an 'official' UWE video. UWE tend to use professional production teams to create professional quality short films to promote the University to external audiences. Videos produced and promoted to prospective students will need to be sufficient quality to satisfy the UWE marketing team. An alternative plan could be to encourage students to make their own videos and promote them on social media, for example the Facebook UWE+ sites.

7. Recommendations

Outcomes from the research indicate a clear need for a co-ordinated and informed approach to the support of direct entry students across the institution in an environment where faculties tend to work independently of each other and, understandably, focus efforts on their own students. The project group recommendations focus on three key strands:

A. Transition:

From home institution, pre-arrival to arrival, orientation, academic induction and settling in.

B. Teaching and Learning:

Staff information so they know where students are from, staff development regarding teaching

international students; enabling students by effective use of lecture capture and developing BlackBoard content to allow students to review, check and revise teaching materials.

C. Academic Support:

Provide adequate and appropriate study skill support: To include intensive English language programmes and repeated workshops; one-to-one support and clear sign-posting to support available.

Recommendation	Stakeholders	Strand	Suggested actions and timescale
<p>1. The good practice developed in faculties and professional services should be more widely shared and consistently adopted, e.g. through the Learning for All portal and other relevant staff development initiatives, through induction, etc.</p>	<p>Learning for All Hub, the HR Learning Development Centre and the International Office.</p>	<p>A, B, C</p>	<p>Phase 2 of this project will pull some of the good practice together for L4A. Discuss with LDC and Associate Deans (Student Experience) how best to disseminate this within faculties. By end of December 2014?</p>
<p>The level of support and information, provided in advance, relating to the programme and to the academic culture, is currently inconsistent which means that UWE needs to be more proactive in helping students with this.</p> <p>2. Provide more support in adapting to UWE academic culture, e.g. in relation to seminar work, listening skills, speaking, marking systems, expectations of independent study, research, critical analysis and referencing.</p>	<p>International Office, ELAS unit, Library Services, Faculties</p>	<p>A</p>	<p>Raising awareness of the differences in academic culture could be initiated at the feeder college or through the UWE agent based in the country but then supplemented through pre-session courses at UWE or through online support/tutorials/videos in advance of arrival. By September 2015?</p>
<p>3. Pre-session classes [and courses at BIC] should also aim to reflect/employ the skills that will be required within UWE and, where possible, the expectations of the subject discipline/programme into which the</p>	<p>ELAS unit, UWE BIC</p>	<p>A, C</p>	<p>Discuss with ELAS and International Office. Ongoing</p>

students will be progressing.			
4. Although the International Office currently operates a Global PAL scheme, all direct entry students should have a PAL leader who is in the same cohort and can use the knowledge and skills they have gained from previous year(s) on the programme to advise about the academic expectations.	International Office, Faculties, PAL Office.	A	Discuss with PAL Office and relevant programme leaders. Implement for September 2015?
Outcomes of the research indicate that direct entry students are often (justifiably) pre-occupied with sorting out the practicalities of living in the UK and don't have time to apply themselves quickly to getting to grips with the academic and study aspects of their programme.			
5. Direct entry students should be encouraged to arrive early in order to sort out practical issues such as bank accounts and accommodation and to make friends, ideally attending pre-sessional classes that will not only help to improve their language skills but also help to acculturate and socialise.	International Office, Accommodation Services, the ELAS unit, Library Services and Faculties.	A	Discuss with International Office.
6. Arriving early will also ensure they can attend the induction and orientation events provided for them, although the timing of induction to Library Services, for example, needs to be given careful thought so that it is run at the optimum time to be effective for the students' needs	International Office Library Services.	A,C	All stakeholders to provide information and discuss what is most relevant for their element of induction.
Outcomes of the research suggest that students find it difficult, at first, to understand their lectures and that they rely heavily on their tutors for advice and guidance.			
7. All direct entry students should have an academic personal tutor who is sensitive/understanding in relation to the cultural and academic needs of their international students.	Faculties, the HR Learning Development Centre and the International Office.	B, C	

<p>8. All relevant lectures should be recorded so that students can review them in their own time.</p> <p>9. All UWE staff should have cultural awareness training in order to empathise with international students and to be informed how best to address their needs.</p>	<p>Faculties, IT Services, BlackBoard Support.</p> <p>Faculties, Learning and Teaching Fellows, LCD.</p>	<p>B</p> <p>B</p>	<p>Progress through the relevant group piloting 360 software.</p> <p>Discuss with LDC and associate deans who have student experience responsibility.</p>
<p>Outcomes of the research show clearly that international direct entry students who have arrived from a partner college are far better adapted and confident in UWE systems (e.g. Blackboard), academic culture and expectations (e.g. marking) than their counterparts.</p> <p>10. ? Prioritise attention on recruiting students through this route [?]</p>	<p>Faculties, International Office, Regional Offices, Agents.</p>	<p>A, B</p>	<p>Find out more about constraints from the Collaborative Partnerships Group</p>
<p>11. Encourage/expect staff who are dealing with international students to engage with the toolkit that will be an outcome of this project and which will include aspects of the following: Higher Education Academy recommendations (http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_pre_arrival):</p> <ul style="list-style-type: none"> • Academics can provide ‘open online resources’ to introduce course content and readings • Early reading materials • Provide glossary of terms and concepts – for subject area • Sample lectures [Lecture capture] • Examples of assignments/learning tasks • Use of previous student stories (from direct entrants) 	<p>This LTFS Project Group, Faculties.</p>	<p>B</p>	<p>Faculties/services to use toolkit in staff development sessions and for independent use. Ongoing.</p>

8. Dissemination and Action Plan for Phase 2

Phase 2 of the project will involve the creation of the 'toolkit' resources along with dissemination activities which will include the following:

Dissemination

- Work with the Learning and Teaching Fellowship Board and the Academic Quality and Enhancement Committee to consider implementation of the recommendations outlined in this report.
- Make the project report available via the Research Repository.
- Load the staff training 'trigger' video and 'toolkit' documents onto the Learning for All portal.
- Disseminate the trigger video and toolkit with recommendations for teaching staff through a workshop or workshops delivered by members of the project team to UWE teaching and support staff.
- Present outcomes and recommendations from the project at the relevant faculty and service executive meetings
- Present and discuss outcomes and recommendations at the UWE Learning and Teaching conference 2015.

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10. Appendices

10.1 University websites including international student videos, Online courses, resources and MOOCS

10.1.1. Examples of international student videos from other UK HEIs

University of Southampton 'are you ready' and 'Prepare for Success' websites

'Are you ready' <http://www.areyouready.southampton.ac.uk/>

A welcoming, pre-arrival and first few weeks checklist-style website: not specifically targeted at International students. The 'Life at Southampton' blog helps to give it all an informal student-led style. The 'Before you arrive' section includes some videos on safety.

'Prepare for success' website: <http://www.prepareforsuccess.org.uk/>.

Interactive tool designed to enable international students to prepare for the transition to studying in the UK. This excellent resource is widely used and provides an interactive set of activities to familiarise international students with study in the UK.

University of Essex

<http://vimeo.com/channels/internationalstudents/49371752>

A Vimeo channel of videos talking about their University of Essex experiences. There is a mix of informational promotion videos, home-language videos along with ones created by students.

University of Sheffield

<http://www.weareinternational.org.uk/>

A great weblog that is a collaboration, coordinated by the University of Sheffield, with many HEI partners. The blog includes a video on arranging a visa from India and a 'selfie project' encouraging international students to take a selfie with a friend from another country to demonstrate the friendships developed by international students.

"We're calling for organisations across the UK to show their support for this important and timely campaign. If your organisation is in support of what we're doing here and wants to get involved, please contact getinvolved@weareinternational.org.uk

Share your support by including the hashtag #weareinternational in your social media communications." (Although no tweets yet with that hashtag... 03 March 2014)

The University of Sheffield also provide help videos for international students:

<http://www.shef.ac.uk/ssid/international/videos>

The videos are in English and Chinese including subtitles.

Sheffield Hallam University

<http://www.shu.ac.uk/international/china-and-east-asia/video.html>

Sheffield Hallam University offer a collection of videos from staff and students about studying at Sheffield. Some of the videos include Chinese subtitles. Some links didn't work (03 March 2014) which detracted from the promotional intention.

Bangor University

<http://www.bangor.ac.uk/international/support/>

Bangor University offer plenty of advice, links and videos for international students. The videos are promotional in style and there is no study skill advice. The website does include student profiles, some in native language, which will be welcome by students (mainly PhD students).

University of York

<http://www.york.ac.uk/videos/international/>

A very slick, professional produced website – made me want to go there!

Heriot Watt

<http://www.hw.ac.uk/student-life/international/study-in-the-uk/your-country.htm>

Plenty of student profile videos, some in home language and script (e.g. all Chinese ones) – The videos may have been filmed at a Graduation event?

University of Oxford

<http://www.ox.ac.uk/admissions/undergraduate/why-oxford/wall-of-faces>

'Wall of Faces' student videos – Students talking about some aspect of studying at Oxford. Videos not organized by theme but you can focus on 'Just International Students'.

Student Stories

<http://www.studentstories.co.uk/>

Audio and video files plus links and resources for students and staff. Content discusses University life in the UK from all students' perspective including international students.

UKCISA Student voices videos

<http://www.ukcisa.org.uk/International-Students/Preparing--planning/Visas-and-immigration/Applying-for-a-Tier-4-General-visa/Students-experiences-video-stories/>

"The University of Sheffield commissioned the following videos about students from China and India as they prepare to make their visa applications for study in the UK, and then prepare to travel here." Focus is on practicalities of visa applications, not academic study.

10.1.2 Online courses, resources and MOOCS

British Council documents

Promoted on the Warwick University International Office website

<http://www2.warwick.ac.uk/services/international/support/britishcouncil/>: three documents; First steps, Creating confidence and Cultural connections. Less concerned with 'study skills' but there is useful advice for tutors in the 'Cultural Connections': a document focusing on communicating with students from different cultures.

British Council MOOC – Exploring English: language and culture

https://www.futurelearn.com/courses/explore-english-language-culture?utm_source=FL_database&medium=crm&campaign=04_06_2014_FL_newsletter_list&content=explore_english1

UKCISA

<http://www.ukcisa.org.uk/>

Resources for students and staff including a practical guide for students. Staff resources include the ‘**Bridging our World**’ DVD [Available for loan in the UWE library] and the ‘**Good practice guides**’ [http://www.ukcisa.org.uk/Info-for-universities-colleges--schools/Publications--research/resources?search=1&CategoryID=&TypeID=2&Keyword=&DateFrom=&DateTo=.](http://www.ukcisa.org.uk/Info-for-universities-colleges--schools/Publications--research/resources?search=1&CategoryID=&TypeID=2&Keyword=&DateFrom=&DateTo=)

Mentoring Schemes for International Students <http://www.ukcisa.org.uk/Info-for-universities-colleges--schools/Publications--research/resources/17/Mentoring-schemes-for-international-students-a-practical-guide>

<https://www.llas.ac.uk/resources/mb/2575> **EAP: University Challenge: a short orientation and listening course for international students**

HEA International Student Lifecycle Resources Bank <http://www.heacademy.ac.uk/international-student-lifecycle>

Covering Pre-arrival; Induction; Teaching and Learning in the Classroom; Life outside the ‘classroom’; and Employability/Next steps: an excellent resource for teaching staff and university administrators involved with recruiting international students.

Teaching International Students <http://www.heacademy.ac.uk/teaching-international-students> (2014)

“The project focuses on the ways that lecturers and other teaching staff can maintain and improve the quality of teaching and learning for international students. This is done through providing guidance and information about how to meet the diverse learning needs of international students.”

Future Learn ‘Study Skills for International Students’ MOOC

<https://www.futurelearn.com/courses/study-skills-for-international-students>

A four week University of East Anglia MOOC for prospective international students covering study skills, writing styles, reading techniques, academic English, understanding data and diagrams, speaking and listening.

10.2 Student interview questions

Starters / Warm up (informal)

[Keep informal – will be useful to establish which University or college they studied in before as will refer to this in questions throughout the interview.]

- How long have you been in Bristol?
- What is your home country?
- Which University or college did you study in before coming to UWE? (Ask to write this down if unclear). Ask if any of their friends came from the same institution?
- What subject are you studying? (Try to establish degree title)
- What year have you started your course at here at UWE? (Looking for level of study)

Arrival and support

- How did you feel during your first week at UWE?
- Did you receive information about studying at British universities before you arrived?
 - Where from? What did it say?
- After you arrived, did you have enough information about your course and how did you find this out?
(Probe: where did they find this information; was it easy to find; was it online or face-to-face; from whom?)
- Is it clear what support services there are to help international students?
 - Tell me which services you know about.
- When you needed help with your assignments, who provided this?

Academic study in the UK

- How is studying at UWE different from where you previously studied?
 - What are the similarities / what are the differences?
 - What about the type of assignments you get asked to do?
- Have you attended any classes to help you with assignments? For example, Academic Writing Skills classes or anything offered by your tutor/academic personal tutor/ Global PALs or the Library? (Note: FBL also have the Academic Support Centre)
 - If so, which ones? Did they help? How?
 - If not ask why? Able to cope ok or perhaps other reason?

- Who do you normally go to if you need help and support?
 - Why? And is this help with study skills, language or social? Have you asked for help? Was help available?
 - What web resources do you use to help you?
- What has been the hardest thing about your course here at UWE?
 - How could we help to make it easier for you?

Using the Library

- Tell me about your first visit to the library: was it alone, with a lecturer, or to attend a library session?
 - Did someone advise you to go/ Why and when did you go?
- Is it different from libraries you used in [your previous college/university]?
 - How?
- Did you attend an introduction to the library session?
 - If so, what did you find useful? Did you find anything confusing?
 - If not, why? [Not offered; wrong time; didn't know about it]
- Have you attended any other library classes or sought help from librarians? Detail.
- What could the library do to support you better?
- How did you get hold of your readings in [your previous college/university]
 - Did you have reading lists or set texts provided?
- Do you use the library web pages?
 - Are there any that you find useful?

Advice that you could offer

- If could send a video message for one of your friends coming to study at UWE, what would you say?
 - What advice would you give?
- What could they do to better prepare for studying in the UK?
- Did your home college/University offer any advice to help you prepare? If so, what was it?
- If you could ask UWE to do one thing to better support international students, what would that be?

Is there anything else you would like to discuss?

Try and summarise the key points from the interview about the support they received before and after arriving at UWE.

Thank the respondent for their valuable contribution!

International Students



Receive a £10 Shopping Voucher for 30 Minutes of Your Time!



Did you come to UWE this year and go directly into level 2 or 3?

Would you like to help international students at UWE by telling us about your experiences?

Contact: David.Hewish@uwe.ac.uk

If you agree to take part, you will receive a £10 shopping voucher of your choice!



10.4 Ethics Participation Information Sheet and Consent Form

Participant Information Sheet

International Direct Entrant Students' experiences of studying at UWE

Name of researchers: David Hewish (Subject Support Librarian), Ian Collins (Partnerships Librarian) and Jacqueline Chelin (Deputy Librarian)

You are invited to take part in a research project by UWE Library Services. Before you decide whether or not to participate, it is important for you to understand why the research is being developed and what it will involve. Please read the following information carefully. If you have any questions, please ask the researcher.

What is the aim of the study?

This project aims to explore the experiences of direct entrant international students during their studies at UWE. We are interested in your experiences of using and understanding how the library works as well as your experiences adapting to academic study in the UK. The results of the information collected will be used to develop and inform future library and academic support for international students.

Why have I been invited to volunteer?

As a direct entrant international student, you have joined in the second or third year of your course. We are interested to hear your feedback regarding your experiences of using the library and receiving adequate support with the transition to studying in the UK.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet and will be asked to sign a consent form. If you decide to take part you are free to withdraw at any time and without giving a reason. You are free to decide not to take part in this study and this will not affect your studies at UWE.

What will I have to do if I take part in the study?

You will be invited to take part in a one-to-one interview with the researcher that will take about thirty minutes. You may choose either a male or female researcher. The interview will be held at a mutually agreed time within the Frenchay library. You will only be asked about your experiences using the library and academic support with your studies.

When the research is reported your responses will remain anonymous. The interviews will be recorded and will be kept confidential. The digital recording will be retained for six years then destroyed and we guarantee that the tapes will be handled in a secure manner to ensure that no individual participants' voice or identity can be disclosed to unauthorised third parties outside the research team.

We hope to create a video of direct entrant international students talking about their experiences studying at UWE. This video will be aimed at future international students to inform them of what to expect studying in the UK.

Consent to take part in the interview means that the student will also be invited to take part in a video but this isn't a condition of taking part and the student is free to choose whether they wish to be video recorded or not.

What are the benefits of taking part?

You will help us to gain a better understanding of ways we can support direct entrant international



University of the
West of England

bettertogether

students.

The video will help with preparations for new international students.

What are the possible risks of taking part?

We do not foresee or anticipate any risk to you in taking part in this study.

What happens to the information I give?

All the information we receive will be treated in the strictest confidence. This may include interview transcripts and informal discussions with participants. All electronic data including digital recordings will be stored on UWE's computer system in an area of SharePoint that can only be accessed by the Project Team members. Hard copy research material will be kept in a locked and secure setting to which only the project manager (David Hewish) will have access in accordance with Data Protection Guidelines. Data will be destroyed no later than six years after collection in accordance with University policy. The project has been reviewed and approved by the University Research Ethics Committee.

All information that is collected from you will have your name removed so that you cannot be recognised from it.

What will happen to the results of the research study?

A report will be written outlining the experiences of the international students we interviewed. This evidence will be used to develop and inform future library and academic support for international students. We aim to develop a toolkit and training programme for library and teaching staff.

Once produced, the video will be directed at institutions around the world which send students to UWE as part of their degree courses. The video will act as a 'message home' to future students to help with their preparations for studying in the UK.

Who is organising and funding the research?

The project is being led by UWE Library Services in partnership with the Centre for English Language and Academic Skills (CELAS), Global Student Support, the Faculty of Environment and Technology and the Faculty of Business and Law. Funding is being provided by the UWE Learning and Teaching Fellowship Scheme.

What is I have more questions or do not understand something?

If you would like any further information about the study please contact:

David Hewish
Subject Support Librarian
Learning Services
Frenchay Library
University of the West of England
Frenchay Campus
Coldharbour Lane
Bristol, BS16 1QY

E-mail: David.Hewish@uwe.ac.uk
Telephone: 0117 32 81660

<p>Thank you for agreeing to take part in this study. You will be given a copy of this information sheet to keep</p>

Consent Form

Title of research: International Direct Entrant Students' experiences of studying at UWE

Name of researchers: David Hewish (Subject Support Librarian), Ian Collins (Partnerships Librarian) and Jacqueline Chelin (Deputy Librarian)

Material gathered for this research will be treated as confidential and securely stored. This may include interview transcripts, informal discussions with participants, researcher's field notes and observation notes. Any material which is used in the resulting report will be anonymised.

Please initial in the boxes below concerning the collection and use of the research data.

I have read and understood the information sheet for the above study	
I have been given the opportunity to ask questions about the study	
I have had my questions answered satisfactorily	
I agree that anonymised quotes may be used in the dissemination of the interview findings.	
I agree that anonymised quotes may be used in the dissemination of informal discussion.	
I agree that field or observation notes may be used in the dissemination of research findings	
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, or legal rights being affected	
I agree to take part in the study	
I agree to the interview being audio taped	

Name (Printed).....

Signature.....Date.....

Please feel free to contact me if you have any further questions.

Contact details:

David Hewish
Subject Support Librarian
Learning Services
Frenchay Library
University of the West of England
Frenchay Campus
Coldharbour Lane
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