

HECSU research reports

Careers Advisory Services and International Students

Full Report - September 2005



This project, funded by the Higher Education Careers Services Unit (HECSU), was carried out by the Centre for Research and Evaluation (CRE) at Sheffield Hallam University and the Centre for Research into Quality (CRQ) at the University of Central England in Birmingham. It examines career-related services provided for students from overseas including the European Union. The project aimed to identify 'good practice' through the construction of institutional case studies and to stimulate support for international students by making key recommendations for practitioners and policy makers.

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Colin McCaig, Satya Sagu, Morag MacDonald.**

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EXECUTIVE SUMMARY

BACKGROUND

International students represent a substantial and growing proportion of the UK higher education population, which is particularly evident at post-graduate level, where about two thirds of students on taught postgraduate courses are from outside the UK. The government is aiming to increase the UK's global share of the international student market and universities are responding with a recruitment drive. In view of this, the experience of international students in UK institutions needs monitoring and evaluating.

Employment issues are critical to most international students: whether paid work whilst studying, work placements or post-graduation employment. The main objectives of this research, commissioned by the Higher Education Careers Services Unit (HECSU), were to extend understanding of:

- the contribution of careers advisory services to international studentship;
- the theoretical and applied frameworks for the development and targeting of careers advisory services around the needs of international students;
- the students' expectations and experiences of careers advisory services;
- the possible ways in which provision of careers advisory services aids their recruitment.

A blend of qualitative and quantitative approaches was used in the research. Semi-structured, in-depth interviews were undertaken with 41 staff, mainly working in careers advisory services or international offices, in a small number of case-study institutions. International students in these institutions also provided information through focus groups. A survey of 1895 international students and a separate survey of 126 staff linked to careers advisory services and international offices at a wider group of institutions complemented the qualitative data.

MARKETING, RECRUITMENT AND INDUCTION

International students are attracted to study in the UK primarily through the reputation of the higher education available, and the perception of increased employability following their studies. Institutions are working on long-term strategies to attract students. However, the pressures of the worldwide competitive market for international students results in misconceptions and false hopes about the likelihood of working in the UK after graduation or finding suitable part-time work whilst studying.

Costs and regulations relating to immigration may be a deterrent to students, but upon arrival, greeting and induction programmes to assist them and make them welcome are becoming well-developed.

CAREERS ADVISORY SERVICES

Careers advisers are frustrated that many international students misunderstand the nature and scope of services that advisory services can provide, especially the expectation that employment can be arranged on their behalf.

Careers advisers also are unsure as to what extent they should adapt services and resources and devote time to meeting international students' needs, particularly those needs arising from English language limitations and cultural differences.

Advice sessions, seminars and workshops associated with applying for a job are popular with international students. They also use and appreciate on-line services, employer events and the provision of information about part-time job vacancies.

EMPLOYMENT DURING STUDIES

Many international students want to work during their studies, for financial reasons in particular, but are often dismayed by the nature of part-time work available to them. They face employers who do not realise they can legally employ them without a work permit. They are also in competition with home students who are fluent in English and may have relevant work experience. International students also sometimes encounter prejudice.

Work placements are valued by international students as they are usually course-related and give valuable work experience but some employers prefer students who will be able to remain in the UK after graduation. Some universities have devised short work placements particularly aimed at international students.

EMPLOYMENT AFTER GRADUATION

Only a minority of international students seek work in the UK after graduation. Those who do, face immigration regulations and competition with home candidates. Success may be possible through government work schemes or employment with multi-national companies.

Some careers advisory services provide information about UK employers likely to recruit international students, as many employers are discouraged by the bureaucracy of employing an overseas candidate.

As finding work overseas is usually more realistic for international students, careers advisory services are beginning to provide more information about overseas employers and there are developments in post-graduation contact with students, alumni databases and international student destination data. Some services are also considering specialised careers advisory staff for these areas.

RESOURCING AND DEVELOPMENT

Addressing the needs of international students puts a strain on the resources of most careers advisory services.

Despite limited resources, careers advisory services are enhancing their services to meet the additional needs of a growing number of international students, such as help with their use of English, identifying employers who will employ them and giving a listening ear.

Careers advisory services are trying to further improve services by sharing knowledge and good practice, and staff development through training and conference attendance, but monitoring of services to international students is fairly limited.

Some institutions are appointing specialist careers advisers. Internal collaboration is evident, and where practical, institutions are adopting a one-stop approach for information, advice and support. External collaboration appears to be growing, particularly in the form of links with employers.

CONCLUSIONS

Although many international students express satisfaction with particular services, it is clear that a more strategic approach to the whole international student experience is required to meet the challenge of increased numbers of students and their employment expectations.

Communication of information needs to be enhanced to eliminate widespread misunderstandings about the role of the careers service. Students and employers, and sometimes staff, are confused or misinformed or have different cultural expectations about employment issues affecting international students.

To optimise resources, co-ordination of effort within and between institutions is paramount. There needs to be a sharing of ideas and resources and integration of services wherever appropriate based on strategic plans that take a holistic view of the international student experience.

The report concludes with detailed recommendations, directed at particular sectors, and these include the following.

- Efforts should be made by institutions (especially international offices) to improve communication, both in the marketing of courses and the information supplied to students, about the reality associated with paid work whilst studying in the UK and finding employment in the UK after graduation.
- Careers advisory services need to advertise clearly both the scope and the limitations of their services.
- The Department of Trade and Industry (DTI) should provide employers with a 'tool-kit' providing accurate and detailed advice on the employment of international students.

- Careers advisory services need to provide more information about how to find work overseas and about the job application and selection process in other countries.
- Institutions should encourage the sharing of knowledge and good practice internally to enhance the international student learning process and deliver better services.
- The Association of Graduate Careers Advisory Services (AGCAS) should encourage the sharing of information between careers advisory services

CHAPTER 1

INTRODUCTION

GROWTH OF INTERNATIONAL STUDENT POPULATION

Interest in the experiences of international students in higher education in the United Kingdom has increased rapidly in the last few years. This is largely because government and institutions now recognise that a significant proportion of students are from overseas and that number is set to rise dramatically, perhaps by 50,000, in the next fifteen years (Bohm *et al.*, 2004). Indeed, this increase is not only viewed as inevitable, it has been positively encouraged by the British Government in the '*Prime Minister's Initiative*'. In June 1999, the British Prime Minister launched the strategy by saying:

We want to have 25 per cent of the global market share of Higher Education students and we want to increase the number of international students studying in Further Education institutions by 100 per cent. Our aim is to reach these targets by 2005. (DfES, 1999)

The British Government and educational bodies such as the Higher Education Funding Council for England (HEFCE) and Universities UK (UUK) emphasise the economic and cultural value of international students. International students make a significant contribution to the UK economy, providing an estimated £1.25 billion in tuition fees and spending £1.86 billion on other goods and services (UUK, 2005). They are also seen as ambassadors of UK culture when they finish their studies and move back to their home country or elsewhere in the world.

There are several national initiatives designed to attract international students to higher education institutions in the UK and to make it easier for international students to remain in the UK after graduation. The *Science and Engineering Graduates Scheme (SEGS)* allows non-EEA nationals studying in certain physical sciences, mathematics and engineering subjects to remain in the UK to work for one year post-graduation. The *Highly Skilled Migrant Programme* allows certain highly skilled people to work in the UK for a year or more, depending on their educational qualifications, work experience, past earnings and both their achievements and those of their spouse or partner. As part of the *Fresh Talent Initiative* in Scotland, international students graduating from Scottish Universities are allowed to remain in the UK for two years following graduation (McConnell, 2004).

All this has an impact on the higher education institutions themselves and how they address the needs of those students. Previous research (notably Kinnell, 1990; Pelletier, 2003; Leonard *et al.*, 2003) has tended to focus on the learning needs of international students. However, in the current climate, higher education has become far more than merely an individual's programme of study. It has been recognised that international students have a very varied and complex set of needs that must be addressed for them to have a successful, fulfilling and economically valuable experience. As a result, institutional student services are increasingly becoming the front-line in responding to those needs. In particular, as international students

increasingly want to find part-time or full-time work in the UK, higher education careers advisory services play an essential role.

International student numbers

Figures from the Higher Education Statistics Agency (HESA) for the academic year 2003–04, show that there were just over 300,000 students from outside the UK studying in UK higher education institutions, which represents 13% of UK higher education students. Of these, around 90,000 were from the European Union and 210,000 from outside the EU.

International students in the UK were about evenly split between postgraduates (52%) and undergraduates (48%). However, international students represented 38% of the UK postgraduate population, but only 8% of UK undergraduates. International students represented nearly two-thirds (64%) of students on taught postgraduate courses, such as MBA. The highest proportion of students from EU countries came from Greece (8%), followed by the Republic of Ireland (5%). The highest proportion of students from non-EU countries came from the People's Republic of China (16%), followed by India (5%) (HESA, 2005).

PROJECT AIMS AND OBJECTIVES

As a response to this situation, the Higher Education Careers Services Unit (HECSU) commissioned this research to investigate the contribution of careers advisory services to the enhancement of the experience of international students in the UK. The main objectives of the research are to extend our understanding of:

- international students' expectations and experiences of careers advisory services;
- the theoretical and applied frameworks for the development and targeting of careers advisory services around the needs of international students;
- the contribution of careers advisory services to international studentship;
- the possible ways in which provision of careers advisory services aids recruitment of international students.

For the purpose of this study, international students are defined as those having non-UK domiciles. We have included students from other EU countries because many of the same issues will be faced by all non-UK students. However, we have focused on students on programmes of study that lead to an award from a UK university, which excludes Erasmus students and those on similar short exchange programmes.

KEY ISSUES

Although little scholarly attention has been given to the career service needs of international students, they are now being taken seriously by higher education careers services themselves. At the national level, the Association of Graduate Careers Advisory Services (AGCAS) is developing its guidelines and, through its International Students Task Group, provides a forum for sharing experience. The website 'Going Global' (AGCAS, 2005) offers a network of advice for careers

advisers addressing the issue of international students. This advice is primarily about ways of publicising services to international students, encouraging employers to think more positively about international students and monitoring the use of services by international students. At the local level, individual careers services are, increasingly, producing advice leaflets and policy statements whilst some are even addressing issues through substantial, if localised research.

Information about careers advisory services and working in the UK

A wide variety of printed and web-based information, both nationally and locally, is aimed at helping students to use the careers services and provide information on the possibilities of working in the UK. Careers advisory services stock booklets produced by AGCAS, which give advice to both international students and to employers on work permits (AGCAS, 2005). Higher education institutions in the UK also provide their own information and advice to international students on their websites. For example, the University of Warwick has online information about how the UK recruitment system works, job-seeking procedures, contact details for careers advisors and information about careers sessions available (University of Warwick, 2004).

AGCAS provides comprehensive advice and information, in the form of 'Going Global', to assist both careers advice staff and international students. UKCOSA's website provides international students with help and information on finance, immigration, working in the UK and related issues (UKCOSA, 2005). The British Council website offers international students advice and printable information sheets on a range of topics including studying and living in the UK and finding funding, as well as providing links to their 'Education UK' website, where students can search for courses, and to the 'UK Visas' website (British Council, 2005; Home Office, 2005). The Department for Education and Skills offers information on such topics as the UK policy on international students, the Education UK Brand (for promoting UK education) as well as working in the UK and obtaining a visa (DfES, 2005).

Visa regulations

Visa regulations are another area of concern for international students. Despite the initiatives mentioned above, the regulations about visas are problematic for international students. This is likely to be compounded by the increased cost of visas. Charges for entry visas for overseas students were increased, as of 1st July 2005, from £36 to £85, which affects applicants for the academic year starting in September, 2005. There has also been an increase in fees for foreign students who want to extend their visas in order to complete their studies. On top of this, the right of appeal against being refused a student visa to study in the UK has been abolished. This latest government measure has been attacked by university and college heads as a lack of 'joined-up' thinking. When America increased restrictions following the attacks in 2001, the UK benefited by a 12% increase in student applications from the Middle East and Asia. Universities in the UK now fear that the new visa rules along with the increase in fees will adversely affect overseas recruitment at a time when demand from China is already beginning to fall.

Ivor Crewe, the president of Universities UK, said:

As a matter of principle it is wholly unjust to take away the right of appeal where decision-making is subjective and often wrong. The government's own figures show that one in four visa appeals are successful — proof that this is a deeply flawed system... This is the third in a triple whammy of visa measures that send an entirely wrong message to the best and the brightest students around the world whom we should be encouraging to study in the UK. The benefits to the UK conferred by international students are enormous. Talented students from around the world contribute immeasurably to the intellectual vitality of UK higher education and make a critical contribution to our international standing. (MacLeod, 2005)

A Home Office spokesman is reported to have said the UK was committed to encouraging migrants with the skills the country needed, and welcomed students' cultural and financial contributions. Furthermore, removing the right of appeal had been a government manifesto commitment and that the spokesman said there was no reason to believe it would have a significant impact on prospective students. (BBC, 2005)

Barriers to employment

The main issue that has been raised by existing research and by careers advisory services' leaflets has been that of the depth of employers' awareness of the issues involved in employing international students and graduates. The research by the University of Loughborough's careers service into employer attitudes to international students highlights the diversity of employer attitudes within one region (Loughborough University Careers Service, 2004). Some of the issues are reflected in The Council for International Education's (UKCOSA) recent survey of international students' experiences. Several respondents in this survey thought that some employers are unwilling to employ them because of language ability, lack of experience and simple prejudice (UKCOSA, 2004).

In their leaflets, national bodies such as AGCAS emphasise the need for careers services to develop close and effective contact with local employers. One international student careers advisor commented that:

After speaking to employers, members of staff who deal with international students and to international students themselves, it became clear that there was a lot of work to be done. (AGCAS, 2005)

For this adviser, one essential role of his post was 'establishing contacts with employers to promote the university and its students'.

Morey *et al.* (2003, p. 33) point out that a key issue raised by some international students was that of information and advice on the availability of work permits. In many cases, however, the problems they encounter are not the responsibility of the careers services' own making, although this may be translated into dissatisfaction with the careers services:

Of those we spoke to, they [international students] were often resentful of the lack of support they received, believing that UK universities were keen to get them in but then they provided limited support particularly with regard to careers.

Loughborough University Careers Service, in their survey of employers, note that 'several employers thought that work permits were an issue' and 'companies' experiences of the work permit application process were very varied' (LUCS, 2004 p.6).

Staff awareness and training

A substantial proportion of the information produced by AGCAS and the careers advisory services themselves, while providing invaluable support and advice, is primarily aimed at raising awareness of the needs of international students amongst their members. Hence, the 'Going Global' website exists to encourage careers advisors to think about their international students as well as to address specific issues. The need is reflected in the experiences of one international student adviser:

I was genuinely surprised to see people's faces drop as soon as I mentioned the words international students. Careers advisers would visibly pale and start mumbling about how they should do more but don't know where to start and anyway, they don't have the resources. International students somehow have the ability to instil a perpetual state of guilt into careers advisers. (AGCAS, 2005)

Cultural awareness is an important issue when dealing with international students and 'it is helpful if you are aware of the possible cultural differences between yourself and your client' (AGCAS, 2005). In 'Going Global', AGCAS highlight the importance of being aware differences and of avoiding stereotyping (AGCAS, 2005). The site has many useful tips and guidelines to help staff prepare for dealing with international students more efficiently and effectively.

By the early 1990s, it had been recognised that staff training and development was essential in helping university staff to more effectively address the needs of international students (Barker, 1990). More recently, guidelines established by AGCAS and careers advisory services emphasis staff training as essential in providing a more effective service to international students. 'Going Global' provides a number of suggestions about behaviour for careers advisors when giving advice to international students. The suggestions are based on sources such the UKCOSA advice to international students concerning culture shock. 'Going Global' also offers practical advice on how to set up training sessions for staff and highlights the importance of training as an 'opportunity to bring yourselves up to date with changes in the issues affecting international students and new ways of working more effectively with your target group'. It also emphasises the need to identify staff training needs and suggests that 'a simple questionnaire can be a highly effective way of determining the specific needs of staff working directly with international students'.

Embedding of employability

The employability debate has been running for some time but the debate has not yet taken account of international students. Increasingly, careers advice is becoming embedded within the curricula of higher education institutions. Whilst this is largely regarded as beneficial for students as a whole (Harvey *et al.*, 2002; Morey *et al.*,

2003, pp. 37–8), the important implications this has for international students have not been fully appreciated. The needs of home or even EU-registered students may differ for practical and cultural reasons from those of international students.

INTERNATIONAL PERSPECTIVES

The expansion of the ‘market’ in international students is of course not unique to the UK: Bohm *et al.* (2004) demonstrate that many countries are accepting increased numbers of international students. Responses vary around the world and it is essential to place the situation in the UK in an international context. In only a few countries, however, are careers services playing a significant role in the development of the skills of international students.

The following discussion draws out some of the main issues and developments from information provided by an institution in Australia and from the two main papers on the careers service experiences of international students in the United States.

Cultural awareness

In the United States, much emphasis is placed by some authors on developing cultural awareness amongst careers advisers. Yang *et al.* (2002) argue that this is central to developing career counselling for international students and that accordingly, services must engage in on-going staff training. In their study of a careers service for international students at a US university, they suggested that twelve lessons had been learnt from this experience. Of these, six were primarily concerned with cultural awareness. Accordingly, careers services need to:

- show cultural awareness and sensitivity;
- be aware of professional literature on international students;
- target services and interventions: not all approaches designed for US students will necessarily meet the needs of international students;
- develop assessment tools that are ‘culturally valid’;
- engage in on-going staff training;
- build working alliances through respecting different cultural heritages.

Work permits and visa regulations

The underlying issues for most international students in both Australia and the US, as in the UK, are the work permit and visa regulations.

According to Judi Green, Careers Consultant at the Careers and Employment department at Swinburne, one of the main issues for international students at Swinburne is that they are constrained by their student/work visa. In Australia, students are not allowed to work more than 20 hours per week (paid or unpaid) during the semester. International students’ visas make them ineligible for the non-compulsory Industry Based Learning (IBL) programmes. International students are usually permitted to remain in Australia for two to three months after graduation. Students can work full-time during semester breaks only. The limitations often make them less attractive than local students to employers who want to ‘try before they buy’ graduates.

Language skills

The other major issue that faces some international students at US and Australian higher education institutions is English language skills. At Swinburne:

English is usually the second language for our international students and their spoken language skills often needs some development. Since employers usually request strong communication skills, as selection criteria, international students sometime find this skill to be a barrier. (Green, 2005)

In the US, one method of overcoming information barriers is to prepare leaflets in a variety of different languages (Yang *et al.*, 2002). Ideally, one researcher argues, careers services should employ bi-lingual counsellors and if not possible, then 'diverse career counselling personnel speaking a variety of languages will project approachability and friendliness' (Shen *et al.*, 2004, p. 26).

Targeting services

Several careers services around the world emphasise the need for targeted support for international students. In some cases, as at Swinburne University of Technology in Australia, it is hoped to employ a career consultant with a specialism in international students (Green, 2005).

At the very least, this includes workshops for international students such as those provided by the Careers and Employment department at Swinburne. This department runs various skills workshops such as 'Interview skills for students with non-English speaking background'. The department also runs two employer information sessions on overseas employment ('Immigration issues that effect overseas students' and 'Working in China'). Targeted support can also include written material such as the department's brochure on interview techniques written specifically for international students (Green, 2005).

The newly established careers service at Copenhagen Business School (CBS) also caters for international students as part of its remit, thus complementing the long-established mentoring scheme, organised through the international office, for newly-arriving international students. Although in its infancy, the service intends to run two special seminars for international students on CV writing and job searching. However, there is a more general approach to international students being developed by the School's administration, that is to eventually have all staff able to help or direct international students to the appropriate support for all facets of their experience while at CBS. In the interim, a small staff team will be leading the way on augmenting the international student experience.

The most extreme example of targeted services is that of the University of Missouri-Columbia, where a careers service has been established solely for international students (the ISCS). The mission of this service is to 'help MU international students successfully transition to the world of work in the U.S. or other countries' (University of Missouri-Columbia, 2005). The service provides a walk-in service and a range of workshops throughout the academic year for international students.

Collaboration

Collaboration between services on campus is viewed by some authors, notably Yang *et al.* (2002) and Shen *et al.* (2004), as essential to providing effective support to international students in the US. In Australia, too, there is an element of inter-institutional collaboration. Swinburne takes part in specialised employment fairs for international students (Green, 2005).

Advancing the interests of international students

Overall, research carried out in the US emphasises the need to actively ‘advance and prepare international students for job-search strategies and working life in the US’ (Yang *et al.*, 2002, p. 212). This may include promoting international students to employers, only inviting to talks and fairs employers who actively support students who need work permits. It may even include employing international students in careers services.

In effect, this is part of an attempt to develop the confidence of international students. Shen *et al.*, (2004) argue that accountability is also necessary. Monitoring of the success of students in gaining relevant fulfilling employment demonstrates to students and employers that international students can be an asset both to employers and society alike.

THE STRUCTURE OF THIS REPORT

The data from the study are presented in five chapters (*Chapters 3 to 7*), each finishing with a summary of the main points arising.

As the research progressed it became clear that a chronological presentation of the development of the international student experience was the best way towards understanding that experience holistically.

Students’ interactions with institutions begin, and their impressions form, well before they commence their higher education in the UK. Much of the work of the international offices has an important impact at this stage (*Chapter 3: Marketing, Recruitment and Induction*).

Once their courses have begun, many students will become aware of the careers advisory service and begin to make use of it. Their views of the services available may change as time progresses (*Chapter 4: Careers Advisory Services*).

There are many quite different issues associated with finding paid work whilst studying and securing employment after graduation, so these are covered in separate chapters (*Chapter 5: Employment During Studies; Chapter 6: Employment After Graduation*).

Several issues, critical to the quality of international student experience but not of direct interest to students, were raised by staff. Staffing, resources, development,

collaboration and monitoring are therefore discussed separately in *Ch. 7: Resourcing and Development*.

A vignette of each of the eight case-study universities taking part in the research is presented to give some background to each one and an overview of how different institutions are meeting the challenges of providing services for growing numbers of international students (*Ch. 8: Case Study Universities*).

In the final chapter, conclusions relating to the five main themes addressed in Chapters 3 to 7 are presented, along with recommendations, arising from the research findings and the practitioner forum (*Ch. 9: Conclusions and Recommendations*).

CHAPTER 2

METHODOLOGY

A mixture of quantitative and qualitative research methods was used to address the issues raised about the nature and extent of the use of careers advisory services by international students. The dual methodology, provided an overall view of how careers advisory services address the needs of international students and a deeper understanding of the issues involved in delivering career advice for international students.

The research involved some qualitative, case study work with a small number of institutions, in which the data was gathered through in-depth interviews, focus groups and document analysis. This was augmented by some more general surveys of staff in support roles who work with international students and by an electronic survey of 1895 international students. The quantitative data allows for some comparison between different groups of participants. The core qualitative element of the research provided a deeper insight into those issues within a much smaller sample of institutions, selected as examples of how higher education careers services address the career development of international students in the UK.

STAGES

The methodology combined these two approaches in three stages. Each stage helped to inform the following stage. Because not all institutions initially consulted wished to take part in the subsequent stages, their involvement in every stage was negotiated separately in a modular design that encouraged participation instead of overwhelming potential participants.

Stage 1: Screening (staff survey)

The first stage is to consult staff across a sample of institutions in the UK and abroad (in particular, the USA, Australia and New Zealand) about the way in which higher education careers services address the needs of international students. The information obtained through these consultations helped to identify other potential partners for the following stages of research (that is, for critical case studies, sponsors of overseas students, international employers). The principal instrument at this stage of the research was an electronic questionnaire that was sent to key personnel at a range of higher education institutions (Appendix 6). This instrument combined open questions as well as structured items that were also included in future stages of the research. The questionnaire was sent out to careers staff through the Association of Graduate Careers Advisory Services (AGCAS) network and to international offices through the Council for International Education (UKCOSA). The questionnaire was web-based. A total of 126 responses were received, however it is not possible to provide a response rate as the total number of staff the questionnaire was sent to is unknown. Also, in some cases, the careers services nominated a representative from the department to complete the questionnaire to avoid duplicating answers.

The majority of staff respondents (69%) work for the careers service (Table A5.13). There was a good representation of both management and officer/advisor levels in the responses, 22% and 53% respectively (Table A5.14): the remainder specified ‘other’ and these responses can be found in Appendix 5.

This stage also incorporated a literature review of contributions from previous research. The research team used the literature review to identify gaps in previous research and also to ensure that the research was not duplicating work. The findings of the literature review helped to develop a more focused research agenda. Although there is little written material relating to careers services and international students, there has been much written, both published and ‘grey’ literature, on international students and their wider experiences of higher education in the UK (Leonard *et al*, 2003).

The steering group and the practitioner forum (see below) discussed the initial findings and provided invaluable input into the questionnaire and the guided the second stage.

Stage 2: Critical case studies

The second stage of the research explored a small sample of universities in the UK, using semi-structured interviews with key staff (in careers advisory services, international offices and other departments) and focus groups with students. The selection of these ‘critical case studies’ was based on the information gathered previously from staff.

The case studies were designed to gather more in-depth data, both from international students themselves and from staff who interface with them on a regular basis. Eight universities took part as case studies. These included both older and newer universities and one from Scotland and one from Wales:

University of Bradford	Oxford Brookes University
Brunel University	Sheffield Hallam University (pilot)
University of Liverpool	University of Strathclyde
University of Newcastle	University of Wales, Lampeter

In each case two researchers visited the university over two days to conduct staff interviews and student focus groups.

Each university selected a range of staff members to be interviewed, chosen for their responsibility for, and contact with, international students. The researchers interviewed 41 staff in all (an average of 5 staff at each of the 8 universities), comprising 7 heads of careers, 11 careers advisors, 3 heads of international services and 5 international officers, 6 welfare officers and 9 with other associated roles. Interviews were recorded and transcribed.

Focus groups proved to be an excellent method of gathering qualitative data on student attitudes to, and expectations of, careers advisory services in the UK. The researchers conducted 12 focus groups of international students (two groups at most universities). The universities, through e-mails or newsletters, invited both

undergraduate and postgraduate students to attend the focus groups. Students were offered an incentive of a £10 gift token for attending. Detailed notes were taken in the focus groups.

Staff interview data and student focus group data were entered separately into Filemaker files and analysed into themes.

Stage 3: Student questionnaire survey

The third stage of research consisted of a quantitative questionnaire survey designed to gather some base-line information from international students to support the qualitative data collected in previous stages. The questionnaire included a range of demographic questions so that it could be analysed by variables such as country, gender, age, level, mode, subject area and year of study. The questionnaire was as short as possible to encourage a high response rate (Appendix 7).

The international student survey sample

There were 1895 respondents in all to the electronic survey of international students drawn from 18 institutions, although four institutions generated fewer than 20 responses and three had over 200 responses (Table A1.1). Half (50%) were undergraduate (Table A1.2) and most (97%) were full time (Table A1.3). A third (33%) claimed to be on one-year courses and 75% were on programmes of up to three years duration (Table A1.4). Half the respondents were in their first year of international study at the British university (Table A1.5).

Social, economic and political studies accounted for 17% of respondents, business 15% and engineering and technology 11% (Table A1.6): the subject areas were further combined for analysis purposes (Table A1.7). Only 17% had work experience as part of their programme and it was mandatory in 42% of those cases (6.7% of the total respondents) (Tables A1.8.9).

More than half the respondents were female (58%) (Table A1.10) and almost two thirds (64%) were aged between 22 and 34 (Table A1.11). Close to half the respondents came from Asia (45%) with half the rest from Europe (29%) (Table A1.12). Respondents came from 120 countries in all, with the largest contingent from China (Table A1.13). For analysis, respondents have been grouped into regions (Table A1.14).

The reporting of the statistical data for students does not, in the main, include statistical significance. Because the sample is self-selecting using a convenience group of institutions it cannot be claimed to be a random sample thus rendering significance testing redundant. The substantive results should be seen as indicative of trends rather than as precise data on international student perceptions.

This combination of quantitative and qualitative methods maximises the validity of the data through triangulation. Triangulation can be used to provide a more complete picture and it can minimise the weaknesses and maximise the strengths of each method (Rees and Bath, 2001). The quantitative data gathering depended on being able to e-mail individuals and thus on the institutions' collaboration to facilitate this.

PRACTITIONER FORUM

Two practitioner forum events were scheduled during the lifetime of the project. Practitioner forums are designed to create better mutual understanding between researchers and practitioners, through interactive workshops and discussion between researchers and practitioners, and enhancing the notion of practitioner ‘ownership’ of the process, which can have positive effects on the implementation of future recommendations. Additional recommendations were generated from these events.

TERMINOLOGY

The following terms were used in this research:

Non-UK domiciled students: For this project, international students were defined as having non-UK domiciles (including EU students). The HESA figures for international student numbers, which are quoted for case study universities in Chapter 8, also refer to non-UK domiciled students.

EU students: There are twenty-five EU countries, including 10 new ones. International students are also recorded as either EU or non-EU students: within institutions, UK and EU students are often grouped together and non-EU students considered as ‘international students’ for certain administrative and practical purposes.

EEA students: In respect of the rights to work in the UK without a work permit, all guidance from the Home Office, British Council, and Department for Education and Skills refers to European Economic Area (EEA) nationals. The EEA includes all EU countries as well as Iceland, Liechtenstein and Norway, which are non-EU states. All citizens of the 28 EEA states (plus non-EEA Switzerland) are allowed to work in the UK without a work permit. (However, those from 8 of the 10 new EU countries have to register if they work, but those from the other two, Cyprus and Malta, do not.)

CHAPTER 3

MARKETING, RECRUITMENT AND INDUCTION

INTRODUCTION

International students' experiences of studying in the UK begin with their interest in coming here, when they will be exposed to marketing and recruitment initiatives of both the UK government and higher education institutions. Following this, they will be involved in a relay of information and paperwork between themselves and their chosen university, followed by the welcome experience provided by the university after their arrival in the UK. Throughout this period, they may be having concerns about accommodation, finance, immigration and visas and adapting to life and study in the UK. Resolution of such issues and the quality of support provided at this stage colours their experience of being an international student.

This chapter explores the start of the international student experience, the marketing recruitment and induction of students. It draws on the views of staff and students via interviews and surveys.

The staff interviewed and surveyed for this study came from two broad groups, international offices and careers advisory services. There is varied nomenclature for international offices, including 'international office', 'international graduate office', 'international graduate and recruitment office', 'international affairs office'. Sometimes the international office does both recruitment and support for students once in the UK. In other cases the recruitment is undertaken by one unit and support by another, which might be labelled 'international support team', 'international student advisory service' or 'student assistance office'. We visited institutions that had both types of setup, some with a single overarching international office and some with recruitment separate from support. In this study, all are referred to by the generic descriptor 'international office'.

RECRUITMENT OF INTERNATIONAL STUDENTS

Increasing effort is being put into marketing the UK and its universities in order to attract international students. It is seen as a lucrative market as well as being beneficial for the UK, culturally. There are, though, concerns that some marketing tactics might mislead students about potential career prospects.

Staff perspective

Strategy for international student growth

International students are now seen as both strategically important and as a major income source. As heads of an international office at two universities noted:

I should imagine a lot of the universities now are probably being much more business-like in their approach to international recruitment. In the university, it's probably worth about £14 million a year, which four, five years ago it was probably worth about £4 to £5 million. So it really is big business and we need a proper strategy and framework which the university needs to adopt; a common strategy. How it wishes to operate internationally? And on the back of that, that gives us a framework of how we can then work with the academic schools. ... We're being a bit more led now by the market and market demands.

We've got dozens of countries, but we're having to look at the critical mass ones and so, in the first instance, we've identified something like eight, ten key areas where we're basically trying to tie in with the university strategies. Where has the university currently got a strong market? Where does it want to grow its market? There are obvious countries like China, India, where we've currently got loads of students, but then there are places like the Arab Emirates where the university's hoping to make inroads. So in China and India we're way behind the game, like everybody else is. In the Emirates, we're trying to get ahead of the game,

Strategies are often developed in collaboration with academic departments, using market research, to target recruitment more precisely:

We have the market intelligence, we have the market information, we write an international strategy portfolio and then that will be adopted by the university. It would also fit in with the school plans where they have had to operate internationally. So we are really a service to the academic departments and within that we can work together drawing up an international strategy. We can point out where there are growths, where there are declining markets.

The importance of having a diverse international student population was thought to be crucial if institutions were to avoid dips in recruitment, as one head of careers explained:

It's such a competitive business ... In South East Asia, there was a collapse of the economy; University X had put most of its eggs into one basket and suddenly ...all the students had dried up. I think most universities have learnt their lesson from that to some extent. The other issue is that, for example, if you've got a complete solid mass of your courses are populated by just one nationality they completely skew that particular faculty or school.

A point echoed by a head of an international office:

... it came about for making sure that we weren't going to be over-reliant on the Chinese market, because we have a very big number of Chinese students and we had SARS and then we had the visa thing, which all spreads panic, and makes you think of contingency plans and that was how it came about really. So we're just at the very start of that diversification project now.

Responsibilities of staff in international offices

Staff working in international offices usually have responsibility for a group of countries; part of their role involves visiting these countries to promote their institution for the purpose of recruitment:

The people in the International and Graduate Office specialise in particular areas, so XX is a specialist in the North and South American continents, YY is the person who deals in all of South East Asia. ZZ, she is the person who specialises in European and Erasmus, and so forth. So they are specialists to an extent, in that they have particular knowledge of institutions and they would liaise with appropriate bodies. They obviously work closely with the British Council and other organisations of that kind.

I deal with all of South East Asia, plus, at the moment, I am also dealing with Hong Kong, China, Taiwan. My colleague deals with Africa, India, Sri Lanka, the Middle East and our boss handles Mexico and North America, so we cover most of the world.

The countries for which international officers were responsible usually excluded European Economic Area countries. Given that EEA students and students from outside the EEA have a different funding status, many international offices were not concerned with the recruitment of EEA students.

Europe, no. Europe is a tricky one.... Previously its been dealt with by the home recruitment side of things, we are in the process of getting some new staff who will deal with European recruitment and that will become part of [our] international work but up until now it hasn't been.

Exhibitions and fairs

The international offices recruit at recruitment fairs and through exhibitions. Recruitment is two-phased in that, initially, it involves working with the British Council to attract students to the UK and then to provide information for recruitment to the institution:

after the spring then it becomes much more direct, it becomes just about our institution and more specifically about entry requirements: so the information we pass on really changes as the year goes on.

Yes, education fairs and things... We're sort of parasitic really ... there is an introductory conference in September for international students and we go along there and talk to students.

Recruitment agencies

Although the international offices have responsibility for recruiting international students, many also use consultants in external recruitment agencies. Recruitment consultants are mainly private companies that are permanently based in the home countries. The agents usually act on behalf of a group of institutions, advertising opportunities and offering advice for students who want to study in another country. For some institutions, agents play an integral role in international student recruitment:

Agents work for us on a commission basis. They send us students, they counsel them in-country, they help us when we have private visits. They'll help us in advertising: they place the ads, they organise. It depends on the agent.

The agents will also do some general advertising about the UK sometimes and they will tend to also advertise a list of their partner universities and they might run seminars explaining what the different universities do, so that's the first stage that students will find out about us.

Some agents don't just represent UK universities, some represent UK, Australian, American, which isn't always the best. It's best if they just represent UK ones, so the student knows when they go into the office that they want to go to the UK. They represent universities across the whole of the UK. Some might only represent two or three or five, but some represent sixty of seventy, so when the student comes in and they're not sure what course they want or where in the country they want to go, the idea is that the educational consultants will help them narrow it down to a few and then help them apply. When they apply to a university they've got a contract with, if a student enrolls then the agent gets a small percentage of the tuition fees. But they don't charge the student for their help, so we work with them quite a lot. We have several in each country, quite often. Some universities will only work with one per market, but we feel that's putting all your eggs in one basket. We get quite a lot, about 35% of our students through them.

However, one of the institutions we visited did not use external agents but relied on academic staff to recruit internationally:

If we actually have recruitment agents they tend to be members of staff or academics who have their own network and in religious studies, because we have people in the Catholic church and the Anglican church and its through those kind of links, but not in the normal way that they do it. And in other departments, and certainly in business studies, again it's the lecturers. We have another Chinese lecturer who actually works in business studies, who actually make their own links because they have been lecturing in the universities in those countries. We don't actually employ and we don't pay commission to agents.

REASONS FOR COMING TO THE UK

Staff perspective

Staff identified six main reasons why they felt that international students choose to come to the UK: quality of education, subject of study, duration of degree, university location, possibility of working while studying and possibility of working in the UK after graduation.

If I have a top five I guess it would be the quality of the award and the teachers and the learning and the possibility of employment during and after studying in the UK.

Quality of education

Staff were aware that the UK has a world-wide reputation for the quality of its higher education:

Their primary motivation is that they want to be in the UK education system and they see that as quite a positive step.

Reputation of the institution, as well as the UK system overall, was also seen to be of importance:

It's a mixture really. The reputation that the university has overseas is actually quite good and so very often the students, when they come into the exhibitions and so on, they will already be aware of the courses that this university does and of the ranking of those courses and the reputation. They will have heard about the courses, yes. And very often what can swing in our favour is the cost of living, which is much cheaper here compared to living in London, so that often goes in our favour.

Subject of study

Opinion on whether the choice of course was a reason for coming to the UK was varied. One international officer thought choice was subject rather than institution-driven:

I think the general thing that students tend to do overseas is they pinpoint all the universities that do their course; they don't always have one place in mind. I'm sure some do, but generally they apply to five or six and the first offer that they receive they take.

Another felt that having strong specialities was important:

We're a traditional university. We've got a full range of courses and it's going from management through to engineering. I talk about the level of engineering that we do have, because we were set up as an engineering college, but we still have on campus a lot of plant, a lot of workshops because a lot of our campus is devoted to the engineering side. But after we became a university ... we've developed strongly and landed some special niche areas.

It was suggested that students from some countries would experience the effects of market saturation, due to too many of them choosing courses such as MBAs:

Students in Asia like business courses because it usually guarantees them more money when they go back to their country if they've got a business degree, or this is what they think. But I think they're saturating the market so much that they'll have to go back to the other degrees that are lacking because all students have a Masters in business. But they don't necessarily have any other skills to back that up. I think, eventually, it has to come full circle and they'll have to stop doing business courses because there's too many of them in their own countries with them.

Duration of the degree

The shorter time frame for gaining both undergraduate and postgraduate qualifications was also seen to be an advantage to studying in the UK:

I think one of the first things we talk about is the length of the course, it obviously depends on entry requirements but we would say that the UK offers three-year undergraduate degrees and one-year postgraduate masters, which is an advantage over the States. Particularly in postgraduate levels, usually you are looking at two years for a Masters in other countries, the UK is unique, so that's a big plus for them.

They [international students] also say they come here because they can do an MA in one year, whereas back home its two or three years, so that's much cheaper, it's cheaper to come here for a year than two years. So there are very practical reasons for coming. Many of the students, Chinese for example, say it's because they want to do a degree in English and that is a real help to them back home. So I think many of them its purely instrumental, they think it will do their career good.

This does not take into account the Bologna agreement and the evolving three-cycle system of bachelor-masters-doctorate in the newly emerging European Higher Education Area (EHEA) of forty-five countries, which, as far as length and structure of programmes is concerned, will no longer render the UK unique. Furthermore, there will be increasing competition from countries within the EHEA offering programmes entirely in English.

University location

Staff at institutions based in large cities felt that their institutions benefited from their geographical locations. Staff felt international students often wanted to be in a large city but somewhere that was not as large and expensive as London:

They often say: I wanted to go to London but ... it's too expensive, I couldn't afford it. X is a good university and it's cheaper to live in X. They are sensible, very sensible...

Obviously talk about the safety of the city, that's a big factor— how green it is, that it's not the size of London. The cost of living, that's a big issue for students and because X is generally quite cheap all the alumni tend to agree that it is very, very cheap to live in X and to study here.

The cost of living was a key factor that staff thought determined the choice of institution international students took:

We were reported three, four years ago in the *Guardian* as being the least expensive university for students to study..., so we have quality with affordability. We have scholarships. We have discount schemes for a lot of collaborative partners that we have, so they get quality education.

As noted below, in the section on student reasons for studying in the UK, cost of living and studying was a factor for students in some institutions, notably those who emphasised it in their marketing.

Possibility of working whilst studying

Working part-time as well as employment post-graduation is something that international officers see as an attractive proposition for international students. This is something they apparently use when recruiting:

We occasionally have the chance to talk about the fact students are able to work part time while they are here, so that comes up. If a student was coming to me talking about where to study and not sure, well I might go to Australia, I might go to the States, then I would talk about the opportunity to work part-time and I would also mention the job shop at XX and the fact that we have a dedicated service to help them to look for work.

[Part-time work is] a real big selling point... international students want to come here and work part-time and that may or may not be working part-time relevant to their degree. But it's part-time work that would give them some pocket money.

In Chapter 5, below, careers advisers express concerns about selling courses on the basis of students being able to work while studying. Students also comment on the support from universities in securing such part-time work while studying.

Possibility of working in the UK after graduation

Several national initiatives are now in place to encourage students from overseas to study in the UK. The three main ones, explained in Chapter 1 are the *Fresh Talent Initiative* in Scotland, the *Science and Engineering Graduates Scheme (SEGS)* and the *Highly Skilled Migrant Programme*. Although initiatives to attract international students to the UK are viewed as having been successful in creating an interest in studying in the UK, the implementation of some of the projects has been a concern for staff. There was a consensus amongst staff that the recent initiatives were difficult to deliver due to a lack of information about the rules and procedures. The opportunities the Fresh Talent Initiative in Scotland is supposed to provide were seen to be particularly opaque:

At this point I don't think anybody really knows what's going to happen with the Fresh Talent Initiative and we, as professionals, know that there are problems within it: how can you limit this to Scotland when in fact immigration is the [responsibility of the] Home Office?

But here, two years after the idea of it was first conceived, we still do not have the information as to how you apply for this visa and how much the visa will cost, or any of the details. Nor has the Fresh Talent Initiative yet appointed its business adviser who is to work with the employers to raise their awareness to it.

Some staff felt that the Fresh Talent Initiative offers an advantage to Scottish institutions in recruiting students. Staff at English universities were unclear whether the initiative had decreased recruitment to their own institutions:

Not really. We've probably not looked at the statistics enough and it won't have had such an impact yet. Maybe it will show itself.... A lot of students are aware that they can go there and do that for two years, but if a student wants

to come to ... England, a lot of students start off wanting to come to London. But once they realise it's so expensive they tend to go to [other] areas and realise that it's cheaper to live there. So some are aware of this two-year thing in Scotland, but they don't necessarily want to go to Scotland because they don't really understand much about it.

Yes we thought there was a drop in the number of Indian students...we thought it was very few but I've spoken to other universities and we did wonder whether that Scottish initiative had an impact.

However, international officers had noticed the interest in the initiative at recruitment events:

The first time I came across it was in November, when I was in Vietnam. I was at the British Council fair in Vietnam and they were promoting it very heavily there. It was attracting a lot of interest, certainly, and students at that fair, having spoken to the Scottish stands, were coming to us and saying can you also offer that?

However, as is noted below, very few students in the survey identify the initiative as a reason for studying in the UK.

Staff stated that in their experience many international students want to work in the UK after graduation; this was noted by international officers when recruiting and careers advisers whilst students are enrolled at the university. It was felt that work experience in the UK enhances international students' employability both in their home countries and globally:

It's something that will be more attractive to students from particular countries where getting some international work experience before returning home is very desirable.

Staff in some international offices and the careers advisory services indicated that for a large number of students, finding out about work was a priority at the recruitment stage:

Yes. It's very often something that the students ask at the stand, so the people that are going recruiting do have to have a certain number of stock answers that are ready and to know a certain amount about employability.

They do ask about employability and it seems to be something that most universities are pushing at the moment. It's one of their things in the UK and abroad, but because we're not trained to tell them, we don't have the statistics to support that information. We do have, I think it was 96% employability rate, but students do ask for information about students' destinations ... it's something that we're looking into developing more information about because it is useful.

Although employment is a key factor in attracting a large proportion of international students to the UK, the universities did not always use this to recruit students. In fact, advice about work experience, part-time work and work post-graduation given when recruiting varied. At some institutions staff claimed that they did not talk about employment when recruiting whereas others felt it was a useful recruitment tool:

A very common question from Indian students is: Is there a chance that I could get a job afterwards? I don't deal with India but if I go to Thailand or Malaysia I don't think I have ever been asked that question.... Students from... Thailand, tend to think about coming here, getting a high quality qualification and going back home. An Indian student might, it's a generalisation, sure, but would be more likely to ask about the opportunities of staying on for work. When they do that we might talk about the SEG initiative.

We make them aware that we have got a very good, very active careers service, which is now much more focussed on the international dimension than it has been before.

However, careers advisers, as shown in Chapter 6, have reservations about over-marketing potential post-graduation job opportunities in the UK.

Student perspective

The survey of 1840 students showed that the quality of UK qualifications was the main reason cited by students for studying in the UK, followed closely by personal interest and prestige of UK qualifications (Table 1).

The students whom we spoke to expanded on some of the main reasons they had chosen to come to the UK.

<i>Table 1: Reason for studying in the UK</i>	<i>Rank</i>	<i>No. of respondents indicating the reason</i>
Quality of UK qualifications	1	1075
Personal interest	2	1011
Prestige of UK qualifications	3	839
To improve my English	4	756
Quality of learning and teaching	5	739
Length of course	6	644
Education system compatibility	7	574
Employment in UK after graduating	8	374
Personal recommendation	9	320
English is my first language	10	288
Wish to come to a specific city/region	11	262
Family decided	12	214
Easier visa regulations	13	212
Course only available in UK	14	207
Proximity of UK to home country	15	195
Employment in the UK whilst studying	16	171
Other	17	137
Cost of study	18	128
Sponsor/employer decided	19	117
Quality of careers service support	20	116
UK student support model	21	43
Fresh Talent Initiative (Scotland)	22	12

Reputation and quality of UK education

Students frequently made the point that the UK education system is globally recognised as having high standards or, as one student noted, ‘the education in UK is famous all over the world’, and this combined with the opportunity to take a Masters in one year, can make the UK very attractive for postgraduates:

It’s the only place where I could get a world-class education (postgraduate) and complete in one year.

For some of the students, the advantage of the UK is that a degree here is prestigious and the educational system is directly comparable to their own. As one Nigerian postgraduate student commented:

A UK postgraduate degree makes you distinct from those with BSc at home. The educational system is similar to that in my country and I knew I could cope with it. Also I had difficulty in getting into the USA.

The *quality of UK qualifications* was a factor mentioned by 57% of the sample, ranging from over 70% for respondents from South East Asia, Africa and Central and South America to 31% for North American respondents (Table A1.20). Law students (69%) were most likely to mention the quality of qualifications and biology and veterinary science students (48%) least likely (Table A1.21).

Prestige of UK qualifications was a factor for 45% of respondents, with those from South East Asia (63%) most likely to cite this and North Americans (28%) least likely (Table A1.20). Prestige was a factor for 58% of medical and health students but for only 34% of respondents studying biological and veterinary sciences (Table A1.21).

The *quality of learning and teaching* in UK institutions was also a significant factor in choosing the UK to study. Two fifths of respondents (40%) mentioned this, ranging from a third in languages, humanities and education (34%) and in chemistry, physical and maths sciences (34%) to over half in law (53%) (Table A1.21). This varied by region from over 45% of respondents from Asia, China, South-East Asia and Africa to just 21% of North American respondents (Table A1.20).

Enhancing employability

Many students felt that their future careers, whether in the UK or abroad, would be enhanced by having studied abroad. One Norwegian postgraduate student viewed study abroad as a useful experience:

I’m looking for practical experience at a UK company after graduation. I want to experience studying in a different country than Norway. I also want to find a good job if I have studied abroad.

The value of studying in the UK, specifically, was felt to be particularly useful. One American postgraduate student commented that:

Learning in the UK also offers the opportunity to study the best methods in industry and commerce, which has made the UK a world giant.

One Chinese postgraduate student believed that studying in the UK would open doors to employment:

In my opinion there will be more work opportunities after I finish my study in the UK. This is my first and most important reason.

A third (34%) of survey respondents cited *better employment prospects in home country after graduating* as a reason for choosing the UK as a place to study. This ranged from 9% of North Americans to 45% of respondents from Asian subcontinent (Table A1.20). Business and administrative studies (42%) and librarianship, information, media studies and computing (43%) students were most likely to cite future employment prospects as a reason for studying in the UK and languages, humanities and education (24%) least likely (Table A1.21).

The *quality of careers service support* was only a factor for 6% of respondents; African students (11%) were most likely to identify this as a factor (Table A1.20).

One-year Masters programmes

Many postgraduate students we talked to commented that one of the chief factors in deciding to study in the UK was the duration of the course. UK masters programmes are often one year rather than the two years that is more common in other English-speaking countries. For one Vietnamese postgraduate student, this was an advantage because it was one way 'to save time and money'.

Not all students were convinced that this was always an advantage. One student noted that the shortness of the course:

...comes with its problems as well. When you return home it is difficult having the one year recognised and accepted in your home country. They are not convinced that you have acquired enough knowledge. From their perspective they argue that you could not in one year when it takes two years for their students.

The *length of the course* was a factor for a third of the respondents overall, and cited by over half the respondents from China (54%) and the Middle East (51%) (Table A1.20). Course length was most often cited by engineering and technology (41%) and business (41%) students (Table A1.21).

As the Bologna agreement evolves in the UK, one-year Masters courses may no longer be possible, or at least not widely recognised.

Personal interest was cited by over half the respondents (54%). It was a factor for two-thirds of respondents from the Americas but only 38% of African respondents (Table A1.20). One student pointed out that there was more flexibility at postgraduate level in the UK to take a course on a topic that you had not studied before.

Ease of visa regulations

Some students would have more difficulty getting a visa for the US than for the UK and this influenced their decisions. As one Pakistani postgraduate student noted:

After Sept 11th the only two options left were Australia and the UK... I chose the UK because universities here are more reputable than Australia.

It is arguable that the UK receives students who might otherwise have gone to the US: The visa requirements are also not too strict like the USA and UK is also nearer to my home country

As I am Persian and I have some difficulties regarding getting US visa and if I even got it could never go to my country and visit my parents, because US issue 'single' visa but UK issues 'multiple visa'.

Easier visa regulations was a reason given by a quarter of the respondents from China (25%) and the Middle East (22%) (Table A1.20).

Improving English

Another frequently-cited reason by survey respondents for choosing to study in the UK was to improve English language ability: 71% of Chinese students cited *improving their English* as a reason for coming to the UK, while none of the North American respondents gave this as a reason (Table A1.20). Business students (50%) were most likely to cite improving their English as a reason for studying in the UK, medical and health students (22%) were least likely (Table A1.21).

For many students we spoke to, the chance to improve their English language skills was considered a principal reason for coming to the UK. Effective English language skills are considered a very useful asset. One student commented that 'English is a universal language it is used everywhere and by studying in the UK it will help improve my English language skills'. Indeed, the UK was chosen over other English speaking countries by one Chinese postgraduate student because 'I can learn English better here than in other countries'.

One Iranian undergraduate made a clear connection between language skills and remaining in the UK after his studies:

because it is an English speaking country, I hope to improve my English skills and this in turn will increase my chances of staying in this country or other English-speaking countries and it helps you to manage other circumstances.

The UK also had a strong appeal to international students from English-speaking countries:

I felt safe to be in the UK where the environment is foreign but not the language.

Overall, 15% of survey respondents mentioned English as their first language as a reason for studying in the UK, but this figure was 60% for North Americans.

British culture and cultural diversity

Some students expressed a specific desire to learn about British culture:

I am interested in British culture, something I just got to know from TV or movies. I hope I can get a real chance to get to know it better in person.

For some students, the cultural diversity of the UK as a whole, or of particular regions, added to its attractiveness. Several of the students we spoke to thought that

the UK is a multi-cultural country and more diverse than the US, Canada and Australia and, as a result, international students are reassured about not being isolated. This is reflected in the following comments by an American postgraduate:

I am a Masters' student in cross-cultural psychology and I wanted to study internationally in order to gain fieldwork experience in a diverse setting. London, UK, is a magnificently diverse city, with a strong presence of international cultures.

It is a convergence point for people with diverse cultural, ethnic and geographical backgrounds, which helps in grooming the student for international careers.

REASONS FOR CHOOSING A PARTICULAR UNIVERSITY

The two most common reasons given by the students we talked to for choice of university were the university's academic reputation and because the course offered was just what the student wanted. In addition, students cited living costs, culture and city or rural location as reasons for their choice. One student said that they choose the university because of 'good relations with the university during the process of gathering information'.

The sample survey clearly shows that the institution's reputation was the main reason for choosing a particular UK higher education institution, identified as a factor in choice by 46% of the respondents (Table 2, below), although institutional reputation was cited less than the quality and prestige of UK education (Table 1).

Reputation, as a factor influencing choice, was followed by personal recommendation (30%). Institutional websites (25%) and the UCAS site (23%) were also significant factors in making a choice of institution.

<i>Table 2: Reason for choice of institution</i>	<i>Rank</i>	<i>Number of respondents</i>
Reputation of institution	1	871
Personal recommendation	2	564
The website of this university	3	480
UCAS website	4	433
Course only available at this institution	5	291
Other	6	289
British Council	7	262
Large international student population	8	254
Social Life	9	217
Opportunities for cultural experiences	10	200
Cost of study	11	174
Careers advice from home country	12	129
Direct recruitment by UK university international officer	13	115
Accreditation from previous learning	14	97
Family decided	15	90
Recruitment event by agency	16	83
Reputation of careers service	17	82
Employer/sponsor decided	18	76
Suggestion by employer in home country	19	66
Sporting facilities	20	34
Other website	21	32

Careers advice from the home country was not a major factor overall, indicated by 7%, nor was direct recruitment by the UK institution 6%. The reputation of careers service in the UK institution was identified by 4% overall (although this was a factor for 7% of Chinese and Central and South American respondents) (Table A1.22).

Reasons for choice of institution varied by region of origin of the respondents. *Reputation*, for example, was mentioned by 39% of respondents from non-EU Europe and 53% of Asian students (Table A1.22).

Recruitment by an agency was more important in China (9%) and Australasia (9%) and insignificant in North America (0%), Europe (2%) and the Middle East (1.2%). *Direct recruitment by institutional international officer* was a reason mentioned by 9% of Chinese respondents, 12% of those from South-East Asia and 10% from the Asian subcontinent. This reflects the targeting of many UK institutions. However, in each case, *personal recommendation* was about three times more important. *Personal recommendation* was particularly important for Central and South American students (41%) (Table A1.22).

Reasons varied by institution: The *reputation of the institution* was a factor that was cited by all respondents (100%) at institution 9 but only 11% at institution 12 (Table A1.23)

Recruitment event by agency was mentioned by larger proportions of respondents at institutions 2, 6, and 12. Direct recruitment was important for institutions 2 and 5. Both types of recruitment were important for Institution 10.

The UCAS *website* was identified by over a third of respondents at Institutions 6 (38%) and 13 (37%). The *British Council* was a reason for a quarter of the respondents from Institutions 2, 4 and 10. *Personal recommendation* was particularly strong for institution 10 (44%).

Cultural experience was cited by 40% of the small group of respondents at institution 9. A *large international student population* was cited as a reason by a quarter of respondents at Institution 16. *Social life* was a factor for a quarter of students at institution 15. The *unique availability of the course* was also a factor for a quarter of the respondents at institutions 8, 12, and 17. Curiously, the 14 respondents at institution 14 offered very little by way of reason for their choice.

The *cost of study* was not a major factor in making a choice of institution, cited by only 9% of survey respondents overall. However, it was more significant for Chinese students (14%) (Table A1.22). The cost of study was a factor at Institution 12 (21%) (Table A1.23).

Cost of living was also a factor for just 9% of the respondents, although it rose to 17% for South East Asian respondents (Table A1.22). The *cost of study* was an important factor in making a choice for respondents at Institution 12 (23%), Institution 4 (28%) and Institution 5 (24%) (Table A1.23).

Although not a key reason for choosing an institution, financial matters soon emerged as areas of concern. Students are aware that there is a large difference between the fees paid by home students and international students and many do not feel that this differential is reflected in the services that they receive:

This is completely wrong. I feel this has to change (Canadian postgraduate)

The gap in fees between home and international students is too wide (Botswanan postgraduate)

Another participant could, however, understand the difference. She explained that since she 'didn't pay into taxes' in the UK, she does not feel as if she should expect UK taxpayers to pay for her education.

Some students expressed concern about the government's plan to increase the charges for visas. The visa charges were seen as expensive and unjust. It was thought that the visa procedure should be made easier and the same for all of them.

One Malaysian postgraduate could only get a visa for one year but her course lasted for four years, so she had to re-apply each year. Her first visa was free, the next year she had to pay £155 and then £500. This meant for her and her husband and two children the visa costs are £2000. 'How could I afford to pay £2000?'

Some students also complained about extra charges paid by international students for such services as photocopying or using computers. Some students were also very surprised to find that they were obliged to vacate the rooms in student accommodation during the holidays and this created practical and financial difficulties for them.

Recruitment initiatives

The Fresh Talent Initiative (see Chapter 1) intends to encourage students from overseas to study in Scotland. However, only 12 of the (174 Scottish-based) respondents to the survey indicated it as a reason for choosing to study in the UK (Table 1). The decision by the Scottish executive to extend the student visa to enable international students to stay in the UK for a further two years after their studies has been a popular move amongst some international students. As one student at the University of Strathclyde commented, 'In a lot of cases, it is what attracted us to Scotland'. Nevertheless, students were concerned about the status of the initiative. One student asked: 'Is it on or isn't it? We hear that the English government might stop it'. Others expressed their concern about their own future in the UK after their graduation:

There are lots of rumours about the Fresh Talent Initiative. It is there to attract International students to Scottish Universities. But it may not be there next year when we graduate.

Some students were aware that the initiative was out of the hands of Scottish universities and their advisory services, but nevertheless, there was still a sense amongst students that careers advisory services should take a leading role in bringing the issue before the government:

The careers service should make a statement about the Fresh Talent Initiative. It is not clear what is happening.

Students we spoke to were generally pessimistic about the future of the initiative. One group agreed that it 'is not going to happen'.

Other initiatives are aimed to help meet specific skill shortages in the UK, and do not apply to the majority of international students, such as the *Science and Engineering Graduates Scheme (SEGS)*, which attractive to some of the students we spoke to and the *Highly Skilled Migrant Programme (HSMP)*. Some students found information supplied by the careers advisory services about schemes such as these very helpful:

The careers advice service gave me enormous information regarding what I can do with my course of study. They opened up to me the opportunities offered by the UK for international students such as the SEGS scheme.

MANAGING STUDENT EXPECTATIONS OF WORKING IN THE UK AFTER GRADUATING

Staff perspective

International office staff realised the importance of managing international students' expectations of employment opportunities before students arrive in the UK:

Sometimes we do get someone who has just got their offer... saying ... I know even at that stage that I want work experience in the UK: and we are getting more and more enquiries about that. We would send a reply saying: yes we have a Careers Advisory Service who can help you in preparing, for example, your CV, résumé and things like that. But we also make it clear to the students at that stage that... there is a lot of things to do with immigration that they will have to consider and we may, even at that stage, refer to, for example, the UKCOSA guidance notes on 'I want to work, I want to remain and work in the UK'.

... we [the international office] have to be clear, tell the students: you are coming to do a one-year postgraduate course; your visa is as a student. What we don't want to do is encourage students to believe that they can just stay on indefinitely. We are very conscious of the visa regulation. So we don't tend to talk about careers because it would be unfair to give students at an early stage false hope that there are hundreds of jobs there.

However, these approaches, although not making unsustainable claims about employment in the UK, still leave the impression that it is possible rather than being more direct about the likelihood of UK-based employment. This may be because recruiters of international students do not know the reality or because they would rather avoid confronting the issue directly. As one respondent noted: 'I wouldn't say necessarily they have been led to expect, but having been encouraged to come and study in the UK it has raised an expectation that there will be opportunities for them'. The tension between marketing messages and reality is difficult:

The international office are making some good efforts there to try and be more honest about what's possible. I think, perhaps, you know, they recruit very

enthusiastically and they are not — I don't know whether the recruiters are actually aware of what the real situation is.

There's expectation about a job; a degree from the UK will lead to a job in the UK. And that is the thing I feel quite concerned about, because I think there needs to be more support about, and more awareness about, what coming to the UK is about.

International students from outside the EEA have to show that they will be self-supporting for immigration purposes. However, the opportunity to work whilst studying can be a strong incentive to come to a UK university:

It is a selling point in some circumstances, but to say to students 'work your way through college' isn't actually correct as they have, for immigration purposes, to show that they have got the funding to be able to accommodate themselves and to pay for their tuition fees without taking employment. So there is a little bit of a mixed message there. But we all know that students come thinking: okay, we are going to get work; we are going to get part-time jobs.

There were some concerns raised by one head of careers about the quality of the information delivered in the recruitment stages, particularly where advice about employment is given. There was a strong feeling amongst careers advisers and international officers that international students must not be misled in this way and needed a genuine and accurate portrayal of the UK labour market and their chances of securing employment within the present system:

I think they need really very unequivocal information about what the score is. That has to be given to them prior to them coming onto the course. We feel quite passionately that they mustn't have a course dangled in front of them with unspoken expectations about what that will do for them in terms of the UK job market.

I don't know whether it's a problem of the student recruitment team or whether people have a preconception, part of their motivation to study somewhere else is because they want to live and work there, and they don't hear it. I am concerned about some of the messages that are conveyed by the [international student] recruitment team. We have always been very clear ...that studying here doesn't mean you can work here.... But certainly, I would say, quite a lot of international students have an unrealistic view of their ability to work in the UK and EU.

So I suppose the trick is to be transparent when the course is being marketed, just to be very brief and to the point about what we can offer and what the situation is in terms of work... but be able to go into more detail and say what we can offer once students are here and the kind of information support that we can give. And access to other sources of information ... I've recently got to grips with an AGCAS site called 'Going Global' and that's got some great information about the realities while you are actually a student here.

We think that a level of honesty and realism will be attractive to students. We don't think it's going to be attractive to students who might be promised all

things, then turn up and find that it's not going to happen for them. The message that you'd take back then, in terms of word of mouth marketing, would be 'Don't bother, they're selling a pig in a poke' as it were. So we're going to be working with the International Office on that.

There was an acknowledgement that sometimes the agents were not acting responsibly:

I know just from a talk that I attended by the International Office not long after I'd started, I think they monitor their agents quite carefully and they have instances where there've been rogues there too who they've got rid of.

Input from the careers advisory services into the information the recruitment agents deliver was seen to be particularly important to ensure that accurate information about work post-graduation was provided:

We had some agents from an Indian university come to visit and they actually came specifically to visit the careers service. I've not been involved in any of those visits previously, so I don't know whether that was usual or whether that was a new development. But we were certainly able to give information in terms of employment, but also suggested to them limitations on the response they give to people. And it's more positive being able to do that from the outset.

However, sometimes collaboration between international offices and careers services can be strained:

I'm keenly aware, speaking to colleagues, that in some institutions there are real tensions between careers services, international students, the course officers and international recruitment. There used to be, when I first arrived, two very separate units and I wouldn't overplay or overstate the tensions but there were some issues about messages, about appropriateness of recruitment. It's always that tension between impartial recruitment and marketing getting people into courses.

Students on taught Masters courses such as MBAs, can have unrealistic plans to work whilst studying. However, it is customary to warn them that it is too difficult to work on an MBA and work:

But what we do in the pre-arrival guide, and actually we are just about to revise this, we try and be very realistic... saying if you work 20 hours a week and you are an MBA, for example, that's really very, very hard and you are not going to be earning more than about five pounds an hour. So if that's going to be one of the ways you are existing, even though you have got through immigration, its going to make your experience, studying here, very difficult.

WELCOMING INTERNATIONAL STUDENTS

International students are welcomed to their host university in a variety of ways. The welcome generally begins with a meet and greet service. Free taxi-rides from the airport may be provided and help with accommodation if required, as well as social events and provision of information, advice and support.

Staff perspective

Pre-arrival information

International student support begins prior to arrival at the institution. Pre-arrival information is available on the university website and within the prospectus. Information is also sent out to international students before they arrive in the UK in either web-based or paper-based formats. Information packs include: contact information for queries, information about visa regulations, accommodation and tuition fees and what to expect when living in the UK:

Immigration is always a core area of our work, so prior to their leaving their home countries the first thing they have got to do is find out about whether they need a visa and if so how they would get one. But we would also include how to apply for university accommodation, what kind of finances they are going to need, what the tuition fees are and a small element of what the support networks will be when they get here, and what's likely to happen in the initial week or so when they arrive in September.

Pre-arrival... the international office provides information for them in the form of a guide and web information, and a contact point for them. Have they got any questions, not about their offers, not about the recruitment aspect, but any aspect of their coming to the UK? And very often we act as a referral point.

I'm currently working on the pre-arrival guide, which is written by Student Support, but edited and organised by the International Office and me.... And we talk about having a video on a CD-Rom for them, to show them round the university rather than just a virtual tour. So, there's a lot of ideas that we pass between ourselves and we do work together on putting out information to students to ensure that it's right and all the data protection and everything's adhered to.

Induction

Institutions arrange induction programmes or welcome events for international students when they first come to the UK. The induction process is often a collaborative event held by the international office with support from other departments. As well as an organised social programme to help students integrate and feel at home, the induction covers support in finding accommodation, immigration issues, setting up bank accounts, finding English language support and general orientation. Some institutions include an introduction from the careers advisory services; others feel it is too early and would overburden the students at this stage:

Initially, they want support in getting accommodation, and they often need support in getting bank accounts so that they can pay their fees and we can register them.... They obviously need a lot of support over visa issues and visa extension and that kind of thing, but that would be something that wouldn't be dealt with by my office.

We did all that sort of pastoral care ourselves previously, I used to take them to the bank and the police station and around the campus and accommodations office or, if they were going to have a place in town take them to town to meet locals, we even helped them find jobs. It was very good for building a relationship between them when they first arrive, now the international student office has taken a lot of the weight of that off us, particularly things like bank and police.

International students tend to arrive before 'freshers' week' so that they are welcomed, and there is always a welcome event that we are involved with. And then we are involved in 'freshers' week' and we always have a stand in the Guild, so they can speak to us there. We do a lot of work ... going out to halls of residence.... So they become aware of us early on.

Accommodation availability as well as affordability is a concern for international students. The campus accommodation at one institution is seen as a positive way of ensuring that international students can easily integrate:

The student village... is really attractive to the international students, in particular, because... they haven't got long to get to know people, to get their feet under the table... they want to get instant culture and they get it because they are there where it's all happening... If you're only there for one year you need to maximise your social community.

Integration of international students

An international welfare officer at one institution felt it was part of the job role to help international students integrate with other students:

I think they integrate very well, it takes some people some time, it just depends. ... The natural inclination is to first of all get to know people from their own country. What I try to do is... to encourage them to meet other people.

You don't know how the students are going to react, being so young, 18 to 20 year- olds: I suppose being away for the first time in a foreign country. But it's very true: birds of a feather and all that when you see the different cultures they do all flock together, because they obviously get some support from that, and support from each other is vital to a lot of these kids.

We try to sort of put on events that make them feel comfortable, to make them feel part of our community as much as their own community and thereby embed them within the support networks... it goes quite well.

International student support

Student support is seen to be a mixture of welfare and academic assistance. However, certain institutions provided only welfare advice through the student support section whereas others provided welfare and academic information, advice and guidance. Some level of support was provided across departments. In one case, the careers advisory service felt it was important to ensure the welfare issues were resolved before attempting to solve career and study issues:

Although you could say this about any student's circumstance — issues of accommodation, utilities, all the usual sort of living aspects, particular issues, but before you start looking at styles of study, modes of study, careers choice. I think that's an important foundation to actually have, to actually feel secure in their learning environment.

My role is very much the pastoral care of international students from the pre-arrival stage right through until the going home stage, but it is about student support rather than the academic support side.

In some instances welfare and academic problems are interrelated; this means that international student support officers must understand both issues. Academic difficulties often occur because of the differences in the student's experience of education in their home country compared with the UK:

I give students academic support, students who are finding some aspect of study difficult, I do quite a lot of that, usually to do with academic writing, and then I am also a member of the counselling team with a particular responsibility for mature students. ... In that role ... I regularly see quite a few international students.

I have Nepalese students who come in and say, I want to go, I'm failing: and you unpack it and you realise they have been used to scoring 90% as an average mark and yet they are now receiving 60%, sometimes 70% and they think this is dreadful. 'I can't go on, I'm wasting my parents' money, its just not working'. Or they interpret that as 'My language isn't good enough'. But that's not the problem; the problem is what culturally they are used to is the marking scheme, the assessment scheme.

But it's that mismatch of different styles of learning, confidence to approach lecturers who may or may not be accessible to them and asking for help. Certainly, one of the things we talk to them in the orientation is that the support is here if you ask for it, but nobody is going to come to you and say, are you okay? It's very much the onus is on them to say 'I've got a problem', which culturally is very difficult for some people.

Support for English-language skills was also identified as an area where many international students need additional support. Difficulties with English language particularly in assignments and studying appear to be a problem and staff in most departments had noticed this:

That would be my main feeling that many of them do struggle with the language and study skills, no doubt about that. Because we see the people on the whole who do struggle, but there are quite a lot of students who never come through our doors Does it mean that there is no problem, or does it mean the problem is not brought to our attention?

Student perspective

There were relatively few comments from students on issues associated with pre-arrival and the welcoming phase. One student commented that the pre-arrival information was sufficient, apart from information on accommodation. Another said:

‘I was fairly happy with the information I received prior to attending the university’. Occasionally, issues of concern were raised which were not directly related to the work of the international offices: for instance, one student felt he had been given contradictory information about the course and its duration. Another found that the paperwork for his registration was missing.

One student said of the induction process ‘The induction was good and so were the orientation sessions’. Another student felt that the university was supportive of international students ‘at the beginning, yes, but more information is needed’. One student felt that the careers service should have made more impact at the induction: ‘They need to provide better information about what they offer — better publicity and a presentation at induction’.

SUMMARY

Recruitment

- Universities are keenly aware of the importance of their international student community, not least because of the income they bring, and that the recruitment of international students operates in a very competitive market.
- Recruitment strategies are being developed to benefit the institutions in the long-term, such as not relying too much on a single country, region or subject area.
- Recruitment happens in a range of ways including through recruitment agencies, at exhibitions and recruitment fairs. However, personal recommendation is more important than all these practices.

Reasons for choosing a UK university

- International students come to the UK primarily because of the recognition of the quality of UK higher education and the reputation of the university for a particular subject area. Proximity to London and associated living costs can further influence their decision.
- International students are attracted by the availability of one-year Masters courses in the UK. However, this may change as the European Higher Education Area develops.
- Opportunity for part-time work is a strong selling point, but it is recognised that the reality of working whilst studying needs to be made clear, especially as students should not be reliant upon the income.
- Students are aware that a UK degree can increase their employability, both at home and abroad. Many are attracted by the opportunity to improve their English and experience British culture.
- At the recruitment stage, many students wish to work in the UK after studying. There are worries about the delayed implementation of the Fresh Talent Initiative for Scotland.
- Some students have found it easier to get a UK visa than they would elsewhere. However, many are concerned about the rising costs of visas and renewals.

Managing expectations

- International offices produce pre-arrival guides aiming to give as much information as possible and avoid raising unrealistic expectations.
- Some careers advisory service staff are concerned that international students are being misled about the likelihood of working in the UK, possibly by recruitment agencies.
- In some cases efforts are being made by international offices to make it clear to students prior to arrival what the careers services can and cannot do for them.

Welcome and induction

- Induction or welcome events are held by all institutions as a key feature of informing students and helping them settle in and integrate.
- Help and support is available from international student advisors, welfare support officers and various student services. Sometimes cultural and welfare problems may be interfering with students' learning.

CHAPTER 4

CAREERS ADVISORY SERVICES

INTRODUCTION

Most international students will not know what to expect from a UK university careers service; they may not be aware of the extent of careers advice provision in their home country, but it is likely this will be quite different in scope. Given effective advertising of the careers service at their UK university, many international students will seek advice and help from the service, during their time here, to secure part-time work, find a placement or secure post-graduation employment.

This chapter includes data on student awareness and usage of the careers advisory services, provision of resources, seminars, workshops and advice sessions and managing student expectations. It draws on the views of staff and students from both interviews and surveys.

THE SERVICES PROVIDED TO STUDENTS BY THE CAREERS ADVISORY SERVICES

Careers advisory services offer a combination of information resources and education and guidance to help students with job seeking, job applications and their choice of employment or further study. It is common for careers advisers to specialise in particular academic areas.

Information, both paper and on-line, is provided to students about a range of issues of importance. Advisers provide information on careers such as what graduate occupations exist, what employers there are, as well as specific vacancies that are available at any one moment. For those students who wish to take up further study, careers services provide information on potential courses and associated finance. Careers services are increasingly necessary in providing information about placements and internships to students as part of their course. Careers services provide information about term-time and vacation jobs (within a distinct unit, often called a Job Shop). Careers services are increasingly able to keep students informed about the career destinations of previous graduates.

Education and guidance is given to students about a range of issues relating to pursuing a career. They provide guidance on completing job applications and designing a *curriculum vitae* (CV) and, overall, help students to identify personal skills. Advisers provide guidance on interview techniques. Education and guidance may take the form of seminars and workshops, drop-in advice sessions (usually 20 minutes), pre-booked longer appointments and telephone advice.

Careers services offer students the opportunity to speak to employers. *Employer seminars* are usually in the form of presentations and interview sessions.

Careers services also work within *academic departments*. This varies considerably, ranging from introductory talks for individual academic departments through to advice that is fully embedded into the curriculum. At some institutions, careers sessions are integrated into specific courses or appear as full credit-bearing modules.

They *refer queries* that they cannot deal with to appropriate professionals. In the case of international students asking about immigration, work permits and visas, this would probably be one of the international departments in the university.

Careers advisory services are *not* usually able to find employment or a work placement on any student's behalf or to offer a CV-writing service.

AWARENESS OF SERVICES

A careers advisory service has to make itself known to both home and international students as it cannot perform an effective service if students are unaware of its existence and the extent of its role.

The web pages of the case study careers advisory services

With the increasing importance of electronic resources, a university's website would seem to be the first port of call to provide clear and easily accessible information about the careers advisory service.

At the time of writing, locating the careers advisory service pages from the *external* websites of the eight case study universities was not always straightforward (although internal access may be easier). One site appeared to have no link to the careers advisory service. In some cases there was no direct link from the homepage to the careers advisory service, but it could be found by searching under a heading such as Student Services or Academic Support Services.

All careers advisory services pages had useful links to aspects such as job vacancies, information about careers and advice about the job-application process. Two of the careers advisory services pages gave no overall description of the services provided. Two of the careers advisory services pages provided a mission statement but only two gave a detailed statement about the services actually provided. However, none gave explicit information about the scope and limitations of the service in such a way that would be unambiguous to international students or any home students who did not know what to expect.

All external websites provided pages for international students. Some of these were easier to locate than others via the university's home pages. In only one case did there appear to be a direct link to the careers advisory service pages provided from the international pages.

Staff perspective

Although the careers advisory service often have a presence during new students' induction events, the impact is often kept deliberately low-key at this stage as it is felt

that international students have a great deal of other, more pressing, information to assimilate. E-mail, featuring links to the careers advisory service, is commonly used to communicate with students during their courses, informing them about the services provided. Awareness raising also takes place by means of presentations and seminars. In universities where careers advice modules are provided within academic schools or careers advice is embedded throughout the curriculum, there is likely to be more widespread awareness of the service.

However the staff survey revealed that fewer than half the careers managers (44%), international officers (44%) and careers advisors (30%) have any input to the curriculum that involves interacting with international students (Table A5.4).

Student perspective

There was a relatively high awareness of the existence of the careers advisory services amongst the students we spoke to. Some students we spoke to had been made aware of the service at their institution through published material such as prospectuses and pamphlets, while others had found details on the website or had heard through friends.

Students are often told about the careers advisory service during their induction week but it is not always clear how much of this information is taken in by the students, as this Thai student commented:

I think during my induction day I was kind of confused... there are so many people therebut eventually you get to meet people, they come and talk to you; it gets better.

Some students suggested that the careers advisory service could do more to promote the service and improve their advertising. Otherwise, as one student commented, 'How are international students to know about how to find out things?' One student commented that 'students need to be aware of the importance of the careers service at the beginning of their course rather than at the end; they need to plan ahead'. A view echoed by another: 'They need to provide better information about what they offer: better publicity and a presentation at induction.'

However, survey respondents overwhelmingly indicated that they were more aware of the careers advisory service in their UK university, and found them more useful, than in their home country. Almost a third (30%) were not aware of the service in their home country but only 9% were unaware of the UK service. Furthermore 54% of students had used the UK service compared to 45% who had used any comparable service in their home country.

USAGE AND RATINGS OF SERVICES

Staff perspective

Staff held the view that, on the whole, international students tend to find the careers advisory service earlier than home students. Although no figures were available to support this, there was a strong perception amongst careers advisers that international students made somewhat greater use of services in proportion to their numbers than

did home students. There was also a sense that individual students would keep using the service until they had the results they required. Admittedly they are likely to be trying to make sense of an unfamiliar culture, but can seem very persistent when they keep coming back, just to make sure. International students may thus be perceived as more 'demanding' than home students.

Well again it's hard for me to say generally, it's from my own experience and from the fact that some students I will see again, and again, and again until they are either fixed up or they are up there for their degree and returning home. But they do value the service; I find and a lot of international students do use the service a lot. They return visit, they come along to seminars, they use the drop-in service repeatedly, they book long appointments... . I can't give you hard facts and figures but that's my perception that they do value the services that are here.

Staff were unsure whether they were witnessing culture-based differences in expectations of services or whether, as international students pay high fees for the privilege of studying at the university, they were trying to get the best value for money from the services provided. Alternatively, they could just be displaying the characteristics of highly motivated students:

I'm not sure whether it's high fees or whether it's a culture thing or a combination of both. They certainly, when they are here, want to get the most use out of everything that's available to them.

They are demanding in that they use the service a lot and they come back... sometimes it's like reassurance ... that if you talk to a home student you will say, right, these are the resources, go away and do this research. The international students will come back and double check, say, I've done this, so what's the next stage.

The students who come here and use the services, they tend to be the motivated students who will come in and use a service like this.

Sometimes international students may be making more use of the services because they have not been able to follow the content of a workshop very well and need clarification:

And I've found that if they come to CV sessions and things like that, they often come back to the drop in... and ask you questions that have been covered quite thoroughly in the CV session, so obviously we are not getting through.

However, international students are seen to engage positively with sessions:

...international students... are quite vocal... they will come up at the end and say, oh, I've really enjoyed that, do you not think you should be incorporating this into it.

On the other hand, it was pointed out that students from some groups may be *less* likely to use the service. For instance, male Muslim students may be culturally inhibited from seeking advice from non-Muslims or from female advisers, and it is important to recognise and address this cultural tendency.

Another perspective was offered by a careers adviser who explained how some international students were not so much demanding as dependent:

Now this student was a postgraduate and she had worked in China. She said this was the first interview she had ever had because when she graduated she was just told to turn up at such and such a bank because it had all been arranged for her by her parents, you see. And so that really taught me a lesson because I thought ...what is often called 'demand culture' ... the international students are so demanding, it put that in a new light for me because it was more... in her case, dependency culture. She just had been led to believe that if she went and she did the studies that was her bit done,

From the survey of staff, about half those who work in the careers service (48%) think that the main purpose international students use the service is for careers advice. A quarter (28%) think it is for advice of work post-graduation and most of the rest think the main use is related to part-time work (20%) (Table A5.5).

Student perspective

Most of the students we spoke to had used the careers service at their institution already, although there was considerable variation in the degree of usage. The services used also varied, and many of the services were used by a minority of students in the survey. Overall, final-year undergraduates and taught postgraduate students tend to use the services proportionately more than other students.

Careers services in the home country were not well rated: 25% thought the service was useful or *very* useful compared to 20% who thought they were not useful. A quarter (24%) had not used the service (Table A2.1). In contrast, 42% thought the service in their UK institution was useful or *very* useful compared to 11% not useful (Table A2.3).

Ratings of the home service varied by region. Of those who commented on usefulness, only 41% of South and Central American respondents thought the service useful compared to 77% of the small group of Australasians and a similar proportion (75%) of North Americans (Table A2.2). However the Australasians were the most likely to be aware of the home service but to have not used it (36%).

Furthermore, 80% of those who commented on usefulness of the UK service found the service useful compared to 56% for similar services in their home country (Tables A2.2, A2.4).

Only two regions found the UK service less useful than that of their home country: North America and the Caribbean and Asia (former USSR, Mongolia and Japan). Respondents from China were not only much more aware of the service in the UK than at home but they also found it much more useful (Tables A2.2, A2.4).

INFORMATION AND ON-LINE RESOURCES

Staff perspective

All careers advisory services have on-line resources available to students, with links to vacancy lists and employer sites, and links to sites such as the University of London Online Careers Library. On-line developments are changing the nature of the interface between students and the service.

On-line resources enable wider access and this development tends to remove the distinction between international and home students' facilities:

When we had paper bulletins, vacancy bulletins, we had a separate one for international opportunities. But now that we have web-based vacancies we think UK students could be looking overseas and overseas students could be looking in the UK, so why are we having this artificial differentiation? And so people can go into the database and they can search by location, as well as by title of the sector that they want to enter, and hopefully that will be beneficial to all concerned.

One department is developing a virtual interactive recruitment area to improve the service to students:

... basically it really is like a very, very sophisticated vacancy list but much more interactive, very visual. And opportunities for, maybe, having live on-line chats with employers.

Another department is developing an on-line recruitment fair for its MBA students:

We actually do have a site, which is being built at the moment but we are pooling resources for putting our students in front of employers. Therefore, we have an on-line fair called 'Managers to Recruit', which is happening in April, ... where we look to our individual network and bring companies into the site and it's pooled and the students are pooled. So you have maybe got something on-line, 730 odd jobs and there is something like over a thousand students signed on for fifty companies.

Student perspective

Many students were impressed with the on-line services. One student commented that 'I used the careers website. It was very good'. It was viewed as a useful tool in job searching because it is easier to search for jobs, it is convenient and the information is more up-to-date than paper sources held by the careers library.

Web-based information about jobs and careers is used by 61% of the sample overall. It is used extensively at all levels including first-year (59%), middle-year(s) 60% and final-year (67%) undergraduate and taught postgraduate (64%) as well as postgraduate researchers (56%) (Table A2.5). African students (65%) are the biggest users and non-EU Europeans the lowest (40%) (Table A2.6). Use varied by institution from 23% at Institution 14 to 80% at Institutions 8 and 10 (Table A2.7).

This service is satisfactory and *very* important for students from all levels and years (Table A2.5). The small groups of Australasians and Central and South Americans

were least impressed by web-based information (Table A2.6) as were the respondents at Institutions 6 and 13 (Table A2.7).

Indeed, international students are making increasing use of the internet as an alternative or at least complementary method of job-searching. One student commented that 'I register with websites and receive e-mails about jobs every week'. Another commented that 'Websites are now the job search tool', implying that the internet may even be making the higher education careers service redundant. Another student commented, perhaps rather dismissively, that 'You don't need careers advice because you can find out for yourself on-line'.

Other students use the internet with recourse to career advisers when issues arise. One Chinese student commented that:

I like most the careers advice service website. It is well organised and easy to use. In addition, the website search system is quite good as well. It is more convenient than reading lists on the wall. However, if I meet some problems the careers advice service always give me advice based on these sites. It is necessary to visit the service.

There were some requests for expansion of the information provided, with one student stating that 'They [the careers advisory service] should provide lists of companies on-line, for example a list of pharmaceutical companies' and another student commenting that the careers service 'should provide us with a list of job vacancies on-line'.

Some students expressed their satisfaction with the communication of information. One Chinese student noted that the careers service provided useful on-line information about job-searching, including websites, and useful paper-based sources. Many students were satisfied with the regularity of electronic communication about career events: one student noted that 'Regular e-mails are sent about campus recruitments and other career fairs'.

However, there were some concerns that the websites were sometimes too complex as one Chinese respondent stated:

The website has many links which are sometimes confusing. Not enough promotion about the services.

E-mail guidance

Using e-mail as a means of providing information and help is another form of virtual guidance used by international students. *E-guidance* is used by almost 40% of respondents overall, mostly by first- (45%) and final-year (48%) undergraduates (Table A2.5). This ranges from 17% to 53% by institution and is broadly satisfactory in all institutions, but is highly used (58%) and rated as excellent at Institution 4 (Table A2.7).

The biggest users are Africans (43%) and South-East Asians (44%). Respondents from the Middle East regard e-mail guidance as very important and excellent (Table A2.6). It is less important for males than females (Table A2.8). This may reflect cultural differences in the confidence to engage in face-to-face discussions.

The use of e-mail guidance is much higher than *telephone guidance*, which is used by fewer than one in eight international students (Table A2.6).

Printed materials

Printed materials (e.g., *leaflets*) are also used by about half the respondents in each category with 62% of final-year undergraduates using them (Table A2.5). However use varies enormously between institutions ranging from 15% of the small sample at Institution 14 to 80% at Institution 10 (Table A2.7). Use ranges from 20% for Australasians to 57% for African students (Table A2.6). Materials are broadly seen as satisfactory, although generally not as important as websites.

Provision of information

Careers services are generally thought to provide useful information about how to target employers. One Indian student noted that ‘reading materials available at the careers advisory service helped me to target specific companies’. Another Chinese student noted:

Sometimes the job advertisements are not very up-to-date. In addition, when I contacted the employers, most of the vacancies have been closed or there were no responses from them

Advice materials/resources are produced specifically for international students in over 50% of the surveyed departments. Almost three-quarters (71%) of careers advisory services produce advice materials specifically for international students (Table A5.7). Web-based information and leaflets are the most popular ways in which careers advisory services encourage international students to use the service (Table A5.8).

Information about jobs in the UK is used by 44% of the sample, with 50% of undergraduate final-year respondents and 53% of taught postgraduates using it (Table A2.5). Again use varies by institution, from 82% for Institution 4 to just 8% for Institution 14 (Table A2.7) Students from the Asian sub-continent are the biggest users (51%) (Table A2.6). Use does not differ significantly for males (36.4%) and females (34.8%), nor by age group (Table A2.8).

Postgraduate research students are satisfied with information about jobs in the UK but other students are less satisfied. This is very important for students from all regions except the EU. However, respondents from the Asian subcontinent are dissatisfied (Table A2.6).

Although broadly satisfied with information on jobs in the UK, respondents were far less satisfied with information about jobs in their home country.

Some of the students we talked to expressed the view that there was insufficient information provided by the careers advisory service on employment abroad. Some expressed the view that the careers advisory service should be more proactive in securing work for them, either in providing more tailored information or actively taking responsibility for their employment:

I need to find a job in Hong Kong. My home university has email announcements of jobs. On the positive side, the job descriptions here are good. I understand what I need to do.

However, *information about jobs in the home country* (18%) is little used overall. However almost half the respondents at Institution 4 use it (Table A2.7). Use by males (15.5%) is significantly higher than by females (12.0%) (Table A2.8). Few over 35s use this service (4.4%). Use varies by region, the biggest users are students from Africa (20%) and the Asian sub-continent (20%); but in nearly all cases it is unsatisfactory and *very important* (Table A2.6).

It is difficult to know whether this service is little used because it is unsatisfactory or that paucity of use means that careers advisory services do not allocate sufficient resource to it. As is noted in the recommendations, enhancing the provision would require a sector-wide, shared, co-ordinated approach to researching job opportunities worldwide.

Information about jobs in a particular sector is generally adequate for the third of respondents who use it. It is used by a very high proportion (71%) of respondents at Institution 9 (Table A2.7). Males (27.1%) are marginally more likely to use it than females (25.7%) but there is no statistical difference by age (Table A2.8). European and Chinese students are satisfied with this information but respondents from the Asian subcontinent and from North America are dissatisfied (Table A2.6).

GENERAL CAREERS ADVICE

Staff perspective

Careers advisers scarcely mentioned ‘general careers advice’ as such in their interviews, but instead discussed the various aspects from which their service is composed, such as the provision of information, advice sessions and workshops and employer presentations. Perhaps this is indicative of a changing emphasis in the structure of careers guidance, but it also suggests that student survey respondents interpreted the term in a different way (see below).

One careers adviser pointed out that some international students may come to them wanting to know about alternative options:

...a lot of students come and they know that they want, in a general sense, to improve their career prospects but they don't know quite how. So it's a question of they want to know what they can do with their business skill or whatever they are doing. We also get some students who perhaps have quite strong family expectations thrust on them... and who find themselves becoming uncomfortable with that.

Nearly a third of careers managers (32%) and careers advisors (30%) do not interact with international students on the issue of careers (Table A5.4).

Student perspective

General *career advice* is used by 37% of the sample, ranging from 30% for first-year undergraduate students to 45% for final-years. This provision is very important and satisfactory for all but taught postgraduates (Table A2.5). Use of career advice ranges from 15% to 64% by institution (Table A2.7). North American students are the lowest users (18%). More males (32.1%) use it than females (27.8%) but this is not a statistically significant difference (Table A2.8).

Some students thought that advice was not specific enough or tailored more to particular disciplines (other than their own). One Greek student remarked that ‘the advice they give usually only refers to British citizens, especially for full-time jobs’. Another student commented:

The information at the seminar was actually quite general. Also, I am not aware of full-time opportunities in my field, as there is a tendency to be quite scarce in the humanities opportunities as opposed to business, science and engineering services.

Several of the students recognised the help given by careers advisers in developing their ability to reflect on how their studies could be used:

The Careers Advice Service gave me enormous information regarding what I can do with my course of study.

They have given very useful advice and other information, such as other colleges and courses.

Some students had taken part in locally-run initiatives, as one Barbadian student noted:

I am studying/taking part in an Excellent Skills Plus Programme run by the careers advisory service; good experience of the service. Had advice on Internet skills; presentations, team working; friendly atmosphere and availability, good feedback, useful and abundant advice and resources.

As many as 41% of first-year undergraduate international students have used the careers service for *course/programme advice* and almost a third of middle- (30%) and final-year (32%) undergraduates and taught postgraduates (34%) have used this service (Table A2.5). This is highly variable from 0% and 8% respectively at Institutions 14 and 9 to 43% and 44% respectively claiming to have used the careers service for this at Institutions 10 and 12 (Table A2.7). Expectations about the availability and form of programme advice appear to vary by region. Asian students consider this to be *extremely* important and excellent, where as North American respondents are dissatisfied but it is only used by 21% of these students (Table A2.6).

HELP WITH THE JOB APPLICATION PROCESS

Staff perspective

Careers advisory services help students with the job application process by providing seminars, workshops and advice sessions, which include composing a covering letter,

writing a CV and filling in an application form. In their interviews, staff focused mainly on the problems that international students encounter with use of English and on cultural differences.

The strong presence of international students in seminars and workshops prompts careers advisers to point out that the guidance they are giving regarding CVs, covering letters and application forms is based on what employers in the UK labour market require and conventions can be very different when applying for jobs in countries outside the UK. Raising awareness of cultural differences, however, is useful:

So we certainly address it in every session and we do the same thing when we do the CV session. We say, we are talking today about what the UK labour market is looking for, but in our experience the labour market internationally is actually often looking for the same things, they may just say it differently.

We can do this, we can help you get a good CV ... American students are used to putting photographs and things on CVs, whereas if you did that here...

Careers advisers do try to make it clear to students that there are limits to the extent to which they can help modify their CV, covering letter and job application form:

Similarly we do CV clinics so that students can bring along a CV that they've done and in their mind have it checked, which in their mind means spelling. But in actual fact we see it as going through the principles of what a good CV is. So I think sometimes there's a bit of a difference in expectations in what they expect from us and what they're getting: but I think we do have a very clear line that that's not what we're here for.

One of the main reasons why staff cannot offer a more comprehensive service is that finite resources mean staff time restraints. A twenty-minute drop-in session does not allow sufficient time to correct grammar and spelling in detail. The total time that can be allocated to each student will always be limited and staff may, therefore, decide a more effective use of their time is to concentrate more on content, clarity and appropriateness of style.

We make suggestions and we say get a friend to check it over and stuff like that, but it's quite difficult really.

Second, there is a keen awareness that the level of help given to students must be kept consistent as far as possible:

I might sometimes correct things that I probably shouldn't and then it's difficult because then you might set a precedent and they start telling their friends and before you know it you've got heaps of people expecting it.

The English used by international students may not be so much incorrect as inappropriate as some students have learnt a very formal old-fashioned style of English, but it can be particularly difficult to help them understand this:

But that's difficult to get over to the UK students as well, sometimes, they over formalise their writing, but you can say, hang on, read that out to me, how does it sound? And they realise how ridiculous they sound when they are reading it, you know, when they have put in lots of long words, so you can get

it across like that. But if you ask an international student to do that they will think it sounds quite reasonable.

Its about learning — the way they have learnt our language — you know, almost sort of 1920s, in a very formal way: the same way as we learn French really, and so we start talking nonsense, not using colloquial French. So we point those things out. ... We wouldn't re-write a CV, but we would probably give more feedback, more written feedback probably than we would with a UK student.

An important concern of staff was the possible lack of professionalism in helping to present the student as being more fluent in English than they actually are, even though it is only natural to want to help students struggling to express themselves in a foreign language. Staff have considerable admiration for some of these students:

If we do a complete makeover job, then it wouldn't actually be truly reflecting that candidate's ability in English and so we have to be very clear about that with our clients and say we can't just change this for you. But then I'm often happy to make suggested amendments because I think my goodness, they're doing this in a foreign language and the very least I can do is help them with a little bit of grammar here and there.

But there is support for international students here to develop their English language skills because there's a unit. But that's one of the difficulties, you see, that if we are helping international students structure their applications they have a good grasp of English grammar, because we are not here to write it for them... and its so difficult here for them to get work, the students have come here with the expectation that it will be easy to get a job on graduation, and its not easy as you know. It's very, very hard for international students.

It may be more appropriate for careers advisers to focus on helping students understand the best ways to communicate the appropriate information about themselves to potential employers:

I suppose, what you are trying to get them to do is try and establish a framework of what they are trying to say and you can suggest alternative ways of saying this and you can give them examples and so on and so forth. So it's a process if you like, of them defining a framework of the message you are trying to get across.

Student perspective

Student comment on help with the job application process focused mainly on assistance with writing a CV.

Careers service seminars/workshops, are used by over 40% of middle- and final-year undergraduates, and by research and taught postgraduates. Even 32% of first-year respondents indicated use of such seminars and workshops (Table A2.5). This ranges from 20% use at Institution 6 to 65% at Institution 2 (Table A2.7). They are used most heavily by students from Africa (50%), the Asian sub-continent (47%) and South and Central America (48%). Seminars and workshops tend to be satisfactory.

The most-used seminars by the students we talked to tended to be those on CV writing and how to fill in application forms. As one Chinese student noted:

I attended one seminar about how to write a CV. From that I learnt a lot about professional CV writing.

CV advice is used by two fifths of survey respondents. It is used by 41% of middle-year and 53% of final-year undergraduates and by 45% of taught postgraduates (Table A2.5). Use ranges from 25% at Institution 13 to 63% at Institution 8 (Table A2.7). There is no significant difference in use by males (32.2%) and females (31.0%). Older students use this less than younger students (Table A2.8). Generally, CV advice is satisfactory. It is well used by students from Africa (44%) and the Asian sub-continent (49%) and extremely important for students from Asia in general and from the Middle East: the latter are *very* satisfied with the provision.

Many students had positive comments about the workshops and advice sessions, particularly regarding CV writing. Staff are generally viewed as very helpful and friendly, and the experience of this American student was common: 'the staff were very warm and welcoming and had time for me'.

The workshops and advice sessions have generally been considered helpful in showing students how to write CVs and covering letters that are suitable for the UK labour market. One Chinese student commented that

I attended a presentation which gave a lot of advice on how to prepare personal CV and covering letters. Because I don't have such an experience on doing English CV, it is quite useful for me. At least we can get a basic idea of CV and covering letter.

One student was particularly happy:

As I have applied for some scholarships and they all require my CV and I have never written my CV in English, I attended the graduate school session which was on how we can write our CVs. The lecturer in that session told us we could send our CVs to her so that she would correct them. Consequently I sent my CV to her and she helpfully did me this favour. I got much more information than I needed.

Some students thought that there should be more information on filling out applications. International students need advice on deadlines for applications. They wanted something that said 'This is what companies look for'. International students, it was suggested, often find things out too late.

Job application advice is satisfactory for the third of students who use it. Institutional use ranges from 0% to 50% (Table A2.7). Students from South East Asia, the sub-continent and the Americas are slightly less satisfied with the advice (Table A2.6).

The only *very* satisfactory provision was *pre-arranged guidance appointments* for first-year undergraduates. African and Asian respondents were *very* satisfied with this facility (Table A2.6).

Drop-in sessions are satisfactory but not so important for the 28% of students who used them overall: although they are *very* important for final-year undergraduates and

taught postgraduates who were heavier users (Table A2.5). A third of African respondents (32%) uses this service and are *very* satisfied with these sessions (Table A2.6).

Careers services are also used for English language support by a fifth of international students (20%), who regard this as important and satisfactory. African students are *very* satisfied (Table A2.6).

PREPARATION FOR THE SELECTION PROCESS

Staff perspective

Careers advisory services help students with the job selection process through workshops and seminars on interview preparation and technique and practice for psychometric tests and assessment centres, including group work.

All careers advisory services held mock interview sessions, but advisers generally seemed to consider the job-application process more of a priority, possibly because candidates cannot proceed without first being selected for interview:

I must admit that, for the majority of them, their English is good enough that they can hold their own in an interview situation but the main concern is their CV and any application form that they submit.

However, interview sessions are very useful in raising students' awareness of the ways in which they should 'sell' themselves to interviewers:

In the main it is information and advice about their applications, about how they should handle the interview and selection process and what they can say to an employer to convince them that they are the best candidate for this particular job.

So if you have got an overseas student, or any student for that matter, going for an interview ... they do take it very seriously. They want to know what is going to happen and what the process is that's going on while they are actually being interviewed, and for overseas students that's quite important. There are very simple things that we take for granted but it is providing them background, giving them some sort of confidence that they can go and do it.

Students from certain cultures may find it particularly alien to have to 'sell' themselves to an employer in the style expected in the UK:

The Chinese students are reluctant to write in a certain way on a CV or an application form but a UK employer wants them to say what they have done and how they have done it and whether they have been in charge of — I think some of it is culturally foreign to them.

Students may come from a culture where you are likely to secure a job through personal contacts and networking, rather than through a selection process:

The way they tend to get jobs in other countries is through who you know, but increasingly they want to work for multinationals, that isn't how it works and they do have to undergo those kind of procedures and they have to be aware

of things like equal opportunities, how to answer certain kinds of questions, so we are very keen to do a bit of that kind of career management and advice. They are pretty good at having really good CVs, but again that is not universal in style, so they do need a lot of coaching in order to be successful.

Some students express the opinion that in their culture there is more emphasis on networking, although that's important here as well, but there seems to be a perception certainly, and I don't know if its true, that its almost 'who you know' in certain cultures rather than the kind of fair processes of recruitment that we hope we have in most industries here.

Seminars can be used to help make international students from certain countries aware of how they need to use language in an interview situation to impress Western employers:

If they need to have a work placement as part of their programme and they are international students, then there are extra things they need in terms of managing that interview and application process which often UK students don't need. That's in terms of language expression and in terms of body language and eye contact, which might culturally be very different here, so we have to be mindful of those.

Where psychometric tests are part of the application process, international students may be disadvantaged because of cultural misunderstandings and limitations in their understanding of English and may need extra practice:

They often are not very good at psychometric tests which employers use in the UK — the verbal tests used, they don't score well on them.

Chinese students were mentioned in particular as having cultural disadvantages in the Western-style selection process. They tend not to do very well in the group work elements of assessment centres and telephone interviews can be a problem:

Chinese students are often reluctant to push themselves forward at assessment centres, they sit back and wait to be asked, the fact that they have got to be proactive and so they come for all that sort of advice. And sometimes we will give them mock interviews because they are worried about their English, is it good enough? We tend to give them mock telephone interviews because they are, you know, disadvantaged more than ever on a telephone.

I find when I am talking to my international students, especially my Chinese students, asking them what they find the most difficult, dealing with the group work they get, they are so polite, you know, waiting for other people to say things, I think.

On the other hand, one careers adviser explained that a cultural tendency to talk about what was *collectively* achieved, rather than boast about individual achievements, may ironically sound quite pompous and inappropriate to a UK employer who is not aware of this cultural difference:

Chinese students... have a tendency to answer questions in a very high level way without really saying what they actually did. They convey an impression that they rule the world but you are not quite sure what they really did and its getting them to expose their part, their role, in a job... its making sure... they

can express what they have done clearly and are prepared to be questioned about it.

Student perspective

Although some of the students in the focus groups mentioned having attended seminars and workshops for improving interview technique, most students talked about those seminars and workshops that were concerned with CV writing. Indeed, areas such as *psychometric testing* (13%) and *mock interviews/assessments* (11%) are relatively little used (Table A2.5).

EMPLOYER EVENTS

Staff perspective

The traditional ‘milk round’, where a large number of employers used to visit universities during the academic year, is much reduced nowadays. Larger employer organisations can afford to participate at national and regional careers fairs, but smaller careers fairs do still take place at universities.

Careers advisory services offer seminars presented by individual employers, where they give presentations and interview students. Many international students attend such seminars in the hope of securing employment:

They take advantage of all the seminars and make a point of attending presentations that employers might arrange.

However, some employers may be unable or reluctant to recruit international students and, indeed, many students will not be in a position to apply:

I think sometimes employers are disappointed to find a big a contingent of international students who attend their presentation, because it’s a recruitment exercise and then they see a lot of students who aren’t going to be able to apply for the jobs they have got on offer.

Student perspective

Students were keen to go to presentations by employers. *Employer events/fairs* are used by over 40% of taught students, with 53% of final-year undergraduates making use of them (Table A2.5).

A Pakistani student commented that ‘the seminars given by company professionals give you an insight into presenting yourself and your skills’.

Some international students felt it was not always easy to get to presentations: Several students agreed that ‘it is sometimes difficult to reserve place to attend some popular company presentations organised by the career advice service’.

There appear to have been several instances of failure of communication or misunderstandings. One Korean student noted that ‘some seminars were different from what we expected. For example, one seminar’s title was: “Making a career in management”, but it was more a presentation about their company’.

Students from Europe, Africa and the Middle East are satisfied with employer events but those from the rest of the world are less satisfied (Table A2.6). This may be a reflection of the contacts that are available in the home country.

Apart from attending employer events, careers services are not used widely by international students for *contacts with employers* (18% overall) but it is extremely important and just adequate for those middle-year undergraduates who did use this service and satisfactory and extremely important for postgraduate researchers. Taught postgraduates are dissatisfied (Table A2.5). Males (17.0%) use careers advisory services for contacting employers significantly more than females (11.7%) although there is no significant difference by age (Table A2.8). Making contacts is unsatisfactory for respondents from the Americas and most of Asia, except for the Chinese and South-East Asian respondents, who are satisfied (Table A2.6).

OVERVIEW OF PROVISION

Student perspective

Many students we spoke to indicated a positive experience of careers advisory services in their institutions and praised the services provided by them. As a Chinese student put it:

I think the careers advisory service provides an opportunity to better understand the skills and competencies required by industry. The information I have received from the careers advisory service has helped me to become aware of the capabilities I need during my studies and work and to adapt myself to the environment.

A French student was impressed at the efficiency and effectiveness of careers staff at one institution. They are

efficient people with a good co-operation between members of the service. I got quite precise information about what I wanted to know. I got a part-time job in the Thistle hotel as a waiter....

For another student, the careers service provided valuable support in an otherwise hostile labour market:

I think that it is a good experience as it acts as a liaison to bridge the gap between the students and the company. It has promoted students in hostile environment of the industrial world. The tyranny that the students have to go through during finding the job is alleviated through career advice service.

One Mexican student reflected that the full package of careers service advice and seminars was valuable in developing an understanding of the UK labour market:

Their information sessions on writing CVs and covering letters are excellent, especially when complemented with the drop-in sessions, made specifically to talk with a careers adviser. These two resources are a good aid in understanding the employment logic of UK companies and employers.

The same student, however, was concerned that postgraduate students need advice that is tailored specifically to them:

The focus (of the careers service) is solely on undergraduate students. It is difficult to understand the job market as an international post-graduate.

Several students commented that they had only limited experience of the careers advisory service at their institution. For some, the sense of careers staff having limited knowledge about the issues that matter to students was strong:

My experience of the careers advisory service is only limited to a) guideline to writing a CV, b) discussing my MBA. While they gave me loads of information on the market out there on MBAs, however I felt that they were lacking in having the insight of industry. The information provided was based on academia and was not particularly focussed.

Some students expressed concerns that careers advice is more aimed at home students rather than international students or that communication with them is unsatisfactory:

Sometimes their advice is too general and is not targeted to the specific needs of international students.

At the moment, so far not very useful, because they do not keep in touch with you, and because we are overseas students and also some of us start our university from level two (directly). So we have not enough information about what we are supposed to do. If they inform students much more that would be much more useful.

Actually, I applied for work placement when I was accepted, but the thing is they have not sent me any letter or any support to help me know more about careers in this country and what I am supposed to do after graduation.

Overall ratings of careers advisory services are high (Table A2.9), as are ratings for the programme and the overall experience at the UK university (Tables A2.10, A2.11). However, there is some variation by institution and by region of study. Mean ratings (on a 7-point scale, 1 is low, 7 is high) for the careers advisory services ranged from 4.30 (Institution 17) to 5.39 (Institution 11), resulting in three institutions rated as *very* satisfactory (A) and the remainder as satisfactory (B) [see note 1] (Table A2.12). There is very little difference in overall rating of careers advisory services by subject of study, although chemistry, physical and mathematical sciences give the highest ratings (A) (Table A2.14).

Overall rating of careers advisory services correlates closely with ratings for the programme of study (.79)¹ and with the student experience at the university (.65) (Table A2.15). In all but one institution (Institution 9) the correlation is higher with the programme than with the overall experience (Table A2.12). Correlations with the programme ranged from .58 (Institution 12) to .96 (Institution 14). Correlations with student experience ranged from the very low correlation of .31 (Institution 2) to .82 (Institution 8).

¹ Pearson's correlation coefficient, r.

Institutional means for student experience were also high and ranged from 4.29 (Institution 17) to 5.93 (Institution 9), with four institutions rated as A and the remainder B (Table A2.20). Similarly, means for the programme of study ranged from 4.48 (Institution 17) to 5.41 (Institution 4), with five As and the remainder Bs. (Table A2.12).

Respondents from Africa tended to be most satisfied with the careers services, the university experience and their course (Table A2.13). The small number of Australasian students were least satisfied on all counts, although their rating is severely affected by a quarter of the Australasian respondents reporting an unsatisfactory experience at a single institution (Institution 17). Middle Eastern respondents were also relatively dissatisfied but their discontent was apparent at several institutions.

MANAGING STUDENT EXPECTATIONS

Staff perspective

All careers advisers were concerned that international students generally expected a different level of service from that which could be provided. First, many international students believe that the careers advisory service can find them a job:

Often when they visit the careers centre they think it's a job agency rather than what we are, which is a guidance, so we can prepare them for work but we can't find them a job. And I do think that's a misconception sometimes with international students who haven't been through the whole careers scene at school so they don't know just what the culture of the careers service in this country may be.

Yes, absolutely, they expect us to find them jobs, and of course there's — I'm not sure how honest the recruitment process is, what do the recruiters who go to China say about their ability to get jobs in the UK? I think they have expectations that they can stay and get jobs, when in fact they can't.

I still think it's just in terms of managing those expectations, because obviously they are coming here and paying a lot of money to study in the UK, and ... there probably needs to be more awareness about what the employment opportunities, the prospects are, for international students.

Second, the students sometimes believe that the careers advisory service is there to formulate their job application on their behalf:

One of the reasons they come to Careers Service is because they want me to write their CV or write their application form for them and we obviously can't do that.

A further misunderstanding was regarding placements, which careers advisory services do not arrange for students. The term 'placement' itself is probably misleading:

No, no, its about graduate and placement work, because we don't arrange placements for them, although some of the schools, if they have got a placement in their course, they have placement officers.

Students do need to understand what a careers advisory service in the UK does, and understand that staff do not arrange interviews for students. If links with employers are mentioned on the university's website and in the literature, students may jump to the wrong conclusions and expect more of that relationship:

I know we have had one situation, anecdotal situation, where an international student said, but you are sponsored, I've seen it on your literature, Price Waterhouse Coopers, so why can't you introduce me to the company? So I think there is sometimes a mixed message about what a careers service is.

One careers adviser gave India as an example of a country where it is normal for the careers advisory service to place students in jobs. A student coming from such a country is likely to expect a similar type of service in the UK:

There is an expectation that in India, for example, it's such a different culture there, what would happen there is, it's very much a society, still fairly traditional, and the careers service acts as a placement agency, so I don't know, we'll go to them and say, 'We've got five places. Select us 12 students', so the careers service takes a very different role. We would never do any selection — they would, so the expectation of that culture is very different.

On the other hand, students who come from a country where careers services are not well-developed would probably be pleasantly surprised by the scope of the service:

Well, depending of course on where they have come from, because if they have come from, say another English speaking country, they would have a roughly similar expectation of what a career service would do. But if they have come from a country like Greece, where career services aren't well developed, and the first thing is, they need to understand what a UK careers service does. They might be eternally grateful for something that you consider is the simplest thing like, for instance, we do practice interviews — oh, and I can come again, I can have another one? Oh, you will see me drop in twice a week.

Student perspective

The expectations of students of the careers advisory service do vary according to their experience in their home countries. Some countries do not have an equivalent. One Ghanaian student commented that he had never experienced careers services before coming to the UK, so he was impressed.

In some countries, the careers service is a form of appointments office or, as one careers adviser referred to it, a 'career dating agency'. Some students said that they would expect services at universities in their home country to place them in a job after graduating, reflecting a cultural difference between the roles of careers services in the UK and some other regions:

At home, the careers service is more active in getting people out of academia and into industry.

One student reflected this when he commented that: 'In my country, campus interviews get you a job'. A Thai student claimed that the careers service equivalent in his country is:

not a real career service, its more like a recruitment agency who interview you and they find you the job that actually fits you....Then you pay them.

Other students commented on the more direct approach used by careers services in their own countries. One student from India claimed that 'there are more campus interviews in my country. There is a good service back home'. Another student recognised the element of self-development in UK services, 'Here there are seminars, but there are no companies interviewing'.

Nevertheless, students seem to have adapted to the very different approach of UK careers services. They make use of the many services on offer. As one remarked 'Our school does invite lots of companies; you get to know about this by email'.

TAILORING SERVICES TO INTERNATIONAL STUDENTS

Given that international students are thought to be proportionately heavier users of the careers advisory service, there is an issue about to what extent services should be tailored to their needs. However, there are problems in resourcing sessions for discrete groups:

We have thought of having separate sessions for international students, and we have done a couple with ISA, but to do those generic sessions just with international students I don't think we are resourced really. ... My hunch is that its mainly the students from South East Asia, China, Malaysia, who need that kind of extra help but I wouldn't like to separate them off if they don't need that kind of help.

To some extent, international student needs are indeed the same as those of home students:

When they come to see us, at one level I don't think their needs are any different to any other students. They want help with job applications, doing an application form, doing CVs, finding employers, the whole traditional careers advice caboodle really.

On the other hand, psychometric testing workshops was one area identified where special help was clearly advantageous for international students, because of the particular language that is used and the tasks involved.

Some sessions are particularly problematic, I would say psychometric testing and the personality workshops that we do. We do building team roles, we do a team-building session to get students aware of that type of thing and they are also quite fun for us to run. Those are much more difficult and problematic because they use phrases and words and ask people to reflect on certain attributes and they don't know what it means, so they are much, much slower. So I certainly think, in those kinds of workshops, there's an absolute case for having those for international students only, but if we do that there would still be a vast difference between the understanding --- I mean you may have one

student whose understanding of certain English phrases is very clear and others that aren't, even within one nationality, so their needs are very diverse.

Enhancing the services to international students, rather than separating them, may generally be an appropriate aim:

We have done some of our workshops specifically for international students and we talked more about the differences of self-marketing, if you ... wanted to work in different places, but mostly we deliver to them the same... What we do for them is a bit like what we do for students with disability... So we don't put labels on it, this is the drop-in today for international students, but what we do do is they get more time if they need it and they get an enhanced support. We go further with them than we would some UK students who can do it for themselves.

I'm not saying that we can provide everything that we want. Again, you have to be careful, we cannot provide a Rolls Royce service to international students by comparison to others. What we have to do is somehow raise our offerings to them; make it more focussed and more particular for them within that broader equity context.

Some careers advisers are concerned that perhaps there are some major changes that they ought to be making to the services offered to international students because of cultural differences:

I don't think people are terribly clear on what those needs are and what we can do better. So although there is loads of stuff around about diversity and diversity training and awareness of cultural difference and not being presumptive and so on, but there's not very much about what is it that these students need that may be different from other undergraduates, and what should we be doing with them? I think everybody is a bit worried that there is something really, really different that we ought to be doing but not quite sure about what it is we should be doing. People are much clearer about what we need to do for ethnic minority home students than international students.

SUMMARY

Awareness, usage and rating of services

- Careers advisory services are generally rated 'useful' or 'very useful' and rated higher than careers advisory services used in home countries.
- The importance of careers advisory services providing information at induction stage is unclear.
- Staff perceive that international students use careers advisory services earlier and more intensively than home students.
- Staff perception of international students as more 'demanding' can also be interpreted as more motivated or needing more reinforcement because of language problems and cultural differences.
- Students from certain cultural or religious backgrounds may be inhibited from using the services.

Information and on-line resources

- On-line resources tend to remove distinction between services for home students and international students.
- Students find on-line resources useful and convenient and more up-to-date than paper information.
- E-mail guidance is also quite popular and generally rated satisfactory.
- Information about jobs in the UK is widely used.
- There is a lack of information on employment abroad and this facility is also little used and is broadly seen as unsatisfactory.
- Printed information is tending to become less popular with students than web-based resources.

Help with job application process

- The sessions are generally popular with students and well-used.
- The best-used service is help with CVs, covering letters and application forms.
- Many international students need a lot of help with use of English and cultural differences in style.
- Staff juggle with time restraints and professional restraints as to how much they can correct students' work.

Preparation for the selection process

- Sessions, such as mock interviews, are far less used than CV writing sessions.
- Staff believe mock interview sessions and workshops on psychometric testing are valuable to international students, particularly because of employer differences in expectations.

Employer events

- Employer events tend to be in the form of presentations and interview sessions by particular employers.
- Employer events were popular with international students but some found it hard to reserve places. They were also disappointed with the nature and scope of employer-related events.
- Employers may be unwilling or unable to recruit international students.

Overview of provision

- Ratings are high and correlate closely with satisfaction with programme of study.
- There were many positive comments by users of the careers advisory services.
- Reservations include services seeming to be aimed more at home students or for undergraduates.

Managing expectations

- International student expectations seem to be related to what would normally be provided at their home universities, which sometimes secure jobs for students, find placements for them and provide CV writing services.
- Careers advisory services' web pages may need to be more readily accessible and the services provided more clearly spelled out for the benefit of international students in particular.

Tailoring services to international students

- There is a debate as to what extent services should or could be tailored to international students.
- To a large extent the needs are the very similar but problems of English language and cultural difference mean extra help is required for international students.
- There is some concern that there is the impetus to adapt provision to cater for international students but it is unclear which is the best way forward.

CHAPTER 5

EMPLOYMENT DURING STUDIES

INTRODUCTION

Many international students arrive in the UK with the intention of working part-time during their studies to supplement their income and gain work experience. However, may face unexpected obstacles in finding suitable work and combining paid work with studying. Others will be on courses that involve a work placement, which forms part of their study programme, but they may be surprised to find they have to secure placements themselves.

This chapter addresses the non-academic work that international students undertake during their studies. Using data from staff and student interviews and surveys, it explores the regulations and problems they face, their motivations for working whilst studying and the quality of advice and support given by career advisory services.

WORKING WHILST STUDYING

Staff perspective

Rules about working while studying

International students from within the EEA do not face restrictions on the number of hours they work (although some restrictions apply to students from new EU countries). All other international students can work full-time during vacations, but may not work more than twenty hours per week during term time by law. They can also work full-time on a work placement of up to one year².

Careers advisers report that international students are often confused about the hours they are allowed to work by law. Staff also raised the important issue of how many hours' work is desirable whilst studying. The AGCAS Student Employment Working Group has recommended that students do not work for more than 15 hours per week in term time, as exceeding this limit has been found to be associated with a detrimental effect on their studies. As one careers adviser stated:

We have a requirement in the university ... and we won't facilitate anything that is more than 15–16 hours, which is the national recommendation. The view is that if you are working more than that standard number of hours it will affect your studies. ... International students, of course, under law can work up to 20 hours a week so there is a discrepancy there.

One careers officer pointed out that their university makes it clear to international students what the rules are and that the university will not endorse infringements:

² Students from new EU countries (EC Accession States, except Cyprus & Malta) have to register if they wish to work longer than one month, and then re-register every time they change their part-time job.

Well it's very serious if they don't adhere to the rules. We do have the odd international student who does break the rules. If we find out, we inform them that we won't support them and we tell them to stop it.

Employer confusion about international students

Careers advisers, international officers and student employment staff outlined their role in explaining to international students about how to obtain a national insurance number, which can be quite a stressful process for the students. Some employers will reject their applications because they wrongly believe that the student needs to get a national insurance number *before* applying for a post. One international officer felt that staff have an important role in making life easier for students trying to cope with an unfamiliar administrative system:

I would see our role as easing out the playing field, and the fact that they are dealing with another culture and probably other languages as well. For many, many of them, second and third languages — incredible, incredible.

One careers adviser pointed out the misunderstandings amongst employers arising from international students having temporary national insurance numbers and also cited the events of 11th September, 2001 as having disadvantaged international students in their efforts to secure jobs as it had led to:

...a general assumption that international students couldn't work in the UK, and whereas it had been moving along quite nicely and people were getting more comfortable with the idea, all of a sudden we went back quite a long way. And I think another issue is national insurance numbers, temporary national insurance numbers, employers will assume that if you have a temporary national insurance you don't have the right to work, because they are easily identifiable, they have a 'TN' in the front.

In response to the widespread confusion amongst employers about the legal situation, one careers adviser referred to a leaflet, produced by the University of Bradford, aimed at employers. As well as detailing the various employment schemes, it explains that international students do not need work permits whilst they are in full-time study:

We put together a leaflet for employers as well, which a student can take with them if they want to make an application to an employer. It sets out what the responsibilities are for the different work permit schemes, because there's a lot of confusion about whether you can or can't apply to different schemes. And we produced this to help overcome some of that confusion, particularly for part-time work so that employers can work out there's no need to worry about work permits.

However, only 13% of the student respondents to the survey had help in obtaining a national insurance number from the careers service, a quarter of those for whom the question was relevant (n=911) (Table A3.4).

Motives for working whilst studying

International students may wish to learn more about British culture from their workplace experience, and a few may choose voluntary work for this reason. In all,

22% of the survey respondents had undertaken voluntary work since coming to the UK (Table A3.8).

However, it seems that most international students want to earn money to supplement their incomes to a reasonable level:

International students need money for extras — a few might do volunteering. They do it for financial reasons. I would say 90% who come to see me are doing it because they need to work. And not to supplement so much their fees or their living costs, but just for extras that they want.

One international officer referred to a request from a sponsor:

I am just thinking of a particular sponsor, who is an employer actually, who has asked that we find the students something to do in the summer because he feels that they have too much time on their hands...

International students come from a wide range of financial backgrounds, from wealthy to those who do not have enough money to live on and have no choice but to work:

They also vary in their ability to support themselves in foreign places or in another country. Some of them come from powerful and influential families in their own country and there are other students who are very, you know, the investment is the future family support.

A lot get here and they haven't brought enough money, and buying food is a problem for them, they just think they should work about twenty hours a week... It's unbelievable, for somebody who is — paying the level of fees they are— to think they should be able to work as much as they want.

It is quite clear that international students from outside the EEA should not be reliant on the income from part-time work whilst they are studying, particularly as they have to provide evidence that they will be able to afford to pay their fees and be self-supporting whilst in the UK. However, one international officer pointed out that if a student shows, prior to arrival, that they are guaranteed work whilst studying, this can be counted as income, and, therefore, sometimes international students request that they can be found a job on campus.

The reality of student part-time work

International students may be dismayed at the types of part-time work on offer in the UK, especially if they are used to a good salary back home. Whereas a work placement is normally linked to the course of study and is of relevance to a career linked to that course, a part-time job is likely to have no direct relevance and to be low paid:

A lot of them come over and because they are paying a lot more and because they are usually slightly older, they come with a pre-conceived notion that as they have been an accountant or something at home, that they can come over and do that with their studies.

There is a danger that some students will have based their budget on being able to earn a good salary whilst studying. Staff from two universities referred to information

in their pre-arrival guides warning students that they are only likely to obtain part-time work in the low-paid service sector, even if they already have a degree.

We actually say in the pre-arrival guide, and it's not always popular, that you are going to be working in retail, probably retail, in the service industry, hotel and catering. And, I think, sometimes for, perhaps the postgraduates, they imagine — well, you know, I've had a career, will I be able to get part-time work in a bank?

Students are also pre-warned that they cannot possibly earn enough to pay their fees as both their earning power and hours that they are allowed to work severely limits their possible income:

What we are trying to say is that actually there's no way you are going to be able to help to pay a fee of nearly £8,000 by earning £5 an hour when you can't work any more than 20 hours a week anyway. Also you shouldn't be doing that because you can't use that as evidence for the Home Office. So in a sense we are giving them the information but we are also trying to ground it in reality.

Students may think finding a job is going to be easier than it is, but success is by no means guaranteed. One welfare officer raised the particular problem of finding work in a sparsely populated area. There tends to be a great number of students chasing a limited selection of jobs:

I think sometimes they think it's going to be a lot easier than it is and I don't think they realise that they're in competition with home students and they're going to be like trying to juggle studies with being a student.

In addition, international students are often disadvantaged by inadequate English and may also lack work experience, which provides basic competencies:

One of the things we have been looking at over the last few months ... is a basic, shall we say, employment skills programme to be enable them to do that. It may be "I'd quite like to go and work in a bar so it would help if I'd got some customer service skills" or "I'd like to work in a call centre — you need to have some basic telephone skills", it's that sort of level.

Some international officers spoke of problems of racism that international students encounter when applying for part-time jobs. Some can end up working unsocial hours doing very menial jobs and may not be treated as well as home students:

We are also aware of when they go for part-time work in the city, they are subject to racism, often they don't even get past the post because of their name, and so you find a lot of internationals students working lots of awful jobs doing long hours and doing anti-social things; they usually find somewhere to work: the Chinese work in restaurants, Indians staff the supermarket on a Saturday night. They go to factories and work at night in [the local cities], they do anything and they live on very little.

When they go and try and find jobs they often come up against a real problem of racism and we actually have to wade in there quite frequently. ...I then decided to actually try and help the department realise that they need to put special things in place and kind of culture-shock training.

Student perspective

Practicalities of working whilst studying

Half the respondents had undertaken paid work while studying since coming to the UK (Table A3.1) but this was only related to the programme of study for a quarter of those respondents (12% of the total sample) (Table A3.2). Part-time work was only linked to future career plans for 14% (Table A3.3).

Several students we spoke to expressed concern because they could not get part-time jobs relevant to their career choice. Nevertheless, several students recognised the value of part-time work beyond the need either to earn money or find something that was directly related to their chosen career. The work experience gained, benefits students when seeking full-time posts either in the UK or abroad. It also helps them learn more about UK culture.

One student suggested that work experience was valuable in helping students to find work: 'in the UK you need work experience. Otherwise you can't get jobs'. Another student noted in a similar vein that 'it would be good to gain work experience in the UK, to build up competencies; to build up work skills and then return home'. For some students, work experience was more about socialisation. One student commented that 'I would like a part-time job, either paid or unpaid. I am sponsored, so I am not working for the money. I want to know about the culture'.

Although current rules allow international students from outside the EEA to work up to 20 hours per week whilst they are studying, without the need for a work permit, students suggest that some employers seem to be confused about the rules.

Another student expressed concern about the lack of clear guidelines on hours of work and the regulations on working in the UK. Although students do not need a work permit for part-time work, it is clearly an area of confusion for many students:

Some information is not so clear, for example part-time jobs when the hours of work are not specified clearly. For full-time jobs, you need to know if you will require a work permit and if you have the right to apply. I think this type of information should be supplied.

Although information and advice on part-time work is available, it is important to remember that not all students have been successful. One Greek student expressed a feeling that local people could be hostile to students taking part-time work, saying that: 'We feel unwanted in terms of the local community. They complain that we are taking their jobs but the jobs that we do are ones that they don't want'.

Several students were concerned that the available part-time work was not suitable for a number of reasons. For many postgraduates, 'it's difficult to find suitable jobs, mainly due to the hours of work. More detail is needed, especially about fitting work in with studies'.

INFORMATION AND GUIDANCE

Staff perspective

All the careers advisory services in the case study universities had a distinct unit where job vacancies and placements whilst studying were offered. This facility was usually called a Job Shop, but some had a different name, such as PULSE (Providing University of Liverpool Students with Employment) at Liverpool and the Student Employment Service at Strathclyde. This unit was either an integral part of the careers advisory service or was a facility with which the careers advisory service worked in close co-operation. As well as advertising vacancies, students are given advice about their national insurance number, which they need to apply for after making a job application. Links between the Job Shop and careers advisory service are close, because of the help that students may need with the job application process and preparation for interview.

Staff talked about a number of additional regionally-based facilities that help students secure part-time and vacation work. For instance, the student section of the *GO Wales* website, funded by the Higher Education Funding Council for Wales (HEFCW), advertises both term-time and vacation vacancies for students studying in Wales, as well as listing work-placement opportunities. The Training and Work Experience Scheme (TWES) enables people from outside the EAA to undertake work-based training for a professional or specialist qualification or a period of work experience. Students at the University of Liverpool can also obtain part-time project work linked to their course through Business Bridge, which is an initiative in the Merseyside area, linking business and education.

A careers officer at Lampeter explained that their Employability Unit has information officers who target employers in the area and look for job vacancy adverts:

There is a systematic promotional activity that is done for businesses in Wales. We would target certain companies from certain database, so this month we might target all the companies in Cardigan, down the coast, in that particular area with certain posters and so on... we tell them and there will be follow-up phone calls.

Newcastle University is aiming to create a virtual recruitment area to include work placement details.

Over three quarters (76%) of careers advisors in the staff survey advise international students on part-time work as do the international officers/advisors (81%). Almost three quarters of careers managers (72%) advise international students on part-time work but none of the three international office managers advise on this issue (Table A5.4).

Student perspective

Usage of services

International students sometimes use the facilities of careers advisory services when seeking part-time employment. The students we talked to generally agreed that:

One of the most useful services they provide is in helping students to find part-time jobs. There is a high confidence level in jobs that are advertised via the careers service.

Of the 846 respondents who have undertaken paid work while studying, 38% used the careers service for part-time job *advice*. (Table A3.7). Some respondents used the advice without obtaining a part-time job.

Postgraduate researchers (29%) used this service less than other students (Table A2.5). Use by institution ranged from 14% to 49% (Table A2.7) but showing no significant difference between males and females (Table A2.8). There is a slight but not significant reduction in use by age (Table A2.8).

Overall, respondents considered part-time job advice as not a particularly important element of careers service support and considered it adequate. Final-year undergraduates and postgraduate researchers were more satisfied (Table A2.5). Students from South-East Asia, the Asian sub-continent and North America are dissatisfied with part-time job advice (Table A2.6). Satisfaction varied by institution, respondents at Institutions 6, 8 and 16 were dissatisfied (Table A2.7).

Indeed, the survey suggests that most paid work (while studying) was *obtained* through personal contact (45%). Job centres (11%) and external job agencies (10%) were marginally more used to find jobs than the careers service (9%) (Table A3.5). The careers advisory service was not seen as particularly helpful in obtaining paid work while studying for the 580 respondents who appear to have approached them (Table A3.6).

Students we talked to related positive experiences of getting part-time employment through the careers advisory service. There were often plenty of jobs advertised by means of posters, leaflets and newsletters, as well as online, for which students could apply. The experience of the following Pakistani undergraduate is typical:

I was looking for a part-time job and I found that the careers advice service advertised part-time jobs. Vacancies are regularly updated on their website, which made my job search a lot easier.

Several students had used the student employment service in their institution and generally seem to have been satisfied by the efforts made on their behalf. One student commented that ‘the staff in the university jobshop are very friendly and helpful with students’.

One student’s comments reflect a wider feeling among the students we spoke to; ‘At the careers service they have a lot of part-time jobs listed under different categories, which really help you in choosing’. The following comment from an Indian student reiterates the positive attitude of many careers staff and demonstrates satisfaction with the help provided in looking for part-time work:

The numbers and variety of jobs displayed at the careers services is large. I was able to find all the kind of jobs that I was interested in at the career service — I am looking for a part-time job. The staff here are extremely helpful and vivacious.

However, some students did not feel they had sufficient help in finding part-time work:

The information about part-time job information is not very useful. They could do more to advertise: they need clearer posters. They need to focus more on international students: most international students are postgraduates. You don't understand how you are supposed to apply for work here.

I have submitted my CV and trying to get a part-time job but I have not received any help.

WORK PLACEMENTS

Some courses enable students to do a work placement during their studies. International students from outside the EEA are able to work up to one year on a placement without a work permit. Careers advisory services are not directly involved in finding students a work placement, but there could be placement officers within academic departments who are assigned to particular courses.

Not surprisingly, students doing medicine and related studies are most likely to have a placement opportunity and it is more likely to be compulsory. Few international law students have placement opportunities (Table A3.9). Institutions 2, 6 and 12 have much higher proportions of programmes, taken by international students, with a placement element than other institutions (Table A3.10).

Work placements are attractive to students because they allow them to work whilst studying and in some cases earn a respectable salary:

Yes, I think the connection has been marked, there has been a marked growth in the overall number of students choosing the four-year degree against the three-year degree and ... the easing in administration of any immigration issues to allow students to complete, to be able to complete those four-year degrees, has had an impact. I think what is also attractive for those degrees are the prospect of earning what might be perceived to be an average sort of salary while, of course, you are paying tuition fees to the university. So I think that is also becoming quite attractive as well.

Where the placement counts towards professional training, the work taken has to be relevant to the degree:

Now, in my experience — and I've come here with fifteen years of working in engineering, of actually placing students and actually working with students when they've been on placements whether they're home or international students — that work has all been relevant to the degree that they've been doing. It has to be, because it's recognised by the professional body in terms of that it will count towards their professional training that they do as part of their sandwich course. So that's my experience, that it is an integral part.

Even when the placement is not well paid, or even unpaid, it may still be perceived as a worthwhile experience:

It could be the international students' expectations are tempered by the time they get back from their placement to find that they haven't earned this

fabulous salary and they haven't, you know, they perhaps have something a bit more worthwhile, which is the experience itself.

Sandwich courses, with built-in one-year placements allow international students to gain valuable work experience and get themselves known to employers:

The problem with the training and work experience scheme is, of course, you still need to find a scheme, you need to find a training post and an employer who is prepared to jump over and — that's where the sandwich placements help isn't it because then they can make contacts with an employer: get known, get wanted and needed.

One careers adviser pointed out that some organisations are not interested in taking on an international student:

I have spoken to twenty organisations and two of those have definitely said they don't even want to be approached by international students for placements.

Employers sometimes select for work experience with a view to employing a student full-time later, which may militate against international students. One careers adviser talked about the problems raised by short-term work placements:

Well [this University] doesn't generally have a formal work experience component in its degrees, students can suspend studies and do a year placement but that doesn't apply to international students, so international students are dependent on short-term work placements. Now, a lot of big employers use those placements as an extended interview, an extended recruitment process, so they are as rigorous in selecting students for placements as they are for graduate positions. So international students lose out in that respect because they, the employers, either know that the students wouldn't stay beyond their degree or they know that they won't be prepared to apply for work permits for them.

It is hard for many international students to understand that they have to secure their 'placement' largely through their own efforts:

Where the difficulty comes is that we cannot guarantee for any international student that we will be able to place them, because it is not down to us to be able to place them in industry. What we can say is that we have a very good framework mechanism that will enable you to get an interview with a potential employer, but it's up to you to be able to sell yourself to that potential employer as to why they should take you on as opposed to this other international student, or indeed to this home student.

One careers adviser spoke of a scheme for work placements at the University of Newcastle aimed at international students:

You've got to see what works and what doesn't work and so we've created a small programme we've entitled the International Students' Programme, largely on paid placements but it was sold to the employers on the basis of being unpaid. If they want to pay they can and some of them do. So we've got a number of placements purely for international students working term-time or for a specific period. Now, obviously, we want to expand that.

Student perspective

Students spoke of using the services of careers advisory services to find employers' advertisements for work placements, as well as for seeking information and advice about their placements. The experienced and insights gained from a career-related placement was also acknowledged.

Course-related work placement advice is used by just under a quarter of survey respondents but is only considered satisfactory by first-year undergraduates. It is extremely important and unsatisfactory for middle-year undergraduates. (Table A2.5). Students from the Asian sub-continent (33%) are most likely to seek course-related work experience advice. EU students (11%) are least likely. Asian students, with the exception of the Chinese are dissatisfied with this type of advice (Table A2.6). Only one institution provides satisfactory placement advice (Table A2.7).

SUMMARY

Working whilst studying

- Both international employers and students are confused about the rules for working whilst studying.
- Even where students can legally work more than 20 hours, universities try to enforce the recommended maximum of 15 hours.
- Half the survey sample had worked whilst studying but only a quarter of these worked in areas related to their course.
- Students acknowledged the value of gaining work experience.

The role of careers advisory services in working whilst studying

- Many positive experiences of careers advisory services were reported.
- University job shops were found to be useful, as well as online resources and local area initiatives.
- Personal contact is a major source of obtaining part-time work.
- Some students also used careers advisory services for advice on part-time work but this not rated as very important to them.
- Guidance is given about national insurance numbers by careers advisory service and job shop staff. There are administrative problems and some employer confusion.

Motives for working whilst studying

- Although international students from outside the EEA have to show they are self-supporting, money to help supplement living expenses appears to be their chief motive for finding work.
- Students also wish to work to gain work experience and have more contact with UK culture.
- There is wide variation in international students' financial situation with some experiencing hardship.

Reality of student part-time work

- It can be a shock to find that part-time work is low paid and irrelevant to their course, although international offices do try to pre-warn students of this.

- Students on full-time taught Masters courses such as MBA are strongly advised not to rely on getting part-time work during their studies.
- Students may not realise that there is no guarantee of getting a job, because of limited numbers of jobs, competition with home students and local people, lack of experience or poor English.
- Problems of racism and exploitation have also been identified.

Careers or related services advertised work placements

- Courses with placements or sandwich courses are attractive to international students, as they can gain relevant work experience without a work permit.
- Some employers prefer not to have international students on work placements as they are looking for people they will be able to employ after graduation.
- Specific schemes exist to allow international students to gain work experience.

CHAPTER 6

EMPLOYMENT AFTER GRADUATION

INTRODUCTION

For both international students and the careers services, the issues surrounding securing post-graduation employment are in many ways quite different from those associated with finding work whilst studying. Many international students start their courses with the ambition to remain in the UK to work after they graduate. A minority of international students obtain work permits, usually for one or two years post-graduation, through government schemes designed to attract particular groups. However, most students from outside the EEA who had hoped to stay after graduating will come to realise during their stay that there are substantial obstacles in their path and they will need help to seek employment or further study either in their home country or elsewhere in the world.

This chapter includes data on international students finding post-graduation employment in the UK or overseas and the provision of advice, information and support, both prior to and after graduation, using data from staff and student interviews and surveys.

POST-GRADUATION EMPLOYMENT IN THE UK

It appears to be quite difficult for international students to secure post-graduation employment in the UK. Those from outside the EEA require a work permit if they wish to work in the UK after graduation³.

Staff perspective

Staff in all case-study universities dealt with many international students who would ideally like to obtain work in the UK after graduating from their course. Students from countries such as India and China were sometimes perceived to be more likely to want to remain in the UK than students from some other countries:

If they want to stay, they really want to stay here. I think the work permit is the first step for them to do that. ... They are always saying: How many years do I need to build up so I can apply? They are always looking for ways to do that.

Some students are unaware how restricted their options may be:

³ EU students from the eight new EC Accession States currently have to register if they wish to work longer than one month, and then re-register every time they change their job during their first year of continuous work in the UK. The EEA consists of EU countries plus Norway, Iceland and Lichtenstein.

I think they are not clear about what's available to them once they have graduated in this country. I don't think they are aware of the restrictions, the working restrictions.

Some careers advisers are concerned that at the point of recruitment to the programme some possible erroneous messages about being able to work in the UK are given to international students, which were discussed in Chapter 3.

Many students have no choice but to return to their home country as a condition of their scholarship or sponsorship. Many others come to realise that they will not be able to obtain a work permit to do so. However the wish to work within the UK remains as a key factor for many international students:

There is definitely a large number of international students who really want to stay, but there are some as well that will certainly go home, or have to go home, sometimes its part of their scholarship arrangements that they have to return to country or to a certain employer when they have finished.

At the beginning of their course a lot of them want to work in the UK, but as they're coming towards the end of their course I think for some of them the reality is that their not being able to get a permit has made their position about going home.

However, over half the careers managers (54%) stated that they do not interact with international students on work permits. Careers advisers (60%) and international officers (62%) reported that they did interact with international students on the issue of work permits (TableA5.4). In most cases work permit enquiries are handled by a specialist outside the department but still within the university. Over three-quarters (78%) of careers services refer work permit enquiries to a specialist within the university (Table A5.10).

Staff are aware that students want to work in the UK because this is likely to be a strong selling point when they return to their home country:

I think they want to stay here for three to five years so that they can get that, what they call the 'golden experience' and then go back to China or India and have a much higher, economic, worth... into their own career progression.

However, one international officer pointed out that, sometimes, having studied in the UK could actually be a *disadvantage* because they would lack local contacts who could help them find employment:

One of the things that we are hearing now from certain countries in the British Council is that international students going back home, one of the things they complain about is that they are not finding it as easy to get a job as they thought they would. In some countries the reason for that is that university is seen as the time when you make your contacts. Thailand is a very good example of that.

Employer confusion

A number of careers advisers who were interviewed highlighted an alarming number of misconceptions or general lack of knowledge held by UK employers regarding the recruitment of international students:

There is a lot of confusionThe visas in the passport are so unclear about what's possible for international students and what isn't and there's no clear guidance for employers, to help employers to understand. The students themselves are pretty clued up because they have mainly researched it before they have arrived, but for employers locally, you know, an SME (Small to Medium Enterprise) hasn't really got a clue.

However, staff interviewed admitted that they were not surprised that many UK employers are confused as there does not appear to be much clear guidance or support for them. As a consequence, most UK employers opt out of recruiting international students.

One adviser noted: 'We have one employer who likes international students because he thinks they work harder. With the exception of him, I would say there are usually more barriers for international students.'

However, it is clear that larger multi-national companies are more willing to invest in international students. They are likely to value a UK degree and may need recruits from particular cultures and with particular language skills, because of being based in several countries. They are also more conversant with the regulations for employing non-UK nationals:

An awful lot of students want to work for, whether they are international or not, want to work for the big name companies because of their reputation and its much more likely that a big company has the wherewithal to make it happen and have a particular need to make it happen.

...many or most of them, go back to their own country, what I then find is that the organisations that they go into are frequently multi-national organisations where the voice of experience that they have been getting with the MBA itself and with the sort of skills support that we have been giving them, is relevant to these organisations, so its not wasted. But certainly it is that multi-national level that they are looking for.

The onus is on an employer wishing to employ an international student to demonstrate that they have given the opportunity for any UK resident to apply by advertising vacancies in a national, rather than local, paper, and give evidence that no UK or EEA person was more suitable for the post.

The government schemes to allow international students to work in the UK cause considerable confusion to employers, students and staff. Two careers advisers spoke of issues surrounding the Science and Engineering Graduate Scheme (SEGS):

So I think its not wrong information but I think ---- I mean, its not, even the British Council are selling it, saying well yes, you will be able to work for a year, but actually its only people on certain courses, at certain levels, and I guess the codes that we want to work here will go on changing. It was going

to come in the summer and then it didn't come in the summer, and not only did we not know when it was going to be implemented, we didn't know how. And it's still a very new scheme that is being ironed out as it goes along. So employers are being presented with people who have now got the stamp which says you can work for a limited length of time, well it doesn't say you can work, it just doesn't say you can't work, so employers I think are very confused because they ---- you know, what is this scheme?

A lot of the response that international students get from employers is, 'We can't employ you, you haven't got a work permit', when in actual fact this is not the students' responsibility, it's the employers' and there are a lot of issues about them thinking it's quite difficult and it's actually proved to be quite easy and there's a role in there about us raising awareness amongst employers, etc., etc. Now, under the SEGS scheme, science and engineering graduates, if they come from one of the approved courses, they can apply to the Home Office, get their permission to work in the UK and as long as they can support themselves they ... can go and work in a zoo, they don't have to be scientists or engineers. But that's meeting the UK labour market's needs; we need those people.

Student perspective

About a third of the sample (36%) intend to work in the UK after graduation and 15% want to continue studying in the UK (Table A4.1). Respondents from the Asian subcontinent (59%), South-East Asia (52%), Africa (43%) and Asia (41%) were the most likely to intend working in the UK after graduation (Table A4.2). Of the 771 respondents (40%) who subsequently indicated how long they expected to stay in the UK, about half (21% of the total sample) indicated they would stay for one or two years (Table A4.3). Males are slightly more inclined than females to stay longer (Table A4.3).

Although a marginally greater proportion of the 120 students at institutions in Scotland wanted to stay in the UK for two years than their English-based counterparts, there was no significant trend for international students studying in Scotland to want to stay in Britain longer (Table A4.4). Students outside the EU indicated a greater intention to stay in the UK than EU students, although a significant proportion of the latter were undecided (Table A4.5). Taught postgraduates were more decisive about their intention to stay, in the main for one-to-three years. Postgraduate researchers were most undecided, 40% unsure of how long they would stay, which possibly reflects uncertainty over research contracts and work permits (Table A4.6).

Some students indicated that the spoken English might disadvantage international students on accessing the UK job market:

For Chinese students, we may be good at reading and listening, but sometime we don't have pretty good communication skills in English. Due to the language limitation, we may not get the same opportunity as native students.

Many students felt at a disadvantage when competing with home students. One student pessimistically commented that 'I heard from previous students that priority

goes to home students'. One Pakistani student sensed some discrimination particularly amongst employers against students from abroad. Another student commented that: International students feel disadvantaged. For example, the application process for jobs sometimes screens them out. It depends on the skills set the company is looking for; it's often industry specific. The careers service should play a bigger part in integrating companies.

CAREERS GUIDANCE FOR POST-GRADUATION EMPLOYMENT

Staff perspective

Information and advice given to international students is, to a large extent, the same as that for home students. However, services have to be tailored to international students to meet their additional requirements, such as how to secure work in the UK after graduation:

...we produce a very good series of guidance notes, one of which is 'I want to stay in the UK after my studies, how can I do this?' So that's very useful for students to see that's not automatic and that there are certain barriers that they have to be prepared to work through.

We give them the same advice and information that we would give a UK student, this is where you look, this is how you prepare, these are the kinds of employers that you might be looking at. With international students you may make more emphasis on looking at companies who have links with their own country, so that the languages might be useful. ...Then there is the immigration issue and we would refer to the international student advisers or various websites and some of the departments for that.

Almost all careers advisors (92%) and the majority of careers managers (88%) interact with international students on work post graduation. International office managers do not interact with international students on this issue nor do many international officers (38%) (Table A4.4).

The careers service staff take a cautious approach to the provision of information to international students on work post-graduation, nevertheless expectations are often high:

In the careers information that we're going to give them, and we were discussing this the other day, it will be quite clear that we can give people information and advice about work and employment in the UK, honest and impartial advice, but we can't really facilitate their working in the UK. ... We can't actually offer very specific opportunities, but as with other students we could give them appropriate information. I'm framing it so we can help with advice on employment after they graduate, after they complete their studies rather than 'we will get you into work when you've completed your studies'.

And furthermore, this careers adviser expressed the need for realism, but without undue pessimism regarding the likelihood of getting work:

And it's getting that fine balance... between being realistic but not being pessimistic and the last thing we want to do is to be saying, 'You might be

studying here but there's no chance that you're going to be able to stay and work', in quite those bald terms. It's about providing them with programme, information and guidance that will enable them to reach that decision themselves and realise that themselves rather than us having to almost break the news, and that's the sort of tone that we want to set for this service. We want to be aspirational, but we don't want to be leading them up the garden path, nor do we want to be overly pessimistic. There's nothing worse than saying: 'Sorry, but nothing's going to happen'. Well, we'd never say that anyway, but it's getting that message across in such a way that doesn't give false hope.

However, some advisers feel that they should encourage international students to look elsewhere due to the difficulties of securing work in the UK:

And may be encouraging students too, because it's understandable that a lot of students would want work experience in the country they have studied in, but if that isn't legally possible, and for a lot of them it just isn't. Encouraging students to look to their home countries ... and may be some support on what is available in their home country.

Careers advisers recognise that they must be up-to-date with their knowledge of schemes that will enable certain international students to work in the UK:

We've got a responsibility to know what the score is in terms of all the specialist schemes that are available, such as the Science and Engineering Graduate Scheme (SEGS) and the Teacher Training and Work Experience Scheme (TTWES). Those specialist Home Office schemes, we need to know about those. And we've got all that information on our website. But we need to familiarise ourselves with that and make sure the students understand what the score is.

Careers advisory services may struggle to attempt to provide up-to-date information on which UK employers are likely to recruit international students as the situation changes so rapidly, although students are very keen for the careers advisory services to provide this information:

The students of course would like us to have a list of employers, to take an application form. But they do understand when we say to them, that that's very much an economic factor. Employers who, last year, took applications ... there is no guarantee that they will do this year because of economic factors. Employers don't always tell us when they change their recruitment criteria, so it's very difficult for us to be able to keep up to date with it.

Yes, we want to greatly enhance the resources which we have available. I think it's unrealistic to imagine that we shall ever have as much information on the of the 90-odd countries that our international students come from, on employment, but we could focus better on the main sending countries and try to increase the information.

Some universities in the study are working on a range of facilities to combat this gap in provision and knowledge, such as information sheets, internet schemes and building links with employers overseas, as well as seminars and workshops:

Our information officers are working on creating a whole series of help sheets, paper or web-based, which are directly aimed at those international students. If you want to return home, okay, here's some of the resources, here's some of the employers. Here's some of the employers [locally], for example, that have got links with your home country. Here's websites that you should be going to.

We do a particular seminar for international students, which is informing them of the rights that they have in terms of working here and where they can get further information from the international office, because we are not allowed to give guidance here. It's flagging up those things and what the market is like here and, I suppose, it's a reality check

Careers advisers were concerned about the mismatch between available services and the expectations of international students, with many under the false impression that the career service role and responsibility is to find work on students' behalf or guarantee students work. There is a need to clarify their role and amend these misunderstandings:

We want quite an honest description of what we can offer as a careers service and also I think within that marketing there could be what's available after they've actually done their studies.

Student perspective

Seeking advice on working in the UK

In all 319 student respondents (17% of the sample) indicated they had sought advice on getting a job in the UK post-graduation (Table A4.7). Respondents from China and the Asian sub-continent used it more than students from other regions (Table A4.8). Of those who used it, 44% find the advice helpful (Table A4.9). Perceived helpfulness varied by region: more than 50% of respondents from China and the EU found it helpful (Table A4.10)

However, only 171 respondents who said they would work in the UK after graduation have sought advice (Table A4.11). Of those who indicated they intend to work in the UK post-graduation, 26% have sought advice from the university careers centre. Not surprisingly, more final-year undergraduate students seek advice on getting a job post-graduation than respondents in earlier years. Taught postgraduates are more likely to seek advice than postgraduate research students (Table A4.11). Of the 168 respondents who intend to work in the UK after graduation and who sought advice, 20% found it unhelpful (Table A4.12). Those who intended to work in the UK and sought advice were satisfied with the information they got about jobs in the UK (mean=4.2) (Table A4.13). There is no proportionate difference in seeking advice by intended length of stay in the UK (Table A4.14).

Timeliness of information was a particular concern amongst many of the students we spoke to. There was also a feeling, particularly amongst Masters students, that they were disadvantaged because they did not realise how soon after arriving they had to apply for employment.

Expectations of the kind of job you would do after graduating could be very different in other countries:

In the US, you can get a job as a research assistant and help your professor and get more knowledge. You don't see those jobs here — only short-term ones. It could be an improvement.

Some students thought that advice was not specific enough and tailored more to particular disciplines:

The information at the seminar was actually quite general. Also, I am not aware of full-time opportunities in my field, as there is a tendency to be quite scarce in the humanities opportunities as opposed to business, science and engineering services.

Work permits and visa regulations

There was a perception that getting work in the UK after graduating was very difficult, with work permit issues an important factor:

For international students, there are just rules and regular advice for getting a job. However, I want to know some information how to work in the UK, like, how to get some information how to get a work permit? What is the difficulty with getting one?

I am applying for jobs, but work permits are a big issue. I don't stand a chance with UK companies.

As every one know it is becoming largely impossible for international students to get job here. So it would be better if we can have advice on it.

Some students expressed the belief that the career advisory services could not help them because the work permit issue was such a barrier:

I think the service itself is very good but it's probably very limited for what they can do to help international students getting a job in the UK as work permit issue tend to be the major concern for most UK companies when hiring non-UK citizens.

Some students wished for more guidance about which employers would consider employing international students:

Some companies don't take students if a work permit is needed. It would be useful if we had a shortlist of companies that are more likely to employ students if a work permit is required.

It was recognised that the larger multi-national companies were more likely to employ international students. One student implied that this was not only because they were used to dealing with work permits, but that they were more receptive to international students *per se*:

Big multi-national companies will give work permits to international students; the smaller companies are less likely to go to the trouble. The bigger companies are also looking for people from a diverse background.

However, as a balance, some students voiced the opinion that the problems they experience could be worse in other countries:

I'm not negative about the bureaucracy in the UK. In Italy the bureaucracy is much worse. At least the bureaucracy is working here! France is worse. It's not that bad here. Spain is worse too.

Compared to the United States, international students from non-EU countries have a chance. There are opportunities, but we get filtered off as international students. We can wait three months for a work permit.

Many students were finding the task of obtaining work post-graduation problematic. One Chinese postgraduate student found 'difficulty in getting information for jobs and advice for searching for a job'.

Despite the emphasis often placed work-permits, only 19% of respondents overall indicated using the careers services for information about *work-permit issues*, this rose to 29% for taught postgraduates. However, only 10% of respondents indicated they have sought information from the careers service on *how to get a work permit* (Table A4.22). The biggest proportion of respondents seeking advice about getting work permits are from China (17%), the Middle East (19%) and the Asian sub-continent (22%) (Table A4.23) Taught postgraduates are more likely to use the careers service for this purpose than other groups of students (Table A4.24). Not surprisingly, respondents who have sought information from the careers service on how to get a work permit consider this aspect of careers service work more important (mean=6.6) but less satisfactory (mean=3.66) than those who have not (mean importance 6.34, mean satisfaction 3.95) (Table A4.25)

A quarter of respondents (25%) seek advice from careers advisory services about *visa regulation*, the highest users being postgraduate researchers (35%).

WORKING OUTSIDE THE UK

Staff perspective

Most international students leave to find work outside the UK after finishing their studies, many returning to their home country. Those from outside the EEA will normally have to leave the UK unless they are on special work schemes or have secured further study opportunities.

Leaving university and returning to the home country is now being recognised as an important transition stage, through which some international students require additional support and guidance. In response to these needs, some universities have produced booklets with handy hints, and delivered workshops to ease the transition. At Oxford Brookes University (2005), the international office has led a collaborative venture on re-orientation, involving a workshop at a UKCOSA conference and the production of a leaflet:

'Life beyond Brookes', so that's looking at all the different aspects...for the students who are returning home, so that idea of reverse culture shock, but

also how you keep in touch with the alumni contacts and the chapters and also what the careers service can provide.

Careers advisory services encourage international students to keep in touch once they have left the UK. One careers adviser stated ‘when they are back in their home countries they can only use us really by e-mail, they can only use the electronic services, so to improve the electronic services would be another of my issues’.

Careers advisers recognise that at present there are limited facilities available to assist international students in their search for employment overseas. Some careers advisers felt that they were not suitably trained or simply do not have access to sufficient information on other countries’ employment markets to assist international students with enquiries and job searches in their respective home countries:

We struggle, I think, with employer information overseas — what’s happening in India, what’s happening in China — they are our students and we are dedicated to that provision but we struggle to have that information at the moment.

Careers advisers were interested in talking about careers posts at the University of Leeds and Coventry University that are dedicated to international students, and discussed the possibilities of staff in their own institutions being employed in such roles. Suggestions include: a careers adviser who specialises in the needs of international students; a careers adviser who specialises in the employment markets of particular countries; a hybrid post, combining careers advice and guidance concerning immigration and related issues.

There is now the added challenge of offering help to the increasing number of international students who are interested in finding work in a country other than the UK or their home country:

This year has just seen an accentuation of the desire of a fair proportion of the international students to find their immediate career, if not their long-term career, here in the UK. ... Other students, who have always wanted to go home, have wanted to go to a third country, say America, and that has created a big kind of difficulty for us.

A quarter of careers advisory services (26%) have different strategies for engaging students who seek jobs globally rather than in the UK (Table A5.6).

Student perspective

Only 8% of the sample indicated they had sought advice on getting a job outside the UK post-graduation (Table A4.15). Biggest users, proportionately, are students from the Asian sub-continent (17.2%) (Table A4.14). Use of the advice service does not vary much depending on how long students intend to stay in the UK (Table A4.16). Of those who have used this service, 33% find the advice helpful (Table A4.17) The Chinese students find it most useful (Table A4.18).

Only 51 respondents who intended to work in their home country after graduation sought advice about jobs from the careers advisory services and these were mostly postgraduates. Taught postgraduates tended to be the biggest users of this type of

advice (Table A4.19). Two-fifths (42%) found the advice helpful and most of the rest were neutral (40%) (Table A4.20).

Respondents who had sought advice on getting a job outside the UK, not surprisingly thought it more important (mean = 6.1) than those who had not (mean = 5.1) but they were dissatisfied (Table A4.21).

ALUMNI CONTACTS AND DESTINATIONS

Alumni databases are recognised as a vital resource of information. However, they are effective and well used if they are well resourced. Establishing and maintaining such databases involves substantial and continuing outlay, which currently tends to be beyond the scope of the careers advisory services. However, Strathclyde Business School, for example, is making strides in developing an interactive alumni website:

I have worked quite closely with it, because I think alumni, certainly in MSc and MBA terms are actually a huge resource, you really can't achieve anything without them, they are a source of so much. ... The Marketing Director takes charge of it and there is somebody who runs it on a day-to-day basis in terms of sending out e-mails, updating the data. ... They can actually access it on-line, they can update their own details, so once you have actually got the resource in place... you can actually start using it for other things. It gathers the momentum, we use it, an awareness grows, they come back and put their details in it, and so it goes. But it has taken, I would say, about three or four years to become a workable and financial resource; it's not easy.

Alumni associations overseas are a growing feature of UK universities as more and more international students study here. These associations and their websites can also be an important resource for the future careers of students when they have left the UK, and alumni may encourage others to apply to the university:

Yes, there are quite a lot of international branches and international reps, so they want to recruit them to be involved when they go back... in future recruitment. So it is very much a cycle, and there's a really good alumni website where they can get in touch with their friends.

Destination information for previous international students was raised as an important potential source of information for present students. The Higher Education Statistics Agency (HESA) requires that destination information is collected for UK students but there is currently no such requirement for international students:

We are not compelled by HESA to get those figures around international students; they are certainly not funding it and we are not resourced here. We just don't have the resource to do it.

We were very discontented that HESA did not require us to survey international students, but at the same time as a large number of international students graduated from here, we had a resource issue about trying to track their destinations, particularly as with the UK students we get 80% of the data in through a telephone survey, so it was impractical as well as being resource intensive.

The future plans, which I have indicated in the strategy paper here, are firstly exploring the feasibility of rolling out the collection of destinations data to include both non-EU postgraduates in other faculties, because this first one is with the Business School, it having the highest proportion of international students, and then also non-EU first-degree graduates. But I would have to get the collaboration of the other departments because the same resources will still apply.

An initiative, welcomed and endorsed by staff in the study, involved the British Council:

Some of the British Council branches are now working with their alumni groups at running small careers fairs and things for the students when they go home. The Taiwan British Council is quite well known for being good at this, and they have the Taiwan Alumni Association, which is not university specific but they run monthly careers seminars and they have former UK alumni coming in to give workshops, talk about their careers, where the links are, how they got into it, that kind of thing and all the alumni are e-mailed and they are invited along, and that is very much appreciated in Taiwan and I think they are starting to do that in other countries as well.

SUMMARY

Employment after graduation

- Many international students are initially keen to work in the UK but come to believe that it would be difficult for them to achieve this.
- Students blame work-permit bureaucracy, regulations which favour EU employees and problems with English language for their uphill struggle in trying to secure employment.
- Employment is perceived as a more likely prospect with a multi-national company as they are more geared to employing international students.
- Employers are confused by the regulations about who is allowed to work for them.

Careers guidance for international students

- Careers advisory services offer similar services as they do to home students, but with additional advice and information specific to international students.
- Careers advisory services are concerned about mismatch between service and expectations and recognise the need to make the scope and limitations of their role clear.
- Although students should not be given false hopes about employment, there aspirations should be raised where appropriate.
- It may often be more realistic to encourage international students to apply for overseas posts and careers advisory services are working to improve resources to help students in their search.
- Students would like lists of employers who are willing to employ international students, but it is difficult to keep such information up-to-date.
- Students need more awareness of the timescales involved when applying for jobs so that they don't miss the boat.

- Careers advisory services are taking steps to increase the information available on overseas employment, but there are resource constraints.
- Careers advisory services are starting to consider specialised or combined roles to improve the knowledge base and services for the growing number of international students

Alumni contacts and destinations

- Although most international students will leave the UK after graduation, they may be encouraged to keep in touch with the careers advisory services by e-mail after departure and with other students through alumni associations.
- Both alumni databases and destination data are invaluable, but development is constrained by resource limitations.

CHAPTER 7: RESOURCING AND DEVELOPMENT

INTRODUCTION

Careers services face the considerable challenge of meeting international students' needs as far as is practical by using their staff and financial and other resources in the most efficient and effective ways, complementing rather than detracting from the services provided to home students. Strategies to meet this challenge inevitably involve keeping up with knowledge and developments, staff training and monitoring of services and use of feedback, as well as improved communications and collaborative ventures.

This chapter discusses the staffing and resourcing of careers advisory services as well as related issues including staff training, internal and external collaborations and monitoring of services to international students. It draws on the views of staff from interviews and surveys.

RESOURCES

Resourcing is a key concern for many careers advisers. There are four main categories, money, staff, time, and what might be called 'emotional resources'. Each of these is interlinked and it is difficult to separate them. The underlying problem is limited funding. Members of staff to whom we spoke claim not to have enough time because there is not enough money to employ more staff. The emotional resources that staff use, that is, being friendly, sympathetic and so-on, are closely related to the time available to them.

Although there is a general complaint amongst careers advisers that resources are limited, staff are generally realistic about the potential levels of resourcing, and, within the limits of what is available, staff attempt to achieve as much as possible.

It was generally felt that three areas were essential in making more effective use of the available resources. Training in awareness of student needs was essential in helping staff to provide more effective support to international students. Collaboration was viewed as fundamental in sharing out work, providing information to staff and students and preventing duplication of effort. Finally, activities need effective monitoring in order to evaluate their appropriateness and usefulness.

The importance of international students to institutions has clearly been recognised by services and institutions. One careers head commented:

We are very dependent on overseas students; being small and having a relatively high proportion. I think a lot of time and effort is put into overseas students.

As a consequence, there is increased pressure on services to enhance provision to international students. As one careers adviser commented:

Growth was already happening but nobody had really thought if it would work. ...I just took advantage of that situation and put in a bid for a couple of posts, justifying this, so we got these two posts. But the issue now is, I feel, although I'm not getting any overt pressure, I feel pressure myself that we have to be seen to be delivering.

However, the available resources do not match the additional requirements of coping with international students. One careers head commented:

With the increasing number of international students it is really, really stretching our resources because of the additional input, on an individual level. The students need the time, and I don't think that's recognised by the institution. I don't really think that's recognised just how much work that involves.

The lack of resources for careers advisory services to provide for international students reflects a lack of clear strategy directed towards the international student experience:

There won't be a particularly effective strategy for international students, what there will be is somebody somewhere saying, 'We've got to keep our numbers of recruitment of international students at least the same or improve it'. There will be no strategy for supporting those students particularly, but we will be jumping up and down from the sidelines and, if we are lucky, we might get some funding for things. ...There's no strategy for implementation or dissemination, so there is a strategy 'black hole'.

Time resources

The biggest problem that faces most careers advisers we spoke to in addressing the issues of international students was simply the lack of time available. This is compounded by international students needing more time than home students. One careers adviser commented that: 'I think relative to the numbers we probably devote more resource [to international students], but I can't quantify that'.

International students are often viewed as high users of the careers advisory service. At one institution, international students are thought to be:

quite heavy users of our service...they are about 20% of the student body here, but they make up anywhere between 25% and 30% of the users of our service, so they are very heavy users.

There are a number of key issues that take up a significant proportion of the available time. The most basic issue is language: careers advisers spend a proportion of their time correcting English in CVs, covering letters and application forms, even though this is not strictly their role. One careers adviser commented:

If you are checking someone's CV then a lot of time might be devoted to making sure that its grammatically correct, for instance, so there are needs around communication.

Advisers also spend a proportion of their time trying to identify companies who employ international students. At one careers service, an adviser commented:

We have tried really hard to identify employers. For instance, we held a civil engineering event and — all the employers who attended that, we checked whether they would be willing to consider applications from students who needed a work permit. And, in fact, that's across the board for all our careers fairs; to make sure. We try to then inform the students so that they are not wasting their applications.

Several staff we spoke to worked part-time and could not give more time to international students. The time available to staff to speak to students was limited partly because the staff-student ratio is very high in all institutions we visited. One careers adviser noted that 'our caseload is a thousand'.

An additional problem facing staff who work with international students is that legislation often changes and it is not always easy to update material:

... because legislation is changing, immigration laws are changing and a lot of information I do have is not as quickly documented, its just not available, it's all over the place, so I have problems some of the times with that.

Staff numbers

The main issue for most careers advisory services was the limited number of staff members. Despite an increase in the numbers of careers staff in recent years following the Harris report, there are still not enough. There are difficulties in lobbying university management for new staff in general. One careers head commented:

We lobby extremely hard for another member of staff. What has happened though, in 2002–3 and 2003–4, there was a very rapid increase [in international student recruitment] and now its just beginning, or it's potentially beginning to level off a little bit. It's still increasing but not in the incredible rate as it was for those past two years.

Specialist careers advisers for international students

In general, careers advisers we spoke to would like to be able to provide information as an integrated service within the careers advisory service, rather than have to refer international students to other departments.

Most careers staff were aware that some universities now employed advisers with special responsibility for international students. The most frequently mentioned examples being the University of Newcastle, which was widely thought to be leading the way, and the appearance in a national newspaper recently of Coventry University's advertisement for an international student adviser.

Nevertheless, there is uncertainty as to the exact role of an international careers adviser. Newcastle's specialist had a fairly clear brief:

Her title was something like International Employer Manager. Basically, she was employed to try and develop what we offer for international students and so part of her job was to develop relationships with employers in the UK to try and encourage them to take on international students and to build links with

companies that would do that. ...Shortly before she left she went on trips to Singapore, Malaysia etc. to try and build up links with companies there.

Although there was general enthusiasm for such a post, or a similar specialist post, staff were pessimistic about receiving the necessary funds:

I noticed Coventry have just recruited a European and an International Student careers adviser and they are going to go to those countries and talk to employers, I mean that would be fantastic. I mean that would be absolutely amazing but there is no way we would get funding.

We would love to perhaps recruit somebody just to work with international students but we haven't got, we wouldn't be given, any money to do that. But it would be good to have a specialist careers adviser.

In the absence of funds for an international officer post, careers services are aiming to enhance the service by using existing resources. One careers adviser commented: 'I don't have that opportunity and I'm not likely to get that opportunity. We organise things here to have a responsibility to international students'

The idea of a specialist in international student issues, if not specifically an international student adviser, was felt to be useful. In one case, it was suggested that someone was needed who could act as:

a bridge between our expertise, which is with ... immigration advice, and the careers service, which can advise on the ... employment market and employability and things like that.

In the absence of resources for a specialist post, careers advisory services are learning through experience to use resources more effectively. For example, one careers service developed a workshop to enable staff to have more time for advising students:

We found that our advisers' time was taken up so much by doing one-to-one and filling out visa extension forms, so what we have devised what we call the 'How to extend your visa' session. So that has actually freed up a lot of time for us.

Indeed, although it was felt by some careers advisers that a specialist would be useful, others warned against placing too much emphasis on such an adviser (extant or potential) as a cure-all. For example, one careers adviser suggested that all staff need to develop their knowledge and cultural awareness:

In a way, a dedicated careers adviser might be able to build up that sort of knowledge base [on European and international labour markets], which we don't have a lot of time to do. ...But insofar as giving guidance and information and advice, I suppose all of us should have cultural awareness and know how international students may differ in the needs that they have and the expectations that they have.

Respondents were asked to identify whether they had a speciality within the department, whether there is a dedicated staff resource in the department for international students and how much of their time is spent with international students. Of those who responded 34% indicated that they had a speciality within the department (Table A5.1). Over two-thirds (70%) of careers services staff reported that

there is not a dedicated resource for international students in their department (Table A5.2).

Emotional resources

More than just financial resources are required to address the needs of international students. Careers staff provide a contact point with the institution for many international students and several advisers we spoke to find that students come back to them for advice on a range of issues that are not strictly related to careers advice. For example:

Especially at the beginning of term, I think we become a friendly face and, you know, with some students, they come to us for everything.

One of my ongoing clients, we don't talk much about careers issues. It is kind of related, but a lot of it is he just needs someone to talk to, but it's not appropriate for him to have counselling and his departmental administrators — some of it's to do with work permits, some of it's to do with getting jobs, some of it's to do with the pressures of being here. At the end of the day, the careers service is here to help people, so we will never turn anyone away and if we find ourselves dealing with students on a pastoral level rather than on a careers level, we'll never leave them out, we'll listen to what they have to tell us.

Some staff make an effort to help international students whenever possible and will try to sort out any queries about information. For example, one careers adviser commented:

We would try, if it's an enquiry, to actually take a note of a name and an e-mail and work on that enquiry and we have lots of examples of information office staff researching and then following up a topic or some kind of issue — they would go away and actually search out, either on the web or other information unit.

Funding restrictions

Underpinning all discussions of resources is the need for money, as all projects require financial support. As one careers head commented:

So I think there are various things that we could do with extra resourcing — well there are thousands of things in a small service like this, but we are looking for extra resource and we believe we ought to have it because the funding gained from those students is quite high.

Resources are thought by many staff to place considerable restraints on an ideal provision of services for international students. One welfare officer commented:

These are all things that, given resourcing, one could do, but of course it's quite expensive to offer even what we are offering.... So at the moment we are working with what we have.

There is still the sense amongst careers advisers that careers services are still the 'Cinderella service' referred to by Tessa Blackstone in 1999. But there are possible

dangers of demanding too much too quickly, and careers heads sometimes find that they have to be careful about what they ask their institutions for:

Within an area such as this, what you have to do is when you are making bids for growth often in a tight market then you've got to be very clear how you can sustain that. Our growth has come from our teaching and, for instance, we have this Impact project for four years and I'll make sure I integrate the Impact officer into a permanent job, rather than fixed, so I have to look at things in that sort of way and if I'm not careful, if I ask for too much too quickly I would just get turned down flat.

Where institutions are thought to be successful in making their students employable, careers services do not always receive extra funding. The paradox of success is reflected in this comment:

In fact it's not helpful that we have good employability figures because they say we don't need any more careers advisers.

As we have seen, the increasing number of international students in UK higher education is also leading to increasing pressure on student services. According to several advisers, increasing demands are being placed on careers services without being funded:

They need it ... we don't get paid for it. ... The university, I don't think recognises it. They don't, I think, realise they recruit external students and they get well paid for them. Of course, nobody has ever said, 'Oh, careers service, this will put extra demands on you, here's an additional resource'.

Several careers staff claimed that the institutions place greater emphasis on the recruitment of international students but do not back this up with funding for their care when they arrive. One head of careers explained that the university has a supplies and services budget of £200,000 for their international student recruitment team, compared with a budget of £20,000 for their international student advisory service and a budget of only £12,000 for the careers advisory service.

In some cases more money is forthcoming from the institutions to tackle the issues confronting international students. One careers head commented:

Our money comes in two ways: we are a central service so we get part of the share out on that basis which is top sliced from academic departments from their improvement but because we are also delivering on academic modules and get an element from that — a top slice — then it goes to central department and we get it back again.

Supplementing funds

However, money for the support of international students now comes from an increasingly wide variety of sources. Although the institutions provide the core funding, careers advisory services are looking to augment their resources elsewhere. Therefore, fund-raising is increasingly a part of the role of the careers head in supporting targeted schemes. One careers head commented:

We always have to go raising money before we can do the next phase of something and so the next phase that we want to do is the expansion of the international section.

One method of increasing funds available to careers advisory services is to search for external funding for particular projects. One institution has received support from the Fulbright Commission as a 'Regional Information Centre', which provides information for US students who want to study in the UK and vice versa. This is of benefit to other students in the UK who wish to study in the US. Similarly, resources that have been provided for MBA students may also be spread around:

We have explored with the MBA careers adviser the possibility of other students having access to the resources which her increased budget allows her to have for MBAs. There might have to be some 'buying in' of those resources by other, particularly Business School, departments. We are in the early stages of that discussion at the present time. We have maintained close contact with the Scottish Executive Fresh Talent Initiative team and two of us are on what they call the 'Virtual Forum' where they keep sending us papers to say 'What are your comments?' Our comments are based on our close contact with the students, but obviously the Scottish Executive team don't have that close proximity to the students.

Fund-raising is beset with difficulties, not least that potential funding bodies are more concerned to support home students than those who are not planning to stay in the UK. The same careers head commented that

My difficulty there is that it is ...easier to get money if people are going to be kept within the UK. To try and find a public body, or any body, who will give you money to help people to go away and find jobs overseas is not exactly an easy thing to do, so in the strategy paper I am asking the university senior staff — could they...support us in finding such funding, or could they just give us some?

Careers services heads face an increasing struggle in raising funds for the support of international students. In the strategy paper presented by the head of one careers service, the problem was laid out clearly:

The careers service has many creative ideas for ways of supporting our international students in their global job search but we are hampered by lack of resources. This is an area in which it has proved difficult to secure external public funding to enable foreign nationals to find employment overseas. Support from the university in leveraging such funding or in allocating the equivalent of one international student's fee for the development of careers resources to assist international job seekers would be greatly appreciated.

STAFF TRAINING

Although money, time and staff resources are essential to all career service activities, several advisers recognised that one of the keys to successful delivery of services to international students is staff training. One careers adviser commented:

It's primarily a resource issue, but it's also a training issue for informing staff on what people are actually looking for and how you can move with this new trend — because we do try to move with the trend rather than firefight, so that we don't get the frustration from a particular group of students.

Awareness-raising is a principal concern. For example, one careers adviser reflected that the students in some careers support sessions:

...might be very, kind of, middle-class, white, English students, so you might talk about the Duke of Edinburgh Award schemes and things like that, which won't mean anything to the students who've come from China. So we're trying to make ourselves aware of that.

Careers staff are, in some cases, learning from the research done by other departments internally:

The international recruitment and relations office did some research themselves and found that it can be a shock to come from maybe a rural part of China and perhaps find yourself in the middle of a big city They are shocked by some of the poverty, I think, so I think they do need support services.

Some institutions are training their careers staff in awareness of all the main issues relating to international students:

The first part of what we have already done is to conduct staff training so that all staff in the careers service are fully aware of the growth of the international student population and the implications that that will have for the careers service. So using British Council research and Higher Education Policy Institute research, I tried to do this in a sort of fun way by making a quiz so that people could see the composition of the groups of international students in the UK. And then everybody in the staff went away with the actual facts, so they understood why we shall be having such a focus on international students in our forthcoming activities.

Some services try to keep up with the latest developments through courses and conferences. Careers staff participate in training sessions run by agencies such as AGCAS. One careers adviser commented:

We go on AGCAS courses, or things like that, and last year we had an AGCAS course on working with international students and this year there is a London course on working with Chinese students. There's the Anglian one as well and that's very interesting for the sheer information...

The information gained at these meetings is fed back to other staff in a variety of ways. One service raises awareness of issues relating to international students at its regular weekly meetings, which can then feed into its strategic planning:

...so if anybody has been on anything that will be disseminated there. If we then need to change policies because of things that people have learned....we will do that at the end of the year at the strategic planning meeting ready for the next year.

However, a limited number of staff can be spared to go on courses. In one case, one staff member went on behalf of both the careers service and the international office;

We try and do that between us and the International Students Advisory Service, so there was a training course last year but we couldn't let anybody go, so one person went for both services.

COLLABORATION

Careers services increasingly work in a collaborative manner. In many cases, collaborative working has occurred to make better use of the limited resources that are available. This may involve co-operation within the institution or liaison with external agencies.

Internal collaboration

Where it is occurring, there is widespread enthusiasm for collaborative working within institutions amongst staff interviewed within this study. Careers advisers generally thought that they worked well with other departments in the institutions, especially where the relationship was more formalised, for example, where student services were fully integrated.

Although it is increasingly thought to be important by many careers advisers, there may be perceived to be few outlets for collaboration. At one institution, a careers adviser commented that, beyond links for the purpose of referral, collaborative work is limited:

There may be other people within the careers service, for instance we have a Job Shop, they may collaborate more but as far as the advisers are concerned, not to a great extent. We do have links with our counselling service, for example, and I know quite recently I referred an international student to the counselling service because she was very homesick and not motivated to continue on her course. But that would apply to any student in the same position.

In some cases, at least, the culture of sharing information has not permeated the whole institution or indeed even within individual services. One careers adviser thought that she was the only one in her department who did share information:

In some cases, collaboration happens because of the development of particular markets. For example, there is concern about the progress of Chinese students in UK universities because of the expansion of the Chinese market:

I'm involved with something called the China Development Group, which, because China is such an important market, it's brought all sections, and that's across the institution, talking again about certain initiatives and things that we could develop and also sharing information: because that's one of the other issues.

According to survey respondents from the careers services, three-quarters (79%) of the 85 careers service personnel indicate that they work with other departments on the issue of international students (Table A5.9).

Integration of services

Collaborative working has been formalised in some institutions with the full integration of student services. Indeed, integration of services is viewed by several staff we spoke to as one of the most effective ways of making the most of existing or limited resources:

Most people actually know each other and they are interlinked. I think we get a lot of contact with that which is not measurable in financial terms, and that's where we benefit. A small institution can achieve a great deal more by the sort of interlinkage in its staff and its community in a way that doesn't necessarily require huge amounts of money. It's to do with people knowing who to go to get problems solved. You have this big network of departmental support.

Increasingly, careers services are to be found within a more integrated student services as reflected in this example:

We are based in with Student Services, and that's the central service that provides a whole raft of student support services, as in counselling, disability services, dyslexia service, financial aid office, as well as careers. We also work quite closely with the Student's Union advice centre, so if the international students have, for example a housing issue, then we would refer on.

In most cases covered within this study, integration of services was thought to be beneficial to students in providing a 'one-stop shop'. One careers adviser commented:

We've got a great opportunity to grasp this way of working with international students because we are all colleagues, close-working colleagues, so I think we can make a really excellent little team. It's got to be a selling strength to the students, that we're not all over the place, that we do work closely together and it'll benefit the students and that in itself will benefit the university in terms of marketing because if you know that, that's going to be a real plus point about coming to the university.

In some institutions, integration and collaborative working are embedded in the institutional culture. Some staff thought being able to share information was very beneficial:

We're looking at the moment about our e-guidance, the guidance work that we deliver by e-mail and, of course, how many enquiries do they get a day in the International Office: about 40, 45 a day. A number of those enquiries will be about the careers aspect of the course and so we've already thought that it would make a great deal of sense for us to start to develop some FAQs for international students so that we can give that to the International Office, so they've got a data bank of information to enable them to answer those enquiries.

At one university, collaboration with the international office is part of a university-wide endeavour to provide employment information to international students:

We have just set up an institution-wide careers and employability group and the director of the international recruitment, is a member of that, so hopefully from now on there will be more about the employability of international students and their career prospects when they are graduates.

Sometimes this collaborative working is a method of supporting each other in the struggle for funding, as in this example:

I also work increasingly totally with the head of International Students Advisory Services. ... So we are working together to try and get extra

resourcing, particularly for international students, because we think that they have particular issues.

In other cases, collaboration takes the form of mutual referral:

I refer students to the Student Employment Service for part-time work and they get queries about the Fresh Talent Initiative as well and they refer them appropriately to a careers adviser so we can give advice about permanent employment in the UK and overseas.

Collaboration occurs with specific departments to produce literature for international students, such as the post-graduation booklet produced at Oxford Brookes University (see Chapter 6).

At some institutions, integration of services specifically for international students is thought to be essential. At one institution, this has led to a re-thinking of how international students are supported:

The support for international students has grown immensely in the last few years. I think the approach shows strong recognition that they are different groups with their different needs....And it really helps to ensure that everybody is thinking about international students whenever they do anything...and it goes across all the other people who are providing different services.

External collaboration

External collaborative activities are by their nature more varied and *ad hoc* than internal collaboration. Overall, careers advisory services work with a range of groups and networks. All careers advisory services are linked through AGCAS and most have connections with local careers advisory networks, local and national businesses networks, regional development networks and individual employers.

There are several main aims in external collaboration. External collaboration is a way of raising awareness about the issues relating to international students. It helps individual services to learn from other institutions about what works. It is a way of reducing unnecessary duplication of work. It can provide stronger influence in lobbying on particular issues nationally. It can also provide shared resources, such as the Guide to Jobsearch website, being developed at the University of Strathclyde, with HESCU funding which provides useful web links for job seekers.

In Scotland, careers services, along with international offices at several universities provide a strong lobbying force:

Mainly because of the Fresh Talent Initiative really, ...we bind together to deal with the Scottish Officethe International Office, not just at this university, but all the universities in Scotland

Careers services are also connected with other job shops in the UK through the National Association of Student Advisory Services (NASSES):

We are on the NASSES list ... if an employer comes in unsure, or something has happened and they are not sure how to deal with it, you can post it on that and NASSES will reply...And that is an amazing resource, it really is helpful.

Working with employers

Careers services aim to raise awareness amongst employers of the potential of international students:

Part of what I see the role as.... is reassuring employers and educating them about, what graduates can offer them and to offer them support in a recruitment and selection process and — not giving, but signposting where they can get advice.

Awareness of the value of international graduates is transmitted in a variety of ways. One method is to be a member of key employer committees:

We have quite good relationships with employers: I sit as a consultant on several sorts of groups where there are employers and AGR [Association of Graduate Recruiters] representatives. I am on a group with two other heads of careers, with the head of recruitment from Price Waterhouse Coopers, ICI, the Cabinet Office and IBM and that's a very free, round-the-table dialogue, so that's kind of fed back.

Reassuring employers involves, among other things, sending them leaflets, either produced by the institution or by national bodies such as UKCOSA. Some careers services offer personal help and support to employers if they are considering employing an international student. There is a need to provide employers with clear, positive information.

Collaboration with employers is particularly important in establishing how far employers will accept applications from international students (see also Chapter 4):

It's a question we always ask, if we are at a Careers Advisers Day, we always ask whether they accept applications from people who do not have any work permits, so we are always asking employers.

Most of the careers services we spoke to collaborate with local networks or businesses to raise awareness about international students. The University of Strathclyde, for example, communicates with Scottish Networks International to provide relevant short-term work experience for postgraduates from abroad that is intended to foster good relations in the future.

Sponsors from home countries

Contact between careers services and the overseas sponsors of international students is not particularly frequent at the institutions we visited. Relationships between institutions and sponsors seldom involve the careers service:

I suppose if anybody would receive that it would be the International Office, and also at the stage where the negotiations were happening — say it was a large scheme like the Egyptian teachers coming or something like that — that would be done at the faculty level.

Collaboration with other careers advisory services

Careers advisory services increasingly share information with each other. This can involve communication through the AGCAS network or at a more local level through

meetings with careers services within the same region. For example, the head of the careers service at one university meets with the head of careers at another local university:

He comes here or I go there, and we talk about precisely these issues and what they are doing and what we are doing. And they have got — it could be twenty times the budget and staff. We do get quite a lot of stuff from them and we work quite closely with them.

Some careers advisory services are willing to learn from what other services are doing. One careers adviser commented:

If another service has done some projects they will disseminate to us and we just put a question on the e-mail link and you usually get lots and lots of information.

The same careers head is also part of a wider regional network that discusses contemporary issues facing the careers services in the local region and anticipates international students will become a more pressing issue:

We have been very concerned with other issues really, so we haven't focused on international students, but international students is the sort of thing we would focus on, and we would share training or develop training if we think we need it. But I would say that the focus on international students is fairly recent really, the last couple of years I think there has been more of a focus, so I think it's something that we will increasingly put into strategy and do more about.

MONITORING AND EVALUATION OF SERVICES

At most institutions, there is some sort of monitoring of the progress of international students, although the extent and effectiveness of monitoring is very varied across the universities. Monitoring is valuable for several reasons: it provides information on how many international students are actually using the careers services, it provides feedback on the effectiveness of support and it provides information on how departments can improve their service.

Almost half (47%) of the careers service respondents to the survey indicate that they formally monitor the number of international students they advise (Table A5.11). Almost a quarter (23%) of the careers service respondents say they monitor international student satisfaction using the university satisfaction survey, over a third use evaluation sheets (35%) or a departmental satisfaction survey (37%), only 5% do not monitor satisfaction (Table A5.12.).

In general, careers staff have a sense of how many international students use their services but it is not always recorded. For example, one careers adviser reflected:

It's very difficult, very, very difficult. I couldn't give you figures at all, but all I can say is that there are more; we are seeing more.

Institutions are increasingly aware of the value of collecting information about the progress of their alumni. For example, one careers adviser commented:

There was a project put in place a few years ago to gather together all the information we had about our alumni ...it is ongoing. Our MBA has been going since 1966 and, frankly, we do not have all our alumni on a database, but only about the last two or three years, which has largely coincided with my efforts, so I have worked quite closely with it.

Some institutions collect feedback from the students on their experience of student services as a whole, both to monitor how effective they have been and to gain some insight into where to improve services, but it is not necessarily systematic in its application:

We have a kind of evaluation instrument that we use for all counselling. For the academic support it would just tend to be informal feedback, or a knowledge of how somebody has cracked something or made progress, so that's pretty *ad hoc* and unsystematic, and the evaluation that we do for counselling work is only up to a point. It's really used for statistical evaluation of the general effectiveness of the work and a way of monitoring the issues that come through to us. It's very useful in that kind of more global way.

Some institutions are planning to introduce more careful monitoring practices. One careers service receives feedback but would like to develop a more formalised approach:

Well its always excellent, the feedback. We rarely get any bad feedback. ...But what would be good is to have a questionnaire for international students, asking them if we could change it in any way, or some focus groups or something like that.

SUMMARY

Resources

- Resources are stretched because of increasing numbers of international students, which have not been covered by increased staffing.
- International students require additional input, particularly with checking their use of English in CVs and finding which employers are likely to employ international students.
- International students are perceived as heavy users of careers advisory services and supporting them is more resource expensive.
- Having staff with special responsibility for international students is becoming a desirable aim, but problematic to resource.
- To some extent, the role inevitably extends beyond careers advice to more of a supportive welfare role.
- Careers advisory services still feel like Cinderella services but may be aware that they should not be seen to be too successful too quickly.
- Careers advisory services are always on the lookout for funding, but funders may prefer to advantage home students.

Staff training

- Training is important to:
 - keep ahead with meeting international students' needs;
 - raise staff awareness of cultural differences;

- increase staff understanding of the implications of student growth;
- keep up to date with outcomes of relevant research.
- Attending courses and conferences is valuable, but present resource difficulties.

Collaboration

- Internal collaboration:
 - may sometimes be university-wide to improve services for international students;
 - may sometimes be limited and not universally effective;
 - can help the institution as a whole address new developments such as the growing number of Chinese students;
 - can involve integration of a range of services to improve efficiency and effectiveness, providing more of a one-stop shop for international students;
 - can involve departments bidding jointly for funding to greater effect.
- External collaboration may take the form of:
 - links through AGCAS and similar bodies;
 - links with employers and business networks;
 - educating employers and developing relationships;
 - sharing good practice between careers advisory services.

Monitoring and evaluation of careers advisory services

- The monitoring process appears to be under-resourced and limited in scope.
- Monitoring often needs to be more formalised.
- Monitoring and evaluation may encompass usage, feedback, suggestions for improvements and feedback to students.
- As noted in Chapter 6, some services would like to monitor international student destinations and develop alumni databases of international students but do not have the resources.

CHAPTER 8

CASE STUDY UNIVERSITIES

This chapter presents a vignette of each of the eight case study universities where international students took part in focus groups and staff were interviewed in-depth.⁴ Some background information is given relating to the institution and organisation of careers services and international offices. To ensure ease of comparison, details of international student numbers are taken from published HESA figures for 2003–04 (HESA, 2005) and refer to all full-time undergraduate⁵ and postgraduate taught and research students, who are not domiciled in the UK (Table 3.)

Careers advisory services and international offices at all the institutions offer a comprehensive range of services. Due to considerable overlap, the full range of services are not listed every time. Instead, in each vignette, a few examples are chosen of practices that are helping to improve services to international students, which may range from an informative leaflet to a major collaborative project.

Some notable features arising from the case studies are:

- Although there is considerable variation in the number of staff employed in each of the careers services, all appear to have to strive to make the best use of limited resources.
- Following the trend towards embedding careers advice in the curriculum, some careers services have become more involved than others in the delivery of careers advice within academic departments, some of this occurring within credit-bearing modules.
- Effective links between services and provision of an integrated one-stop service for international students are facilitated by proximity of location. Careers services and international offices are often located within a student services department, featuring advisers who point students in the right direction.
- Some appointments of careers advisers specialising solely or partly in international student issues have already occurred or feature in plans for future developments, especially with a view to providing information on non-UK employers and student destinations.
- International offices are working to improve the international student experience through welcome programmes, improved communication of information, both paper and web-based, and facilitating referrals to other student services and facilities such as language classes.

⁴ Some of these institutions also took part in the student and staff surveys.

⁵ Undergraduate figures include all first degree and 'other' undergraduates.

<i>Table 3: Full-time international student numbers at the case study universities, 2003–04. (Source: HESA, 2005)</i>	All full-time students at this institution	<i>Non-UK domiciled Full-Time Students</i>			
		Total UG & PG	Under-graduates	Taught post-graduates	Research post-graduates
		<i>(% of ALL F/T)</i>	<i>(% of F/T UG)</i>	<i>(% of F/T Taught PG)</i>	<i>(% of F/T Research PG)</i>
University of Bradford	7950	2080 (26%)	1200 (18%)	660 (79%)	220 (68%)
Brunel University	11025	1715 (16%)	750 (8%)	740 (51%)	225 (48%)
University of Wales, Lampeter	1110	265 (24%)	175 (19%)	35 (37%)	55 (61%)
University of Liverpool	15355	2175 (14%)	1185 (9%)	655 (57%)	335 (37%)
University of Newcastle	15935	3010 (19%)	1265 (10%)	1135 (57%)	610 (49%)
Oxford Brookes University	12170	2720 (22%)	1845 (18%)	790 (42%)	85 (61%)
Sheffield Hallam University	18420	1350 (7%)	430 (3%)	840 (46%)	80 (46%)
University of Strathclyde	14605	1545 (11%)	505 (4%)	740 (31%)	300 (43%)

UNIVERSITY OF BRADFORD

The University of Bradford received its Royal Charter in 1966, having originated as the Mechanics Institute in 1832, becoming a College of Technology in the 1860's. In 1956 Bradford College became one of the country's first Colleges of Advanced Technology and a year later the Bradford Institute de-merged from the Bradford Technical College to become the University of Bradford. The university is marketed as an 'old' university, with a strong reputation in science, health, management, social sciences and engineering, with well-known niche areas such as peace studies.

Bradford is a multicultural city that is among the cheapest in which to live and study in the UK. There is a high proportion of local and minority ethnic students (31.9% of student body is Pakistani and 47.7% is White). The sandwich courses offered by the university are often particularly attractive to international students.

HESA figures for 2003–04 indicate a full-time student population of 7950, of which 2080 (26.2%) are non-UK domiciled students. These make up approximately 18% (1200) of full-time undergraduates, 79% (660) of full-time taught post-graduates and 68% (220) of full-time research post-graduates. The university states that in an average year, almost 100 nationalities are represented in the student population.

The Career Development Services is partly funded as an academic department as a substantial amount of its work involves delivering career modules within existing courses. Thus its home lies within Learning Support Services, where it has more control of its budget, rather than if it were part of Central Services. There are six part-time careers advisers, two of whom have particular responsibility for international students as well as a teaching load. It is estimated that about 20% of their time is spent

with international students. Career Development Services delivers modules on all undergraduate programmes, and workshops for international students with supporting documentation on paper and the Internet.

Despite physical separation, Career Development Services maintains close liaison with the International Office, which contains five staff who go abroad to recruit in their assigned territories following their 'key markets' strategy. An international student advisor acts as a point of contact for all international students, offering induction and orientation in the first few weeks of term and follow up welfare services and advice. The Student Union employs a designated visa and immigration advisor.

The international student advisor also provides a programme of cultural events for international students, which would typically include visits to local castles, theme parks or the seaside. An International Students' Society has been established that acts as a conduit for complaints and feedback, and the international student advisor sits on an advisory group, which includes people from the various welfare groups, so things can get raised from the bottom up if there are problems arising.

BRUNEL UNIVERSITY

Brunel University dates back to 1928, when it provided recruits to local engineering and building trades, becoming a technological university in 1966. It became well known for pioneering sandwich courses in science, engineering and technology as well as social sciences. Following the merger, in 1995, with the West London Institute, Brunel University added arts, humanities, geography, earth sciences, health studies, social work, sport sciences, education and business courses. Many undergraduate courses integrate academic study with professional work experience.

HESA figures for 2003–04 indicate a full-time student population of 11025, of which 1715 (15.6%) are non-UK domiciled students. These make up approximately 8% (750) of full-time undergraduates, 51% (740) of full-time taught post-graduates and 48% (225) of full-time research post-graduates.

The Placement and Careers Centre is centrally located and currently has a staff of 25 comprising a director, two deputy directors, three careers advisers, five placement officers, three information officers, a Job Shop manager and an administrator, as well as nine staff in assistant roles. Brunel International is the department that looks after the interests of international students, incorporating recruitment and marketing, admissions and welfare and student support.

A careers adviser is about to be appointed who will specialise in working with international and postgraduate students and develop expertise both in the UK and home employment markets.

Brunel Unlimited is a 10-day programme that combines English language study, writing and other study skills, with sightseeing and orientation. Included in the programme is over 20 hours of English language classes, workshops on university life in the UK, British culture and customs, banking and money matters, UK immigration

and finding part-time work in the UK. Plus sightseeing tours to Windsor Castle, Tower of London and Tower Bridge.

The Brunel International Pathways Centre offers a range of academic English language courses for students who wish to improve their English.

The British Council are working with alumni groups to run small career fairs for students when they return home.

Brunel International also produces a monthly newsletter, which details forthcoming events and activities. All international students at Brunel belong to the International Students' House, which is a club and accommodation centre in the heart of London, with students from many countries meeting and living in one place.

UNIVERSITY OF WALES, LAMPETER

The University of Wales, Lampeter was founded as St David's College in 1822 receiving its first charter in 1828. In the 1960s, the institution forged links with the University of Wales. In 1971 it became a constituent institution of the University of Wales with the title St. David's University College. In 1996, the university changed its title and became the University of Wales, Lampeter. Today, Lampeter is one of ten constituent institutions forming the federal University of Wales, which is, after the University of London, the largest in the United Kingdom.

HESA figures for 2003–04 indicate a full-time student population of 1110, of which 265 (23.9%) are non-UK domiciled students. These make up approximately 19% (175) of full-time undergraduates, 37% (35) of full-time taught post-graduates and 61% (55) of full-time research post-graduates.

Career guidance is supplied within the Employability Unit, which also delivers a wide range of credit-bearing employment-related modules. The Employability Unit and Student Support have merged and are located in one building, which has helped co-ordination of a better support service for international students. The Employability Unit deals with two main areas of inquiry: requests for information relating to local jobs, which is to some extent limited by the rural location, and the provision of assistance with postgraduate applications. The small size of the institution results in relatively few users and the opportunity to give a reasonably individual service. Helping international students find employment in the UK is also facilitated by the *GO Wales* programme.

The international student support officer co-ordinates an induction programme for international students, involving assistance with registration, visits to the library, orientation sessions. She offers advice sessions to individual students and helps departments understand international student needs. An International Student Guide booklet has also been devised that gives specific advice on visas, immunisations and other essential information. There are also English-languages classes and a support group for spouses. The university has also established an International Students' Support Committee, which comprises international students from different nationality

groups and which is charged with organising international social events and advising the international student support officer of issues relating to international students.

Lampeter has a number of partnership institutions all over the world that teach Lampeter degrees at their own institution, including overseas locations such as Korea and China. One lecturer has been recruited from a university in China to teach Chinese studies at Lampeter. Some international student recruitment happens directly as a result of professional networks established by academic staff.

Despite the recent initiatives to support international students, there is still a sense that the institution acts reactively rather than pro-actively. This is largely due to funding constraints and the fact that Lampeter is a small university. However, the staff interviewed felt that Lampeter is now establishing useful and effective practices.

UNIVERSITY OF LIVERPOOL

The University of Liverpool was founded in 1881 as a university college and received its Royal Charter in 1903. Like many of the civic universities that were founded in the same period, the University of Liverpool was intended both to raise the level of technical education in the city and to connect the city to the international academic debate. Within a few years of its foundation, the University College had already developed a high reputation internationally for research into science and engineering and continues to do so today.

HESA figures for 2003–04 indicate a full-time student population of 15355, of which 2175 (14.2%) are non-UK domiciled students. These make up approximately 9% (1185) of full-time undergraduates, 57% (655) of full-time taught post-graduates and 37% (335) of full-time research post-graduates.

The university places responsibility for international recruitment with its recently formed International Recruitment and Relations Office (IRRO). International students at Liverpool are drawn from all over the world, with the biggest source of international students being the People's Republic of China. Courses in business and engineering attract large numbers of international students compared to other subjects.

The university makes considerable efforts to provide a comprehensive induction programme for international students. Their welcome event is carefully co-ordinated to include all the key services at the university, including the Careers Service. Students are welcomed by both the city and the university.

The Careers Service also runs a special seminar for international students, during the first semester, outlining the support available for them during their time at the university.

PULSE is the part-time job shop run within the Careers Service. The university has set up an institution-wide careers and employability group, of which the director of IRRO is a member, and it is expected that there will be improved liaison between IRRO and the Careers Service as a result. The staff at the Careers Service played a

key role in preparing the AGCAS booklet for International Students, *Careers and Further Study for International Students*.

The Careers Service runs or collaborates on programmes that are designed to help students entering the labour market. Business Bridge originally began as a method by which the academic community of Liverpool could help meet the needs of small and medium-sized enterprises to adapt and innovate. More recently the three Liverpool universities have collaborated to form a Knowledge Exchange Centre for businesses in Merseyside. Merseyside Diversity Mentoring Outlook is a collaborative venture between the careers services of the four Merseyside higher education institutions and is supported by the Higher Education Careers Services Unit (HECSU), to support students disadvantaged in the graduate labour market.

UNIVERSITY OF NEWCASTLE

The University of Newcastle is a pre-1992 university, originating from the School of Medicine and Surgery in 1834 and Armstrong College, founded for the teaching of physical sciences in 1871. As part of the federal University of Durham, these formed King's College in 1937, which evolved into the separate University of Newcastle in 1963.

HESA figures for 2003–04 indicate a full-time student population of 15935, of which 3010 (18.9%) are non-UK domiciled students. These make up approximately 10% (1265) of full-time undergraduates, 57% (1135) of full-time taught post-graduates and 49% (610) of full-time research post-graduates.

The Careers Advisory Service is a large department of 27 staff within Student Services, including a director, eight careers advisors and an employer liaison team of five. As part of the support provided to international students, the International Office produce an *International Student Handbook* and co-ordinates a welcome programme.

Advice sheets with a guide to career resources are available on the web for international students seeking work in their home country after graduation. These are currently available for ten different countries and include information on each local job market, how to format a CV and prepare for an interview in that country, where to find vacancies and seek further information as well as details of UK organisations with links to the home country. An on-line virtual recruitment area is in the process of being developed, to include work-placement information.

The International Office commissioned a study on the support needs of international students. As an outcome from this study, the role of international liaison manager was created to develop services to international students, building links with employers in the UK and encouraging employers to take on international students either on a placement or a full-time, post-graduation position. The role also involves visits to countries from which large numbers of international students are recruited, building up links with employers on a face-to-face basis and build a database of information for international students.

As part of the drive to provide a co-ordinated and integrated service to international students, student services and academic departments have been represented in a study group, meeting to identify, discuss and report on the major areas of importance regarding international student needs. The group prioritised actions as short-term, medium-term and long-term recommendations for the university.

OXFORD BROOKES UNIVERSITY

Oxford Brookes University became a university in 1992, but dates back to the 19th century, with Oxford School of Art in 1865 and School of Science in 1870, together forming Oxford City Technical School in 1891. In 1956 it became Oxford College of Technology. The present Headington site opened in 1963, and in 1970 the institution became Oxford Polytechnic. In 1976, it amalgamated with Lady Spencer-Churchill teacher training college at Wheatley campus, and later incorporated Oxford School of Nursing and Dorset House School of Occupational Therapy.

HESA figures for 2003–04 indicate a full-time student population of 12170, of which 2720 (22.4%) are non-UK domiciled students. These make up approximately 18% (1845) of full-time undergraduates, 42% (790) of full-time taught post-graduates and 61% (85) of full-time research post-graduates. There are high numbers of Chinese and Indian students at the University.

The head of the Careers Advisory Service has a small team of four careers counsellors (two of them part-time), an administrative assistant, two careers information room assistants who job share and an enterprise manager. There is also an information co-ordinator and assistant who manage the annual survey of leavers and the dissemination of paper, web and it resources to students. The head of careers is still ‘hands on’ as she spends 50% of her time in a careers advisory role, and also is in close touch with her counterpart at the University of Oxford.

The Careers Advisory Service works closely with the International Students Advisory Service, who help students with immigration issues, co-ordinate their arrival and induction (they have produced a pre-arrival guide) and provide workshops covering aspects such as finances, finding part-time work and how to access various support services within the institution. The separate International Affairs Office deals with recruitment.

Generic careers workshops are delivered within academic schools. The Careers Advisory Service provides some workshops specifically for international students, but prefers to take the approach of adapting workshops for international students where appropriate, rather than offering them separate services. Part-time work vacancies are available through the Jobshop in the Students’ Union. A China Development Group has been formed across the institution to share information about initiatives and new developments.

A leaflet entitled ‘Life Beyond Brookes’ (Oxford Brookes University, 2005) provides advice to international students on leaving the university. The international students advisory service found they saved a lot of time and resources by devising a ‘How to extend your visa’ session with a camera focused on the form so students with all

language abilities could be taken through the process together step by step. The University has strong links with international employers, such as IBM and PriceWaterhouseCoopers.

There are efforts being made to develop a link person between the Careers Advisory Service and ISAS in order to improve the service to international students. They would also welcome a dedicated person who could do some longitudinal work on international students who have graduated, and build up more links with the international student alumni, through the Alumni Association.

SHEFFIELD HALLAM UNIVERSITY

Sheffield Hallam University is a post-1992 university with its origins in Sheffield School of Design, founded in 1843. After a distinguished history as one of Britain's top schools of art and design for more than a century, it became one of the colleges that merged with the city's College of Technology to form Sheffield Polytechnic in 1969. In 1976 the Polytechnic was renamed Sheffield City Polytechnic when it absorbed the city's two teacher training colleges, one of which was itself founded back in 1902. Finally, in 1992, it became Sheffield Hallam University, which is based on three sites in the city.

HESA figures for 2003--04 indicate a full-time student population of 18420, of which 1350 (7.3%) are non-UK domiciled students. These make up approximately 3% (430) of full-time undergraduates, 46% (840) of full-time taught post-graduates and 46% (80) of full-time research post-graduates. The main nationalities that constitute Sheffield Hallam University's international student cohort are Chinese, Indian, Malaysian and Taiwanese. The most popular courses studied by international students are one-year MBAs and MScs in science and engineering, followed by international business or marketing courses.

The Careers and Employment Service and the International Office reside within the Student Services Centre, where a team of guidance assistants are able to refer students to the appropriate services. The Careers and Employment Service includes a careers advisory team, an employment team and an information team. The service delivers a range of careers management activities in partnership with faculties throughout the university. A short career management skills course has been developed that relates to the particular experience of international students. The careers intranet also has specialist pages of interest to international students.

The International Office produces an alternative prospectus and CD Rom for international students, as well as a pre-arrival welcome pack. The Careers and Employment Service have developed some 'frequently-asked questions' enabling the International Office to address some careers-related enquiries that come their way.

The International Student Support Group runs an orientation programme and provides a wide variety of practical advice and guidance to both international students and university staff. Tailor-made learning support services and staff development activities address issues of cultural diversity and the wide-ranging implications for the university curriculum and its services to students.

The university 'English Scheme' provides free classes and advisory services to all international students. An accredited module, 'British Life and Culture', is available for some students and all international students have access to a six-week course called 'Studying in the UK'. There is also a 'Tandem Learning Project' where students can pair with UK students to support mutual improvements in language learning.

UNIVERSITY OF STRATHCLYDE

The University of Strathclyde was founded as Anderson's University in Glasgow, in late 1796, to be 'a place of useful learning for all'. By the 1890s, it had become a major technological institution with a wide reputation for research and learning. In the early 20th century, the institution was renamed the Royal Technical College. The college broadened its activities following a merger with the Scottish College of Commerce in the early 1960s and, in 1964, the enlarged Royal College was granted the Royal Charter and became the University of Strathclyde.

HESA figures for 2003–04 indicate a full-time student population of 14605, of which 1545 (10.6%) are non-UK domiciled students. These make up approximately 4% (505) of full-time undergraduates, 31% (740) of full-time taught post-graduates and 43% (300) of full-time research post-graduates. International students are drawn from all parts of the globe including China, Asia, Europe and South America. Courses in business and engineering attract large numbers, an example being the Masters in international marketing.

The Careers Service has a director and deputy and five careers advisors. There are also four information staff, an employer liaison team and three student employment service staff. One careers adviser has a specific, though not exclusive, responsibility for international students, including close liaison with the International and Graduate Office, involvement with induction sessions and organisation of careers service open evenings.

It was recognised that the MBA courses were comprised largely of international students and because of their particular needs, a separate careers service was developed based within the Graduate School of Business. The Business School has taken the initiative in devising an alumni database, an essential marketing tool that is available online.

An international student advisor provides pre-arrival information and practical help with accommodation, bank accounts and related issues. Strathclyde runs a 'welcome' programme, in collaboration with its sister universities, which helps settling in by means of a welcome office and meeting-and-greeting by student volunteers.

The university is pro-active in training its careers service staff to understand the growth of the international student population and the implications for the careers service. Efforts are also being made to collate destination information from graduating international students to feed back to individual departments and to include on the university's web pages to illustrate the employment prospects for Strathclyde

graduates. The university has also gained the status of a Fulbright regional information centre, which is beneficial to United States exchange students and students wishing to study in the US. Strathclyde also collaborates with Scottish Networks International, a British Council Scotland initiative, which enables higher degree students from developing countries to obtain a placement with a British firm.

There is a high level of collaboration, both internally and externally to cater for the particular needs of international students. Efforts are also made to act on feedback, both formal and informal and to provide resources that match the expressed requirements of the students.

CHAPTER 9

CONCLUSIONS AND RECOMMENDATIONS

The research suggests that, at both institutional and national level, a more strategic approach to the international student experience is required. A total-experience approach is necessary to meet the challenge of increased numbers of students and their employment expectations.

Assuming that staffing and resources remain at their current levels, which are less than ideal, co-ordination of effort will be paramount. Sharing of ideas and resources and integration of services wherever appropriate will be necessary to further enhance the international student experience in the UK.

Communication of information needs to be improved to eliminate widespread misunderstandings about the role of the careers service. Students and employers, and sometimes staff, are confused or misinformed or have different cultural expectations about employment issues affecting international students.

About the recommendations

Recommendations are made in the interest of enhancing practice, with suggestions as to where responsibility for action may lie. However, within universities, the organisation and provision of services for international students varies considerably.

Two practitioner forum events, where practitioners and researchers discussed the progress of the research, generated additional recommendations.

The proposed National Standing Committee for the International Student Experience⁶ is an idea suggested by the practitioner forum. This would be a body that comprises all the agencies that have an interest in international students and would represent and further their needs.

⁶ The proposed National Standing Committee for the International Student Experience will (a) have a watching brief on the international student experience (b) be a forum for exchange of ideas and good practice (c) establish a network for the sharing of information on overseas work settings. The National Standing Committee for the International Student Experience would probably comprise representatives from some or all of the following organisations: Universities UK, Higher Education Careers Service Unit, Association of Graduate Careers Advisory Services, Department for Education and Skills, British Council, AIESEC, Association of Graduate Recruiters, Small Business Service, Confederation of British Industry, Department of Trade and Industry, National Union of Students, Foreign and Commonwealth Office, Council for International Education (UKCOSA) as well as someone representing international recruiters and those supporting international students within institutions, plus a representative from the research community who has undertaken research on the international student experience. Funding for the proposed National Standing Committee for the International Student Experience could be agreed through Universities UK or the British Council, or by a joint agreement from the Funding Councils for England, Wales and Scotland.

MARKETING, RECRUITMENT AND INDUCTION

Conclusions

The UK is part of an increasingly competitive world market for international students. Universities have to develop strategies to ensure long-term success in this arena. It is important to maintain the reputation for quality in the UK, as that is what primarily attracts students. However, the policy for visa regulations has a significant effect on which nationalities come here and in what numbers. Expectations in the arena of employment in the UK may be misleadingly raised pre-arrival, although it is not clear how this occurs.

Although the opportunity for part-time work is attractive to international students, they are often unaware of the reality of the type of work and availability of term-time and vacation jobs, nor the difficulties of combining work and studies. Non-EEA students tend not to realise how slim the likelihood will be of getting both a work permit and a job in the UK after their studies. The costs of visas and extensions of leave to remain is a particular concern. However, welcome and induction programmes for international students are becoming well-developed and help to educate students and address their concerns.

Recommendations

- Recruitment strategies need to be more focused and sustainable to maintain student numbers and overcome fluctuations in the market.
Action: international recruitment teams, admissions tutors, British Council.
- Efforts should be made to improve communication, both in the marketing of courses and the information supplied to students, about the reality associated with paid work whilst studying in the UK and finding employment in the UK after graduation.
Action: international recruitment teams and agencies, higher education institutions, careers advisory services, British Council, proposed National Standing Committee for the International Student Experience.
- Effective and integrated support systems for international students have a vital part to play in maintaining and increasing the level of recruitment.
Action: student support and guidance services.
- International students would benefit from a stronger focus on improving their spoken and written English and helping them understand more about UK culture.
Action: course teams and learner support systems, international offices.
- A continuing dialogue is needed with appropriate government bodies about visa regulations and costs as these can be a deterrent to international students choosing to study in the UK.
Action: British Council, Foreign and Commonwealth Office, Council for International Education (UKCOSA), Universities UK, proposed National Standing Committee for the International Student Experience.

Further recommendations arising from the Practitioner Forum:

- There need to be effective links to other relevant policy areas, such as immigration policy, to avoid misleading messages and confusion.
Action: Council for International Education (UKCOSA), Universities UK, British Council, Foreign and Commonwealth Office.
- Marketing and recruitment of students from overseas should be seen to be ethical and fair.
Action: international recruitment teams and agencies, international offices.

CAREERS ADVISORY SERVICES

Conclusions

Careers advisory services are providing many valuable services to international students. They find *curriculum vitae* advice sessions and help with covering letters and application forms particularly useful. However, staff have concerns about the amount of assistance they can and should give to international students. Staff are unsure to what extent it is desirable or possible to provide separate advice sessions and workshops for the students to meet their particular needs arising from English language limitations and cultural differences. The students also use and appreciate on-line services and the provision of information about part-time job vacancies. Employer events are popular and sessions such as mock interviews are useful to international students but possibly underused by them.

There is insufficient awareness of the careers advisory service and its role, although this appears to be less so where careers advisors are involved in delivering careers education within the curriculum. Careers advisors are frustrated that many international students misunderstand the scope of the services provided and expect the staff to provide them with work placements and arrange full-time jobs for them. There is a wealth of information provided to international students preparing to come to the UK, such as *Advice to Students* on the UKCOSA website, *International students working in the UK* on the DfES website or the *Fresh Talent: Working in Scotland Scheme* leaflet, but none of these mention careers advisory services, nor the fact that jobs will not be actually found for students either during studies or afterwards.

Recommendations

- Careers advisory services need to further raise awareness of their existence: the effectiveness of promoting the service, at all stages including induction, should be assessed.
Action: careers advisory services.
- Careers advisory services need to advertise clearly both the scope and the limitations of their services: information on web pages is one area that could be adapted.
Action: careers advisory services, AGCAS and possibly Graduate Prospects.
- The extent to which careers advisors should assist students with their job application forms and CVs needs debate and clarification, particularly with regard to correcting their English.

Action: student services departments, proposed National Standing Committee for the International Student Experience.

- Provision of seminars and workshops to help international students find employment; it would be helpful for careers advisory services to share examples of practice that work best for international students whilst optimising use of resources.

Action: careers advisory services, AGCAS.

- Continue to develop on-line services, especially where this discourages a demarcation between resources for home and international students.

Action: careers advisory services, information officers.

EMPLOYMENT DURING STUDIES

Conclusions

It is clear that a substantial number of international students work whilst studying, mostly for financial reasons, but also to gain work experience and to better understand British culture. Students may be very disappointed by the nature of the mundane part-time jobs on offer to them and become financially embarrassed by their lack of earning power. They may not realise that there can be intense competition for part-time jobs, especially as they may be disadvantaged by poor English skills, lack of work experience and racist attitudes of potential employers.

Students receive guidance regarding the issue of national insurance numbers, but there is confusion amongst both students and employers about the regulations applicable to international students undertaking paid work whilst studying. Work placements are valued by international students, especially as they offer relevant work experience, often with reasonable pay and without the need for a work permit. However, students are also in competition with home students for these, and some employers may prefer candidates they can employ after graduation, although some universities help alleviate their disadvantage by devising work experience schemes aimed specifically at international students.

Recommendations

- International students need more education about the nature of term-time and vacation work that is generally available to students in the UK.

Action: international recruitment teams, careers advisory services, Council for International Education (UKCOSA).

- Further schemes could be developed to enable international students to find short spells of work experience during their course of study.

Action: careers advisory services, employers.

- A leaflet for students to take to employers could be produced, which clarifies who can be employed and the rules about national insurance numbers and work permits.

Action: HECSU, AGCAS, international offices.

EMPLOYMENT AFTER GRADUATION

Conclusions

Careers advisory services are faced with the dilemma of wanting to support international students in their desire to stay and work in the UK, whilst knowing that although a few will overcome the bureaucracy and cultural and language problems that seem to be working against them, in reality most will return home. Many UK employers appear to be confused about who they can employ and see work-permit bureaucracy as a major obstacle, especially as they have to be seen to give preference to UK and then EEA applicants over non-EEA ones. Applications to multi-national companies appear to be more fruitful, and international students may be able to work for these employers elsewhere in the world if they cannot be employed in the UK.

Although the careers advisory services tend to provide similar services to both home and international students, there is an increasing trend to expand provision to cater for the particular needs of the growing number of international students, which may in turn benefit home students. Careers advisory services are concerned to make the current strengths and limitations of their role clearer to the students. Despite considerable restraints, careers advisory services are considering developments in the following areas: information about UK employers likely to employ international students, information about overseas employers, post-graduation contact with students, alumni databases and international student destination data and are considering specialised careers advisory staff roles.

Recommendations

- Destination data for international students would be invaluable in providing a more realistic picture of the possibilities for employment in the UK or overseas after graduation.
Action: Higher Education Statistics Agency, higher education institutions.
- Provision of some up-to-date data about employers prepared to employ international students would be popular with students and help them to focus their applications more realistically.
Action: HECSU on a national scale, careers advisory services and specialist careers advisers locally.
- Find out and publicise whether employers giving presentations to students or attending careers fairs are interested in employing international students.
Action: careers advisory services.
- Services need to work together to provide more information about how to find work overseas and about the job application and selection process in other countries.
Action: HECSU, AGCAS, specialist careers adviser.
- Resources need to be targeted towards the development of alumni databases and websites to provide an ongoing resource enabling communication between former students and connections with overseas employers and universities.
Action: higher education institutions, information officers.

Further recommendations arising from the Practitioner Forum

- Government agencies should promote international students to employers as a potential economic and cultural benefit.
Action: British Council.
- Employers should have a ‘tool-kit’ providing accurate and detailed advice on the employment of international students.
Action: HECSU, AGCAS, Department of Trade and Industry, Confederation of British Industry, Small Business Service.
- Specialists in the provision of advice about work permits should be readily available to international students.
Action: international offices.
- Alumni could be utilised as ‘case studies’ of international student experiences, to provide both students and staff with more holistic and realistic viewpoints of the experience.
Action: HECSU, Council for International Education (UKCOSA).

RESOURCING AND DEVELOPMENT

Conclusions

Careers advisory services have the considerable challenge of meeting the needs of increasing numbers of international students with limited staffing and other resources. This is especially so, as international students tend to be heavier users than home students and have additional requirements of the careers advisory service, such as help with their use of English, identifying employers who will employ them and the need for a listening ear. Additional resources need to be carefully planned to achieve optimum benefit and may be easier to fund if these can also show benefits for home students. Some institutions have appointed careers advisors who specialise solely or partly in dealing with international students and their needs, and others are considering such appointments.

Staff training courses and conference attendance are an important part of future developments, especially in raising awareness of the needs of international students and sharing knowledge and good practice but limited resources again demand careful targeting. As a step toward improving services to international students, it would be helpful to direct some resources toward more formal monitoring of services, as this seems quite patchy at the moment. Collaboration within the university can often lead to greater effectiveness and efficiency in efforts to provide improved and more integrated services to international students. Physical proximity of services facilitates the provision of a one-stop shop service approach, often within a student services department, where advisers field queries and direct students to the appropriate services. External collaboration is widespread through connections with AGCAS and similar organisations, and with employers, where there is two-way dialogue, encompassing the needs of both employers and international students; but once again, resources can limit further developments.

Recommendations

- Develop a cost-effective strategy to identify improvements that benefit both international and home students.
Action: proposed National Standing Committee for the International Student Experience and AGCAS nationally, and higher education institutions locally.
- More formal monitoring of services to international students should be resourced in order to target improvements more effectively.
Action: careers advisory services, international offices, higher education institutions.
- Increasing integration of services to international students within the institution would improve efficiency and benefit the students themselves.
Action: higher education institutions.
- Institutions should encourage the sharing of knowledge and good practice internally to enhance the international student learning process and deliver better services.
Action: higher education institutions.
- AGCAS should encourage the sharing of information between careers advisory services about employment opportunities and recruitment processes overseas.
Action: AGCAS to co-ordinate and Council for International Education (UKCOSA), HECSU, proposed National Standing Committee for the International Student Experience to provide additional information.
- Provide more specialist staff in careers services to enhance the service available to international students and UK students wanting to work abroad.
Action: careers advisory services, higher education institutions.

Further recommendations arising from the Practitioner Forum

- As international students generate considerable levels of revenue, efforts should be made to ensure that a fairer proportion of resources are spent meeting their needs.
Action: higher education institutions, proposed National Standing Committee for the International Student Experience.
- Better links should be formed with regional development agencies and other regional, and sub-regional groups aimed at stimulating local economies.
Action: careers advisory services.
- Cultural awareness-raising should be provided to all university staff who work with international students.
Action: international offices.
- There needs to be collaboration between careers services in collecting labour-market information on countries outside the UK.
Action: HECSU, AGCAS.

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Appendix 1: The student survey sample

<i>Table A1.1 University</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Frequency excluding short-term</i>
1	162	8.55	8.5	160
2	41	2.16	2.2	40
3	138	7.28	7.3	135
4	32	1.69	1.7	32
5	123	6.49	6.5	118
6	132	6.97	7.0	130
7	1	0.05	0.1	1
8	47	2.48	2.5	47
9	15	0.79	0.8	15
10	16	0.84	0.8	15
11	88	4.64	4.6	86
12	57	3.01	3.0	55
13	135	7.12	7.1	133
14	14	0.74	0.7	14
15	193	10.18	10.2	180
16	260	13.72	13.7	255
17	201	10.61	10.6	187
18	240	12.66	12.7	237
Total	1895	100.00	100.0	1840

<i>Table A1.2 Level</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Undergraduate	939	49.6	49.7
Post-graduate (taught)	582	30.7	30.8
Post-graduate (research)	345	18.2	18.3
Other	24	1.3	1.3
Total	1890	99.7	100.0
<i>Missing</i>	5	0.3	
	1895	100.0	

<i>Table A1.3 Mode</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Full-time	1820	96.0	96.6
Part-time	53	2.8	2.8
Distance learner	12	0.6	0.6
Total	1885	99.5	100.0
<i>Missing</i>	10	0.5	
	1895	100.0	

<i>Table A1.4 Length of course</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
One year	615	32.5	32.6	32.6
Two years	69	3.6	3.7	36.2
Three years	775	40.9	41.1	77.3
Four years	317	16.7	16.8	94.1
Five years	65	3.4	3.4	97.6
Six years	15	0.8	0.8	98.4
More than six years	3	0.2	0.2	98.5
Other	28	1.5	1.5	100.0
Total	1887	99.6	100.0	
<i>Missing</i>	8	0.4		
	1895	100.0		

There is some evidence that respondents confused length of the course they were on with length of time they were on the course (e.g. if they were attending the last two years of a three-year undergraduate programme it seems some respondents indicated that the length of the course was two years.)

<i>Table A1.5 Year</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
1st	957	50.5	51.2	51.2
2nd	406	21.4	21.7	72.9
3rd	315	16.6	16.9	89.8
4th	97	5.1	5.2	95.0
5th	27	1.4	1.4	96.4
6th	5	0.3	0.3	96.7
Other*	62	3.3	3.3	100.0
Total	1869	98.6	100.0	
<i>Missing</i>	26	1.4		
	1895	100.0		

** This includes people attending for less than one year*

<i>Table A1.6 Subject area</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Medicine & Dentistry	49	2.6	2.6
Subjects allied to medicine	25	1.3	1.3
Biological Sciences	110	5.8	5.8
Veterinary Science	4	0.2	0.2
Chemistry and Physical Sciences	47	2.5	2.5
Mathematical Sciences	53	2.8	2.8
Engineering and Technology	216	11.4	11.5
Architecture, Building and Planning	21	1.1	1.1
Social, Economic and Political Studies	322	17.0	17.1
Law	99	5.2	5.3
Business and Administrative Studies	281	14.8	14.9
Librarianship, Information Science and Media Studies	29	1.5	1.5
Languages	44	2.3	2.3
Humanities	173	9.1	9.2
Creative Arts and Design	20	1.1	1.1
Education	35	1.8	1.9
Computer Sciences	78	4.1	4.1
Other	277	14.6	14.7
Total	1883	99.4	100.0
<i>Missing</i>	12	0.6	
	1895	100.0	

<i>Table A1.7 Subject area combined</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Medicine, Dentistry and allied subjects	83	4.3	4.5
Biological and Veterinary Sciences	157	8.1	8.4
Chemistry, Physical and Maths Sciences	116	6.0	6.2
Engineering and Technology	222	11.5	11.9
Architecture, Building, Planning and Creative Arts	73	3.8	3.9
Social, Economic and Political Studies	373	19.3	20.0
Law	99	5.1	5.3
Business and Administrative Studies	353	18.2	18.9
Librarianship, Information, Media Studies and Computing	110	5.7	5.9
Languages, Humanities and Education	279	14.4	15.0
Total	1865	96.4	100.0

<i>Table A1.8 Work experience on your programme</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	320	16.9	17.0
No	1564	82.5	83.0
Total	1884	99.4	100.0
<i>Missing</i>	11	0.6	
	1895	100.0	

<i>Table A1.9 Is this work experience mandatory or optional?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Mandatory	127	6.7	41.6
Optional	136	7.2	44.6
Both	42	2.2	13.8
Total	305	16.1	100.0
<i>Missing</i>	1590	83.9	
	1895	100.0	

<i>Table A1.10 Gender</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Male	770	40.6	41.5
Female	1086	57.3	58.5
Total	1856	97.9	100.0
<i>Missing</i>	39	2.1	
	1895	100.0	

<i>Table A1.11 Age</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
18-21	560	29.6	30.0	30.0
22-34	1190	62.8	63.7	93.7
35-44	91	4.8	4.9	98.6
45-59	25	1.3	1.3	99.9
60+	1	0.1	0.1	100.0
Total	1867	98.5	100.0	
<i>Missing</i>	28	1.5		
	1895	100.0		

<i>Table A1.12 Continent of origin</i>	<i>Frequency</i>	<i>Percent</i>
Africa	188	9.9
Asia	857	45.2
Australasia	16	0.8
Europe	550	29.0
North America	186	9.8
South America	64	3.4
Unknown	34	1.8
Total	1895	100.0

<i>Table A1.13 Country of origin</i>	<i>n</i>	<i>%</i>	<i>Country of origin</i>	<i>n</i>	<i>%</i>	<i>Country of origin</i>	<i>n</i>	<i>%</i>
Albania	3	0.2	India	88	4.6	Portugal	13	0.7
Algeria	6	0.3	Indonesia	18	0.9	Qatar	1	0.1
Angola	1	0.1	Iran	6	0.3	Romania	7	0.4
Argentina	10	0.5	Ireland	22	1.2	Russian Federation	18	0.9
Australia	8	0.4	Israel and Gaza	4	0.2	Saudi Arabia	15	0.8
Austria	10	0.5	Italy	35	1.8	Seychelles	1	0.1
Bahrain	7	0.4	Jamaica	3	0.2	Singapore	25	1.3
Bangladesh	11	0.6	Japan	33	1.7	Slovakia	2	0.1
Barbados	5	0.3	Jordan	8	0.4	Slovenia	1	0.1
Belarus	2	0.1	Kazakhstan	1	0.1	South Africa, Republic of	10	0.5
Belgium	5	0.3	Kenya	25	1.3	South Korea	12	0.6
Bhutan	1	0.1	Kuwait	3	0.2	Spain	16	0.8
Bolivia	1	0.1	Latvia	1	0.1	Sri Lanka	18	0.9
Botswana	8	0.4	Lebanon	7	0.4	St Vincent and the Grenadines	1	0.1
Brazil	19	1.0	Libya	1	0.1	Sudan	1	0.1
Brunei	3	0.2	Lithuania	1	0.1	Swaziland	2	0.1
Bulgaria	7	0.4	Luxembourg	12	0.6	Sweden	21	1.1
Burundi	1	0.1	Macedonia	2	0.1	Switzerland	8	0.4
Cameroon	5	0.3	Malawi	2	0.1	Syria	2	0.1
Canada	24	1.3	Malaysia	99	5.2	Taiwan	23	1.2
Chile	6	0.3	Malta	2	0.1	Tanzania	4	0.2
China	273	14.4	Mauritius	18	0.9	Thailand	30	1.6
China – Hong Kong	50	2.6	Mexico	31	1.6	Trinidad and Tobago	4	0.2
Colombia	8	0.4	Moldova	2	0.1	Tunisia	1	0.1
Congo, Democratic Republic	1	0.1	Mongolia	1	0.1	Turkey	18	0.9
Cote d'Ivoire	2	0.1	Morocco	1	0.1	Uganda	4	0.2
Croatia	3	0.2	Myanmar (Burma)	2	0.1	Ukraine	4	0.2
Cyprus	1	0.1	Namibia	1	0.1	United Arab Emirates	5	0.3
Czech Republic	3	0.2	Nepal	7	0.4	United Kingdom	8	0.4
Denmark and Greenland	7	0.4	Netherlands	10	0.5	United States of America	112	5.9
Ecuador	2	0.1	New Zealand	4	0.2	Uruguay	1	0.1
Egypt	4	0.2	Nicaragua	1	0.1	Uzbekistan	2	0.1
Ethiopia	1	0.1	Nigeria	40	2.1	Venezuela	6	0.3
Finland	32	1.7	Norway	26	1.4	Vietnam	8	0.4
France	39	2.1	Oman	3	0.2	Yemen	1	0.1
Georgia	1	0.1	Pakistan	30	1.6	Zambia	2	0.1
Germany	83	4.4	Papua New Guinea	1	0.1	Zimbabwe	10	0.5
Ghana	26	1.4	Paraguay	1	0.1	Other/unknown	155	8.2
Greece	68	3.6	Peru	2	0.1	Total	1895	100.0
Hungary	3	0.2	Philippines	2	0.1			
Iceland	7	0.4	Poland	10	0.5			

<i>Table A1.14 Region of origin</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
EU	433	22.4	22.4
Europe non EU	79	4.1	4.1
Africa	189	9.8	9.8
Middle East (Turkey to Iran)	82	4.2	4.2
Asia (Former USSR, Mongolia, Japan)	104	5.4	5.4
China (in HK, Taiwan)	350	18.1	18.1
SE Asia	193	10.0	10.0
Asia Sub continent	148	7.6	7.6
Australasia (in Phil)	33	1.7	1.7
North America (inc Carib)	159	8.2	8.2
Central and South America	91	4.7	4.7
Unknown	34	3.8	3.8
Total	1895	100.0	100.0

<i>Table A1.20 Chose to study in the UK by region of origin</i>		<i>EU</i>	<i>Europe non EU</i>	<i>Africa</i>	<i>Middle East (Turkey to Iran)</i>	<i>Asia (Former USSR, Mongolia, Japan)</i>	<i>China (inc HK, Taiwan)</i>	<i>SE Asia</i>	<i>Asia Sub continent</i>	<i>Australia (inc Phil)</i>	<i>North America (inc Carib)</i>	<i>Central and South America</i>	<i>Unknown</i>	<i>Total</i>
Cost of study	Count	39	2	4	2	4	22	13	7	0	27	8	1	129
	%	9.0	2.5	2.1	2.4	3.8	6.3	6.7	4.7	0.0	17.0	8.8	2.9	6.8
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Easier visa regulations	Count	17	4	11	18	6	86	22	26	5	10	6	3	214
	%	3.9	5.1	5.8	22.0	5.8	24.6	11.4	17.6	15.2	6.3	6.6	8.8	11.3
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Cost of living	Count	9	0	1	1	0	7	7	2	0	1	1	0	29
	%	2.1	0.0	0.5	1.2	0.0	2.0	3.6	1.4	0.0	0.6	1.1	0.0	1.5
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
English is my first language	Count	45	3	51	4	5	9	37	29	9	96	0	3	291
	%	10.4	3.8	27.0	4.9	4.8	2.6	19.2	19.6	27.3	60.4	0.0	8.8	15.4
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Proximity of UK to home country	Count	112	19	10	28	6	6	1	13	1	2	0	1	199
	%	25.9	24.1	5.3	34.1	5.8	1.7	0.5	8.8	3.0	1.3	0.0	2.9	10.5
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Sponsor/employer decided	Count	6	3	23	16	10	11	31	3	5	2	7	1	118
	%	1.4	3.8	12.2	19.5	9.6	3.1	16.1	2.0	15.2	1.3	7.7	2.9	6.2
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Family decided	Count	21	2	30	13	8	76	24	28	3	2	4	4	215
	%	4.8	2.5	15.9	15.9	7.7	21.7	12.4	18.9	9.1	1.3	4.4	11.8	11.3
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Personal interest	Count	261	44	72	38	59	172	110	81	14	106	57	13	1027
	%	60.3	55.7	38.1	46.3	56.7	49.1	57.0	54.7	42.4	66.7	62.6	38.2	54.2
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Course only available in UK	Count	70	10	24	4	9	16	17	24	2	31	5	2	214
	%	16.2	12.7	12.7	4.9	8.7	4.6	8.8	16.2	6.1	19.5	5.5	5.9	11.3
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Length of course	Count	91	14	53	42	30	189	63	62	8	71	22	5	650
	%	21.0	17.7	28.0	51.2	28.8	54.0	32.6	41.9	24.2	44.7	24.2	14.7	34.3
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Quality of UK qualifications	Count	174	41	133	54	67	239	140	100	14	49	64	13	1088
	%	40.2	51.9	70.4	65.9	64.4	68.3	72.5	67.6	42.4	30.8	70.3	38.2	57.4
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Prestige of UK qualifications	Count	152	38	105	38	48	140	122	82	13	44	54	11	847
	%	35.1	48.1	55.6	46.3	46.2	40.0	63.2	55.4	39.4	27.7	59.3	32.4	44.7
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Education system compatability	Count	101	11	80	23	26	138	96	55	9	32	6	6	583
	%	23.3	13.9	42.3	28.0	25.0	39.4	49.7	37.2	27.3	20.1	6.6	17.6	30.8
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895

<i>Table A1.20, part 2 Chose to study in the UK by region of origin</i>		<i>EU</i>	<i>Europe non EU</i>	<i>Africa</i>	<i>Middle East (Tur- key to Iran)</i>	<i>Asia (Form- er USSR, Mon- golia, Japan)</i>	<i>China (inc HK, Tai- wan)</i>	<i>SE Asia</i>	<i>Asia Sub- conti- nent</i>	<i>Aust- ra- lasia (inc Phil)</i>	<i>North Amer- ica (inc Carib)</i>	<i>Central and South Amer- ica</i>	<i>Unk- nown</i>	<i>Total</i>
Personal recommendation	Count	80	13	31	17	15	54	40	20	4	28	19	2	323
	%	18.5	16.5	16.4	20.7	14.4	15.4	20.7	13.5	12.1	17.6	20.9	5.9	17.0
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Wish to come to a specific city/region	Count	62	20	8	6	13	36	22	13	5	59	20	3	267
	%	14.3	25.3	4.2	7.3	12.5	10.3	11.4	8.8	15.2	37.1	22.0	8.8	14.1
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Employment in UK after graduating	Count	78	16	44	14	25	44	56	56	6	23	12	5	379
	%	18.0	20.3	23.3	17.1	24.0	12.6	29.0	37.8	18.2	14.5	13.2	14.7	20.0
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Employment in the UK whilst studying	Count	29	7	37	5	8	22	21	25	2	10	7	1	174
	%	6.7	8.9	19.6	6.1	7.7	6.3	10.9	16.9	6.1	6.3	7.7	2.9	9.2
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Better employment in home country after graduating	Count	125	23	81	33	30	135	89	66	10	15	34	6	647
	%	28.9	29.1	42.9	40.2	28.8	38.6	46.1	44.6	30.3	9.4	37.4	17.6	34.1
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Quality of careers service support	Count	25	3	21	7	3	24	14	13	1	1	6	0	118
	%	5.8	3.8	11.1	8.5	2.9	6.9	7.3	8.8	3.0	0.6	6.6	0.0	6.2
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Quality of learning and teaching	Count	137	26	90	37	47	170	90	65	13	34	32	5	746
	%	31.6	32.9	47.6	45.1	45.2	48.6	46.6	43.9	39.4	21.4	35.2	14.7	39.4
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Fresh Talent Initiative (Scotland)	Count	0	0	1	0	1	3	1	5	0	1	0	0	12
	%	0.0	0.0	0.5	0.0	1.0	0.9	0.5	3.4	0.0	0.6	0.0	0.0	0.6
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
To improve my English	Count	211	34	29	34	52	249	76	20	12	0	44	7	768
	%	48.7	43.0	15.3	41.5	50.0	71.1	39.4	13.5	36.4	0.0	48.4	20.6	40.5
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
UK student support model	Count	19	3	5	1	1	6	3	1	0	1	3	0	43
	%	4.4	3.8	2.6	1.2	1.0	1.7	1.6	0.7	0.0	0.6	3.3	0.0	2.3
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Other	Count	43	8	10	2	7	7	8	12	4	32	6	2	141
	%	9.9	10.1	5.3	2.4	6.7	2.0	4.1	8.1	12.1	20.1	6.6	5.9	7.4
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895

<i>Table A1.21 Chose to study in the UK: by subject of study</i>		<i>Medicine, Dentistry and allied subjects</i>	<i>Biological and Veterinary Sciences</i>	<i>Chemistry, Physical and Maths Sciences</i>	<i>Engineering and Technology</i>	<i>Architecture, Building, Planning and Creative Arts</i>	<i>Social, Economic and Political Studies</i>	<i>Law</i>	<i>Business and Administrative Studies</i>	<i>Librarianship Information Media Studies and Computing</i>	<i>Languages, Humanities and Education</i>	<i>Total</i>
Cost of study	n	4	7	8	11	7	34	4	25	1	27	128
	%	4.8	4.5	6.9	5.0	9.6	9.1	4.0	7.1	0.9	9.7	6.9
	Total	83	157	116	222	73	373	99	353	110	279	1865
Easier visa regulations	n	9	10	10	34	3	42	10	52	17	25	212
	%	10.8	6.4	8.6	15.3	4.1	11.3	10.1	14.7	15.5	9.0	11.4
	Total	83	157	116	222	73	373	99	353	110	279	1865
Cost of living	n	3	3	6	2	1	4	1	7	0	2	29
	%	3.6	1.9	5.2	0.9	1.4	1.1	1.0	2.0	0.0	0.7	1.6
	Total	83	157	116	222	73	373	99	353	110	279	1865
English is my first language	n	17	31	15	32	18	54	16	37	11	57	288
	%	20.5	19.7	12.9	14.4	24.7	14.5	16.2	10.5	10.0	20.4	15.4
	Total	83	157	116	222	73	373	99	353	110	279	1865
Proximity of UK to home country	n	10	15	13	21	9	52	10	26	13	26	195
	%	12.0	9.6	11.2	9.5	12.3	13.9	10.1	7.4	11.8	9.3	10.5
	Total	83	157	116	222	73	373	99	353	110	279	1865
Sponsor/employer decided	n	8	9	6	25	2	17	7	24	8	11	117
	%	9.6	5.7	5.2	11.3	2.7	4.6	7.1	6.8	7.3	3.9	6.3
	Total	83	157	116	222	73	373	99	353	110	279	1865
Family decided	n	14	10	10	32	13	37	9	56	18	15	214
	%	16.9	6.4	8.6	14.4	17.8	9.9	9.1	15.9	16.4	5.4	11.5
	Total	83	157	116	222	73	373	99	353	110	279	1865
Personal interest	n	38	83	61	104	47	213	53	176	62	174	1011
	%	45.8	52.9	52.6	46.8	64.4	57.1	53.5	49.9	56.4	62.4	54.2
	Total	83	157	116	222	73	373	99	353	110	279	1865
Course only available in UK	n	6	20	11	15	11	48	9	37	10	40	207
	%	7.2	12.7	9.5	6.8	15.1	12.9	9.1	10.5	9.1	14.3	11.1
	Total	83	157	116	222	73	373	99	353	110	279	1865
Length of course	n	17	57	35	90	24	120	26	146	35	94	644
	%	20.5	36.3	30.2	40.5	32.9	32.2	26.3	41.4	31.8	33.7	34.5
	Total	83	157	116	222	73	373	99	353	110	279	1865
Quality of UK qualifications	n	56	75	69	133	45	205	68	233	68	123	1075
	%	67.5	47.8	59.5	59.9	61.6	55.0	68.7	66.0	61.8	44.1	57.6
	Total	83	157	116	222	73	373	99	353	110	279	1865
Prestige of UK qualifications	n	48	53	58	93	29	167	58	170	53	110	839
	%	57.8	33.8	50.0	41.9	39.7	44.8	58.6	48.2	48.2	39.4	45.0
	Total	83	157	116	222	73	373	99	353	110	279	1865
Education system compatability	n	37	48	37	80	21	103	46	104	31	67	574
	%	44.6	30.6	31.9	36.0	28.8	27.6	46.5	29.5	28.2	24.0	30.8
	Total	83	157	116	222	73	373	99	353	110	279	1865
Personal recommendation	n	21	20	16	28	14	78	14	56	24	49	320
	%	25.3	12.7	13.8	12.6	19.2	20.9	14.1	15.9	21.8	17.6	17.2
	Total	83	157	116	222	73	373	99	353	110	279	1865

<i>Table A1.21 part 2 Chose to study in the UK: by subject of study</i>		<i>Medicine, Dentistry and allied subjects</i>	<i>Biological and Veterinary Sciences</i>	<i>Chemistry, Physical and Maths Sciences</i>	<i>Engineering and Technology</i>	<i>Architecture, Building, Planning and Creative Arts</i>	<i>Social, Economic and Political Studies</i>	<i>Law</i>	<i>Business and Administrative Studies</i>	<i>Librarianship Information Media Studies and Computing</i>	<i>Languages, Humanities and Education</i>	<i>Total</i>
Wish to come to a specific city/region	n	9	15	13	18	18	58	15	41	19	56	262
	%	10.8	9.6	11.2	8.1	24.7	15.5	15.2	11.6	17.3	20.1	14.0
	Total	83	157	116	222	73	373	99	353	110	279	1865
Employment in UK after graduating	n	16	25	27	49	12	65	23	76	29	52	374
	%	19.3	15.9	23.3	22.1	16.4	17.4	23.2	21.5	26.4	18.6	20.1
	Total	83	157	116	222	73	373	99	353	110	279	1865
Employment in the UK whilst studying	n	8	14	10	25	7	32	7	41	8	19	171
	%	9.6	8.9	8.6	11.3	9.6	8.6	7.1	11.6	7.3	6.8	9.2
	Total	83	157	116	222	73	373	99	353	110	279	1865
Better employment in home country after graduating	n	29	45	32	87	26	121	36	147	47	67	637
	%	34.9	28.7	27.6	39.2	35.6	32.4	36.4	41.6	42.7	24.0	34.2
	Total	83	157	116	222	73	373	99	353	110	279	1865
Quality of careers service support	n	3	6	4	21	6	26	5	24	10	11	116
	%	3.6	3.8	3.4	9.5	8.2	7.0	5.1	6.8	9.1	3.9	6.2
	Total	83	157	116	222	73	373	99	353	110	279	1865
Quality of learning and teaching	n	39	60	39	91	32	143	52	146	43	94	739
	%	47.0	38.2	33.6	41.0	43.8	38.3	52.5	41.4	39.1	33.7	39.6
	Total	83	157	116	222	73	373	99	353	110	279	1865
Fresh Talent Initiative (Scotland)	n	2	2	0	0	0	3	0	5	0	0	12
	%	2.4	1.3	0.0	0.0	0.0	0.8	0.0	1.4	0.0	0.0	0.6
	Total	83	157	116	222	73	373	99	353	110	279	1865
To improve my English	n	18	56	51	102	24	148	25	178	51	103	756
	%	21.7	35.7	44.0	45.9	32.9	39.7	25.3	50.4	46.4	36.9	40.5
	Total	83	157	116	222	73	373	99	353	110	279	1865
UK student support model	n	1	5	3	7	2	3	1	8	6	7	43
	%	1.2	3.2	2.6	3.2	2.7	0.8	1.0	2.3	5.5	2.5	2.3
	Total	83	157	116	222	73	373	99	353	110	279	1865
Other	n	11	13	15	10	3	23	8	21	2	31	137
	%	13.3	8.3	12.9	4.5	4.1	6.2	8.1	5.9	1.8	11.1	7.3
	Total	83	157	116	222	73	373	99	353	110	279	1865

<i>Table A1.22 Chose to study at this university by region of origin:</i>		<i>EU</i>	<i>Europe non EU</i>	<i>Africa</i>	<i>Middle East (Turkey to Iran)</i>	<i>Asia (Former USSR, Mongolia, Japan)</i>	<i>China (inc HK, Taiwan)</i>	<i>SE Asia</i>	<i>Asia Sub continent</i>	<i>Australia (inc Phil)</i>	<i>North America (inc Carib)</i>	<i>Central and South America</i>	<i>Unknown</i>	<i>Total</i>
Recruitment event by agency	Count	8	2	4	1	4	33	15	8	3	0	4	1	83
	%	1.8	2.5	2.1	1.2	3.8	9.4	7.8	5.4	9.1	0.0	4.4	2.9	4.4
Suggestion by employer in home country	Count	12	1	8	8	2	9	13	5	2	3	3	0	66
	%	2.8	1.3	4.2	9.8	1.9	2.6	6.7	3.4	6.1	1.9	3.3	0.0	3.5
Direct recruitment by UK university international officer	Count	8	2	9	4	5	30	23	15	1	10	7	1	115
	%	1.8	2.5	4.8	4.9	4.8	8.6	11.9	10.1	3.0	6.3	7.7	2.9	6.1
The website of this university	Count	123	18	53	23	31	88	24	41	7	40	26	6	480
	%	28.4	22.8	28.0	28.0	29.8	25.1	12.4	27.7	21.2	25.2	28.6	17.6	25.3
UCAS website	Count	139	18	44	17	28	82	39	29	6	18	7	6	433
	%	32.1	22.8	23.3	20.7	26.9	23.4	20.2	19.6	18.2	11.3	7.7	17.6	22.8
Other website	Count	5	2	4	3	1	5	5	1	1	4	0	1	32
	%	1.2	2.5	2.1	3.7	1.0	1.4	2.6	0.7	3.0	2.5	0.0	2.9	1.7
British Council	Count	43	6	20	14	19	41	36	38	5	6	30	4	262
	%	9.9	7.6	10.6	17.1	18.3	11.7	18.7	25.7	15.2	3.8	33.0	11.8	13.8
Personal recommendation	Count	133	22	54	22	36	95	55	44	10	53	37	3	564
	%	30.7	27.8	28.6	26.8	34.6	27.1	28.5	29.7	30.3	33.3	40.7	8.8	29.8
Cost of study	Count	29	3	15	3	8	49	21	19	1	20	5	1	174
	%	6.7	3.8	7.9	3.7	7.7	14.0	10.9	12.8	3.0	12.6	5.5	2.9	9.2
Cost of living	Count	29	2	14	4	8	47	32	12	2	8	2	2	162
	%	6.7	2.5	7.4	4.9	7.7	13.4	16.6	8.1	6.1	5.0	2.2	5.9	8.5
Opportunities for cultural experiences	Count	49	7	9	5	8	36	21	11	0	45	9	0	200
	%	11.3	8.9	4.8	6.1	7.7	10.3	10.9	7.4	0.0	28.3	9.9	0.0	10.6
Employer/sponsor decided	Count	11	2	16	6	3	7	17	6	3	1	4	0	76
	%	2.5	2.5	8.5	7.3	2.9	2.0	8.8	4.1	9.1	0.6	4.4	0.0	4.0
Careers advice from home country	Count	37	3	7	9	8	16	14	18	0	9	6	2	129
	%	8.5	3.8	3.7	11.0	7.7	4.6	7.3	12.2	0.0	5.7	6.6	5.9	6.8
Large international student population	Count	84	10	20	13	13	25	27	27	3	15	13	4	254
	%	19.4	12.7	10.6	15.9	12.5	7.1	14.0	18.2	9.1	9.4	14.3	11.8	13.4
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895

<i>Table A1.22 part 2 Chose to study at this university by region of origin:</i>		<i>EU</i>	<i>Europe non EU</i>	<i>Africa</i>	<i>Middle East (Turkey to Iran)</i>	<i>Asia (Former USSR, Mongolia, Japan)</i>	<i>China (inc HK, Taiwan)</i>	<i>SE Asia</i>	<i>Asia Sub continent</i>	<i>Australia (inc Phil)</i>	<i>North America (inc Carib)</i>	<i>Central and South America</i>	<i>Unknown</i>	<i>Total</i>
Family decided	Count	5	0	17	6	4	22	12	16	2	4	0	2	90
	%	1.2	0.0	9.0	7.3	3.8	6.3	6.2	10.8	6.1	2.5	0.0	5.9	4.7
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Social Life	Count	77	12	15	15	10	26	22	12	2	18	6	2	217
	%	17.8	15.2	7.9	18.3	9.6	7.4	11.4	8.1	6.1	11.3	6.6	5.9	11.5
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Sporting facilities	Count	9	0	3	2	3	7	2	3	1	2	2	0	34
	%	2.1	0.0	1.6	2.4	2.9	2.0	1.0	2.0	3.0	1.3	2.2	0.0	1.8
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Accreditation from previous learning	Count	16	4	8	6	7	20	21	6	1	4	1	3	97
	%	3.7	5.1	4.2	7.3	6.7	5.7	10.9	4.1	3.0	2.5	1.1	8.8	5.1
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Reputation of careers service	Count	18	1	8	4	5	23	6	8	0	1	6	2	82
	%	4.2	1.3	4.2	4.9	4.8	6.6	3.1	5.4	0.0	0.6	6.6	5.9	4.3
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Reputation of institution	Count	187	31	93	33	55	167	103	69	17	67	45	4	871
	%	43.2	39.2	49.2	40.2	52.9	47.7	53.4	46.6	51.5	42.1	49.5	11.8	46.0
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Course only available at this institution	Count	68	14	21	13	16	48	30	30	3	37	10	1	291
	%	15.7	17.7	11.1	15.9	15.4	13.7	15.5	20.3	9.1	23.3	11.0	2.9	15.4
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895
Other	Count	84	21	20	14	11	31	22	18	9	40	14	5	289
	%	19.4	26.6	10.6	17.1	10.6	8.9	11.4	12.2	27.3	25.2	15.4	14.7	15.3
	Total	433	79	189	82	104	350	193	148	33	159	91	34	1895

<i>Table A1.23 Chose to study at this university by university of study:</i>		1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	Total
Recruitment event by agency	n %	7 4.3	4 9.8	2 1.4	2 6.3	10 8.1	15 11.4	4 8.5	0 0.0	3 18.8	2 2.3	8 14.0	3 2.2	1 7.1	3 1.6	12 4.6	3 1.5	4 1.7	83 4.4
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Suggestion by employer in home country	n %	5 3.1	1 2.4	6 4.3	0 0.0	6 4.9	4 3.0	0 0.0	1 6.7	1 6.3	6 6.8	3 5.3	3 2.2	2 14.3	6 3.1	8 3.1	8 4.0	6 2.5	66 3.5
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Direct recruitment by UK university international officer	n %	12 7.4	6 14.6	12 8.7	2 6.3	16 13.0	8 6.1	0 0.0	0 0.0	2 12.5	4 4.5	2 3.5	12 8.9	0 0.0	8 4.1	18 6.9	7 3.5	6 2.5	115 6.1
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
The website of this university	n %	40 24.7	13 31.7	36 26.1	10 31.3	32 26.0	28 21.2	13 27.7	3 20.0	5 31.3	19 21.6	12 21.1	31 23.0	0 0.0	51 26.4	66 25.4	56 27.9	65 27.1	480 25.3
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
UCAS website	n %	43 26.5	5 12.2	35 25.4	5 15.6	27 22.0	50 37.9	2 4.3	2 13.3	3 18.8	22 25.0	10 17.5	50 37.0	0 0.0	33 17.1	50 19.2	43 21.4	53 22.1	433 22.8
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Other website	n %	2 1.2	2 4.9	2 1.4	0 0.0	3 2.4	1 0.8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.7	0 0.0	3 1.6	3 1.2	4 2.0	11 4.6	32 1.7
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
British Council	n %	15 9.3	10 24.4	24 17.4	8 25.0	21 17.1	20 15.2	8 17.0	0 0.0	4 25.0	13 14.8	6 10.5	16 11.9	0 0.0	25 13.0	40 15.4	35 17.4	17 7.1	262 13.8
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Personal recommendation	n %	39 24.1	15 36.6	36 26.1	8 25.0	26 21.1	41 31.1	15 31.9	4 26.7	7 43.8	32 36.4	14 24.6	31 23.0	1 7.1	63 32.6	98 37.7	52 25.9	82 34.2	564 29.8
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Cost of study	n %	26 16.0	3 7.3	13 9.4	5 15.6	19 15.4	13 9.8	6 12.8	1 6.7	3 18.8	2 2.3	12 21.1	18 13.3	2 14.3	9 4.7	14 5.4	11 5.5	17 7.1	174 9.2
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Cost of living	n %	14 8.6	3 7.3	13 9.4	9 28.1	29 23.6	15 11.4	5 10.6	0 0.0	3 18.8	2 2.3	13 22.8	12 8.9	1 7.1	4 2.1	16 6.2	0 0.0	23 9.6	162 8.5
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Opportunities for cultural experiences	n %	21 13.0	2 4.9	11 8.0	0 0.0	20 16.3	9 6.8	3 6.4	6 40.0	2 12.5	3 3.4	2 3.5	6 4.4	1 7.1	24 12.4	26 10.0	24 11.9	40 16.7	200 10.6
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Employer/ sponsor decided	n %	6 3.7	3 7.3	15 10.9	1 3.1	7 5.7	4 3.0	1 2.1	0 0.0	0 0.0	5 5.7	1 1.8	7 5.2	0 0.0	10 5.2	7 2.7	5 2.5	4 1.7	76 4.0
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Careers advice from home country	n %	8 4.9	4 9.8	7 5.1	0 0.0	8 6.5	9 6.8	3 6.4	2 13.3	1 6.3	9 10.2	9 15.8	4 3.0	1 7.1	19 9.8	23 8.8	9 4.5	13 5.4	129 6.8
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Large international student population	n %	14 8.6	2 4.9	23 16.7	2 6.3	11 8.9	20 15.2	6 12.8	2 13.3	5 31.3	6 6.8	6 10.5	15 11.1	2 14.3	34 17.6	63 24.2	31 15.4	12 5.0	254 13.4
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Family decided	n %	7 4.3	3 7.3	5 3.6	3 9.4	4 3.3	8 6.1	1 2.1	1 6.7	1 6.3	1 1.1	5 8.8	11 8.1	0 0.0	3 1.6	11 4.2	17 8.5	9 3.8	90 4.7
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Social Life	n %	12 7.4	2 4.9	20 14.5	0 0.0	16 13.0	21 15.9	1 2.1	1 6.7	5 31.3	11 12.5	10 17.5	9 6.7	1 7.1	48 24.9	35 13.5	16 8.0	9 3.8	217 11.5
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895
Sporting facilities	n %	3 1.9	0 0.0	7 5.1	0 0.0	2 1.6	3 2.3	0 0.0	0 0.0	0 0.0	0 0.0	1 1.8	3 2.2	0 0.0	2 1.0	11 4.2	2 1.0	0 0.0	34 1.8
	Total	162	41	138	32	123	132	47	15	16	88	57	135	14	193	260	201	240	1895

<i>Table A1.23 part 2: Chose to study at this university by university of study:</i>		1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	Total
Accreditation from previous learning	n % Total	6 3.7 162	4 9.8 41	9 6.5 138	2 6.3 32	7 5.7 123	5 3.8 132	4 8.5 47	1 6.7 15	1 6.3 16	3 3.4 88	4 7.0 57	8 5.9 135	2 14.3 14	10 5.2 193	15 5.8 260	9 4.5 201	7 2.9 240	97 5.1 1895
Reputation of careers service	n % Total	2 1.2 162	3 7.3 41	11 8.0 138	2 6.3 32	7 5.7 123	4 3.0 132	3 6.4 47	1 6.7 15	0 0.0 16	7 8.0 88	4 7.0 57	6 4.4 135	0 0.0 14	8 4.1 193	12 4.6 260	8 4.0 201	4 1.7 240	82 4.3 1895
Reputation of institution	n % Total	55 34.0 162	27 65.9 41	73 52.9 138	13 40.6 32	37 30.1 123	25 18.9 132	32 68.1 47	15 100 15	2 12.5 16	45 51.1 88	6 10.5 57	65 48.1 135	4 28.6 14	83 43.0 193	184 70.8 260	63 31.3 201	142 59.2 240	871 46.0 1895
Course only available at this institution	n % Total	21 13.0 162	3 7.3 41	19 13.8 138	2 6.3 32	15 12.2 123	18 13.6 132	11 23.4 47	1 6.7 15	1 6.3 16	13 14.8 88	14 24.6 57	21 15.6 135	2 14.3 14	31 16.1 193	34 13.1 260	47 23.4 201	37 15.4 240	291 15.4 1895
Other	n % Total	27 16.7 162	5 12.2 41	15 10.9 138	4 12.5 32	14 11.4 123	13 9.8 132	8 17.0 47	1 6.7 15	3 18.8 16	18 20.5 88	6 10.5 57	21 15.6 135	3 21.4 14	43 22.3 193	33 12.7 260	37 18.4 201	38 15.8 240	289 15.3 1895

Appendix 2: Use and rating of Careers Advisory Services

<i>Table A2.1 How useful did you find the careers services in your home country?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Very Useful	135	7.1	7.3	7.3
Useful	337	17.8	18.3	25.7
Not useful	360	19.0	19.6	45.2
I am aware of but have not used this service	449	23.7	24.4	69.6
Not aware of service	559	29.5	30.4	100.0
Total	1,840	97.1	100.0	
Missing	55	2.9		
	1,895	100.0		

<i>Table A2.2 'How useful did you find the careers services in your home country?' by region of origin (exc. Those under 1 year) by Region</i>	<i>Very Useful</i>	<i>Useful</i>	<i>Not useful</i>	<i>Total respondents who commented on usefulness (% very useful or useful)</i>	<i>I am aware of but have not used this service</i>	<i>Not aware of service</i>	<i>Total respondents</i>
EU	17 4.2%	78 19.2%	92 22.7%	187 50.8%	110 27.1%	109 26.8%	406 100.0%
Europe non EU	5 6.6%	9 11.8%	12 15.8%	26 53.8%	16 21.1%	34 44.7%	76 100.0%
Africa	18 10.2%	18 10.2%	25 14.2%	61 59.0	40 22.7%	75 42.6%	176 100.0%
Middle East (Turkey to Iran)	2 2.5%	13 16.5%	22 27.8%	37 40.5	15 19.0%	27 34.2%	79 100.0%
Asia (Former USSR, Mongolia, Japan)	9 9.4%	16 16.7%	13 13.5%	38 65.8	14 14.6%	44 45.8%	96 100.0%
China (in HK, Taiwan)	24 7.1%	81 23.9%	77 22.7%	182 57.7	93 27.4%	64 18.9%	339 100.0%
SE Asia	9 4.7%	36 18.8%	41 21.5%	86 52.3	56 29.3%	49 25.7%	191 100.0%
Asia Sub continent	11 7.6%	34 23.4%	23 15.9%	68 66.2	28 19.3%	49 33.8%	145 100.0%
Australasia (in Phil)	5 16.1%	2 6.5%	2 6.5%	9 77.7	11 35.5%	11 35.5%	31 100.0%
North America (inc Carib)	20 13.8%	27 18.6%	16 11.0%	63 74.6	41 28.3%	41 28.3%	145 100.0%
Central and South America	8 9.0%	8 9.0%	23 25.8%	39 41.0	11 12.4%	39 43.8%	89 100.0%
Unknown	2 9.5%	3 14.3%	8 38.1%	13 38.5	4 19.0%	4 19.0%	21 100.0%
Total	130 7.2%	325 18.1%	354 19.7%	809 56.2	439 24.5%	546 30.4%	1794 100.0%

<i>Table A2.3 How useful have you found the careers service at this university?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Very Useful	193	10.2	10.4	10.4
Useful	593	31.3	31.9	42.3
Not useful	214	11.3	11.5	53.8
I am aware of but have not used this service	682	36.0	36.7	90.5
Not aware of service	177	9.3	9.5	100.0
Total	1,859	98.1	100.0	
<i>Missing</i>	36	1.9		
	1,895	100.0		

<i>Table A2.4: How useful did you find the careers services in this country?' by region of origin</i>	<i>Very Useful</i>	<i>Useful</i>	<i>Not useful</i>	<i>Total respondents who commented on usefulness (% very useful or useful)</i>	<i>I am aware of but have not used this service</i>	<i>Not aware of service</i>	<i>Total respondents</i>
EU	40 9.7%	121 29.4%	28 6.8%	189 85.1%	180 43.8%	42 10.2%	411 100.0%
Europe non EU	5 6.7%	19 25.3%	5 6.7%	29 82.8%	37 49.3%	9 12.0%	75 100.0%
Africa	34 18.9%	64 35.6%	15 8.3%	113 86.7%	56 31.1%	11 6.1%	180 100.0%
Middle East (Turkey to Iran)	8 10.1%	25 31.6%	10 12.7%	43 76.7%	26 32.9%	10 12.7%	79 100.0%
Asia (Former USSR, Mongolia, Japan)	3 3.1%	27 27.6%	17 17.3%	47 63.8%	38 38.8%	13 13.3%	98 100.0%
China (in HK, Taiwan)	37 10.9%	128 37.6%	39 11.5%	204 80.9%	111 32.6%	25 7.4%	340 100.0%
SE Asia	19 9.9%	69 36.1%	19 9.9%	107 82.2%	70 36.6%	14 7.3%	191 100.0%
Asia Sub continent	19 13.0%	47 32.2%	33 22.6%	99 66.7	43 29.5%	4 2.7%	146 100.0%
Australasia (in Phil)	2 6.3%	9 28.1%	1 3.1%	12 91.7	15 46.9%	5 15.6%	32 100.0%
North America (inc Carib)	7 4.7%	36 24.2%	20 13.4%	63 68.3	63 42.3%	23 15.4%	149 100.0%
Central and South America	13 14.8%	27 30.7%	15 17.0%	55 72.7	21 23.9%	12 13.6%	88 100.0%
Unknown	2 9.5%	9 42.9%	4 19.0%	15 73.3	3 14.3%	3 14.3%	21 100.0%
Total	189 10.4%	581 32.1%	206 11.4%	976 78.9	663 36.6%	171 9.4%	1810 100.0%

Pearson's chi-square, p=0.0

<i>Table A2.5: Use and rating of careers service support by level and year (for undergraduates). See Note 1: Legend</i>		UG	UG	TPG	PGR	Total	
		UG Yr1	Middle yr(s)				Final year
Careers advice	rating	B	B	B	C	B	B
	% used	30.3	32.6	45.0	43.8	32.7	37.2
Part-time job advice	rating	c	c	b	c	b	c
	% used	38.2	36.1	36.6	35.0	28.6	34.8
Course-related work placement advice	rating	B	D*	D	d	C	D
	% used	19.3	27.4	29.5	24.0	12.8	22.6
Information about jobs in the UK	rating	C	C	b	C	B	C
	% used	37.5	41.5	50.0	53.3	35.1	44.3
Information about jobs in your home country	rating	d	D	d	D	d	d
	% used	17.9	15.6	19.4	19.8	15.2	17.7
Information about jobs in a particular sector	rating	C	C	B	C	C	C
	% used	27.4	31.1	40.0	39.6	28.4	33.6
Job application advice	rating	B	B	B	B	B	B
	% used	22.7	32.2	39.0	36.1	23.3	31.0
CV advice	rating	b	b	b	b	b	b
	% used	30.4	40.6	53.2	45.1	30.9	40.1
Contacts with employers	rating	C	C*	C	D	B*	C
	% used	15.7	19.1	24.7	19.9	12.3	18.2
Psychometric testing	rating	b	b	b	B	b	b
	% used	8.08	11.7	16.1	16.5	10.7	12.9
Mock interviews/assessments	rating	B	b	B	B	B	B
	% used	11.3	10.2	16.6	10.8	8.49	11.1
Work permit issues	rating	B	C	D	D	C*	C
	% used	14.5	11.8	20.1	28.7	17.1	19.4
Visa regulations	rating	B	C*	B*	B	B	B
	% used	18.4	14.9	24.4	29.9	35.4	25.2
English language support	rating	B	B	B	B	B	B
	% used	22.4	11.1	22.1	23.2	22.9	20.4
Course/programme advice	rating	B	C	b	B	C	B
	% used	41.2	30.4	32.1	33.6	23.9	32.3
Pre-arranged guidance appointment	rating	A	b	b	B	b	B
	% used	18.7	18.6	26	26.4	15.9	21.5
Careers service seminars/workshops	rating	b	b	b	b	b	b
	% used	31.6	41.2	42.1	44.7	42.4	41.1
Web-based information about jobs and careers	rating	B	B	B	B	B	B
	% used	59.1	59.9	66.7	64.2	56.1	61.3
Printed materials (e.g leaflets)	rating	b	b	b	b	b	b
	% used	54.3	50.2	61.7	56.5	49.1	54.1
Credit-bearing module	rating	b	b	b	b	c	b
	% used	17.7	15.4	13.1	10.2	11.6	13.2
Drop-in sessions	rating	b	b	B	B	b	b
	% used	26.5	24.5	39.0	30.4	22.1	28.1
Employer events/fairs	rating	B	b	B	C	C	B
	% used	44.8	48.4	53.4	42.5	32.2	43.8
E-guidance (e-mail communication)	rating	B	b	b	B	B	B
	% used	44.9	38.6	47.5	37.0	32.7	39.3
Telephone guidance	rating	b	c	B	B	b	b
	% used	9.04	3.98	10.7	11.5	10.1	9.13

Table A2.6: Use and rating of careers service support region		EU	Europe non EU	Africa	Middle East (Turkey to Iran)	Asia: Former USSR, Mongolia, Japan	China (inc HK, Taiwan)	SE Asia	Asia Sub-continent	Australasia (inc. Phil)	North America (inc. Carib)	Central and South America
Career advice	rating	b	B	B	B	B	b	C	C	**	C	B
	% used	21.2	20.0	40.9	23.9	22.6	37.5	29.0	48.2	24.2	17.9	37.1
Part-time job advice	rating	b	**	b	C	C	b	d	d	**	d	c
	% used	24.6	6.7	32.9	19.1	20.4	35.3	24.9	41.0	36.7	27.6	17.0
Course-related work placement advice	rating	c	**	C	C	D	c	D	D	**	B*	b
	% used	10.6	12.0	26.3	19.7	16.3	18.3	16.9	32.8	12.9	12.9	16.3
Information about jobs in the UK	rating	b	b	B	C	C	b	c	D	**	C	B
	% used	28.6	21.3	44.3	31.3	34.8	39.2	40.0	50.8	34.5	31.4	33.3
Information about jobs in your home country	rating	d	**	D	C	**	D	D	D	**	D	**
	% used	11.9	4.1	19.7	14.9	11.1	17.0	12.8	20.3	9.7	7.8	8.1
Information about jobs in a particular sector	rating	B	B	C	C	C	B	C	D	**	D	C
	% used	25.2	18.1	33.8	18.5	22.0	26.4	30.6	39.2	16.1	19.0	23.0
Job application advice	rating	B	**	B	B*	B*	B	C	C	**	C*	C
	% used	21.6	15.1	34.7	15.4	27.5	27.7	22.3	37.5	3.3	13.2	23.0
CV advice	rating	B	B	B	A*	B*	B	B	B	**	B	B
	% used	28.3	28.8	44.4	26.6	26.9	34.6	27.1	48.8	16.7	18.8	34.5
Contacts with employers	rating	C	**	C	**	D	B	B	D	**	D	D
	% used	9.1	6.9	21.1	11.9	14.3	14.5	12.7	29.5	3.4	14.9	8.2
Psychometric testing	rating	(b)	**	C	**	**	B	B	B	**	**	**
	% used	6.9	8.3	15.2	9.1	6.6	12.9	9.4	17.3	3.3	2.7	3.5
Mock interviews/assessments	rating	b	**	B	**	**	b	B	D*	**	**	**
	% used	7.4	8.2	8.8	7.6	7.7	11.5	9.5	11.2	0.0	1.3	3.5
Work permit issues	rating	b	**	B*	B	C	D	D	D*	**	B	D*
	% used	8.1	23.8	19.7	13.0	15.3	15.6	33.1	10.0	14.5	20.5	8.1
Visa regulations	rating	**	**	B*	B	B*	B	C	B	**	B*	B*
	% used	8.0	34.7	28.4	27.5	25.0	15.6	41.7	10.3	19.9	28.1	8.0
English language support	rating	b	**	A	B*	B	b	B	B	**	**	B
	% used	6.8	8.8	20.3	22.2	28.4	13.4	8.1	13.3	0.7	36.0	6.8
Course/programme advice	rating	B	**	B	B	A*	B	B	C	**	D*	B*
	% used	25.9	16.7	36.5	32.3	19.8	24.4	21.5	29.6	17.9	20.9	24.1
Pre-arranged guidance appointment	rating	B	**	A*	**	a	B	b	b	**	c	b
	% used	14.6	2.8	12.4	12.1	16.3	20.1	13.6	24.4	6.9	19.1	19.5
Careers service seminars/workshops	rating	b	A	B	B	b	b	b	B	**	B	B
	% used	26.2	15.3	49.7	27.9	31.1	35.1	29.8	46.6	10.3	21.7	47.6
Web-based information about jobs and careers	rating	B	b	B	b	B	B	B	B	C	b	C
	% used	43.5	39.7	64.7	44.1	44.4	57.2	52.8	60.5	43.3	43.6	47.0
Printed materials (e.g., leaflets)	rating	b	b	b	b	b	b	b	b	**	b	b
	% used	40.5	36.6	57.4	40.3	36.3	49.7	48.3	50.0	20.7	34.0	50.0
Credit-bearing module	rating	b	**	b	**	**	b	b	B	**	**	**
	% used	6.1	1.4	16.7	9.8	12.8	11.6	9.6	15.2	3.6	4.1	8.8
Drop-in sessions	rating	b	**	A	B	b	b	B	B	**	c	B
	% used	16.5	11.3	31.9	15.9	23.9	23.3	20.8	32.5	14.3	15.5	20.2
Employer events/fairs	rating	b	B	B	B	B	C	C	C	**	C	C
	% used	22.2	46.3	25.0	29.2	33.6	44.3	54.3	30.0	22.4	32.1	22.2
E-guidance (e-mail communication)	rating	a	b	B	A	B	B	b	B	**	b	B
	% used	22.5	39.3	43.3	27.8	35.7	29.9	43.5	29.6	21.3	37.6	22.5
Telephone guidance	rating	a	**	B	**	**	c	**	D	**	**	**
	% used	3.9	2.9	11.4	7.8	6.7	9.8	4.0	9.8	7.7	4.7	10.7

<i>Table A2.7a: Use and rating of services by university code (% respondents), part 1</i>	1	2	3	4	5	6	8	9	10	11
Careers advice	C 18.2	B 64.1	B 32.2	B* 51.7	B 41.1	c 24.0	B 58.1	** 35.7	** 28.6	B 35.0
Part-time job advice	c 25.2	b 34.2	b 36.4	b 30.8	** 48.6	d 14.4	d 25.0	** 14.3	** 35.7	C 26.6
Course-related work placement advice	C 9.8	b 26.3	C 19.5	** 38.5	d 22.2	C 21.7	** 7.3	** 28.6	** 28.6	C 15.6
Information about jobs in the UK	B 23.0	b 68.4	c 37.6	C 81.5	B 45.7	C 22.9	C 57.5	A 78.6	** 42.9	B 33.3
Information about jobs in your home country	E 10.1	d 36.8	d 16.1	C 48.1	D 15.5	D* 11.2	** 24.4	** 30.8	** 7.1	** 15.2
Information about jobs in a particular sector	B 15.0	B 39.5	b 27.6	C 59.3	C 24.3	C 23.3	C 45.2	A 71.4	** 21.4	B 27.8
Job application advice	b 21.5	A 50.0	C 22.4	** 39.3	B 26.0	C 19.1	B 50.0	** 35.7	** 35.7	B* 20.8
CV advice	b 25.3	A* 55.3	B 32.2	B 51.7	B 27.6	B 31.9	B 63.4	** 42.9	** 42.9	B 38.5
Contacts with employers	C* 8.8	** 13.5	D 17.1	** 25.0	D 21.0	d 14.4	** 25.0	** 21.4	** 28.6	** 12.0
Psychometric testing	b 7.4	A 29.7	b 9.6	** 14.3	** 5.7	b 6.8	B 46.5	** 23.1	** 7.1	b 15.8
Mock interviews/assessments	d 7.4	** 13.5	** 7.8	** 8.0	** 7.6	** 7.7	** 24.4	** 7.1	** 21.4	** 3.9
Work permit issues	** 8.0	B 44.7	C 21.4	** 32.0	B 22.9	E 9.4	D 26.2	** 0.0	** 28.6	C 5.3
Visa regulations	B 14.1	B* 34.2	B 16.4	** 30.8	B 30.5	B 14.4	B* 28.6	** 0.0	** 28.6	B 11.7
English language support	C 13.6	** 13.5	A 23.7	** 19.2	** 14.4	B 19.5	** 24.4	C 0.0	A 57.1	A 18.7
Course/programme advice	B 36.6	a 32.4	B 22.2	C* 33.3	c 21.4	b 30.8	b 28.9	** 7.7	** 42.9	A 25.3
Pre-arranged guidance appointment	b 16.4	** 23.7	b 13.8	** 28.0	b 27.2	B 11.0	** 25.6	** 21.4	** 26.7	B 13.3
Careers service seminars/workshops	b 21.3	A 64.9	B 28.3	b 53.6	b 39.8	c 20.0	b 52.6	** 57.1	** 33.3	b 33.8
Web-based information about jobs and careers	b 32.2	B 67.6	B 43.1	B 79.3	B 60.2	c 44.6	B 80.0	** 78.6	B 80.0	B 50.7
Printed materials (e.g leaflets)	c 32.6	a 64.9	b 44.8	B 66.7	b 55.9	B 44.6	b 57.9	** 64.3	** 80.0	c 39.5
Credit-bearing module	** 8.0	** 2.7	B 11.6	** 22.2	d 21.0	** 3.8	** 15.0	** 0.0	** 13.3	** 14.1
Drop-in sessions	b 12.1	A 27.0	B 23.7	B 29.6	b 31.3	c 14.4	C 30.8	** 21.4	** 33.3	A 25.0
Employer events/fairs	C 29.1	B 51.4	C 42.7	C 67.9	B 42.4	b 20.2	D 48.7	** 64.3	** 53.3	d 26.4
E-guidance (e-mail communication)	b 31.2	A 37.8	B 28.1	A 57.7	B 48.0	b 28.4	b 46.2	** 35.7	** 53.3	B 25.3
Telephone guidance	A 9.4	** 10.8	** 8.8	** 7.4	d 13.9	** 6.4	** 10.0	** 7.7	** 20.0	** 2.7
<i>Maximum response per item*</i>	162	41	138	32	123	132	47	15	16	88

Institution 7 excluded as only 1 respondent

*** fewer than 10 respondents.*

<i>Table A2.7b: Use and rating of services by university code (% respondents), part 2</i>	12	13	14	15	16	17	18	Total	N	% of 1895
Careers advice	B 36.4	B 23.4	** 15.4	D 25.1	B 35.5	C 26.3	B 21.2	B 29.8	1,734	89.61
Part-time job advice	b 44.7	C 19.0	** 23.1	c 36.8	d 15.2	b 23.6	b 29.8	b 27.5	1,723	89.04
Course-related work placement advice	D 22.9	C 19.0	** 7.7	D 13.7	D 12.8	D 24.4	d 14.3	D 17.3	1,685	87.08
Information about jobs in the UK	B 47.8	C 32.0	** 8.3	D 36.6	B 38.7	D 32.9	B 26.3	C 35.6	1,679	86.77
Information about jobs in your home country	** 8.5	** 7.6	** 8.3	D 9.7	D 14.6	d 11.6	D 10.8	d 13.5	1,670	86.30
Information about jobs in a particular sector	b 27.1	D 21.4	** 8.3	D 18.9	B 34.2	D 26.9	B* 23.3	C 26.3	1,667	86.15
Job application advice	b 21.7	B 21.6	** 0.0	B 24.1	B* 25.4	B 18.9	B 23.1	B 24.1	1,661	85.84
CV advice	A 37.0	B 24.6	** 30.8	B 27.4	B 32.0	B 31.0	B 27.2	B 31.7	1,674	86.51
Contacts with employers	D* 21.3	C 9.5	** 8.3	D 11.4	B 13.6	D 16.6	C* 9.9	C 14.0	1,666	86.10
Psychometric testing	** 15.9	** 7.0	** 7.7	** 5.2	b 6.6	b 6.0	b 7.3	b 9.3	1,652	85.37
Mock interviews/assessments	** 15.6	B 11.3	** 0.0	** 5.7	B 7.5	B 7.1	A* 6.3	B 8.1	1,658	85.68
Work permit issues	D 25.0	** 13.8	** 7.7	C 17.3	C 13.3	D* 16.4	b 5.4	C 14.7	1,673	86.46
Visa regulations	B 37.0	** 19.5	** 7.7	C 23.0	B 17.1	B* 25.9	B 13.0	B 19.7	1,674	86.51
English language support	B 34.0	c 19.7	** 7.7	B 19.1	b 12.7	B 12.4	a 6.8	B 16.1	1,655	85.53
Course/programme advice	B 43.5	B 26.7	** 0.0	C 26.5	C 19.4	C 32.9	B 12.6	B 25.4	1,647	85.12
Pre-arranged guidance appointment	B 23.9	B 15.0	** 7.7	C 13.2	B 15.3	b 19.4	b 9.0	B 16.1	1,611	83.26
Careers service seminars/workshops	B 32.6	b 35.1	a 23.1	C 31.2	b 36.4	c 26.7	b 27.9	b 32.0	1,627	84.08
Web-based information about jobs and careers	B 52.2	C 50.4	** 23.1	B 54.1	B 49.1	B 49.4	B 47.9	B 50.2	1,630	84.20
Printed materials (e.g leaflets)	a 50.0	b 50.9	b 15.4	b 50.3	b 40.9	b 34.9	b 37.7	b 44.3	1,620	83.72
Credit-bearing module	** 18.2	** 7.2	** 7.7	** 3.1	** 6.9	** 14.1	** 5.9	** 9.3	1,574	81.34
Drop-in sessions	a 28.3	b 16.1	** 7.7	b 26.9	b 15.5	B 21.1	B 20.6	b 21.0	1,606	83.00
Employer events/fairs	B 26.7	B 44.2	** 15.4	c 36.5	B 45.0	C 23.2	B 19.9	B 34.4	1,611	83.26
E-guidance (e-mail communication)	a 37.0	b 36.4	** 16.7	b 26.3	B 31.5	b 33.7	B 17.8	B 31.3	1,612	83.31
Telephone guidance	** 13.0	** 5.5	** 15.4	** 7.3	** 1.8	d 8.5	** 2.4	b 6.9	1,592	82.27
<i>Maximum response per item*</i>	57	135	14	193	260	201	240	1,895		

<i>Table A2.8 Use and rating of services by gender and by age</i>		Male	Female	<i>P=</i> <i>Fisher's</i> <i>exact</i>	18-21	Over 21	<i>P=</i> <i>Fisher's</i> <i>exact</i>
Careers advice	rating	C	B		B	B	
	% used	32.1	27.8	0.059	27.5	30.8	0.190
Part-time job advice	rating	c	c		c	c	
	% used	26.8	27.4	0.825	30.3	26.3	0.090
Course-related work placement advice	rating	D	D		D	D	
	% used	20.9	14.7	0.001	18.7	16.7	0.330
Information about jobs in the UK	rating	B	B		B	C	
	% used	36.4	34.8	0.498	33.8	36.3	0.331
Information about jobs in your home country	rating	D	d		D	d	
	% used	15.5	12.0	0.040	13.3	13.6	0.938
Information about jobs in a particular sector	rating	C	C		C	C	
	% used	27.1	25.7	.0531	26.5	26.2	0.904
Job application advice	rating	B	B		B	B	
	% used	24.7	23.6	0.597	22.4	24.9	0.292
CV advice	rating	B	B		B	B	
	% used	32.2	31.0	0.628	30.5	32.2	0.531
Contacts with employers	rating	C	C		C	C	
	% used	17.0	11.7	0.003	13.1	14.4	0.493
Psychometric testing	rating	b	b		b	B	
	% used	9.7	9.1	0.730	8.6	9.6	0.583
Mock interviews/assessments	rating	b	B		B	B	
	% used	8.2	7.6	.708	9.1	7.6	0.330
Work permit issues	rating	C	C		B	C	
	% used	17.6	12.4	.004	11.0	16.4	0.004
Visa regulations	rating	B	B		B	B	
	% used	24.3	16.2	.000	13.4	22.5	0.000
English language support	rating	B	B		b	B	
	% used	16.4	15.8	.784	11.1	18.3	0.000
Course/programme advice	rating	B	B		B	B	
	% used	28.0	23.3	.036	26.2	25.0	0.624
Pre-arranged guidance appointment	rating	b	B		b	B	
	% used	16.9	15.5	.445	15.7	16.3	0.825
Careers service seminars/workshops	rating	b	b		b	b	
	% used	34.6	30.2	.064	30.8	32.6	0.488
Web-based information about jobs and careers	rating	B	B		B	B	
	% used	50.7	49.8	.761	48.9	50.8	0.483
Printed materials (e.g., leaflets)	rating	b	b		b	b	
	% used	45.2	43.6	0.539	45.5	43.7	0.514
Credit-bearing module	rating	b	b		b	b	
	% used	11.6	7.7	.009	11.9	8.1	0.018
Drop-in sessions	rating	b	b		b	B	
	% used	23.5	19.0	.032	20.7	21.1	0.894
Employer events/fairs	rating	B	B		B	C	
	% used	37.6	32.1	.024	37.8	32.9	0.068
E-guidance (e-mail communication)	rating	b	B		B	B	
	% used	34.9	28.7	.010	33.5	30.3	0.219
Telephone guidance	rating	c	C		b	B	
	% used	8.3	5.9	.067	5.0	7.7	0.052

<i>Table A2.9 Rating of the careers service at this university</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
1 Very dissatisfied	45	2.4	2.4	2.4
2	75	4.0	4.1	6.5
3	167	8.8	9.1	15.6
4 OK	328	17.3	17.8	33.3
5	482	25.4	26.1	59.5
6	499	26.3	27.0	86.5
7 Very satisfied	249	13.1	13.5	100.0
Total	1,845	97.4	100.0	
<i>Missing</i>	50	2.6		
	1,895	100.0		

<i>Table A2.10 Rating of your course at this university</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
1 Very dissatisfied	48	2.5	2.6	2.6
2	75	4.0	4.0	6.6
3	154	8.1	8.3	14.9
4 OK	267	14.1	14.4	29.4
5	468	24.7	25.3	54.6
6	533	28.1	28.8	83.4
7 Very satisfied	308	16.3	16.6	100.0
Total	1,853	97.8	100.0	
<i>Missing</i>	42	2.2		
	1,895	100.0		

<i>Table A2.11 Rating of your experience as a student at the university</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
1 Very dissatisfied	43	2.3	2.3	2.3
2	78	4.1	4.2	6.5
3	144	7.6	7.8	14.3
4 OK	311	16.4	16.8	31.2
5	493	26.0	26.7	57.8
6	524	27.7	28.3	86.2
7 Very satisfied	256	13.5	13.8	100.0
Total	1,849	97.6	100.0	
<i>Missing</i>	46	2.4		
	1,895	100.0		

<i>Table A2.12: Ratings and R by HEI</i>					<i>The careers service at this university</i>				<i>Your experience as a student at the university</i>				<i>Your course at this university</i>			
HEI	Rat- ing	Mean	N	SD	Rat- ing	Mean	N	SD	Rat- ing	Mean	N	SD	*R CAS and exp	*R CAS cours e		
1	B	4.94	161	1.55	B	4.89	160	1.61	B	5.06	161	1.60	.622	.766		
2	B	5.10	40	1.13	B	4.75	40	1.17	B	5.20	40	1.04	.313	.710		
3	B	5.08	132	1.44	A	5.39	132	1.33	A	5.33	133	1.36	.520	.681		
4	A	5.28	32	1.46	B	5.06	31	1.24	A	5.41	32	1.70	.600	.820		
5	B	5.03	119	1.48	B	5.07	119	1.41	A	5.27	119	1.45	.700	.766		
6	B	4.53	129	1.44	B	4.68	130	1.43	B	4.74	130	1.51	.718	.843		
8	B	4.91	46	1.35	A	5.30	46	1.17	B	5.02	46	1.50	.819	.827		
9	A	5.27	15	1.28	A	5.93	15	1.28	B	5.13	15	1.55	.796	.664		
10	B	4.75	16	1.61	B	4.38	16	1.63	B	4.75	16	1.73	.664	.931		
11	A	5.39	85	1.26	B	5.17	86	1.40	B	5.19	86	1.55	.556	.810		
12	B	4.89	55	1.44	B	5.02	55	1.41	B	4.76	55	1.57	.545	.582		
13	B	5.17	131	1.37	B	5.17	131	1.28	A	5.25	131	1.40	.580	.866		
14	B	5.07	14	1.82	B	4.71	14	1.59	B	5.21	14	1.67	.748	.956		
15	B	4.93	188	1.38	B	4.88	190	1.51	B	4.98	191	1.45	.653	.748		
16	B	5.14	254	1.37	A	5.37	255	1.29	A	5.31	255	1.37	.635	.813		
17	B	4.30	193	1.63	B	4.29	193	1.56	B	4.48	193	1.66	.750	.781		
18	B	5.18	234	1.33	B	5.23	235	1.29	A	5.31	235	1.29	.591	.807		
Total	B	4.96	1845	1.45	B	5.02	1849	1.44	B	5.08	1853	1.48				

* Respondents on programmes of at least one-year duration. Institution 7 excluded as only 1 respondent.

<i>Table A2.13: Ratings by region</i>	<i>The careers service at this university</i>				<i>Your experience as a student at the university</i>				<i>Your course at this university</i>			
Region	Rat- ing	Mean	N	SD	Rat- ing	Mean	N	SD	Rat- ing	Mean	N	SD
EU	B	5.04	427	1.41	B	5.23	427	1.37	B	5.21	428	1.45
Europe non- EU	B	5.19	78	1.38	B	4.88	78	1.57	B	5.24	78	1.38
Africa	A	5.29	181	1.47	A	5.36	182	1.43	A	5.40	184	1.49
Middle East (Turkey to Iran)	B	4.59	82	1.74	B	4.78	82	1.69	B	4.70	82	1.71
Asia (Former USSR, Mongolia, Japan)	B	4.99	102	1.61	B	4.99	102	1.56	B	5.17	103	1.52
China (inc HK, Taiwan)	B	4.78	348	1.24	B	4.92	348	1.24	B	4.88	348	1.37
SE Asia	B	5.01	192	1.38	B	4.92	193	1.26	B	5.12	193	1.38
Asia Sub continent	B	4.94	145	1.49	B	5.03	147	1.40	B	5.05	148	1.52
Australasia (inc Philippines)	B	4.45	33	1.64	B	4.52	33	1.77	B	4.52	33	1.60
North America (inc Caribbean)	B	4.90	157	1.47	B	4.60	157	1.62	B	5.00	156	1.52
Central and South America	B	5.08	90	1.64	B	5.19	90	1.51	B	5.21	90	1.59
Unknown	B	4.20	10	2.20	B	4.50	10	2.51	B	4.20	10	2.44
Total	B	4.96	1845	1.45	B	5.02	1849	1.44	B	5.08	1853	1.48

<i>Table A2.14: Ratings by subject</i>												
Subject	<i>The careers service at this university</i>				<i>Your experience as a student at the university</i>				<i>Your course at this university</i>			
	Rating	Mean	N	SD	Rating	Mean	N	SD	Rating	Mean	N	SD
Medicine, Dentistry and allied subjects	B	5.17	82	1.34	B	5.06	82	1.43	B	5.06	82	1.44
Biological and Veterinary Sciences	B	5.08	153	1.48	B	5.09	155	1.41	B	5.09	155	1.41
Chemistry, Physical and Maths Sciences	A	5.49	115	1.35	A	5.44	115	1.26	A	5.44	115	1.27
Engineering and Technology	B	5.03	217	1.37	B	5.13	217	1.32	B	5.13	217	1.32
Architecture, Building, Planning and Creative Arts	B	4.86	73	1.50	B	4.89	73	1.49	B	4.89	73	1.49
Social, Economic and Political Studies	B	4.97	361	1.40	B	5.10	362	1.38	B	5.10	362	1.38
Law	B	4.88	96	1.71	B	5.06	96	1.76	B	5.06	96	1.76
Business and Administrative Studies	B	4.68	344	1.42	B	4.83	344	1.40	B	4.83	344	1.41
Librarianship, Information, Media Studies and Computing	B	4.84	108	1.61	B	4.81	108	1.61	B	4.81	108	1.61
Languages, Humanities and Education	B	5.04	270	1.41	B	4.94	270	1.50	B	4.94	270	1.50
Total	B	4.97	1819	1.45	B	5.02	1822	1.44	B	5.02	1822	1.44

<i>Table A2.15: Correlation of careers service rating with course and university experience</i>		<i>Your course at this university</i>	<i>Your experience as a student at the university</i>
The careers service at this university	Pearson Correlation all respondents (<i>exc. short stay</i>) Sig. (2-tailed) N (<i>exc. short stay</i>)	.789 (.787) .000 1844 (1795)	.654 (.650) .000 1843 (1794)
Your experience as a student at the university	Pearson Correlation Sig. (2-tailed) N (<i>exc. short stay</i>)	.654 (.648) .000 1848 (1799)	

Note 1: Legend

Upper case* = extremely important, mean 6.5+

Upper case = very important, mean 6–6.49

Lower case plain = important, mean 5.5–5.99

Lower case italic = quite important, mean 5.0–5.49

Lower case bracketed = unimportant, mean <5.0

A = very satisfactory, mean >5.25

B = satisfactory, mean 4.25–5.25

C = adequate, mean 3.751–4.249

D = unsatisfactory, mean 2.75–3.75

E = very unsatisfactory, mean <2.75

Appendix 3: Paid work whilst studying

<i>Table A3.1 Since coming to the UK have you undertaken paid work whilst studying?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	931	49.1	50.2
No	925	48.8	49.8
Total	1856	97.9	100.0
<i>Missing</i>	39	2.1	
	1895	100.0	

<i>Table A3.2 Has this paid work been related to your programme of study?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	224	11.8	24.3
No	699	36.9	75.7
Total	923	48.7	100.0
<i>Missing</i>	972	51.3	
	1895	100.0	

<i>Table A3.3 Has this paid work been related to your future career plans?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	255	13.5	27.7
No	667	35.2	72.3
Total	922	48.7	100.0
<i>Missing</i>	973	51.3	
	1895	100.0	

<i>Table A3.4 Has the careers service helped you obtain a National Insurance Number (NI number)?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	247	13.0	27.1
No	664	35.0	72.9
Total	911	48.1	100.0
<i>Missing</i>	984	51.9	
	1895	100.0	

<i>Table A3.5 How did you find your job?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Careers Service	82	4.3	8.9
Personal contact	416	22.0	45.1
External job agency	90	4.7	9.8
Student Union	28	1.5	3.0
Job centre	97	5.1	10.5
Other	209	11.0	22.7
Total	922	48.7	100.0
<i>Missing</i>	973	51.3	
	1895	100.0	

<i>Table A3.6 How helpful was your institution's careers service with finding paid work whilst studying?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Very helpful	55	2.9	6.0	6.0
Helpful	198	10.4	21.8	27.8
Not helpful	277	14.6	30.4	58.2
I am aware of service but have not used it	245	12.9	26.9	85.2
Not aware of service	135	7.1	14.8	100.0
Total	910	48.0	100.0	
<i>Missing</i>	985	52.0		
	1895	100.0		

<i>Table A3.7 Paid work by use of part-time job advice.</i>		<i>Since coming to the UK have you undertaken paid work whilst studying?</i>		<i>Total</i>
		<i>Yes</i>	<i>No</i>	
<i>Col %</i>				
Part-time job advice - Yes	Count	317	152	469
		37.5%	17.6%	27.5%
No	Count	529	710	1239
		62.5%	82.4%	72.5%
Total	Count	846	862	1708
		100.0%	100.0%	100.0%

<i>Table A3.8 Since coming to the UK have you undertaken voluntary work?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	411	21.7	22.2
No	1444	76.2	77.8
Total	1855	97.9	100.0
<i>Missing</i>	40	2.1	
	1895	100.0	

<i>Table A3.9: Subject of study by 'Does your programme include work experience?'</i>	<i>Programme includes work experience (% of subject)</i>	<i>Work experience is mandatory (% of those with placement who responded to the question)*</i>	<i>Total in each subject area</i>
<i>Subject</i>			
Medicine, Dentistry and allied subjects	37 46.3%	27 75.0%	80
Biological and Veterinary Sciences	36 23.2%	13 39.4%	155
Chemistry, Physical and Maths Sciences	11 9.5%	6 54.5%	116
Engineering and Technology	47 21.7%	8 18.6%	217
Architecture, Building, Planning and Creative Arts	26 37.1%	17 68.0%	70
Social, Economic and Political Studies	31 8.6%	7 24.1%	361
Law	4 4.2%	2 50.0%	95
Business and Administrative Studies	70 20.4%	27 39.7%	343
Librarianship, Information, Media Studies and Computing	18 16.7%	3 16.7%	108
Languages, Humanities and Education	30 11.3%	11 39.3%	265
Total	310 17.1%		

**For example, 36 of the 137 people in Medicine etc. responded to the question on whether the placement was mandatory (27/36 = 75%)*

<i>Table A3.10: Does your programme include work experience? by Institution</i>	<i>Programme includes work experience (% of subject)</i>	<i>Work experience is mandatory (% of those with placement who responded to this question)*</i>	<i>Total at each insti- tution</i>
1	18 11.3%	9 56.3%	160
2	14 35.0%	3 21.4%	40
3	18 13.3%	7 41.2%	135
5	28 23.9%	13 48.1%	117
6	49 37.7%	27 56.3%	130
11	11 12.8%	4 18.2%	86
12	22 40.0%	17 63.0%	55
13	29 21.8%	0 .0%	133
15	15 8.4%	3 17.6%	179
16	19 7.5%	10 23.3%	254
17	44 23.7%	18 54.5%	186
18	36 15.3%	123 41.1%	235
Total	314 17.1%		

**For example, 16 of the 18 people at Institution 1 responded to the question on whether the placement was mandatory (9/16 = 56.3% to one decimal place)*

NB: Institutions, 4, 7, 8, 9, 10 and 14 had fewer 5 respondents who indicated that their programme included work experience. These institutions have been excluded.

Appendix 4: After completion of studies

	Frequency	Percent	Valid Percent
Work in the UK	662	34.9	36.0
Work in home country	452	23.9	24.6
Continue studying in the UK	284	15.0	15.4
Continue studying elsewhere	152	8.0	8.3
Work elsewhere	160	8.4	8.7
Other	130	6.9	7.1
Total	1840	97.1	100.0
Missing	55	2.9	
	1895	100.0	

		Work in the UK	Work in home country	Continue studying in the UK	Continue studying elsewhere	Work elsewhere	Other	Total
EU	n	99	81	74	66	48	57	425
	%	23.3	19.1	17.4	15.5	11.3	13.4	100.0
Europe non EU	n	23	18	13	11	11	3	79
	%	29.1	22.8	16.5	13.9	13.9	3.8	100.0
Africa	n	78	43	35	6	11	9	182
	%	42.9	23.6	19.2	3.3	6.0	4.9	100.0
Middle East (Turkey to Iran)	n	19	30	17	1	8	4	79
	%	24.1	38.0	21.5	1.3	10.1	5.1	100.0
Asia (Former USSR, Mongolia, Japan)	n	41	27	14	5	9	5	101
	%	40.6	26.7	13.9	5.0	8.9	5.0	100.0
China (in HK, Taiwan)	n	124	101	59	23	21	14	342
	%	36.3	29.5	17.3	6.7	6.1	4.1	100.0
SE Asia	n	99	52	21	6	13	1	192
	%	51.6	27.1	10.9	3.1	6.8	0.5	100.0
Asia Sub continent	n	86	9	21	5	13	13	147
	%	58.5	6.1	14.3	3.4	8.8	8.8	100.0
Australasia (in Phil)	n	9	11	5	1	5	2	33
	%	27.3	33.3	15.2	3.0	15.2	6.1	100.0
North America (inc Carib)	n	53	44	15	23	9	15	159
	%	33.3	27.7	9.4	14.5	5.7	9.4	100.0
Central and South America	n	26	32	9	5	12	6	90
	%	28.9	35.6	10.0	5.6	13.3	6.7	100.0
Unknown	n	5	4	1	0	0	1	11
	%	45.5	36.4	9.1	0.0	0.0	9.1	100.0
Total	n	662	452	284	152	160	130	1840
	%	36.0	24.6	15.4	8.3	8.7	7.1	100.0

<i>Table A4.3 If you intend to work in the UK after you graduate how long do you intend to stay?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>	<i>Males % who intend to work in UK</i>	<i>Females % who intend to work in UK</i>
1 year	146	7.7	11.2	11.2	8.4	9.6
2 years	244	12.9	18.7	29.9	20.4	21.3
3 years	161	8.5	12.4	42.3	13.8	12.3
4 years	31	1.6	2.4	44.7	4.4	1.6
5 years	81	4.3	6.2	50.9	11.3	6.7
More than 5 years	108	5.7	8.3	59.2	16.0	12.5
<i>Sub total</i>	771	40.7				
Not sure	465	24.5	35.7	94.9	24.7	32.3
Other	67	3.5	5.1	100.0	1.1	3.7
Total	1303	68.8	100.0		N=275	N=375
<i>Missing</i>	592	31.2				
	1895	100.0				

<i>Table A4.4 If you intend to work in the UK after you graduate how long do you intend to stay ?</i>		<i>Scotland</i>	<i>England</i>	<i>Total</i>
1 year	n	11	135	146
	%	9.2%	11.4%	11.2%
2 years	n	25	219	244
	%	20.8%	18.5%	18.7%
3 years	n	9	152	161
	%	7.5%	12.8%	12.4%
4 years	n	1	30	31
	%	0.8%	2.5%	2.4%
5 years	n	4	77	81
	%	3.3%	6.5%	6.2%
More than 5 years	n	7	101	108
	%	5.8%	8.5%	8.3%
Not sure	n	53	412	465
	%	44.2%	34.8%	35.7%
Other	n	10	57	67
	%	8.3%	4.8%	5.1%
Total	n	120	1,183	1,303
	%	100.0%	100.0%	100.0%

Pearson's chi-square, p=0.081

<i>Table A4.5 If you intend to work in the UK after you graduate how long do you intend to stay? by EU or International students</i>		<i>EU</i>	<i>International</i>	<i>Total</i>
1 year	n	30	116	146
	%	11.8	11.1	11.2
2 years	n	32	212	244
	%	12.5	20.2	18.7
3 years	n	21	140	161
	%	8.2	13.4	12.4
4 years	n	3	28	31
	%	1.2	2.7	2.4
5 years	n	11	70	81
	%	4.3	6.7	6.2
More than 5 years	n	25	83	108
	%	9.8	7.9	8.3
Not sure	n	120	345	465
	%	47.1	32.9	35.7
Other	n	13	54	67
	%	5.1	5.2	5.1
Total	n	255	1048	1303
	%	100.0	100.0	100.0

Pearson's chi-square, p=0.00

<i>Table A4.6 If you intend to work in the UK after you graduate how long do you intend to stay? by level</i>		<i>UG Yr1 (inc Fdn)</i>	<i>UG Middle year(s) (inc 8 PTUG)</i>	<i>UG Final year</i>	<i>TPG (inc 28 PT)</i>	<i>PGR</i>	<i>Total</i>
1 year	n	18	27	16	66	15	142
	%	8.0	10.0	10.8	16.6	6.4	11.1
2 years	n	30	47	25	94	43	239
	%	13.4	17.4	16.9	23.6	18.3	18.7
3 years	n	34	36	14	50	25	159
	%	15.2	13.3	9.5	12.6	10.6	12.5
4 years	n	1	10	2	11	7	31
	%	0.4	3.7	1.4	2.8	3.0	2.4
5 years	n	9	16	13	27	13	78
	%	4.0	5.9	8.8	6.8	5.5	6.1
More than 5 years	n	17	21	14	29	24	105
	%	7.6	7.8	9.5	7.3	10.2	8.2
Not sure	n	107	101	53	102	95	458
	%	47.8	37.4	35.8	25.6	40.4	35.9
Other	n	8	12	11	19	13	63
	%	3.6	4.4	7.4	4.8	5.5	4.9
Total	n	224	270	148	398	235	1,275
	%	100.0	100.0	100.0	100.0	100.0	100.0

Pearson's chi-square, p=0.00

<i>Table A4.7 Have you sought advice from the university careers service on getting a job in the UK post-graduation?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	319	16.8	17.6
No	1498	79.1	82.4
Total	1817	95.9	100.0
<i>Missing</i>	78	4.1	
	1895	100.0	

<i>Table A4.8 Have you sought advice from the university careers service on getting a job in the UK post-graduation? by region</i>		<i>Yes</i>	<i>No</i>	<i>Total</i>
EU	n	49	374	423
	%	11.6	88.4	100.0
Europe non EU	n	9	70	79
	%	11.4	88.6	100.0
Africa	n	19	160	179
	%	10.6	89.4	100.0
Middle East (Turkey to Iran)	n	11	69	80
	%	13.8	86.3	100.0
Asia (Former USSR, Mongolia, Japan)	n	19	79	98
	%	19.4	80.6	100.0
China (in HK, Taiwan)	n	85	249	334
	%	25.4	74.6	100.0
SE Asia	n	32	155	187
	%	17.1	82.9	100.0
Asia sub-continent	n	50	95	145
	%	34.5	65.5	100.0
Australasia (inc Philippines)	n	2	31	33
	%	6.1	93.9	100.0
North America (inc Caribbean)	n	21	137	158
	%	13.3	86.7	100.0
Central and South America	n	19	71	90
	%	21.1	78.9	100.0
Unknown	n	3	8	11
	%	27.3	72.7	100.0
Total	n	319	1498	1817
	%	17.6	82.4	100.0

<i>Table A4.9 How helpful did you find this advice?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Very helpful	30	1.6	9.4	9.4
Helpful	112	5.9	35.0	44.4
Neither helpful or unhelpful	114	6.0	35.6	80.0
Unhelpful	39	2.1	12.2	92.2
Very unhelpful	25	1.3	7.8	100.0
Total	320	16.9	100.0	
<i>Missing</i>	1,575	83.1		
	1,895	100.0		

<i>Table A4.10 How useful have you found the advice from the university careers service on getting a job in the UK post-graduation? by region</i>		<i>Very helpful</i>	<i>Helpful</i>	<i>Neither helpful or unhelpful</i>	<i>Unhelpful</i>	<i>Very unhelpful</i>	<i>Total</i>
EU	n	7	18	17	1	3	46
	%	15.2	39.1	37.0	2.2	6.5	100.0
Europe non EU	n	0	4	3	0	1	8
	%	0.0	50.0	37.5	0.0	12.5	100.0
Africa	n	2	6	8	3	3	22
	%	9.1	27.3	36.4	13.6	13.6	100.0
Middle East (Turkey to Iran)	n	1	3	6	1	0	11
	%	9.1	27.3	54.5	9.1	0.0	100.0
Asia (Former USSR, Mongolia, Japan)	n	2	6	6	2	0	16
	%	12.5	37.5	37.5	12.5	0.0	100.0
China (in HK, Taiwan)	n	9	40	31	5	4	89
	%	10.1	44.9	34.8	5.6	4.5	100.0
SE Asia	n	1	10	12	9	3	35
	%	2.9	28.6	34.3	25.7	8.6	100.0
Asia sub-continent	n	3	12	20	7	7	49
	%	6.1	24.5	40.8	14.3	14.3	100.0
Australasia (inc Philippines)	n	0	0	2	0	0	2
	%	0.0	0.0	100.0	0.0	0.0	100.0
North America (inc Caribbean)	n	0	7	3	9	2	21
	%	0.0	33.3	14.3	42.9	9.5	100.0
Central and South America	n	3	6	6	2	1	18
	%	16.7	33.3	33.3	11.1	5.6	100.0
Unknown	n	2	0	0	0	1	3
	%	66.7	0.0	0.0	0.0	33.3	100.0
Total	n	30	112	114	39	25	320
	%	9.4	35.0	35.6	12.2	7.8	100.0

Table A4.11 Have you sought advice from the university careers service on getting a job in the UK post-graduation? by level and year		All respondents			Respondents indicating they intend to work in the UK after graduation (n=662)		
		Yes	No	Total	Yes	No	Total
		n	%	n	%	n	%
UG Yr1 (inc Fdn)	n	24	275	299	14	82	96
	%	8.0	92.0	100.0	14.6	85.4	100.0
UG Middle year(s) (inc 8 part-time)	n	38	311	349	21	106	127
	%	10.9	89.1	100.0	16.5	83.5	100.0
UG Final year	n	51	164	215	20	38	58
	%	23.7	76.3	100.0	34.5	65.5	100.0
Taught postgraduate (inc. 28 part-time)	n	149	415	564	90	150	240
	%	26.4	73.6	100.0	37.5	62.5	100.0
Postgraduate research	n	47	293	340	23	101	124
	%	13.8	86.2	100.0	18.5	81.5	100.0
Total	n	309	1458	1767	168*	477	645
	%	17.5	82.5	100.0	26.0	74.0	100.0

* 3 missing cases

Table A4.12 How helpful was the advice from the university careers service on getting a job in the UK post-graduation? Respondents who sought advice and indicated an intention to work in the UK after graduation (n=168)		Very helpful	Helpful	Neither helpful or unhelpful	Unhelpful	Very unhelpful	Total
		n	%	n	%	n	%
FT UG Yr1 (inc Fdn)	n	4	6	4	0	0	14
	%	28.6	42.9	28.6	0.0	0.0	100.0
FT UG Middle year(s) (inc 8 PTUG)	n	2	10	6	1	3	22
	%	9.1	45.5	27.3	4.5	13.6	100.0
FT UG Final year	n	1	9	5	2	1	18
	%	5.6	50.0	27.8	11.1	5.6	100.0
TPG (in 28 PT)	n	9	29	30	14	7	89
	%	10.1	32.6	33.7	15.7	7.9	100.0
PGR	n	3	7	7	5	1	23
	%	13.0	30.4	30.4	21.7	4.3	100.0
Total	n	19	61	52	22	12	166
	%	11.4	36.7	31.3	13.3	7.2	100.0

Table A4.13: Have you sought advice from the university careers service on getting a job in the UK post-graduation? Respondents intending to work in the UK only.		Information about jobs in the UK: Importance	Information about jobs in the UK: Satisfaction
Yes	Mean	6.31	4.20
	N	158	133
No	Mean	6.08	4.35
	N	378	157
Total	Mean	6.15	4.28
	N	536	290

<i>Table A4.14 Have you sought advice from the university careers service on getting a job outside the UK post-graduation?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	139	7.3	7.6
No	1682	88.8	92.4
Total	1821	96.1	100.0
Missing	74	3.9	
	1895	100.0	

<i>Table A4.15 Have you sought advice from the university careers service on getting a job outside the UK post-graduation? by region</i>		<i>Yes</i>	<i>No</i>	<i>Total</i>
EU	n	19	405	424
	%	4.5	95.5	100.0
Europe non EU	n	2	77	79
	%	2.5	97.5	100.0
Africa	n	15	165	180
	%	8.3	91.7	100.0
Middle East (Turkey to Iran)	n	7	73	80
	%	8.8	91.3	100.0
Asia (Former USSR, Mongolia, Japan)	n	7	91	98
	%	7.1	92.9	100.0
China (in HK, Taiwan)	n	32	301	333
	%	9.6	90.4	100.0
SE Asia	n	13	177	190
	%	6.8	93.2	100.0
Asia sub-continent	n	25	120	145
	%	17.2	82.8	100.0
Australasia (inc Philippines)	n	3	30	33
	%	9.1	90.9	100.0
North America (inc Caribbean)	n	7	152	159
	%	4.4	95.6	100.0
Central and South America	n	8	81	89
	%	9.0	91.0	100.0
Unknown	n	1	10	11
	%	9.1	90.9	100.0
Total	n	139	1682	1821
	%	7.6	92.4	100.0

<i>Table A4.16 Years in UK by sought advice*</i>	<i>Yes (n)</i>	<i>Yes (%)</i>	<i>Total</i>
1 year	18	29.5	61
2 years	38	27.7	137
3 years	26	31.3	83
4 years	6	33.3	18
5 years	17	30.9	55
More than 5 years	27	30.0	90
Not sure	39	20.7	188
Other	0	0.0	19
Total	171	26.3	651

**If you intend to work in the UK after you graduate how long do you intend to stay?' by 'Have you sought advice from the university careers service on getting a job in the UK post-graduation?'*

<i>Table A4.17 How helpful did you find this advice?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Very helpful	12	0.6	8.8	8.8
Helpful	33	1.7	24.3	33.1
Neither helpful or unhelpful	40	2.1	29.4	62.5
Unhelpful	32	1.7	23.5	86.0
Very unhelpful	19	1.0	14.0	100.0
Total	136	7.2	100.0	
<i>Missing</i>	1759	92.8		
	1895	100.0		

<i>Table A4.18 How helpful was the advice from the university careers service on getting a job outside the UK post-graduation? Respondents who sought advice and indicated an intention to work in the UK after graduation</i>			Very helpful	Helpful	Neither helpful or unhelpful	Unhelpful	Very unhelpful	Total
EU	n	2	2	3	7	2	16	
	%	12.5	12.5	18.8	43.8	12.5	100.0	
Europe non EU	n	0	1	0	1	0	2	
	%	0.0	50.0	0.0	50.0	0.0	100.0	
Africa	n	2	3	6	2	5	18	
	%	11.1	16.7	33.3	11.1	27.8	100.0	
Middle East (Turkey to Iran)	n	1	2	2	1	0	6	
	%	16.7	33.3	33.3	16.7	0.0	100.0	
Asia (Former USSR, Mongolia, Japan)	n	1	1	1	2	0	5	
	%	20.0	20.0	20.0	40.0	0.0	100.0	
China (in HK, Taiwan)	n	3	13	13	4	2	35	
	%	8.6	37.1	37.1	11.4	5.7	100.0	
SE Asia	n	1	4	3	4	1	13	
	%	7.7	30.8	23.1	30.8	7.7	100.0	
Asia sub-continent	n	1	4	6	7	6	24	
	%	4.2	16.7	25.0	29.2	25.0	100.0	
Australasia (inc Philippines)	n	0	0	1	1	0	2	
	%	0.0	0.0	50.0	50.0	0.0	100.0	
North America (inc Caribbean)	n	0	2	1	2	1	6	
	%	0.0	33.3	16.7	33.3	16.7	100.0	
Central and South America	n	1	1	4	1	1	8	
	%	12.5	12.5	50.0	12.5	12.5	100.0	
Unknown	n	0	0	0	0	1	1	
	%	0.0	0.0	0.0	0.0	100.0	100.0	
Total	n	12	33	40	32	19	136	
	%	8.8	24.3	29.4	23.5	14.0	100.0	

<i>Table A4.19 Have you sought advice from the university careers service on getting a job outside the UK post-graduation? by level and year</i>		<i>All respondents</i>			<i>Respondents indicating they intend to work in their home country after graduation (n=452)</i>		
		Yes	No	Total	Yes	No	Total
FT UG Yr1 (inc Fdn)	n	13	287	300	2	41	43
	%	4.3	95.7	100.0	4.7	95.3	100.0
FT UG Middle year(s) (inc PTUG)	n	19	329	348	7	53	60
	%	5.5	94.5	100.0	11.7	88.3	100.0
FT UG Final year	n	20	196	216	4	36	40
	%	9.3	90.7	100.0	10.0	90.0	100.0
TPG (inc PT)	n	54	510	564	29	141	170
	%	9.6	90.4	100.0	17.1	82.9	100.0
PGR	n	31	312	343	9	108	117
	%	9.0	91.0	100.0	7.7	92.3	100.0
Total	n	137	1634	1771	51	379	430
	%	7.7	92.3	100.0	11.9	88.1	100.0

<i>Table A4.20 How helpful was the advice from the university careers service on getting a job outside the UK post-graduation? Respondents who sought advice and indicated an intention to work in their home country (n=51) by level and year</i>		<i>Very helpful</i>	<i>Helpful</i>	<i>Neither helpful or unhelpful</i>	<i>Unhelpful</i>	<i>Very unhelpful</i>	<i>Total</i>
FT UG Yr1 (inc Fdn)	n	0	1	1	0	0	2
	%	0.0	50.0	50.0	0.0	0.0	100.0
FT UG Middle year(s) (inc 8 PTUG)	n	0	2	5	1	0	8
	%	0.0	25.0	62.5	12.5	0.0	100.0
FT UG Final year	n	0	1	1	0	1	3
	%	0.0	33.3	33.3	0.0	33.3	100.0
TPG (in 28 PT)	n	1	12	11	4	1	29
	%	3.4	41.4	37.9	13.8	3.4	100.0
PGR	n	1	3	2	2	0	8
	%	12.5	37.5	25.0	25.0	0.0	100.0
Total	n	2	19	20	7	2	50
	%	4.0%	38.0%	40.0%	14.0%	4.0%	100.0%

<i>Table A4.21: Have you sought advice from the university careers service on getting a job outside the UK post-graduation?</i>		<i>Information about jobs in your home country: Importance</i>	<i>Information about jobs in your home country: Satisfaction</i>
Yes	Mean	6.07	2.78
	N	44	27
No	Mean	5.14	3.56
	N	440	71
Total	Mean	5.23	3.35
	N	484	98

<i>Table A4.22 Have you sought information from the careers service on how to get a work permit?</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
Yes	187	9.9	11.0
No	1029	54.3	60.6
Not Applicable	483	25.5	28.4
Total	1699	89.7	100.0
Missing	196	10.3	
	1895	100.0	

<i>Table A4.23 Have you sought information from the careers service on how to get a work permit? by region</i>		Yes	No	Not applicable	Total
EU	n	6	154	244	404
	%	1.5	38.1	60.4	100.0
Europe non EU	n	3	33	38	74
	%	4.1	44.6	51.4	100.0
Africa	n	20	119	28	167
	%	12.0	71.3	16.8	100.0
Middle East (Turkey to Iran)	n	14	51	7	72
	%	19.4	70.8	9.7	100.0
Asia (Former USSR, Mongolia, Japan)	n	9	73	13	95
	%	9.5	76.8	13.7	100.0
China (in HK, Taiwan)	n	49	189	57	295
	%	16.6	64.1	19.3	100.0
SE Asia	n	22	127	25	174
	%	12.6	73.0	14.4	100.0
Asia sub-continent	n	30	93	13	136
	%	22.1	68.4	9.6	100.0
Australasia (inc Philippines)	n	1	24	7	32
	%	3.1	75.0	21.9	100.0
North America (inc Caribbean)	n	20	98	31	149
	%	13.4	65.8	20.8	100.0
Central and South America	n	12	63	16	91
	%	13.2	69.2	17.6	100.0
Unknown	n	1	5	4	10
	%	10.0	50.0	40.0	100.0
Total	n	187	1029	483	1699
	%	11.0	60.6	28.4	100.0

<i>Table A4.24 Have you sought advice from the university careers service on getting a job outside the UK post-graduation?</i>		Yes	No	Not applicable	Total
FT UG Yr1 (inc Fdn)	n	25	167	91	283
	%	8.8	59.0	32.2	100.0
FT UG Middle year(s) (inc PTUG)	n	22	195	114	331
	%	6.6	58.9	34.4	100.0
FT UG Final year	n	22	114	66	202
	%	10.9	56.4	32.7	100.0
TPG (inc PT)	n	89	311	112	512
	%	17.4	60.7	21.9	100.0
PGR	n	25	212	89	326
	%	7.7	65.0	27.3	100.0
Total	n	183	999	472	1654
	%	11.1	60.4	28.5	100.0

<i>Table A4.25 Have you sought information from the careers service on how to get a work permit?</i>		<i>Work permit issues: Importance</i>	<i>Work permit issues: Satisfaction</i>
Yes	Mean	6.60	3.66
	N	86	68
No	Mean	6.34	3.95
	N	260	44
Not Applicable	Mean	4.33	4.38
	N	98	8
Total	Mean	5.95	3.82
	N	444	120

Appendix 5: Staff Survey Results

	Number	Percent
Yes	43	34
No	81	64
Missing	2	2
Total	126	100

	Yes n	Yes (%)	No n	No (%)	Total n (100%)
Careers Service	25	30	58	70	83
International Office	6	67	3	33	9
Student Support	9	82	2	18	11
Welfare	4	100	0	0	4
Chaplaincy	2	67	1	33	3
Student Union	2	40	3	60	5
Other	5	71	2	29	7
Total	53	43	69	57	122

	100%	75%	50%	25%	Never	Other	Total
Careers Service	1 (1)	5 (6)	9 (11)	38 (45)	1 (1)	31 (36)	85 (100)
International Office	2 (22)	2 (22)	3 (33)	2 (22)	0 (0)	0 (0)	9 (100)
Student Support	2 (20)	3 (30)	0 (0)	2 (20)	0 (0)	3 (30)	10 (100)
Welfare	3 (75)	0 (0)	1 (25)	0 (0)	0 (0)	0 (0)	4 (100)
Chaplaincy	1 (33)	0 (0)	0 (0)	0 (0)	0 (0)	2 (67)	3 (100)
Student Union	0 (0)	0 (0)	2 (40)	1 (20)	0 (0)	2 (40)	5 (100)
Other	0 (0)	2 (29)	4 (57)	0 (0)	0 (0)	1 (14)	7 (100)
Total	9 (7)	12 (10)	19 (15)	43 (35)	1 (1)	39 (32)	123(100)

	Job Role							
	Careers Managers (n=25)		International Office Manager (n=3)		Careers Advisor (n=50)		International Officer/Advisor (n=16)	
	Yes (n)	Yes (%)	Yes (n)	Yes (%)	Yes (n)	Yes (%)	Yes (n)	Yes (%)
Part-time work	18	72	0	0	38	76	13	81
Work post graduation	22	88	0	0	46	92	6	38
Work permit	11	44	0	0	30	60	10	62
Input to curriculum	11	44	2	67	15	30	7	44
Careers	17	68	0	0	31	70	8	50
Other guidance	9	36	0	0	19	38	5	31
Industrial placement	8	32	1	33	17	34	3	19

<i>Table A5.5 For what purpose do International Students mainly use your service?</i>	<i>All respondents</i>		<i>Careers Services</i>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Part-time work	20	16	16	20
Work post graduation	24	19	23	28
Careers advice	40	32	39	48
Course advice	6	5	0	5
other	30	24	4	5
Total	120	95	82	100
Missing	6	5	-	-
	126	100	-	-

<i>Table A5.6 Do you have different strategies for engaging students who seek jobs globally (rather than in the UK)?</i>	<i>Yes n</i>	<i>Yes (%)</i>	<i>No n</i>	<i>No (%)</i>	<i>Total (100%)</i>
Careers Service	21	26	60	74	81
International Office	2	25	6	75	8
Student Support	0	0	7	100	7
Welfare	1	25	3	75	4
Chaplaincy	0	0	2	100	2
Student Union	0	0	4	100	4
Other	1	17	5	83	6
Total	25	22	87	78	112

<i>Table A5.7 Do you produce advice materials/resources specifically for IS?</i>	<i>Yes n</i>	<i>Yes %</i>	<i>No n</i>	<i>No %</i>	<i>Total n (100%)</i>
Careers Service	61	71	25	29	86
International Office	9	100	0	0	9
Student Support	9	82	2	18	11
Welfare	4	100	0	0	4
Chaplaincy	2	67	1	33	3
Student Union	3	60	2	40	5
Other	7	100	0	0	7
Total	95	76	30	24	125

<i>Table A5.8 In what ways are International Students encouraged to use your service?</i>	<i>Yes n</i>	<i>Yes %</i>	<i>No n</i>	<i>No (%)</i>	<i>Total n (100%)</i>
Careers Service					
Seminars	55	63	32	27	87
Web based information	72	83	15	17	87
Leaflets	71	82	16	18	87
Through course information	37	43	50	57	87
Other	21	24	66	76	87

<i>Table A5.9: Does the Careers Service work with other departments on International Issues?</i>	Yes <i>n</i>	Yes (%)	No <i>n</i>	No (%)	Total <i>n</i> (100%)
Careers Service	67	79	18	21	85
International Office	5	56	4	44	9
Student Support	8	80	2	20	10
Welfare	2	67	1	33	3
Student Union	1	33	2	67	3
Other	4	67	2	33	6

<i>Table A5.10 How do you handle work permit enquiries?</i>	<i>Specialist within department</i>		<i>Specialist within university</i>		<i>Refer outside the university</i>		<i>Other</i>		<i>Missing</i>		Total <i>N</i> (100%)
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
Careers Service	5	6	68	78	9	10	2	2	3	3	87
International Office	4	44	4	44	0	0	1	11	0	0	9
Student Support	2	18	3	27	3	27	2	18	1	9	11
Welfare	0	0	1	25	0	0	3	75	0	0	4
Chaplaincy	0	0	2	67	0	0	0	0	1	27	3
Student Union	2	40	1	20	0	0	2	40	0	0	5
Other	1	14	4	57	1	14	1	14	0	0	7

<i>Table A5.11 Do you formally monitor the number of International Students you advise? (Careers Services only, N=85)</i>	<i>N</i>	<i>%</i>
Yes	40	47
No	45	53

<i>Table A5.12 Do you monitor International Student satisfaction with the CAS? (Responses from the Careers Service)</i>	Yes <i>N</i>	Yes <i>%</i>	No <i>N</i>	No <i>%</i>	Total <i>N</i> (100%)
University Satisfaction Survey	20	23	66	77	86
Departmental Satisfaction Survey	32	37	55	63	87
Evaluation sheets	30	35	57	65	87
Do not monitor satisfaction	4	5	83	95	87

<i>Table A5.13 Which department of the University do you work for?</i>	<i>Number</i>	<i>Percent</i>
Careers Service	87	69
International Office	9	7
Student Support	11	9
Welfare	4	3
Chaplaincy	3	2
Student Union	5	4
Other	7	6
Total	126	100

<i>Table A5.14 What is your job role?</i>	<i>Number</i>	<i>Percent</i>
Careers manager	25	20
International office manager	3	2
Careers advisor/officer	50	40
International advisor/officer	16	13
Other	32	25
Total	126	100

HECSU Survey on International Students and the Careers Advisory Service

For the purpose of this research International students will be defined as all non-UK students on programmes towards a named award.

1. Which section of the University do you do you work for?

- | | |
|---|-------------------------------------|
| <input type="radio"/> Careers Service | <input type="radio"/> Welfare |
| <input type="radio"/> International Office | <input type="radio"/> Societies |
| <input type="radio"/> Student Support | <input type="radio"/> Student Union |
| <input type="radio"/> Chaplaincy | <input type="radio"/> Alumni Office |
| <input type="radio"/> Other, please specify | |

2. What is your job role?

- | | |
|--|---|
| <input type="radio"/> Careers manager | <input type="radio"/> Careers advisor/officer |
| <input type="radio"/> International Office Manager | <input type="radio"/> International advisor/officer |
| <input type="radio"/> Other, please specify | |

3. Do you have a speciality within the department? (e.g Work Permit advisor)

- Yes, please specify
- No

4. On which issues do you interact with international students?

- | | |
|---|---|
| <input type="radio"/> Part-time work | <input type="radio"/> Careers |
| <input type="radio"/> Work Post-graduation | <input type="radio"/> Other guidance activity |
| <input type="radio"/> Course advice | <input type="radio"/> Industrial placement |
| <input type="radio"/> Work Permit | |
| <input type="radio"/> Other, please specify | |

5. For what purpose do International Students mainly use your service?

- | | |
|---|---|
| <input type="checkbox"/> Part-time work | <input type="checkbox"/> Course advice |
| <input type="checkbox"/> Work post graduation | <input type="checkbox"/> Local area information |
| <input type="checkbox"/> Careers advice | <input type="checkbox"/> Other, please specify |

6. Is there a dedicated staff resource for International Students in your department?

- Yes, please specify No

7. Do you have different strategies for engaging students who seek jobs globally (rather than in the UK)?

Yes, please specify

No

8. How much of your time is spent with International students?

100% 75% 50% 25% Never Other (Please specify)

9. Do you produce advice materials specifically for International students?

Yes

No



Please go to question 11

10. If yes, what is the advice about?

11. What are the key challenges in dealing with International Students?

12. Do you formally monitor the number of International students you advise?

Yes

No



Please go to question 14

13. How do you use this data?

14. In what ways are International students encouraged to use your service?

Seminars

web based information

Leaflets

Through course information

Other, please specify

15. How do you handle Work Permit enquiries?

Specialist within Department

Specialist within University

Refer outside the University

Other, please specify

15. Does the Careers Service work with other departments on International issues?

- Yes No (Please go to question 20)

16. How does the Careers Service work with other departments on International issues?

17. Do you use employer liason to improve the International Student experience?

- Yes No

18. What would you identify as the key requirements/needs of International Students?

19. How are these requirements/needs approached?

20. Do you monitor student satisfaction with the CAS?

- Through University Satisfaction Survey
 Through Departmental Satisfaction Survey
 Evaluation sheets
 We do not monitor satisfaction
 Other, please specify

21. Any further comments?

Thank you for completing this survey

HECSU Survey on International Students and the Careers Service

For the purpose of this research International students will be defined as all non-UK students on programmes leading to a named award.

1. At which level are you studying?

- Undergraduate Post-graduate (taught) Post-graduate (research)
 Other (Please specify)

2. Are you

- Full-time Part-time Distance learner

3. How long is your course?

- One year Two years Three years Four years Five years
 Six years More than six years Other (please specify)

4. What year of your course are you in at this university?

- 1st 2nd 3rd 4th 5th 6th
 other

5. Does your programme include a work placement? (ie. a period of work experience which forms part of your course)

- Yes No

6. What is your subject area? (Please tick one option only -drop down box)

- | | |
|--|--|
| <input type="radio"/> Medicine & Dentistry | <input type="radio"/> Law |
| <input type="radio"/> Subjects allied to medicine | <input type="radio"/> Business and Administrative Studies |
| <input type="radio"/> Biological Sciences | <input type="radio"/> Librarianship, Information Science and Media Studies |
| <input type="radio"/> Veterinary Science | <input type="radio"/> Languages |
| <input type="radio"/> Chemistry and Physical Sciences | <input type="radio"/> Humanities |
| <input type="radio"/> Mathematical Sciences | <input type="radio"/> Creative Arts and Design |
| <input type="radio"/> Engineering and Technology | <input type="radio"/> Education |
| <input type="radio"/> Architecture, Building and Planning | <input type="radio"/> Other (Please specify) <input type="text"/> |
| <input type="radio"/> Social, Economic and Political Studies | |
| <input type="radio"/> Computer Sciences | |

7. What is the title of your course?

8. Why did you choose to study in the UK? *(Please tick all that apply)*

- | | |
|---|--|
| <input type="radio"/> Cost of study | <input type="radio"/> Education system compatability |
| <input type="radio"/> Easier visa regulations | <input type="radio"/> Personal recommendation |
| <input type="radio"/> Cost of living | <input type="radio"/> Wish to come to a specific city/region |
| <input type="radio"/> English is my first language | <input type="radio"/> Employment in UK after graduating |
| <input type="radio"/> Proximity of UK to home country | <input type="radio"/> Employment in the UK whilst studying |
| <input type="radio"/> Sponsor/employer decided | <input type="radio"/> Better employment in home country after graduating |
| <input type="radio"/> Family decided | <input type="radio"/> Quality of careers service support (e.g. information and guidance) |
| <input type="radio"/> Personal interest | <input type="radio"/> Quality of learning and teaching |
| <input type="radio"/> Course only available in UK | <input type="radio"/> Fresh Talent Initiative (Scotland) |
| <input type="radio"/> Length of course | <input type="radio"/> To improve my English |
| <input type="radio"/> Quality of UK qualifications | <input type="radio"/> Other (Please specify) <input type="text"/> |
| <input type="radio"/> Prestige of UK qualifications | |

9. On what basis did you choose to study at this university? *(Please tick all that apply)*

- | | |
|---|---|
| <input type="radio"/> Recruitment event by agency | <input type="radio"/> Employer/sponsor decided |
| <input type="radio"/> Suggestion by employer in home country | <input type="radio"/> Careers advice from home country |
| <input type="radio"/> Direct recruitment by UK university international officer | <input type="radio"/> Large international student population |
| <input type="radio"/> The website of this university | <input type="radio"/> Family decided |
| <input type="radio"/> UCAS website | <input type="radio"/> Social Life |
| <input type="radio"/> Other website (please specify) <input type="text"/> | <input type="radio"/> Sporting facilities |
| <input type="radio"/> British Council | <input type="radio"/> Accreditation from previous learning |
| <input type="radio"/> Personal recommendation | <input type="radio"/> Reputation of careers service |
| <input type="radio"/> Cost of study | <input type="radio"/> Reputation of institution |
| <input type="radio"/> Cost of living | <input type="radio"/> Course only available at this institution |
| <input type="radio"/> Opportunities for cultural experiences (i.e. historic buildings, theatre) | |
| <input type="radio"/> Other (Please specify) <input type="text"/> | |

10. How useful did you find the careers services in your home country?

- Very Useful Useful Not useful
- I am aware of but have not used this service Not aware of service

11. How useful have you found the careers service at this university?

- Very Useful Useful Not useful
- I am aware of but have not used this service Not aware of service

12. Please indicate how important the following careers services are to you, whether you have used them and how satisfied you are with the services you have used.

	IMPORTANCE							USED SERVICE		SATISFACTION						
	Not at all important			Very Important				Yes	No	Very Dissatisfied				Very Satisfied		
	1	2	3	4	5	6	7			1	2	3	4	5	6	7
Career advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time job advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course-related work placement advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about jobs in the UK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about jobs in your home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about jobs in a particular sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job application advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CV advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacts with employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychometric testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mock interviews/assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work permit issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visa regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course/programme advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please indicate how important the following careers resources are to you, whether you have used them and how satisfied you are with the resources you have used.

	IMPORTANCE							USED SERVICE		SATISFACTION						
	Not at all important			Very Important				Yes	No	Very Dissatisfied				Very Satisfied		
	1	2	3	4	5	6	7			1	2	3	4	5	6	7
Pre-arranged guidance appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Careers service seminars/ workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based information about jobs and careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed materials (e.g leaflets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit-bearing module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop-in sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer events/fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-guidance (e-mail communication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify in the boxes below)																
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What other type of advice and guidance would be most helpful to assist you in developing your career ?

Paid work whilst studying	Yes	No	Not applicable
15.1 Since coming to the UK have you undertaken paid work whilst studying?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.2 Has this paid work been related to your programme of study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.3 Has this paid work been related to your future career plans?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.4 Has the careers service helped you obtain a National Insurance Number (NI number)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16 How did you find your job ?

Careers Service Personal Contact External job agency

Student Union Job Centre Other (Please specify)

17. How helpful was your institution's careers service with finding paid work whilst studying?

Very helpful Helpful Not helpful I am aware of service but have not used it Not aware of service

18. Since coming to the UK have you undertaken voluntary work?

Yes No

Work post-graduation

19a. When you complete your course do you intend to ?

- Work in the UK
 Work in home country
 Continue studying in the UK
 Continue studying elsewhere
 Work elsewhere
 Other (Please specify)

19b. If you intend to work in the UK after you graduate how long do you intend to stay ? (tick one box only)

1 year 2 years 3 years 4 years 5 years More than 5 years Not sure

Other (please specify)

20a. Have you sought advice from the university careers service on getting a job in the UK post-graduation?

Yes No

20b. How helpful did you find this advice?

Very helpful Helpful Neither helpful or unhelpful Unhelpful Very unhelpful

21a. Have you sought advice from the university careers service on getting a job outside the UK post-graduation?

Yes No

21b. How helpful did you find this advice?

Very helpful Helpful Neither helpful or unhelpful Unhelpful Very unhelpful

22. Have you sought information from the careers service on how to get a work permit?

Yes No Not applicable

Overall satisfaction

23. Please mark in the boxes below an estimate of your overall satisfaction with the following aspects of your University education.

SATISFACTION

Very Dissatisfied Very Satisfied
1 2 3 4 5 6 7

Your course at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The careers service at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your experience as a student at the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24 Any further comments?

About you

Q25 Are you:

Male Female

Q26 : Which age group?

Age

18-21 22-34 35-44 45-59 60+

Q27 What is your home continent?

Q28 What is your home country? (this will be a drop down box)

HECSU's objective is

The advancement of education of students and graduates of any establishment of higher education... by supporting the work of the careers advisory services.

We achieve this by working with the Association of Graduate Careers Advisory Services (AGCAS) and individual university and college careers services, and researchers in higher education and other organisations.

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