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## Acknowledgements

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We are delighted to have received funding for a further two years, to enable more students' unions to participate in developing international strategies.

The development of this strategic framework and audit tool would not have been possible without the commitment, energy and input of the Internationalising Students' Unions project group.

In particular, NUS would like to thank:

University of Bath Students' Union

University of Birmingham Guild of Students

Hull University Union

Warwick Students' Union

We are also grateful to the University of Sheffield Union of Students for seconding a member of staff to manage the project.

March 2009



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# Foreword

Welcome to the first strategic report on internationalising students' unions in UK higher education (HE). It is about NUS working together with students' unions to make a positive impact on the experience of international students in the UK, and students in general.

International student recruitment in HE has increased by nearly 40 per cent over the past ten years. At present 14 per cent of students in HE are from outside the UK. There is great work being done in UK students' unions to meet the needs of international students – union satisfaction levels among international students are higher than 80 per cent, as evidenced in a recent survey conducted by the International Students' Barometer. But we can do better.

A dedicated NUS project group has worked with students' unions to develop this strategic framework and audit tool to inspire and guide all students' unions in HE.

This is about building better unions – unions where international students feel able to shape and contribute to the democratic process and have their needs met – be this for social engagement, academic representation or welfare support.

But we want it to be more than that. NUS is committed to internationalising the student experience for all students, by increasing the opportunities for home and international students to engage with each other.

We are now looking for a further 20 students' unions in HE to adopt this strategic framework and undertake an international audit in 2009–10, using the tools in this report.

NUS will support unions during the audit process and assist with the development of training and networks. We all have a lot to learn, but this is the start of a process through which we hope our students' unions will become truly international communities.

Wes Streeting  
National President  
NUS

Manishta Sunnia  
International  
Students' Officer  
NUS

# Key terms explained



## International student

Any student who comes to the UK for an educational experience. This includes students from both within and outside the European Union (EU).

## European union

Austria, Belgium, Bulgaria, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the UK.

## Integration

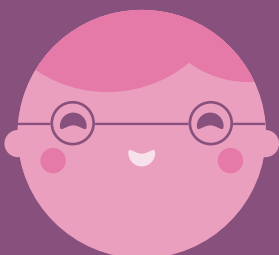
The process of developing activities and processes that enable international and home students to mix on a voluntary basis.

## Internationalisation

The process of integrating an international dimension into all students' union activities and operations.

## Students' union

Throughout this report, the term 'students' union' is used in its generic sense, to include 'guild of students' or 'students' association'.



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Partnerships  
and collaboration

Officer and staff  
development

Democracy  
and participation

Representation

Membership  
services

Community

Communication



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# 01

## Introduction

Supporting students' unions to be well led, governed and managed is one of NUS' strategic objectives. While there are examples of outstanding provision for international students in some students' unions, there is much to be done, particularly in the areas of democracy, representation, integration and services.

The aims of the Internationalising Students' Unions project were to:

- develop a strategy to internationalise students' unions;
- pilot the strategy with students' unions;
- develop an audit tool and accompanying guidance.

This report provides students' unions with an overview of the international student population in HE and identifies some of the key issues they face (see Sections 3 and 4). Section 5 looks at international students' perceptions of students' unions and highlights areas for development. It also considers how students' unions can internationalise for the benefit of all students.

This has been a membership-led process from start to finish.

It is not possible or appropriate to devise a single, shared strategy for all students' unions, as they are so diverse. Instead, this report identifies key areas which all students' unions need to address, no matter what their size or income:

Democracy and participation  
Representation  
Community  
Membership services  
Communication  
Officer and staff development  
Partnerships and collaboration

This report outlines a strategic vision, set of values and objectives based around these key areas, to which all students' unions can aspire (see page 19). Allied to this is a new, step-by-step audit tool that students' unions can use to measure and track progress towards internationalisation (see page 21).

# 'There was engagement with our views throughout the project, and we always felt that our input was valued'

What our partners said about the process:

'There was engagement with our views throughout the project, and we always felt that our input was valued.'

'All the sessions were membership-led, which was fantastic and is therefore more likely to get buy-in from other unions as it is very much a grassroots approach.'

'Workshops were very much led by the consultant unions, with the NUS staff facilitating and offering guidance along the way, which was very refreshing.'

What our partners said about the audit:

'Invaluable tool to help find out how well your union is doing, in terms of providing services for international students and fostering integration.'

'It has focused our attention to the fact that we do not record and manage enough statistical data. We do a lot of good work, but do not always measure it. It also showed us that we can improve our services to international students and UK students.'

'Although it should very much be an internal tool as it is impossible to categorise all institutions into one group, a benchmarking framework would give unions something to work towards.'



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## 02

# A membership-led process

NUS has previously worked on providing guidance for students' unions on increasing the involvement of international students.

The Internationalising Students' Unions project group wanted to build on this by working with students' unions in HE to develop a strategy and audit tool to help them internationalise, for the benefit of all their students.

We involved a diverse range of students' unions and brought together officers, international students and staff. Our project partners were:

- University of Bath Students' Union;
- University of Birmingham Guild of Students;
- Hull University Union.

Each union team included at least one international student, a home student and a member of staff, covering a wide variety of roles.

We also invited Warwick Students' Union to act as the project mentor due to their outstanding work in this area in 2007–08, with the publication of their Internationalising the Student Experience report.

The project group came together for two one-day workshops and had a union visit by the project manager. We also consulted with a wider group of officers and staff at the NUS Higher Education Conference held in Coventry in January 2009.

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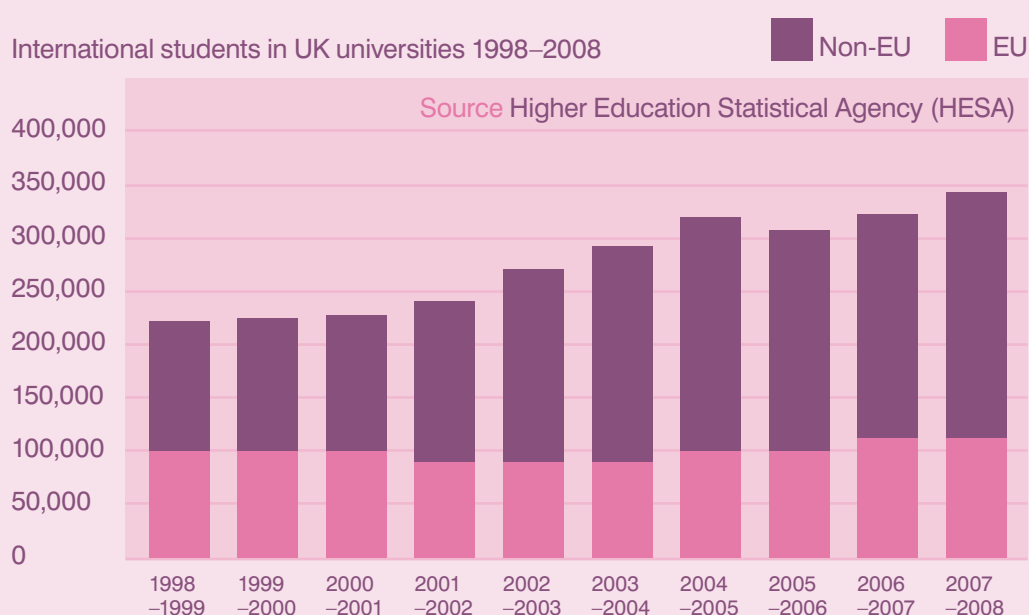
**'Over the past ten years there has been a significant increase in the total number of international HE students studying in the UK'**



# 03

## The international student context

International students matter. Whether your student union has 50 international student members or 5,000, it is important to consider whether your students' union is representative and welcoming to international students.



Over the past ten years there has been a significant increase in the total number of international HE students studying in the UK.

In 1998 there were 219,285 international students in HE. The latest figures show an increase to 341,795, representing growth of around 36 per cent.

Overall, international students represent some 14 per cent of the total student population in HE. The number of EU students has remained fairly constant throughout this period, while the number of non-EU students has increased by nearly 50 per cent.

These national figures conceal huge variations in patterns of enrolment. In some universities, international students make up 25–30 per cent of all students – and comprise more than 66 per cent of all students at the London School of Economics (HESA 2006–07). At least 20 universities have over 4,000 international students on their campuses.

Looking at the breakdown of undergraduates and postgraduates, the impact of increased international recruitment is even more evident.

# 'The current government strategy is to increase the number of international students in HE by 70,000 by 2011'

In UK HE in 2007–08 international students made up:

- 12% of full-time first degree students (around 217,000 students) and 10% of all first degree students;
- 54% of full-time postgraduate students (around 134,000 students) and 33% of all postgraduate students.

Source HESA 2007–08, [www.hesa.ac.uk](http://www.hesa.ac.uk)

Figures available for 2006–07 show that international students made up:

- 66% of full-time postgraduate taught students;
- 49% of full-time research students.

## Post-study

All students from the EU and those from Iceland, Liechtenstein, Norway and Switzerland are allowed to remain in the UK after completing their studies without needing a work permit. On successful completion of eligible courses, non-EU students are currently allowed to remain in the UK for two years to work.

This represents a major change from 1998 when only a relatively small number of non-EU nationals were able to stay in the UK if they were granted a work permit. There is certainly an increased desire among non-EU students to remain in the UK to gain work experience before returning to their home countries.

## Future trends

The current government strategy is to increase the number of international students in HE by 70,000 by 2011. However, a recent review of the internationalisation of HE undertaken by Prof Drummond Bone warns that this rate of increase is unsustainable. It is unclear how the current global economic downturn will affect international student recruitment. In the short term, the UK may be seen as a more attractive destination due to the weakness of sterling.



## Where do international students come from?

Top countries of origin for non-EU students in 2006–07

- 01 China
- 02 India
- 03 USA
- 04 Malaysia
- 05 Nigeria
- 06 Hong Kong
- 07 Pakistan
- 08 Taiwan
- 09 Japan
- 10 Canada

Top countries of origin for EU students in 2006–07

- 01 Republic of Ireland
- 02 Greece
- 03 Germany
- 04 France
- 05 Cyprus
- 06 Poland
- 07 Spain
- 08 Italy

Source [www.ukcisa.org.uk](http://www.ukcisa.org.uk)



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## Key findings of the project group:

- Home postgraduates share a lot of experiences with international postgraduate students.
- International students are not a homogeneous group and have multiple identities.
- It is important not to force integration: it must be a voluntary activity.
- Clubs and societies are highly valued by international students but unions need to develop as a place for cultural and social exchange for all students.
- Where students' unions are specifically resourced for international students' work, there appear to be more positive outcomes for students.
- There are benefits for international students when the union and university work in partnership.
- Traditional social events adapted for international students do not work.



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# 04

## Understanding the international student experience

A key question explored by the project group was how different – or similar – the international student experience is to that of home students.

International students, like home students, are not a homogeneous group – they have multiple identities. International students, particularly those at postgraduate level, face many of the same issues as home students.

There is a growing interest in the teaching and learning agenda for international students. International students may share many concerns with their home student classmates, but there is increasing awareness of the distinctive challenges faced by them.

New networks such as Teaching and Learning of International Students (TALIS), are helping to map out and develop internationalised teaching and learning strategies.

### Culture shock

The key distinction between international students and home students is that the former come to study in a different academic culture, often in their second or third language. This brings particular challenges for integration into academic and everyday life – everything may be unfamiliar at first. Those feelings may be shared by many home students, but are more acute for international students who may not have family and friends close by.

International students cannot easily go home at the weekend if they are finding it difficult to settle in. Not surprisingly, access to the internet is rated by students taking part in the International Students' Barometer as one of the most important factors as it enables them to keep touch with family and friends in their home country.

### Immigration

Non-EU students must apply for visas to come to study in the UK and cannot stay on for further study or work without permission from the immigration authorities. Unlike any other group of students, they are required to hold identity cards under the new points-based system for immigration.

### Fees

The other key distinguishing feature of non-EU students is that they pay a higher rate of fee. An annual survey of tuition fees shows international students pay fees for undergraduate courses ranging from around £8,000 – £13,000 per annum. This compares with £3,145 for home students / EU students in England and Wales, and £1,775 in Scottish institutions ([Source Mike Reddin www.publicgoods.co.uk](#)). In addition, a high proportion of non-EU students are self-financed.

### Key challenges

Particular challenges faced by international students, that have been highlighted in a number of national surveys and reviews, include:

- difficulties in opening bank accounts;
- concerns about accommodation costs;
- safety;
- welcome atmosphere;
- making friends with home students;
- immigration issues for students from outside the EU;
- opportunities for work experience (linked to immigration);
- funding and scholarships – most international students are self-financed;
- integration with local community.

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Students' unions need to:

- listen to the perceptions held by their international student members;
- engage with them to identify possible barriers to participation and involvement;
- think creatively about how these can be overcome.



# 05

## International students' perspectives on students' unions

Overall satisfaction ratings among international students for students' unions are around 80 per cent, according to the International Students' Barometer (ISB).

While this headline rating is very encouraging, the ISB does not focus in detail on the activities of students' unions. We know there is some excellent work going on in students' unions, as shown by some of the case studies in Section 10. Clubs and societies play a particularly important role in integrating international students.

However, other more detailed research carried out in 2007–08 by the Equality Challenge Unit (ECU), in conjunction with the Association of Managers in Students' Unions (AMSU) and NUS for the Inclusive Students' Unions project found that:

- international students participate less in student elections;
- students' unions find it difficult to communicate with some hard-to-reach groups (including international students);
- freshers' weeks need to be more integrated for home and international students.

Guidance on inclusive practice with students' unions is due to be published in 2009 by the ECU.

The Warwick Students' Union report *Internationalising the Student Experience* (2008) is an excellent source of data on the perceptions of international students. This comment by a Chinese student, the Vice President of the Chinese Society, is particularly illuminating:

'There are barriers to getting involved in the union. They don't think it can do anything, that it's only speaking to English students, that nothing it does affects them anyway. Much more needs to be done to link the Chinese student body with the union.'

Why is the union not regarded? On first impression – loud noise, you have to pay to get in, these little things add up. Chinese [students] must first believe in [the] concept, see it's effective, then be empowered to see it as their own too. We are still some way off. It needs to move from peripheral of students' lives, to being central.'

When asked what expectations and motivations Chinese students bring to the university, he replied:

'They bring a dour view of student politics. They've grown up without a democratic environment, so they are passive in the political sense. They are surprised by elections and [the] "tell us what you think" mentality. They see this and think, "Well, I have nothing to say". They don't understand it, they've never been encouraged to change things, and they don't bring a motivation to have an impact. They may even resist if asked, for example, to do a consultation. They don't see themselves as part of a union of students.'

Other studies such as a recent report from the University of Sheffield, *Perceptions and Experience of Student Community* (2008), have explored in depth the extent to which the students' union is an important factor in developing a sense of belonging. One international student quoted in the report said:

'You can pass through the union but the union does not necessarily pass through you.'

The report went on to say,

'The general feeling was that there are lots of opportunities to take part but that it is really up to the individual to make the decision to do so. Despite this agreement, students also felt that "international people want to be asked to join in". This was especially true, they said, with respect to the union of students. They need to be shown around and would like to see more promotion of the union outside of freshers' week.'

This emphasises the need for students' unions to:

- listen to the perceptions held by their international student members;
- engage with them to identify possible barriers to participation and involvement;
- think creatively about how these can be overcome.

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## Key challenges for students' unions

- How to have a positive impact on the international student experience.
- Celebrating the differences and individuality of each culture without forcing integration.
- Remaining sympathetic to all cultures.
- Responding to different students' perceptions of the students' union.
- Clarifying the expectations of international students.
- Establishing genuine, two-way communications with international student members.
- How to increase international students' participation in democratic processes.
- Ensuring elected officers and staff have the skills to work sensitively in this area.
- Facilitating home / international student interaction.
- Responding to key issues, eg concerns about accommodation, immigration, finances and employment, teaching and learning.
- Developing appropriate partnerships to work on internationalising the student experience.



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# 06

## Internationalising the student experience

Students' unions face a number of challenges in order to integrate international students effectively, and enable their full participation in student life.

Higher Education Institutions (HEIs) are being urged by Prof Drummond Bone in his review of the internationalisation of HE to shift to an international strategy based not simply on recruitment, but 'one which covers all activities in an institution'.

This involves recognising the importance of internationalising the student experience for all students, in the context of increasing competition. Much work is being done to explore what this means in practice for the curricula (both formal and informal), learning and teaching, and student support. The Higher Education Academy (HEA) is a useful starting point for further information on this issue (see page 51).

In addition, HEIs must comply with equality and diversity legislation by assessing the impact of their practices on race, gender and disability equality. A recent report by the ECU suggests that there is an overlap between the internationalisation, equality and diversity agendas. Each emphasises the need for processes to be inclusive and accessible to all groups of students. If you get it right for international students, you will also be getting it right for other groups of students.

Furthermore, home students have much to gain from internationalising their own experience and integrating with their international peers. UK graduates are being warned that unless they are able to compete in a globalised economy, they face huge difficulties in gaining employment in their chosen fields. As Malcolm McVicar argued in the Guardian on 9 December 2008:

'Our students also need to be encouraged to study and work abroad in order to get a better understanding of the global environment in which we operate. It certainly doesn't help to forge positive relationships with other cultures if British people continue to make little or no effort to learn foreign languages and demonstrate little understanding of different cultures. Students really should broaden their horizons to compete with international students who commonly live, study and work abroad and who often speak two languages or more.'

The challenge for universities is to innovate and to offer curricula and opportunities that will help our graduates to develop a more international outlook. Universities must help to facilitate work placements and study abroad. Ideally within the medium term, the majority of full-time undergraduates should spend significant time studying or working abroad.'

### The role of unions

Students' unions are well placed to make a massive impact in all of the areas outlined above, for the benefit of all students. You can influence the student experience in three key areas:

#### Learning and teaching

Through your representative and campaigning work.

#### Co-curriculum

Through your contribution to the employability of students through volunteering, peer-to-peer support, student development and involvement in the students' union.

#### Social and welfare provision

Through your clubs and societies, entertainments, welfare services and other networks.

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**'Our vision is of students' unions working together to develop a vibrant, innovative and international experience for all students'**

Forward thinking

Inclusive

Membership-led

Accessible



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# 07

## The strategic framework

It was clear from the start of the Internationalising Students' Unions project that we could not devise a 'one size fits all' strategy for students' unions. We focused our attention on identifying key areas that need to be addressed by all unions, irrespective of size or funding.

Based on our research, we devised a strategic framework – vision, values and strategic objectives – for you to use as a guide in developing your own internationalisation strategy, tailored to the needs of your institution and students. While remaining focused on the needs of international students, the long-term goal of this strategic framework is to benefit the wider student community.

### Vision

Our vision is of students' unions working together to develop a vibrant, innovative and international experience for all students.

### Values

#### Forward thinking

We are constantly looking ahead at key trends to ensure we understand and respond to our membership's changing needs.

#### Inclusive

We believe students' unions must enable students from all backgrounds to take on representative roles within democratic structures and to take part in union life.

#### Accessible

We are committed to learning from our members on how to provide accessible information and create accessible environments in our students' unions.

#### Membership-led

We will work together to share best practice to achieve our vision.

### Strategic objectives

The vision and values of the Internationalising Students' Union project are integral to achieving the seven strategic objectives we developed in conjunction with students' unions. Each objective relates to one of the key areas identified as having a significant impact on the international student experience.

The aim is that these objectives will be shared by all UK students' unions, with individual unions working towards them at their own pace and in their own way, often in partnership with others.

#### 01 Democracy and participation

All international students will be able to participate in the democratic processes of our students' unions.

#### 02 Representation

We will ensure the individual and collective voices of international students are heard within our students' unions, HE institutions, our communities and by local and national government.

#### 03 Community

We will build communities within our students' unions where international students may develop a sense of belonging, and where home and international students may come together.

#### 04 Services

We will develop services that meet the needs of our international student members.

#### 05 Communications

We will develop genuine two-way communication between our students' unions and our international student members.

#### 06 Officer and staff development

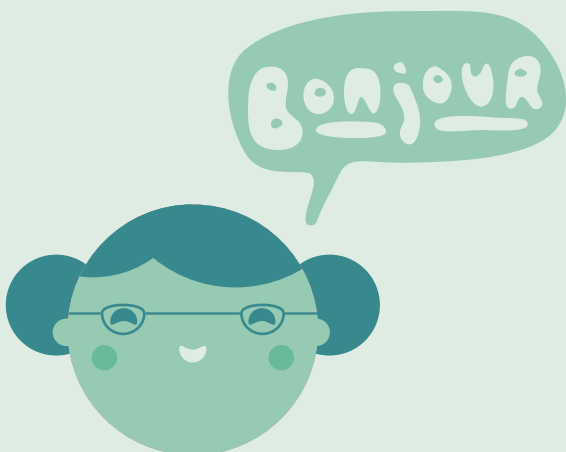
We will develop and promote learning and development opportunities for officers and staff to internationalise students' unions.

#### 07 Partnerships and collaboration

We will develop networks at local, regional and national level to support these aims.

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**‘With the involvement of more students’ unions over the next two years, the audit tool is likely to evolve and be further refined’**



08

# The internationalisation audit



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# By conducting an audit, your students' union will be able to identify a number of valuable insights

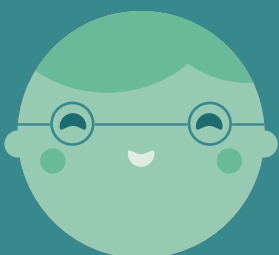
Key issues for,  
and opinions of,  
your international  
student members

Key trends affecting  
international student  
members at  
your institution

Current areas  
of best / good  
practice

Partnership  
and collaboration  
opportunities

Areas that need  
development



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# The internationalisation audit tool

The internationalisation audit tool was produced and refined with extensive feedback from project participants, with the aim of helping each union to evaluate its current provision for international students and to identify areas for future development.

With the involvement of more students' unions over the next two years, the audit tool is likely to evolve and be further refined.

We hope you will use the audit tool and embed it in your strategic planning processes, to help you devise an action plan to make improvements for international student members. It is a self-assessment tool, and is not intended as a comparative exercise with other students' unions.

If you are already engaged with the Students' Union Evaluation Initiative (SUEI) [www.sueinitiative.co.uk](http://www.sueinitiative.co.uk), we hope the audit tool will enable you to answer the 'killer question' in relation to your international student members – 'Has the union had a positive impact on your life as a student?'

As project participants explained:

'We have been able to identify areas in which we're lacking, and thus these can be made a priority. However it has also shown that we're doing lots of things right and that Hull is indeed a great place for international students.'

'The audit tool can be used alongside other planning and research methods being used by the organisation to measure recognition of international students as a group. The tool must be used in relation to resources of the organisation, needs of the student demographic and responsibility of the university to provide core services to its students. The tool needs to be considered against needs analysis and relevance of particular projects to its students, as all unions differ.'

'The audit is really helpful in terms of determining and identifying areas which need improvement and is thus very useful for all unions that are not afraid of evaluating themselves. It also gives them a chance to draw from the experience of other unions which might be better in those areas.'

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**'The audit is really helpful in identifying areas which need improvement and is very useful for all unions that are not afraid of evaluating themselves. It also gives them a chance to draw from the experience of other unions'**



# Areas to audit

The audit will enable you to look in detail at your current activities in the following areas, which align with the strategic objectives highlighted on page 19:

- democracy and participation;
- governance;
- representation;
- campaigning;
- student activities and sports;
- membership services: commercial;
- membership services: non-commercial;
- communications;
- officer and staff development;
- partnerships and collaboration.

As well as listing questions to address during the audit, the audit tool includes background information and a number of real life case studies, to demonstrate how other students' unions have addressed improving the international student experience.

The audit will ask specific questions. The audit team should gather this information and use it to grade their current position e.g. Do you have international representatives on all your committees? If the Union has a small proportion of international students on committees, you may grade this as 1. But if the outcomes from that small proportion are positive you may decide to grade it a 2.

We encourage you to be honest and grade your current position against the following criteria:

|                                     |   |   |   |   |
|-------------------------------------|---|---|---|---|
| <input checked="" type="checkbox"/> | 1 | 2 | 3 | 4 |
|-------------------------------------|---|---|---|---|

No work / activity in this area

|   |                                     |   |   |   |
|---|-------------------------------------|---|---|---|
| 0 | <input checked="" type="checkbox"/> | 2 | 3 | 4 |
|---|-------------------------------------|---|---|---|

Not much work done in this area. Below where we want to be

|   |   |                                     |   |   |
|---|---|-------------------------------------|---|---|
| 0 | 1 | <input checked="" type="checkbox"/> | 3 | 4 |
|---|---|-------------------------------------|---|---|

Some work done in this area but we want / need to improve

|   |   |   |                                     |   |
|---|---|---|-------------------------------------|---|
| 0 | 1 | 2 | <input checked="" type="checkbox"/> | 4 |
|---|---|---|-------------------------------------|---|

We are satisfied where we are in this area / evidence of continuous improvement

|   |   |   |   |                                     |
|---|---|---|---|-------------------------------------|
| 0 | 1 | 2 | 3 | <input checked="" type="checkbox"/> |
|---|---|---|---|-------------------------------------|

We believe we are doing work of an outstanding quality

# 09

## Guidance for carrying out an audit

Before your students' union starts the audit you will need to consider the following factors:

- baseline data;
- audit team;
- timescale.

### Baseline data

You will need to gather some basic information before starting the audit process, to gain an understanding of your international student membership. If you have been involved in the Students' Union Evaluation Initiative (SUEI) or have a culture of collecting data and analysing it you will find this step straightforward. If not, it is important to take your time at this stage to ensure your students' union will benefit from the audit process.

### Audit team

We suggest you establish a team of people to oversee the audit process in your students' union. This team will ideally include people who are interested in making a positive contribution to change in your union. You may want to task a single person with co-ordinating the audit process and team.

The team could comprise of:

- sabbatical officer/s with a keen interest in international student matters;
- international student representative/s;
- staff member/s from membership services, representation, development, welfare or activities.

You need to consider how you will gather all the information required for a comprehensive audit. For example, Birmingham Guild of Students involved relevant departmental managers in each key audit area, who then reported their findings to the audit team. Other suggestions from the project team were:

'Appoint a project organiser / manager. Allow time to do the research. Be honest when carrying out the audit. Engage with as many students / staff as possible.'

'Set up a working group appropriate to your union and conduct an initial desktop audit, use the tool as a measurement and reflection specific to your organisation. Unions are as diverse as the student members we represent.'

### Timescale

It may be possible to do a fairly quick, initial desktop audit to establish the areas where you lack information and to help you establish priorities for the next stage.

'Give it as much time as it needs! Don't be afraid to be honest – it's much better to admit weaknesses and work on them one step at a time than to overestimate your success. However, if you are doing something right, then celebrate it and share it!'

In some areas you may want to gather more qualitative feedback from international students. This inevitably takes more time. The project group valued the input from Warwick University, particularly as they had gathered a number of testimonials from international and home students, which brought many issues to life.

As one project participant observed:

'Acquiring accurate data and statistics about our students and activities has proven to be quite difficult. The limited amount of time and resources – particularly lack of specialised staff – has also been an issue.'

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# 'Be honest when carrying out the audit. Engage with as many students and staff as possible'

'Gathering baseline data: we suggest you use the following questions as a checklist.'

01  
What is the breakdown of your international students in terms of:  
(a) nationality;  
(b) gender;  
(c) type of study;  
(d) family status?

02  
What proportion of your international students are:  
(a) undergraduate;  
(b) postgraduate taught;  
(c) postgraduate research;  
(d) other – please specify.

03  
What proportion of your total membership are international students?

04  
What data already exists about your international student members, eg recent university or union surveys? Have you looked at these surveys in detail?

05  
Does your institution take part in the International Students Barometer survey? If so, have you looked at the results and responded to any of the findings?

06  
Have you examined the National Students' Survey results for international students in your institution?

07  
To what extent are your international student members concerned about issues such as integration, employment, accommodation, funding and visas, which have been identified at a national level?

08  
What do you know about your international students' opinions about their student experience in the following areas:  
(a) pre-arrival;  
(b) welcome / orientation;  
(c) living (accommodation / food / religious provision etc);  
(d) learning;  
(e) support;  
(f) plans for the future?

09  
Does your students' union have an international students' strategy?

10  
Does the institution have an international strategy? If so, have you considered how it may affect your international student membership?

11  
If you do not have current data on future trends, where can you get this?

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**‘Give it as much time as it needs! Be honest – it’s much better to admit weaknesses and work on them than to overestimate your success. If you are doing something right, then celebrate it and share it!’**



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# 10

## Audit questions and case studies



# ‘Currently, only six students’ unions in the HE sector have a full-time officer with lead responsibility for international students’

Currently, only six students’ unions in the HE sector have a full-time officer with lead responsibility for international students. The NUS survey of unions in July 2008 found most students’ unions have a part-time international student officer. Several other unions do not have an international students’ officer, but have international students elected to other positions.

While there is not necessarily a correlation between having a full-time or part-time international student officer and increased participation by international students in the democratic process, there is no doubt that this role can greatly enhance the ability of the students’ union to engage with the wider international student population.

Increasing participation in elections – Leeds University Union

‘To try to increase the number of international students participating in the election, both as candidates and voting, we have produced an information sheet in Arabic and Mandarin, the two most widely spoken international languages on campus. These were also translated by students on the Translation Studies MA. A number of cultural societies liked the crib sheet and sent a PDF version to their members (eg the Islamic society).

We currently have one international student running for an executive position; however this is due to his involvement in political and campaigning societies rather than the information sheets.’

Increasing participation in elections – University of Bath Students’ Union

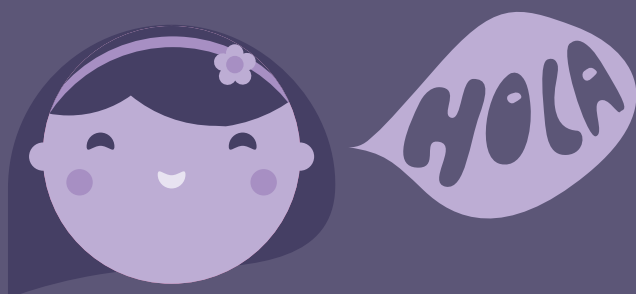
‘We are aware that students from certain communities within the university have been less likely to vote in sabbatical elections. Raising awareness of the role of sabbaticals and their relevance to all students has been taken on in various ways, including interviews of sabbaticals by international students. These interviews are then published on the SU website and in the student newspaper.

We have provided cultural awareness training for both sabbatical officers and executive officers.’

International Students’ Association – Hull University Union

‘The International Students’ Association (ISA) is an integral part of Hull University Union (HUU) and most students on campus know what the ISA means and what it stands for. The ISA’s main objective is to be a social forum and to create the right environment for students from all around the world to meet up, connect, learn about their cultures and make new friends. We organise a variety of social activities, ranging from parties, sports tournaments and karaoke nights to trips around the UK and to Europe. And the annual Culture Night, which is a night of drama, music and dances from all around the world presented by various national and cultural societies.

The membership numbers have surpassed the 1,500 mark this year, with students from the UK being the largest national group in the ISA, thus fulfilling its objective of providing an international experience for both international and home students.’



# Democracy and participation

## Strategic objective 01

All international students will be able to participate in the democratic processes of our students' unions.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 01 Have you got a part-time or full-time international student officer or similar? If so, are you able to identify the benefits for international students as a result of this position? | 0 | 1 | 2 | 3 | 4 |
| 02 Do you have any international students on your officer team in roles other than international representative?   | 0 | 1 | 2 | 3 | 4 |
| 03 Do you have an international students' committee or association? If so, what are its main activities?   | 0 | 1 | 2 | 3 | 4 |
| 04 Do you have international representatives on all your committees?   | 0 | 1 | 2 | 3 | 4 |
| 05 Do you have a home student representative on your international committee / association?  | 0 | 1 | 2 | 3 | 4 |
| 06 What proportion of international students stand as union officers?  | 0 | 1 | 2 | 3 | 4 |
| 07 What proportion of international students vote in union elections?  | 0 | 1 | 2 | 3 | 4 |
| 08 What have you done to increase participation by international students in your elections?   | 0 | 1 | 2 | 3 | 4 |
| 09 What proportion of your delegation to NUS conference is made up of international students?  | 0 | 1 | 2 | 3 | 4 |
| 10 Do any of your members attend the NUS international conference or international networking days?  | 0 | 1 | 2 | 3 | 4 |
| 11 Do any of your members get involved with NUS International Students' campaign? Are any of them aware of this campaign?  | 0 | 1 | 2 | 3 | 4 |
| 12 Do you have a forum to bring together student representatives and staff on international matters? Does this involve the university?   | 0 | 1 | 2 | 3 | 4 |

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**‘The systems and processes concerned with ensuring the overall direction, effectiveness, supervision and accountability of an organisation’**

The National Council of Voluntary Organisations definition of governance



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# Governance

## Strategic objective 01

All international students will be able to participate in the democratic processes of our students' unions.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 01 When undertaking a trustee board audit, do you consider international student representation on the board?  | 0 | 1 | 2 | 3 | 4 |
| 02 If your union has student trustees, do you receive applications from international students? If not, what could you do to encourage applications from international students? | 0 | 1 | 2 | 3 | 4 |
| 03 How does your union ensure that international students are involved in the setting of its strategic direction?  | 0 | 1 | 2 | 3 | 4 |
| 04 Does your union's strategic plan take account of the needs of international students?   | 0 | 1 | 2 | 3 | 4 |

---

# The core purpose of students' unions is to represent or promote the general interests of students

The audit questions aim to help you to evaluate the extent to which your students' union represents the distinct concerns of your international students, both at institutional and national level.

At a national level some of the key issues of concern to international students have been identified as:

- difficulties in opening bank accounts;
- concerns about accommodation costs;
- safety;
- welcome atmosphere;
- making friends with home students;
- immigration issues for students from outside the EU;
- opportunities for work experience (linked to immigration);
- funding and scholarships – most international students are self-financed;
- integration with local community.



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# Representation

## Strategic objective 02

We will ensure the individual and collective voices of international students are heard within our students' unions, HE institutions, our communities and by local and national government.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 01 What are the key issues you need to represent to your HE institution regarding international students? What is the evidence for this?                        | 0 | 1 | 2 | 3 | 4 |
| 02 How do you ensure that the needs and opinions of international students are effectively represented, with regard to quality assurance of academic standards? | 0 | 1 | 2 | 3 | 4 |
| 03 How many course representatives are international students?  | 0 | 1 | 2 | 3 | 4 |
| 04 What international student issues have been raised through the student-staff liaison committee?  | 0 | 1 | 2 | 3 | 4 |
| 05 What is your institution's strategy towards international student recruitment and support? What are you doing to influence this?                             | 0 | 1 | 2 | 3 | 4 |
| 06 Are international student needs represented at a local community / authority level, eg through the city council or local residents' groups?                  | 0 | 1 | 2 | 3 | 4 |
| 07 How does your union effectively represent international students within NUS? What issues have you raised? What mechanisms do you use for this?               | 0 | 1 | 2 | 3 | 4 |
| 08 Do you send delegates to the NUS international students' conference?   | 0 | 1 | 2 | 3 | 4 |

---

# Students' unions run a wide variety of local campaigns each year to bring about change for students in key areas, such as financial hardship and accommodation

At the national level, students' unions come together through NUS to campaign on issues which affect students – such as proposed changes to the immigration system. The audit questions aim to help you assess the extent to which your current campaigns are in the interest of your international students and to identify areas for development, both at the local and national level.



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# Campaigning

## Strategic objective 02

We will ensure the individual and collective voices of international students are heard within our students' unions, HE institutions, our communities and by local and national government.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 01 What are the mechanisms for international students to voice the need for a campaign?                                | 0 | 1 | 2 | 3 | 4 |
| 02 Do you have any campaigns specifically on international student issues? How do you evaluate their effectiveness?    | 0 | 1 | 2 | 3 | 4 |
| 03 To what extent do you think about the needs of international students when developing your mainstream campaigns?    | 0 | 1 | 2 | 3 | 4 |
| 04 Do you have any campaigning figureheads? Who are these for international student campaigns?                         | 0 | 1 | 2 | 3 | 4 |
| 05 Has your students' union engaged on local issues that have affected international students?                         | 0 | 1 | 2 | 3 | 4 |
| 06 Do your international student members view you as a campaigning organisation for students' rights at a local level? | 0 | 1 | 2 | 3 | 4 |
| 07 Do your international student members view you as a campaigning organisation at a national level?                   | 0 | 1 | 2 | 3 | 4 |

# ‘Clubs and societies are [the] ‘jewel in the crown’ of students’ unions’

Inclusive Student Unions, [www.ecu.org.uk](http://www.ecu.org.uk)

This does not mean students’ unions can be complacent. Unions need to take an active lead in welcoming and encouraging international students throughout the year, and to provide plenty of opportunities for international students to participate and meet other students.

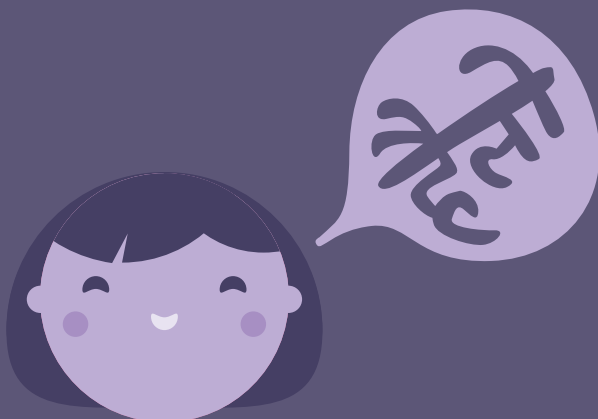
Buddy / mentoring scheme  
– Warwick Students’ Union

‘One of the recommendations of the Internationalising the Student Experience Report was a mentoring / buddy scheme with an international element to it, presenting home and international students with the opportunity to further integrate and take advantage of the 120 plus countries represented across campus.

The students’ union and the Centre for Student Development and Enterprise put a joint bid into the Teaching and Learning Enhancement Fund, to fund a part-time position to research mentoring / buddy schemes. A report has now been published, with recommendations and a blueprint. The mentoring / buddy scheme project for 2009–10 now sits in the remit of the university’s induction officer.’

Integration of international postgraduate students  
– University of Bath Students’ Union

‘We are working with a group of international masters students, who are finding it hard to integrate. Small group meetings are held to consider the difficulties and to provide a variety of ways in which students could consider engaging, eg through volunteering, membership of a society or sports club. We have also been able to use the positive contribution from international students who are already members of clubs or societies to inform those who are experiencing difficulties.’



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# Student activities and sports

## Strategic objective 03

We will build communities within our students' unions where international students may develop a sense of belonging, and where home and international students may come together.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 01 How many of your international students are involved in:<br>• student societies; • competitive sport; • recreational sport?              | 0 | 1 | 2 | 3 | 4 |
| 02 How many national societies do you have? Are there any significant groups of students who do not have a national society?                | 0 | 1 | 2 | 3 | 4 |
| 03 What are the levels of international student participation in other clubs and societies?   | 0 | 1 | 2 | 3 | 4 |
| 04 What evidence do you have of satisfaction levels among international students, regarding their involvement in union clubs and societies? | 0 | 1 | 2 | 3 | 4 |
| 05 What is the level of participation of international students in volunteering?  | 0 | 1 | 2 | 3 | 4 |
| 06 What activities does your students' union run to encourage socialising / mixing between international students and home students?        | 0 | 1 | 2 | 3 | 4 |
| 07 Are international and UK / EU students asked about integration issues, either by you or the university?                                  | 0 | 1 | 2 | 3 | 4 |

# 'We were able to open another retail outlet specialising in products familiar to many international students'

Your union may provide some commercial services including bars, catering, a union shop, entertainments, a copy shop and / or a travel shop. A good practice approach to include and integrate international students may include providing:

- social events and facilities that aren't focused around alcohol;
- halal, vegetarian and kosher food;
- international newspapers;
- world films and entertainments.

Fresh Oriental food shop – University of Bath Students' Union

'University of Bath Students' Union originally ran just one grocery store on campus – Fresh – offering a standard range of groceries and a small selection of international products. After conducting a number of customer feedback surveys, we realised that the product range did not meet the needs of international students from China, India, Japan and South East Asia who account for about 30 per cent of the international student population.

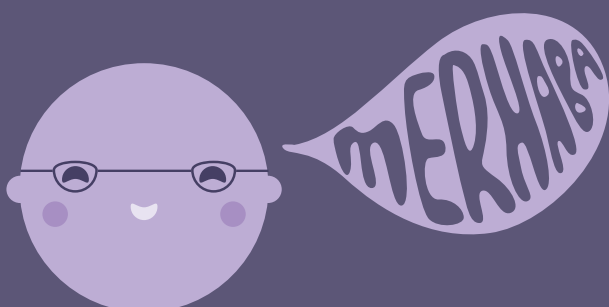
With the support of the International Office and the university we were able to open another retail outlet specialising in products familiar to many international students.

The retail manager took advice from student members of the Students' Union Chinese Society regarding the product range, and also from NUS Services Limited (NUSL).

Staff and students are able to buy large volumes of rice, and other products which we endeavour to source from local suppliers.

Similarly, Fresh Oriental stocks products such as vegetables that may not be found in the local supermarket – fresh and frozen tofu and, more recently, halal meat.

Most staff working in the shop are international students. They are able to give ongoing advice to the union on the product range, as well as advice to customers on using the products and recipes. The shop has become a social centre for many students. Fresh Oriental staff are also very proactive at promoting products during events such as the Chinese New Year, to all staff and students.'



---

# Membership services commercial

## Strategic objective 04

We will develop services that meet the needs of our international student members.

01 What commercial services do you provide?

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

02 How, and how much, do international students use your commercial services? What is the evidence for this?

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

03 What are the levels of satisfaction among international students with your commercial services? What is the evidence for this?

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

04 How can international students influence the choice of services and / or products in your activities and venues? Please give examples.

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

05 Do you have international student staff working in your commercial outlets?

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

06 Do you have any examples of joint working with non-commercial services to bring benefits to international students?

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

# ‘Student volunteers are key to the success of the international welcome week, and I believe it is their contribution that makes the welcome so successful’

Non-commercial services used by international students will vary hugely, but may include prayer rooms, facilities for foreign media and TV / internet access, and specialist support services for international students in student advice centres or Jobshops. Events such as welcome / orientation weeks can also be included in this category. These services may be delivered separately, or in partnership with a HE institution.

Enhancing employability and welfare support – Birmingham Guild of Students

‘Around a third of all students using our Job Zone and ARC (Advice and Representation Centre) services are international students. Both services provide one-to-one, targeted support for international students through publications, appointments and workshops. By providing quality information, support and reactive services, we can support their transition and experience of student life at Birmingham.’

Integrated orientation week – University of Warwick Students’ Union

‘Warwick does not have a devoted freshers’ week. Orientation for international students takes place a few days before first years arrive, which means that many international students form friendship groups before first year students get to campus.

Warwick Students’ Union had a referendum on the issue of a devoted freshers’ week, and combining freshers’ week and orientation. A record number of students voted on the two issues, with over 80 per cent of students in favour of both. This year’s sabbatical team is finalising a paper to present to the University Senate, with a recommendation to have an induction week free of academic commitments, which will encourage home and international students to integrate more.’

Welcome week – Hull University Union

‘The ISA is very actively involved in the welcome activities at the University of Hull. The welcome is managed by the International Office of the university, with help and support of a few dozen volunteers, most of whom are international students. The ISA has a welcome desk at the International Office for the duration of the welcome week, ISA committee members work as volunteers, and the majority of social events during the welcome week are organised by the ISA, with financial support of the International Office.

The student volunteers are the key to the success of the international welcome week, and I believe it is their contribution that makes the welcome so successful.’



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# Membership services non-commercial

## Strategic objective 04

We will develop services that meet the needs of our international student members.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 01 What non-commercial services do you provide?  | 0 | 1 | 2 | 3 | 4 |
| 02 What is the uptake of these services by international students?<br>What is the evidence for this?   | 0 | 1 | 2 | 3 | 4 |
| 03 How can international students influence the non-commercial services available through the union? What evidence do you have for this?   | 0 | 1 | 2 | 3 | 4 |
| 04 Do you have international students working or volunteering in your non-commercial service activities?   | 0 | 1 | 2 | 3 | 4 |
| 05 Do you provide specialist help for international students in any of the following areas: a) immigration; (b) accommodation; (c) finance and funding; (d) academic; (e) employment / finding work; (f) other – please specify. | 0 | 1 | 2 | 3 | 4 |
| 06 If you do not provide specific welfare support for international students, can they access support elsewhere in your institution?   | 0 | 1 | 2 | 3 | 4 |
| 07 What do you do to help new international students settle into the UK?   | 0 | 1 | 2 | 3 | 4 |
| 08 Are home students involved in welcome activities for new international students? If so, how?  | 0 | 1 | 2 | 3 | 4 |
| 09 Do you provide support for international students' family members to settle into the UK? If so, what form does this take?   | 0 | 1 | 2 | 3 | 4 |
| 10 Do you operate a buddy scheme for new students?   | 0 | 1 | 2 | 3 | 4 |

# 'To be effective, communication should be two-way, involving listening to international students'

Communications is a key area to consider, as it underpins the success level of all your union's activities.

It is easy to exclude international students by using language or images that rely heavily on an 'insider's' knowledge of British / students' union culture. There is also a general tendency in British culture to be indirect. This can make it even harder for someone from a non-British background to understand what is going on. Students' unions must therefore make extra efforts to be explicit in communications with international students.

To be effective, communication should also be two-way, involving listening to international students.

One of the big challenges for students' unions is to consider that many members may come from countries where they do not have an experience of social democracy, or have a students' union movement which has a very different role to that in the UK. Understanding and engaging with those very different perceptions is a key to developing engagement

100 things I wish I had known before coming to the UK  
– University of Sheffield Union of Students

'The student advice centre is well-used by international students for information and advice on academic, housing, money and immigration issues, accounting for nearly 50 per cent of our total enquiries. We provide an extensive range of written information and guidance, as well as one-to-one advice in these areas.

However, we felt there was a need for a student-led publication which would focus on issues not immediately apparent to us. This could include observations on cultural issues which could be passed on as tips to new students. We are running a workshop during One World Week to find out what students wished they had known, with the aim of collating this into a web-based publication.'



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# Communications

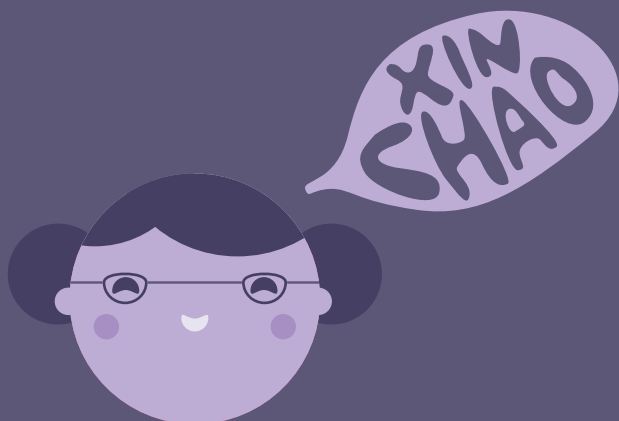
## Strategic objective 05

We will develop genuine two-way communications between our students' unions and our international student members.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 01 Do you have a communications strategy that considers the international student journey and the different cultural backgrounds of international students?  | 0 | 1 | 2 | 3 | 4 |
| 02 Have you asked international students to give you feedback on all your communications in terms of:<br>• clarity of English; • appropriateness of images and language;<br>• adequate explanation; • preferred media? | 0 | 1 | 2 | 3 | 4 |
| 03 Is there an international dimension to your student media? What is the level of participation by international students in student media?   | 0 | 1 | 2 | 3 | 4 |
| 04 What mechanisms do you have for gathering international students' opinions on issues affecting them? How do you make connections with your international student members?   | 0 | 1 | 2 | 3 | 4 |
| 05 What are the perceptions held by your international student members of your students' union?  | 0 | 1 | 2 | 3 | 4 |
| 06 Do you have any examples of joint working with non-commercial services to bring benefits to international students?   | 0 | 1 | 2 | 3 | 4 |

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**A commitment to internationalising your students' union requires a fully integrated approach to training, learning and development opportunities for officers, student representatives and staff**



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# Officer and staff development

## Strategic objective 06

We will develop and promote learning and development opportunities for officers and staff to internationalise students' unions.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 01 Do you conduct any training / awareness-raising for officers, course representatives or staff about the issues faced by international students? If so, is this mandatory or voluntary? | 0 | 1 | 2 | 3 | 4 |
| 02 Do you provide any cultural awareness training for officers / staff?   | 0 | 1 | 2 | 3 | 4 |
| 03 Are you members of the UK Council for International Student Affairs (UKCISA)?  | 0 | 1 | 2 | 3 | 4 |
| 04 Do officers or staff attend any external courses / conferences on issues relating to international students?   | 0 | 1 | 2 | 3 | 4 |
| 05 Have you carried out visits to other unions / institutions in the UK or overseas to look at different models of practice?  | 0 | 1 | 2 | 3 | 4 |
| 06 In what other ways do you get information on best practice or develop your skills to work effectively with international students?   | 0 | 1 | 2 | 3 | 4 |

# ‘Things work better where the university and union work in partnership on the issues’

NUS survey 2008

Joint union / university post – University of Bath Students’ Union

‘The University of Bath Students’ Union has over the last few years looked at ways of developing closer working relationships with the International Office within the university, to provide a wide range of opportunities for all students. In previous years we have jointly run focus groups with international students to have a better understanding of student needs and current problem areas.

In September 2007, the general manager of the students’ union and the Senior Assistant Registrar with responsibility for the International Office put forward a proposal for a member of staff who would work across both departments.

The remit for this member of staff is to work on student-facing issues within the International Office, including organising events for orientation week, while in the student union they take a more strategic role, to look at the current experience of international students and the barriers to participation in the union.

There are many advantages to this joint role, including the fact that the knowledge of individual students’ aspirations and impressions which are gleaned from the face-to-face work in the International Office can be extremely useful when considering the current provision within the students’ union and possible changes.

The students’ union has for some years collected participation statistics on all membership services areas, such as volunteering, representation, welfare, sports, societies, Jobshop and training.

The member of staff is able to use these statistics to identify the areas where there is a high participation rate by international students, and those where there is a disproportionately low participation and to ask pertinent questions and draw up an action plan.’



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# Partnerships and collaboration

## Strategic objective 07

We will develop networks at local, regional and national level to support these aims.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 01 Do you have a group within the union that considers the international agenda? If so, who is on the group?  | 0 | 1 | 2 | 3 | 4 |
| 02 Is there a group which brings together the union and the university to consider international student issues?  | 0 | 1 | 2 | 3 | 4 |
| 03 Have you worked with other unions to share best practice on international student matters, either on a regional or national basis? If so, what benefits has this brought?        | 0 | 1 | 2 | 3 | 4 |
| 04 What other networks (both internal and external) are you involved with, which may bring benefits to your international student membership?                                       | 0 | 1 | 2 | 3 | 4 |
| 05 What projects do you run to help bring international students in touch with the local community?   | 0 | 1 | 2 | 3 | 4 |
| 06 Can you identify projects that could be delivered with external partners, eg local schools, to foster global awareness?  | 0 | 1 | 2 | 3 | 4 |
| 07 What partnerships can you identify to help you to meet the needs of international students in the area of employability / employment?  | 0 | 1 | 2 | 3 | 4 |
| 08 Do you have working relationships with community or local organisations with an international focus, eg Chinese Advice Centre?   | 0 | 1 | 2 | 3 | 4 |
| 09 Have you developed links with local bodies such as local government, residents' associations and the police, to work on issues of concern to your international student members? | 0 | 1 | 2 | 3 | 4 |



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# 11

## References and resources

National Union of Students (NUS) [www.nus.org.uk](http://www.nus.org.uk) is a voluntary membership organisation which makes a real difference to the lives of students and its member students' unions.

Campaigning resources and information on international student matters are available to members on [www.officeronline.org.uk](http://www.officeronline.org.uk)

### General background

Internationalisation of HE: A Ten Year View, Prof Drummond Bone, 2008, DIUS

Perceptions and Experience of Student Community at the University of Sheffield, Somer Finlay and Richard Jenkins, August 2008, University of Sheffield

Internationalising the Student Experience, 2008, Warwick Students' Union

International Students' Barometer (ISB) [www.i-graduate.org](http://www.i-graduate.org) An independent benchmarking survey of over 65 HEIs in the UK.

Equality Challenge Unit (ECU) [www.ecu.org.uk](http://www.ecu.org.uk) The ECU supports the HE sector in equality and diversity issues for students and staff. It has produced a number of useful reports: Inclusive Students' Unions – survey findings, 2007 (further guidance is due to be issued in 2009); Internationalising Equality, Equalising Internationalisation, 2008.

Higher Education Academy (HEA) [www.heacademy.ac.uk](http://www.heacademy.ac.uk) The HEA's role is to enhance the learning, teaching and students' experience in HE. Specific resources on internationalisation are at <http://www.heacademy.ac.uk/ourwork/learning/international>

### Advice, information and training

UK Council for International Student Affairs (UKCISA) [www.ukcisa.org.uk](http://www.ukcisa.org.uk)

An essential site for anyone working with international students. It is unrivalled as a source of impartial information, advice and support to students and staff on complex matters such as immigration and fee status.

They produce a wide range of publications on topics ranging from volunteering to cross-cultural awareness. UKCISA also provides information on other projects such as Teaching and Learning of International Students (TALIS).

### Union development

Students' Union Evaluation Initiative (SUEI) [www.sueinitiative.co.uk](http://www.sueinitiative.co.uk) An assessment model to help unions to identify areas for continuous improvement.

### Other useful sites

Global People [http://www2.warwick.ac.uk/fac/cross\\_fac/globalpeople](http://www2.warwick.ac.uk/fac/cross_fac/globalpeople) This site has been created by the University of Warwick and contains some useful resources to build intercultural effectiveness.

