

*IS UNIVERSITY SUPPORT FOR
INTERNATIONAL STUDENTS MEETING
THEIR NEEDS? AN EXAMINATION OF THE
EXPERIENCES OF INTERNATIONAL
STUDENTS ON THE ACCOUNTING AND
FINANCE COURSE*

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SESSION PLAN

- Inspiration for the research
- Literature Overview
- Methods and Data Collection
- Findings
- Conclusion/Recommendations

INSPIRATION FOR THE RESEARCH

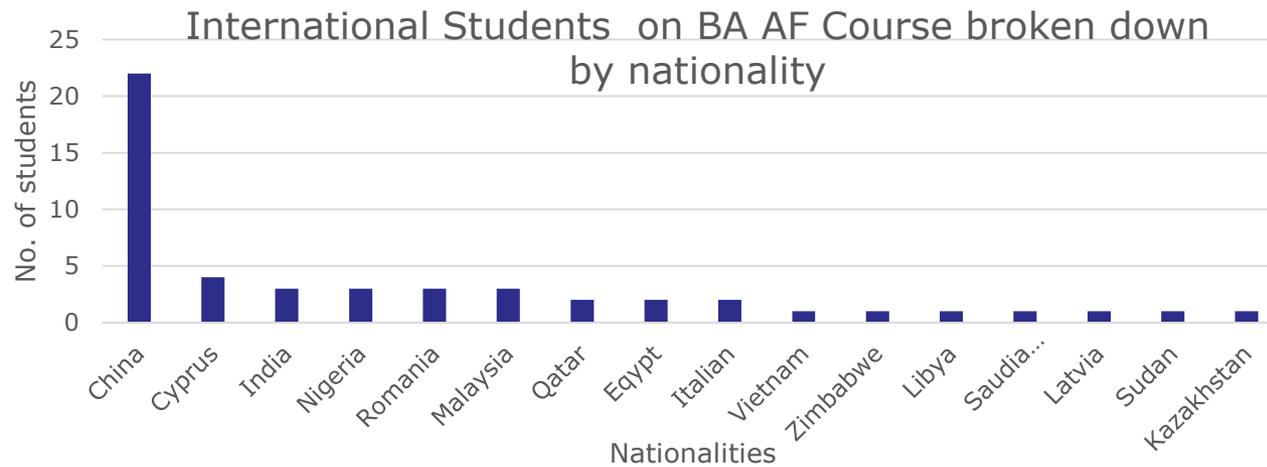


LITERATURE OVERVIEW

- **Main areas of research to date**
 - **Mainly focussed in USA/Australia and UK**
 - **International Student Stress** – large quantitative survey based reviews around acculturative stress and friendship group formation
 - **English Language Proficiency** – English Language and impact on academic achievement and learning/Academic and Student views of English language proficiency
 - **Academic Help and Support for international students** – Induction and pre arrival needs/Academic attitudes
 - Limited around support – some research about what should be provided, but none looking at what is being provided and considering how that is working.

COURSE CONTEXT

- International students make up approximately 15% of students on course which is in line with Business School overall
- Breakdown of students as follows;



METHOD AND DATA COLLECTION

- Review of support provided to international students at the university and comparison to other regional universities
- Interviews with 5 students on the A and F course
- Questionnaire handed out to international students on all levels of the course. 85% response rate as hard copy
- Practitioner diary kept during Autumn and Spring term of the 2017/18 academic year

FINDINGS

- Outline of support available
- Majority of students did not engage with the generic Business School level support. 76% did not attend induction sessions
- Very different experiences of the five students interviewed
 - Level of English language ability
 - Existing connections to the UK
 - Impact on arrival and ongoing
 - Little or no engagement with support services even in times of need

FINDINGS

- From a Practitioner perspective poor English language skills of international students made class management more challenging
- Academic English support had relatively high visibility, 65% of international students said they had used it, but the weaker students not as aware of it/had used it

RECOMMENDATIONS TO DEVELOP PRACTICE

- More personalised approach
- Pre arrival contact
- Buddying/Mentoring scheme
- English support development
- Training/discussion amongst practitioners as to how to make international students expert in the classroom

QUESTIONS?????

