

Increasing Engagement of International Students with
University Services and Support to Overcome their Pre - Post
Arrival Challenges to the UK– a Case Study of Edinburgh Napier
University

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MSc dissertation check list

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Abstract

Nowadays, there's an increase in number of international student's arrival in United Kingdom (UK) for further studies. They go through a specific process to get into universities and have more steps to follow after arriving. During this time the international students may face some challenges and require support from the university which they want to get admission. However, universities also introduced support and services to help the students in their journey. It is commonly seen that; international students are facing challenges while they apply for an admission and after their arrival to the country and might not able to get or access the university support and services. This study aims to increase the engagement of the international students with the university services and facilities to overcome the challenges they faced during their pre and post arrival journey.

To achieve this, the research has been conducted to gather the existing information on challenges faced, available services and reason behind not being used. After gathering information, qualitative data approach has been selected for further study along with semi-structured interview method. Thematic analysis approach has been used to analyse the data. To collect the data Edinburgh Napier University (ENU) has been considered.

After analysing the gathered data, it has been known that, university have to increase the advertisement, improve website, increase in wellbeing and counselling session, support in academic writing which leads to increase in use of services and decrease the challenges faced by international students.

This study concludes that students face challenges, even if there are facilities and university need to use different approach so that students' interactions can be improved.

This study also faced limitations due to unavailability of students which affects in the number of participants considered and that can be affect on generating proper outcome.

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Chapter 1: Introduction

1.1 Background

In recent years, there are rise in the number of international students' arrival in UK to peruse their studies. Due to arrival of oversea students', there are challenges which have to face by Higher Education Institution's. They also have high demand and expectations that university will be there to support them (Xu, Schönrock-Adema, Jaarsma, Duvivier, & Bos, 2022, Ammigan & Jones, 2018). Before increase in ratio of other countries students in UK, there were more European students. After Brexit in 2016, the EU students' ratio has been decreased gradually. According to data published in HESA20 (2023), there has been a notable increase in the ratio of non-EU students in the UK since 2019. While EU student's ratio decline of 19%, other international student arrivals saw a significant rise of 37%. Moreover, data from the British Council indicates a growing trend of international students from India and China opting to pursue further studies in the UK. The Census report reveals that India tops the list with 11.6% of sending students to other country, followed by China at 11.2%, Romania at 9.5%, and Nigeria at 5.3%, making them the top four countries contributing to international student arrivals in the UK (Census, 2023). These statistics highlight the prominent role these countries play in sending students for higher education in the UK. From 2019, the UK government established the Post Study Work visa which means after completion of Post graduate and PHD degree, the students can stay in UK for two years under this visa. And it might be the reason of increasing the number of international students' arrival. Later data also indicates that Pakistan is at position 4 and Nigeria is at position 3, according to the report by (ICEF, 2023) which also published the UK data of international students.

Through the study and research done by (Zhai & Cao, 2022), it was stated that Chinese students choose post-graduate degrees over undergraduate ones for their future education. The reason mentioned was that although China has outstanding educational institutions and colleges, there aren't enough seats available at the best ones. Moreover, data from 2011 to 2021 show that the majority of students pick a post-graduate degree as their first degree, and that number increased from 2019 after the Post Study work visa (PSW) policy was implemented (Perrott, 2022). It was noticed by the report (Khanal & Gaulee, 2019), that India stands on 2nd position who sends students to UK for their post-graduate degrees.

The study (Khanal & Gaulee, 2019) found that Indian foreign students encountered difficulties in locating information, dealing with money problems, and obtaining visas before coming to the UK.

According to Bartram, (2008), he discussed the difficulties experienced by overseas students, such as emotional illness, loneliness, language problems, inability to comprehend the evaluation process, and complicated future results. All foreign students who came to the UK for higher education, especially those from the most developing nations, addressed these concerns (Khanal & Gaulee, 2019). From the above study the literature review carried out to get in depth about the challenges faced by international students during their pre arrival process and post arrival process. There due to facing challenges by international students, the universities also provide the support but, the lack of communication occur to provide the information regarding the services.

1.2 Aims and Objectives

The aim of this study is to increase the engagement of international students to use university services and support when they face any challenges in their pre-post arrival. Along with that, research also made to know which all facilities are available by the university and the reason behind lack of engagement with students will be identify. Through this thesis, the ways of increasing engagement will be carried out in terms of solution.

The objectives are:

1. Review existing literature
2. Gather Qualitative data using methodology and method which include phenomenology methodology approach, and semi-structured interview as a method of data collection.
3. Analyse data through thematic analysis.
4. Propose solution from findings which will help university and international students.
5. Discuss Findings and compare with the literature review.

1.3 Thesis structure

Chapter 1: Introduction. The current chapter represent the introduction of the study along with aims and objectives and further study.

Chapter 2: Literature Review. The second chapter represent the literature study which starts with introduction and following by international students in UK, pre and post arrival of international student procedure, challenges faced by international students in academic and non-academic manner, university facilities to support international students and suggestions, and further analysis with research questions.

Chapter 3: Methodology. The third chapter carried out with methodology which includes introduction, methodology approach, considered method, participants, data generation, data analysis, and ethical consideration.

Chapter 4: Findings. After gathering data and analysis, the results will be shown in this chapter.

Chapter 5: Reflective analysis from suggestions and Discussion. In chapter 5, further discussion based on finding will be mentioned. The discussion is basically based on aim of the study and the outcomes.

Chapter 6: Conclusion. The last chapter holds summary of the study, along with strength and weakness of the study.

Chapter 2: Literature review

2.1 Introduction

The United Kingdom (UK) has been a popular destination for international students who are seeking higher education (Xu, X., Schönrock-Adema, J., Jaarsma, A. D. C., Duvivier, R. J., & Bos, N. A. 2022, Kainth, 2021, Abbas, J., Alturki, U., Habib, M., Aldraiweesh, A., & Al-Rahmi, W. M. 2021). For the international students, from the choice of university to arrival in the UK, they have to follow lot of procedures such as, giving the English Language proficiency exam, based on the band select the university, apply in the particular course, follow the steps of university process, apply for visa, and after landing in to the UK they have to look for accommodation, adopt cultural diversity, and fees (Khanal & Gaulee, 2019). During this procedure, the international students expect support from the university. Moreover, they face lot of disruption and challenges during the procedure which will impact on their education and career (Kainth, 2021). Although there are difficulties for overseas students, the institution provides support in a number of ways that will help them in their process (Pauline Anne Gordon, 2019).

This literature review examines the majority of international students coming to the UK, their preferences for further studies, and the challenges they face before and after arriving. The whole process will be demonstrated in 2 sections, which are pre arrival procedure and post arrival. Following to that, particular area will elaborate the challenges and support provided by the university. The aim of this literature is to identify whether the issues faced by student's are ongoing or not, and how much the students are engaged with the available services.

The literature review divided in the sections to examine the study, for instance, the first section provides the information about international students' arrival ratio in the UK. In second section, pre-post arrival procedure is mentioned, in which the process of arriving and after arrival to the UK is discussed. Along with that, in third section, research on challenges faced by the students in particular area has been included. In fourth section, available facilities from the university will be addressed. In fifth section, rationale based on research will be written. And in the last section, the research will be based on Edinburgh Napier University and information related to that is mentioned.

2.2 International Students in UK

Understanding the motivations and preferences of international students, based on their choice of degree programs and the influence of policies like the PSW (Post Study Work) visa, are essential for

developing experiences of users in higher education. This knowledge can inform the design of information platforms, support services, and orientation programs tailored to meet the specific needs and expectations of international students. This is very crucial to identify that, from which part of the world the students are arriving so that, it would be easy to identify the particular countries procedure and challenges.

Nowadays, it's usual to pursue a short- or long-term education overseas. However, students must learn about the culture, language, and way of life of that nation in order to get a degree there, which often takes more time Andrade (2006). Perhaps to know better about the international students, Andrade (2006) explained that, international students enrolled individually in institutions for higher education who will hold temporary student visas and they will be considered in the category of non-native English Speakers. International students are those who are admitted by a country other than their own country of citizenship, typically under special permits or visas, for the specific educational purpose of pursuing a particular course of study at a postsecondary institution of the receiving country, according to the Organization for Economic Cooperation and Development's (2015) expansion of this definition. According to the Perkins and Neumayer (2014), Mazzarol and Soutar (2002), & Zheng (2014), the international students might be attracted more towards certain countries by considering factors such as, high level of education and their living standards, working part-time and earn money, develop social connections, historic connections, different languages, culture and strong economies. In past decades before the Brexit, the arrival of Europe students was more in the UK universities for their higher education according to the British Council 2021/2022 report which is published by Priest (2023). Later, after 2016 the UK Brexit from Europe, the EU student's ratio decreased continuously according to the 'UK universities report sharp post-Brexit drop in EU students' article written by Kreier (2023). Considering the Brexit and increasing in number of international students leads to know the reason behind facing issues and able to find the solution. Furthermore, at one side the arrival of EU students decreases and on the other side the arrival of students from non-EU countries has been increased and still increasing (Priest, 2023).

According to the report of (Kreier, 2023), from 2016, the ratio of international students from non-EU countries increased, and in the year 2021-2022 the majority of the students from China and India arrived in the UK for their further studies. In their study for the Asia Pacific Journal of Education, Keyu Zhai and Kang Cao (2022) noted that Chinese students choose post-graduate degrees over undergraduate ones for their future education. The reason for this, according to (Zhai & Cao, 2022),

is that although China has outstanding educational institutions and colleges, there aren't enough seats available at the best ones. However, their survey also revealed that respondents are more frightened of rigorous competitive tests (Zhai & Cao, 2022). After China, India is the second largest country from where students are arriving to the UK for their further studies (Khanal & Gaulee, 2019). A common reason behind study abroad is, lack of employment opportunities in their home country (Pauline Anne Gordon, 2019).

2.2.1 PSW Visa Policy

The increase in international students to study in UK because of Post-Study Work visa which is also called PSW visa. This visa allows the students to stay in UK for two years and provide opportunity to find the job and explore the career. This shows that one of the reasons behind selecting the UK as the destination for further study is the PSW visa. Moreover, data from 2011 to 2021 show that the majority of students pick a post-graduate degree as their first degree, and that number grew from 2019 after the PSW visa was implemented (Perrott, 2022). Along with that it also can be known that from 2019, the number of challenges has been increased often and universities also worked more on providing solution to those challenges. Considering top three countries students from China, India and Nigeria because the arrival for further studies in the UK is from these countries, the further study has been carried out.

2.2.2 Students Selecting Post Graduate Degree

According to the (Zhai & Cao, 2022), it has been known that students are selecting Master's degree over undergraduate degree to study further. Moreover, (Jones & Zhang, 2020), said that, Taught Post graduate programme is well designed than undergraduate programme and due to that the students are more intent to select the Master's degree. It also notifies from the study that, the under graduation have 3 years of course whereas, master course have only one year. This study includes post-graduate students for the research because from the above-mentioned information, it has been known that, the ratio of selecting master degree is more than undergraduate degree. Considering this, the challenges are more listed who are arriving from master degree.

2.3 Pre – Post Arrival Process of International Students

The journey of international students in the UK involves various procedures and preparations, for both before their arrival and during their stay. This section will explore the procedure for before and after arrival of international students. This section is useful for the study because it will demonstrate

the information related to the pre and post arrival scenarios and that will carry forward to know the challenges.

2.3.1 Pre – Arrival Process for International Students

In this process, it has been established from the above-mentioned study (section 2.2 international students in the UK) that students from the top three countries—China, India, and Nigeria—are coming to the UK for their further education. Understanding the pre-arrival process will make it simple to figure out the steps that the students must take and the difficulties they encounter, which will make it easier to provide information about how much the students are struggling and what solutions are available, which will reflect on the overall study.

Before arriving in the UK, international students go through several pre-arrival procedures to ensure a smooth transition and a successful start of their educational journey. The research about the university is the key factor and also a main starting point for any international students. Later on, other procedure is followed one after another which is discussed below. A variety of "push and pull" reasons that motivate foreign students to leave their home countries in order to pursue higher education elsewhere typically have an impact on the choice of a destination country or institution (Banjong & Olson, 2016). where "pull" refers to factors pulling students to host countries where they pursue education, while "push" refers to the factors forcing students away from their home countries. According to the (Lomer, 2018), the “push” factor which push students to leave their home country due to low quality of Higher Education. Whereas, the “pull” factor encourage students to consider foreign studies due to high quality of education.

According to the research done by (Veloutsou, C., Lewis, J.W. and Paton, R.A., 2004), in order to know the procedure of pre arrival student’s requirements, the initial stage for students is to finalize the university for their higher education. According to certain theories, while choosing information, prospective students are primarily interested in the institution and the courses that are offered (Bowden, 2000). In the article written by Veloutsou et al. (2004), mentioned that the location of the university, the atmosphere of the university, facilities of the university, career prospects and after study opportunities will be considered as a prior by international students before arrival. At the initial stage the entrance exams as an entry requirement need to be cleared first according to the UK government websites (Priest, 2023 and Veloutsou et al., 2004). According to the (Veloutsou et al., 2004, and Webster, 2011), the universities provide online information regarding the procedure of admission through university website in a better way such as presentation slides, presenting videos,

short videos, providing several helpful links, and even they can contact through email which is mentioned in the website. As mentioned in the above paragraph about “pull” factor, which also mentioned the policies of the country for international students that can influence students to select the course and university along with the country. According to (Pauline Anne Gordon, 2019), it has been noticed that, overseas students consider ranking of the university which can be shown in ranking website such as BBC channel, Times Higher Education, The Guardian, and Masters Portal. Apart from that, she also mentioned in her findings about consideration of practical way of learning which means, international students also check the way of learning and teaching. They expect practical learning rather than theory. Therefore, other than education system the country and its atmosphere is also concern for the students.

According to the research done by (Webster, 2011), which shows that, offer holders need to think of accommodation, health services such as Tuberculosis (TB) report is mandatory. After the visa get approved, at the airport the student’s need to submit the COVID19 report then and then only they can go for further procedure (Hou, A. T., Pang, G. C., Mills, K. M., Bayudan, K. L., Moore, D. M., Medina, L. P., & Pang, L. W., 2023), this is because of safety of other passengers to stop spreading any viral infections. The university's website has traditionally provided access to broad pre-arrival material, and all students have received a generic "Joining University" brochure in the mail. International students were not directly contacted to provide them with expert knowledge (Webster, 2011). But nowadays, the students can contact directly through email, and phone call to get the information (Hou et al., 2023).

However, to attract the international students and to make them familiar with the culture and academic systems pre-sessional course has been introduced. This course is designed for those whose first language is not English and not able to clear the language requirement of the university. According to Wu and Hammond (2011), the study they conducted in which the pre-sessional course introduced and received the positive feedback from the students. This course is available in all universities in which training on English writing, reading, listening, and speaking has been given. They conducted interviews considering students who arrived early in pre-sessional course and the feedback was positive in which the academic familiarities were mentioned and make the students familiar, introduction of support system has been known to the students. Moreover, among the interviewed students some shown dissatisfaction on explanation on course structure and on tutoring.

According to the survey conducted by the Webster (2011), the university provides the pre-arrival support in the form of creating community using social media, information shown on online websites and creating advice websites. The information which is shown online has been categorized such as information for offer holders, visa and immigration process guidance, induction information, and UK culture information. In this survey, the information and feedback received which tells that support is there in the form of social media but the students are using them in a different manner. The majority of international students didn't use the online websites and advice websites. The use of social media has the limitations such as some social media is banned in some countries, (for example, Facebook is banned in China) due to this the students from China not able to use the resources which is shared by Facebook (Yu & Moskal, 2018, & Ammigan, 2019).

In short, the literature review on pre-arrival procedures emphasizes the importance of prioritizing a positive experience and use of services by international students. Prospective students consider various factors such as location, atmosphere, facilities, career prospects, and post-study opportunities when choosing a university. Accessible and comprehensive online information, covering admission procedures, accommodation, health services, and visa requirements, significantly enhances the user experience. However, personalized and expert guidance is also crucial to further support international students throughout their pre-arrival journey.

2.3.2 Post – Arrival Process of International Students

The post-arrival of international students in the UK are crucial for ensuring a smooth transition and successful integration into their new educational environment. This literature review aims to explore the various post-arrival procedures undertaken by international students in the UK and their implications for student engagement with services.

However, due to restrictions on the budget, many institutions have focused on the recruitment of overseas students as a source of income during the past few years (Lomer, 2018). From the past years, budget cuts and government regulations for publicly financed universities in several nations have made it more difficult to attract overseas students who are self-paid (Luo & Jamieson-Drake, 2013, Khanal & Gaulee, 2019). After arrival procedure of international students is quite critical in thinking which include procedure such as welcome event, new education system, academic writing where critical thinking play vital role (Pauline Anne Gordon, 2019). According to the finding and research done by Pauline Anne Gordon (2019), there are several steps which need to consider and follow after arrival in the UK such as, induction program, making aware of reception area, support

desk, timetable, university apps where all the module related information will be shown, along with providing knowledge to explore the campus which will help students in their further academic year.

In addition to the procedures followed by international students, there are other process that need to be considered, such as the requirement to educate students about learning techniques in the form of assessment structure, learning and teaching method, coursework awareness and extra course related information (Pauline Anne Gordon, 2019). Hellstén and Prescott (2004) claim that some institutions place a high value on teaching experience, high-quality educational background, and user-friendliness for foreign students in learning zones. For international students, non-academic activities like finding house will need a lot of effort as well. From their survey, it can be said that, the housing crisis were also there in the past.

Virtual Learning Environment (VLE) is a trending technology being used during the induction where the access of virtual library and virtual campus given to the students. Due to this it has been known that, why students specially from Asian countries and developing countries are facing issues here in the UK is that they don't have enough opportunities to utilize technologies effectively at home which leads them to end up here in challenging situation which do not technically exist here. Therefore, it can be said that such situations make them less-engaged with the provided facilities by University (Pauline Anne Gordon, 2019).

In short, the post-arrival procedures for international students in the UK play a vital role in their overall experience and successful integration into the university environment. The literature review has shed light on various aspects of these procedures. However, the engagement with the procedure is smooth for some students and tough for some students. Perhaps there are procedures designed and made for international students then in regards to that, there are challenges and issues faced by international students at the time of using the procedures and moving to other countries.

2.4 Challenges Faced by International Students

In this section, Challenges faced by international students will be mentioned. It is divided into two sections; one is academic challenges and another is non-academic challenges. Academic challenges include, financial, learning and teaching, assessment and critical thinking related information. Moreover, in non-academic challenges, homesickness and wellbeing is mentioned.

2.4.1 Academic Challenges

After arrival to the UK, students also need to face academic challenges and they have to struggle in understanding the new education system which might be tough for new arrival students. The academic challenges include financial issues, and learning and teaching problems. In the article written by Rhoden and Kinchington (2021), which is based on a study and findings about the difficulties faced by international students, it is stated that students frequently struggle with issues related to forming relationships with their peers, failing to comprehend the structure of their courses, and not receiving adequate support from their universities. According to study and conclusions by Hyams-Ssekasi, D., Mushibwe, C. P., & Caldwell, E. F. (2014), overseas students experienced pressure over money and depression as a result of these challenges which will explain below in the financial challenges section. They also reported having trouble adjusting to the new culture, learning and teaching issues, assessment and critical thinking, which led them to believe they were in a tight spot. Although, these problems existed in early ages and some solutions have been introduced already, there is a few solutions which are not yet so effective against the problems.

2.4.1.1 Financial Challenges

As mentioned above that students who arrived in the UK are facing financial crisis in return it affects to increase the anxiety, pressure and stress. It has been observed that international students have to pay more fees than domestic students and not able to get any equivalent benefits from universities after paying more fees (Cheng, 2023), lecturers were from different education background and difficult to manage adaption of the learning methods. As per above mentioned information about paying fees, the African countries which is also in the trend nowadays from where the UK receives the students, also face the issues of paying the higher education fees (Owusu-Kwarteng, 2020) after arriving the UK due to higher in cost of living because day by day the cost-of-living increases which create impact on the expense. Most of African students spend their money on cost of living and not able to save for their fees as mentioned in the above section that most of international students are self-funded, which impact on the studies by focusing on earning rather than studying and in result they will fail or the time may take longer than expected to complete the degree (Ajibade & Hayes, 2022).

To address the problems related to the funding, the universities has been setup the offices and departments to support the students (Ammigan & Jones, 2018), such as immigration guidance, financial advice and academic support. Most of the universities including Edinburgh Napier have

already established Finance Department which assist and inform to student about fees instalments and scholarship. According to the literature and history studies conducted, it has been known that students are still complaining in regards of not able to get funding support and the reason behind it is less engagement and awareness of how such helpdesk helps students (Ammigan & Jones, 2018). According to the study conducted by Khanal and Gaulee (2019), notified that there are facilities related to paying fees such as, the university can also help with providing instalment facility, extension in paying fees, but still there is a problem that students are complaining regarding the financial issues and those who are self-funded is facing more issues than those who are having loans from their home country. Due to having issues with self-funded students such as missing instalments, and not able to pay fees on time may have to suffer from anxiety, stress, and depression, which automatically affect to their mental health.

2.4.1.2 Learning and Teaching Challenges

This section discusses the issues related to the adapting teaching and learning new process as the international students generally not aware of this system, in which based on research a few important issues have been highlighted such as, understanding and communication gap, assessment criteria and standard, self-learning ability and critical writing.

The teaching techniques always been different for international students when they move to different countries from their home country such as students who arrive to the UK from China, India, Nigeria, and Pakistan, hence, they always find it challenging as education system in the UK is mostly depends on self-learning and R&D (Research and Development) while in their home country they trained under dependent learning system (Pauline Anne Gordon, 2019). Moreover, the students who come from India, they face more difficulties to fit themselves in foreign education system as their language and learning methodologies turns against them here in the UK which clearly affect their dream and expectations (Kainth, 2021, Senel Poyrazli & Kavanaugh, 2006) because before they arrive to the UK they expected to have same learning background which is teacher depended learning and after arrival they will know that the education system is based on independent learning. Additionally, from the years ago, the Indian students are found to be more conscious about their academic and career aspects (Gim, R. H., Atkinson, D. R., & Whiteley, S. 1990) as they are goal oriented and that's the reason they migrate to foreign countries for further studies. According to the research by Kainth (2021), Chinese students believe that difficulties affecting their careers and education are more severe than other types of issues because their goal is to get the education in proper manner and

provide less attention in other problems (i.e., financial, health and wellbeing). This way the study reveals that the Chinese international students are less comfortable in terms of experiencing the teaching facilities and services like understanding assessment, not able to understand in lectures and so on.

According to a study by Bovill (2019), a whole-class approach that is more student-centered and considers students' points of view and opinions in relation to relevant course-related issues can increase student engagement and help them with their problems. For instance, in H.E. classes, teachers may choose students to fill out the hierarchy by designating them as Student Representatives.

2.4.1.3 Assessment and Critical Thinking Issues

According to the research and reports it is to be said that, compare to European students, the students from other countries face more communication issues because English is not the first language for the countries like China, India, African countries, and Pakistan (Wu & Hammond, 2011, Kainth, 2021). According to the research (Owusu-Kwarteng, 2020) it has been known that international students are in trouble and struggling in critical thinking, analysis and writing assessment regarding the critical analysis. It has been argued by many experts according to Shaheen (2016), that students specially who come from the India and who are aware of teacher centre education background (which means teacher provide all the material from which need to learn and get knowledge) are uncomfortable while writing and thinking of critically and analysis, furthermore, the concern also raised on ability of thinking critically. Due to this teacher centre education, students are not able to understand the new thinking process. And that will affect and highlight that university need to focus on providing the facility related to the critical thinking at the time of assessment and structuring the course (Pauline Anne Gordon, 2019). However, critical thinking is the good quality of good education, but it will impact differently on international students (Hammersley-Fletcher & Hanley, 2016) and it results to a major impact on assessments. As students are not aware of critical thinking process, and coursework's will be based on that only so it will be tough for students to understand the assessment structure. Moreover, it has been known from finding and research that Asian students is not having enough knowledge on academic writing compared to the UK education system and they come to the UK with insufficient knowledge in writing skills which leads them to struggle in writing assessments and reports academically (Campbell & Li, 2007). Further study conduct in which it will be known that this academic writing issue is there or not. According to the study carried out by Hammersley-Fletcher

and Hanley (2016), it has been known that on the one hand, students are considering the critical thinking as an advantage and facilities such as teacher support on how to think critically, sessions being organized to grow the thought process for criticality and on the other hand those who are not aware about critical thinking process and don't know about this concept are struggling.

Poor performance in assessment also leads to stress and anxiety, and in the form of solution the university provides guidance verbally, through presentation, but due to dependent on teachers in their home country (like India), the international students are not able to accept and adapt the method of independent learning, at the end it affects in their education such as in writing essays, report in major words (Owusu-Kwarteng, 2020). However, according to the study (Owusu-Kwarteng, 2020) there is the information related to the course on the website, but less in terms of detail which leads to students' disappointment for example, the information is available in short rather than detailed in which proper and deep explanation about individual subject, assessment, coursework needs to mention. From the interviewed conducted by the Owusu-Kwarteng (2020), and students says that there is not enough clarity has been given related to the coursework and they experience less marks or fail in the assessments. According to the recent survey carried out by Burbidge and Hamer (2020), which shows that on the one hand, teachers perspective carried out which mentioned that they are making aware of all the required things such as providing knowledge on how to reference the sources, how to write the bibliography, how to avoid plagiarism in assessment, making aware to use the technology but, on the other hand students are often complaining that they do not aware of such things. In contrast, a few students mentioned that they are getting more support than required from lecturers in terms of assessment and some are still complaining against this.

2.4.2 Non – Academic Challenges

International students in the UK face various non-academic challenges that can significantly impact their overall experience. Research has shown that factors such as cultural adjustment, homesickness, language barriers, social isolation, and financial constraints are common challenges faced by international students (Alloh, Tait, & Taylor, 2018). These challenges can lead to increased stress, anxiety, and reduce well-being among international students.

2.4.2.1 Homesickness and Health Wellbeing Issues

Homesickness is one of the major non-academic stresses faced by the majority of the international students due to culture diversity and language barriers, students feel loneliness and get depressed, mentioned in the many literature reports (Alloh, Tait, & Taylor, 2018, Kainth, 2021, Khanal & Gaulee,

2019). (Alloh, Tait, & Taylor, 2018) According to their research it has been known that, it is evident that the students' acculturation, which was a factor in their experiences, was linked to the type of diet they had been following since relocating to the UK. This manifested itself in the form of dietary changes, weight fluctuations, physical activities, stress and/or depression, alcohol, and smoking, which impact on their overall well-being and education as well. There are facilities of counselling support provide by the university, but the use of the facility is minimal because according to the Kainth (2021) study the data and findings shows that majority of students finished their semester but still didn't used counselling, and her study mentioned that till 2021, the counselling facility for health and wellbeing is organized by the university and according to the study the use of it is very less and the suggestion is to improve the understanding and speaking English language which can avoid the mentioned problems. The study also says that those who utilize the facility, they reported the problems such as, home-sickness, anxiety, stress, academic challenges. The information to make the students aware about the counselling also provides through the induction program but in the report carried out by Kainth (2021), is said that either students are not attending the induction program or students are afraid of use the facilities because of cultural differences and lack of communication skills.

The research by Alloh, Tait, and Taylor (2018), highlights the connection between acculturation and changes in dietary patterns, weight fluctuations, physical activity, stress, depression, and substance use among international students. These factors have implications for the overall well-being and academic performance of international students. It is crucial for universities and support services to recognize and address issues of international students in order to provide appropriate support and resources to enhance their well-being and academic success.

2.5 University Facilities and Support for International Students with Suggestions

According to the literature, universities provide the induction programme for the international students to make them aware from university services and academic structure. The research is undertaken by (Pauline Anne Gordon, 2019), and mentioned about Induction programs, which is typically include an introduction to the university's administrative, academic, personal support systems, a description of how the programme operates, and an introduction to the university's technological resources, such as the virtual campus and library. And this are designed to help students in adjusting with university life and with education.

Many authors argue that pre-arrival time is more important and crucial as it provides varieties of opportunities for universities to organize student support, which impact to attract more students, but unfortunately none of the facilities have been designed for international students to create better engagement (Flaga, 2006, Johnston, 2010, Russell, J., Rosenthal, D., & Thomson, G.2009). But in the findings of Hewitt-Dundas and Roper (2018) research conducted and data analysed is based on new changes updated in the university programmes and services which provide improvements in the services and facilities.

Due to the growing marketization of higher education, the Higher Education Institutions must update and modify their portfolio of programmes in order to stay appealing to prospective students and faculty. According to the study conducted by the Xiaoming Xu, J. Schonrock-Adema, A.D.C. Jaarsma, R.J. Duvivier, N.A. Bos (2022), says that, however, there are facilities and support available for international students, but the engagement with it is not accurate and students are facing issues. To overcome the problems few authors, provide the suggestions such as need to establish the relation between international students and domestic students which leads to increase the language proficiency in education through pathway programme in which the students have to arrive early and learn English language in the foreign country and comfortable towards education and culture (Elturki, E., Liu, Y., Hjeltness, J., & Hellmann, K., 2019).

It is also suggested that there should be a smooth relation between teachers and students learning environment in the class by increasing communication and solving the problems which leads to smooth academic studies for international students (Bovill, 2019, Karpouza & Emvalotis, 2018). There is lack of usage of services among the students even there is a facilities and services available to support them by university (Alpaydin, 2017). According to the research by Xu et al. (2022), the universities are success at some point to address the issue of funding, and academic of international students by emphasising academic scholarship, academic language usage, academic adaptability, academic rigour (the quality of the teaching and learning), and research experience, educators can better meet students' demands for and expectations of attaining intellectual competence.

According to the research it has been known from (UKCISA - International Student Advice and Guidance - Government Student Support, 2018), that universities are providing the funding support through scholarships or there is a separate department for the financial support, along with this the UK government also provide the support for funding the student studies. An alumni has been created for international students to raise the issues and get the solution of it, but there is lack of usage by

the international students. This facility is available since years but still it's not been used effectively by international students (Ramachandran, 2011) and this issue is still continue which can be identify from the further study. According to the Yu and Moskal (2018), they mentioned that, it should be accepted from both ends regarding cultural acceptance and provide knowledge through organising different activities to enhance the students in other area also rather than just in education and it varies on universities.

The survey carried out by (Ammigan, 2019), in which it has been shown that the financial support, academic support, and lecture outcomes facilities are there but contradict to it, there is also minimal usage of such facilities and less attendance in lecture which result to least engagement with the services. In his survey, the outcome notified that some student ratio indicates the satisfaction in usage of academic services, wellbeing support, proficiency in English speaking improves with guidance and shows overall satisfaction. While other complained against it. From this it can be known that despite of available facilities, students are often complaining of unavailability of the services.

In short, the literature review highlights the significance of student academic engagement and the utilization of support services by international students in the UK universities. Although universities provide various facilities and resources, there is a lack of consistent usage and engagement with these services. Language barriers, cultural differences, and unfamiliarity with the new learning system can hinder academic engagement among the international students. To enhance academic engagement, it is crucial to establish connections between international and domestic students, create a supportive learning environment, and foster effective teacher-student relationships. Additionally, efforts should be made to increase awareness and utilization of available resources such as induction programs, financial support, and alumni networks. By addressing these challenges and promoting the usage of support services, universities can improve the academic experience and overall satisfaction of international students, ultimately facilitating their successful integration into the UK education system.

2.6 Research Rationale

The study from the above literature which is related to the students' study abroad concept reveals that studying in the UK is trending, with a significant number of students from China and India choosing the UK as their destination. The study identifies pre-arrival and post-arrival procedures that international students must follow. According to the qualitative study done by Kainth (2021), on counselling perception based on south Asian international students, there are issues with it and

international students. Hence, the solution in the form of filling the gap between students and counselling perception has been provided using qualitative method.

However, in the study conducted by Madden-Dent et al. (2019), mentioned about pre and post arrival of international students, using sampling method such as emails, phone calls and letters. Due to selected data collection process the study has its own limitation to find the accurate result. Furthermore, the study carried out by (Pauline Anne Gordon, 2019), based on the Indian international student's experiences which also used the phenomenology in the above literature topics and it includes findings with four recommendation which are based on student's needs such as, introduce new induction programme, implementation of students support strategies, increase staff awareness, and introduction of pre-arrival website. However, these recommendations still not able to fill the gap in regards to the problems.

Another study conducted by Alloh et al. (2018), which is based on health and wellbeing issues of Nigerian international students in the UK, and study is carried out using qualitative interpretative phenomenology approach. Through findings it has been known that there should be support beyond academic as well which needs to promote on daily basis. While universities offer various support services and facilities to attract students, such as additional courses, visa and immigration assistance, and financial support, there is a lack of utilization and awareness of these resources. International students face challenges related to funding, academic services, cultural adjustment, well-being, language barriers, and homesickness. Despite the availability of services, students often express dissatisfaction with the support provided by universities. The literature presents a contrasting view, with some claiming that facilities and support are available, while others argue that students are unaware of them. It is evident that students are not utilizing the available resources completely and due to that, facing difficulties. This highlights, universities need to improve communication and awareness regarding the support services offered.

Academic structures such as funding support, academic services, and cultural adjustment programs need to be effectively communicated to international students to ensure they benefit from these provisions. By addressing these gaps in awareness and utilization, universities can enhance the overall experience and well-being of international students studying in the UK. From above research study including literature review it can be known that solutions identified but it still has issues and the study might need to carry further to find accurate solution of fill the gap between international students and universities to address the use of services and facilities that can be increased more by

international students. Along with this, it has been also known from the studies conducted by different authors that, need to increase the knowledge among the students about services and facilities available for them which will help to enhance the career.

2.7 Edinburgh Napier University – Case Study

For this thesis, the study carried forward considering Edinburgh Napier University (ENU) to know about the facilities and challenges. Considering ENU, it has been known how the engagement of international students with the facilities and what all changes need to make which enhance the engagement. In this section the available facilities will be addressed to know that, as mentioned in the above literature review which all facilities introduced to help the students. There are some facilities introduced by Edinburgh Napier University to support the international students such as induction program, iPoint facilities which works as a student help desk, moodle for academic and all modules learning, online library, the Turnitin for plagiarism (Pauline Anne Gordon, 2019). Moodle is one of the areas from MyNapier app where information related to lectures, assessment, reading and writing support and any announcement by module leader is included. According to ENU website, MyNapier app also hold the features to access like online library, wellbeing section, timetable, events and activities section, job search, online matriculation updates, results section, and other feature sections. Due to studying in a new environment, language barriers, and other factors, induction is less frequently used because of late arrival, but it is still important for foreign students to comprehend its significance and how it works. In the study, Pauline Anne Gordon (2019) mentioned that the technology known as iPoint is used as a reception desk, where all the advice and support are available. Pauline Anne Gordon (2019), mentioned in the study that the technology called iPoint is used as a reception desk, where all the advice and support is available while in some countries students do not have facilities to use the internet and lack communication confidence affects the students and they don't know how to use the facility like iPoint. Along with this, the Edinburgh Napier also has the counselling facility which comes under ENSA (Edinburgh Napier Support Association) where all the facilities and support are available but students are not aware of that. By understanding and addressing the challenges faced by international students, universities can enhance their overall user experience and facilitate a more inclusive and supportive learning environment. The study carried out by Bovill (2019), which said that by considering class and students point of view, appointing student who is elected by their classmates can represent the issues on behalf of the class. By doing this the issues will be solved and student engagement with the services will increase.

Edinburgh Napier University also adapted the same policy, for each programme the program leader declares the student representative by voting process which represent whole class and act as a mediator between problem and solution.

The reason behind considering the ENU is to understand the available facilities in the particular university and what all changes required. It also can be known that; how much students are engaged with the university services. For further study, because ENU has been chosen for further studies, participants also considered from ENU. From the literature review, it has been known that, students facing issues with counselling, wellbeing, academic writing, assessment, financial, and accommodation, and not aware of induction programme. The ENU have the counselling and wellbeing section in the app and website as mentioned in the above paragraph. Moreover, during the year support in academic writing is useful at what extent will be known from further carrying research. Which all issues students are facing and how much awareness is there regarding services can be known from the study which will going to conduct using appropriate methodology and methods.

From the above-mentioned literature which include challenges and solutions, still there is a gap which is known from the study conducted by different authors and through this research using methodology and method, the solution will be known by considering both sides such as university and participants. Through this study, it can be identified that, which all above mentioned challenges are still there and where need more accurate solutions and using findings the solutions will be invented to enhance the students and university relations. To carry out this study, Edinburgh Napier University has been considered to find the answer of the research question such as, “how to increase the engagement of international students with the university services and support in a better way?” To address this question, methodology and method has been selected to conduct the study which is going to discuss in next chapter.

Chapter 3: Methodology

3.1 Introduction

The following chapter is aim to provide the methodology overview and how it is related to the current research. This chapter includes methodology approach, method used, participants consideration, data analysis, and ethical consideration. In the methodology approach section, the overview of the choosing and chosen methodology has been explained. To gather data, the specific method is going to be used from multiple method. Next, participants will be considered in two categories, one is university staff and second is university students.

There are several data analysis tools and techniques to analyse the collected data. In this thesis, thematic analysis is going to be used which will discuss further in section. At the end, in this procedure, the ethics plays an important role and provide the safety in terms of data safety, participants safety and trust will be mentioned in this section.

3.2 Methodology Approach

There are two type of methodology research such as Qualitative and Quantitative (Jensen, 2020). According to the Case and Given (2016), the qualitative and quantitative methods also called Inductive as qualitative and Deductive as quantitative. Qualitative research is used for transparent data collection. Other than these two methods, the mixed method is also used in which the combination of qualitative and quantitative take place. In this study the qualitative approach has been considered which is used by majority of the authors to collect the information from real world. There are several methodologies which is used to carry out the research such as narrative analysis, phenomenology, grounded theory, ethnography and many more (Case & Given, 2016, Lloyd 2021, Kainth, 2021, Gale, T., Obasaju, T., & Brown, L. 2021). Methodology is used to organise the strategy and plan the research and based on the selected methodology the methods will be selected to gather the data (Case & Given, 2016). According to the Smith and Osborn (2015), a qualitative method called interpretative phenomenological analysis (IPA) tries to give in-depth analyses of individual lived experiences. During the literature research, the methodology such as content analysis, narrative analysis, phenomenology has been used (Kainth, 2021, Gale, T., Obasaju, T., & Brown, L. 2021). This study is related to gather data based on real experience of the students and other departments from the Napier University. Due to this, in this study, the IPA is used as the methodology because it has been used by many authors for their study such as Alloh et al. (2018), and it is used for better understand of student's struggle and new invention of better solution will be carried out. According

to the research (Uwe Flick, 2018), it has been known that there is a range of phenomenological methods to qualitative analysis have significant distinctions, most notably in how they see the possibility of providing accurate descriptions of experimental phenomena. Based on this the methods related to the phenomenological studies has been considered which will discuss in next section.

3.3 Considered Method

There are several methods invented to gather the data such as observation, focus group, interviews, questionnaires and so on (Case & Given, 2016, Uwe Flick, 2018). As discussed in the methodology section, the interpretative phenomenology analysis is used to interpret the participant's experience. And to get the qualitative and accurate data from the participants, interview method is used.

During the research on literature review, the study from majority of authors used the interview method as a data collection method Alloh et al. (2018), Wu and Hammond (2011), Kainth (2021), which will help for further evaluation. The interviews are divided into 3 structures for instance, structured interviews, unstructured interviews, and semi structured interviews (Case & Given, 2016). Structured interview is commonly used to analyse the data more precisely (Merriam & Grenier, 2019). However, despite of structured interviews will be more useful method but for this research it will not be useful, because it might be useful from the structured interview to get the structured answers to analyse but, for this study, the structured interview with limited answers will restrict the study and find the accurate solution. Furthermore, qualitative research also provided unstructured interview method, which will allow more space to get more information and find the solution accurately (Pauline Anne Gordon, 2019, Merriam & Grenier, 2019, DeJonckheere & Vaughn, 2019) and this unstructured interview method will help the study and research to get the more information without any limits and accurate data. Furthermore, according to the research, authors mentioned that the success of this kind of research suits unstructured interview which will provide enough freedom for the research to discuss the phenomenon and encourage more to get the details in-depth from the interviewees which leads to more honesty and insightful information with accurate outcomes (Bryman & Bell, 2011, Bryman & Bell, 2007, DeJonckheere & Vaughn, 2019). To collect the data semi-structured interview is also being used, in which the questions are just outlined. The interviewer can also make questions from answers and ask to the participants during the interview. Semi-structured interview is useful to collect the qualitative and detailed information in which the questions also prepared and the interviewer get flexibility to ask the questions other than decided Kainth (2021). In this study, the semi-structured interview is considered which will help to collect the

data by interviews of participants. First of all, the questions have been tested using one participant from two categories considering pilot study. From the answers, it has been known that the questions are appropriate and when there is a need during the interview process, the questions can ask to get further details on particular concept.

3.4 Participants

Participants in the study come from Edinburgh Napier University (ENU), where the data was gathered. The selection of Edinburgh Napier University was made in order to obtain detailed information on that specific university and to allow for systematic analysis of the data. Postgraduate overseas students from Edinburgh Napier University were considered. Additionally, the ENU staff members from departments that deal with overseas students are taken into account.

In this study, the participants were considered in two categories, one is staff members from university department who are connected with the international students such as international officers, the international support team, the finance team, the wellness team, and the programme leader have been taken into account. The reason for taking into account the specific department members was that they are all frequently in contact with the foreign students and actively involved in student support. The reason behind considering international officer and support team members is, from them, the information will get with more detail and accurate on pre and post arrival procedure. Considering finance department to get the data based on financial issues and services available. Wellness department can provide details based on facilities available on health and wellbeing, along with the reason and suggestion on why students are not aware of the services. Which all academic support is available and how much the engagement of that with the students can be known from the programme leader as well and that is the reason of selecting programme leader. The goal of this study is to produce a comprehensive and detailed solution using the information acquired. In order to examine the data, it was crucial to take into account the size of the participant pool (Noon, 2018). Second, ENU international students are considered to collect the data, to know that which all challenges still they are suffering, how much awareness is there among them about the available resources and their opinions to improve the use of services. The international students are considered who are pursuing their master degree and who have experience on pre and post arrival procedure.

For this study, a sufficient number of participants was taken into account. As mentioned above, the selection of participants is divided in the two category such as university department employee and

international students from ENU. A total of 14 participants were considered in this study through contacting them by in-person, emails and phone calls. Among them, 8 participants are from ENU depart and 6 are international students. During this research, 10 female and 4 males have been considered for data collection and interviewed them. The division of the participants shown in the below table.

| University Department | Description |
|-------------------------------|-----------------------------------|
| P1UE | Participant 1 University Employee |
| P2UE | Participant 2 University Employee |
| P3UE | Participant 3 University Employee |
| P4UE | Participant 4 University Employee |
| P5UE | Participant 5 University Employee |
| P6UE | Participant 6 University Employee |
| P7UE | Participant 7 University Employee |
| P8UE | Participant 8 University Employee |
| International Students | Description |
| P1S | Participant 1 Student |
| P2S | Participant 2 Student |
| P3S | Participant 3 Student |
| P4S | Participant 4 Student |
| P5S | Participant 5 Student |
| P6S | Participant 6 Student |

Figure 1: List of Participants

3.5 Generating Data

3.5.1 Interviews and Transcripts

Semi-structured interviews were done in person and in teams, with the data being recorded in teams. First, the students were told about the research concept and ethics. Along with that, oversea students contacted through emails, phone call and face to face conversation. Moreover, university department employee also contacted by scheduling meeting for face-to-face interview, and few interviews conducted online through MS Teams (Microsoft Teams). The team members were briefed in person and requested through email to schedule meetings to perform the interviews. Before conducting the interview, the set of some questions has been created which is shown in below.

| Questions for University Department Employees |
|--|
| 1. What all process you follow to support the international students and how? |
| 2. Which support is available to support the international students? |
| 3. What all inquiries you receive from the students and how often? |
| 4. What all facilities are useful and which are not? |
| 5. What all improvements you wish to do if you get a chance to make changes in fees department to increase the overall experience of the students? |
| Questions for International Students |
| 1. Describe your preparation related to pre and post arrival process? |
| 2. What resources you used? |
| 3. Which resources were helpful and which all were not? |
| 4. According to you, which resources were missing? |
| 5. Where you looked for information during your process? (Social media, university websites) |
| 6. In your process who helped you the most? (Family, university, friends or consulting agencies) |
| 7. Describe your experience in education process you though before and how it is after you arrived? |
| 8. How would you imagine the process should look like and if you get chance to make improvements which all major changes you wish to do? |

Figure 2: List of Questions

The interview took place for an estimated 30 minutes. The interview begins with one international officer and one international student. The interview continued around 18 minutes with international students and around 13 minutes with international student. Before conducting the interview, at the time of scheduling interview, the participants informed about the research topic and privacy of the data. However, the information regarding research topic along with privacy and security of the data has been informed through email and in phone but also, through consent from all the information has been mentioned and asked them to sign by providing their permission.

Edinburgh Napier University Research Consent Form

Master Dissertation|

Edinburgh Napier University requires that all persons who participate in research studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

1. I freely and voluntarily consent to be a participant in the research project on the topic of an "Improving experience among students and university facilities and services" to be conducted by Jyoti Bharadava, who is a postgraduate student at Edinburgh Napier University.
2. The broad goal of this research is to improve the experience of international students with using the university facilities and what all changes can be made to enhance the services and support provided by the university. From the literature review it came to know that students are still facing different changes in their pre and post arrival procedure and their life style which is impacting to their studies and living style as well.
3. The semi-structured interview will be held and I have been asked to answer the question which will take around 30 minutes to complete the interview.
4. I am agreeing to record the activity through teams which will not include any kind of video and it will be stored under privacy.
5. I also understand that if at any time during the experiment I feel unable or unwilling to continue, I am free to leave. That is, my participation in this study is completely voluntary, and I may withdraw from it without negative consequences. However, after data has been anonymised or after publication of results, I understand that after the results the data of my activity which was recorded will be deleted.
6. In addition, should I not wish to answer any particular question or questions, I am free to decline.
7. I have been given the opportunity to ask questions regarding the interview and my questions have been answered to my satisfaction.

8. I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

Participant Signature: _____

Date: _____

I have explained and defined in detail the research procedure in which the respondent has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

Researcher's Signature: _____

Date: _____

Figure 3: Consent Form

To facilitate the interview recordings, transcription will be used to make the analysis easier. As transcription technology advances, more academics are switching from manual transcription to voice-to-text programmes and businesses that use AI (McMullin, 2021), that interpret that, data collected through observation, interviews and keep as a document which will help to analyse the recordings and stored as future purpose. In the past, the transcription has been created manually, however, later on the technology of AI based has been invented and then it became in use quite often. Transcription is one of the processes which is used in phenomenology methodology to describe the interviews in a word format (Uwe Flick, 2018). The transcription has been used which is generated from the MS Teams and all the voices, emotions, laughs were marked so that, it was easy to understand why the particular changes occurred in every point during the interview. The MS Teams is also providing the facility to generate the transcript parallel of recording. Although, on this research the MS Teams were considered to generate the transcript and record the interview. Due to use of online tools to generate the transcription, the data affected at some point such as, few words are written in different way or replaced with the different word. This happens because the tools might not be able to understand the exact pronunciation of the word or sentences. The transcript has been prepared to subject to thematic analysis which will be mentioned in the following section. The transcription generated from the recordings which took around 25 to 30 minutes and two took more than 30 minutes as shown in the table below.

| University Department | Description | Interview Timing |
|------------------------|-----------------------------------|------------------|
| P1UE | Participant 1 University Employee | 18:09 Minutes |
| P2UE | Participant 2 University Employee | 18:09 Minutes |
| P3UE | Participant 3 University Employee | 18:18 Minutes |
| P4UE | Participant 4 University Employee | 35:19 Minutes |
| P5UE | Participant 5 University Employee | 27:21 Minutes |
| P6UE | Participant 6 University Employee | 27:21 Minutes |
| P7UE | Participant 7 University Employee | 31:01 Minutes |
| P8UE | Participant 8 University Employee | 18:23 Minutes |
| International Students | Description | |
| P1S | Participant 1 Student | 12:37 Minutes |
| P2S | Participant 2 Student | 20:52 Minutes |
| P3S | Participant 3 Student | 21:36 Minutes |
| P4S | Participant 4 Student | 07:41 Minutes |
| P5S | Participant 5 Student | 15:56 Minutes |
| P6S | Participant 6 Student | 17:22 Minutes |

Figure 4: Interview Timings of Participants

3.6 Considered Data Analysis

3.6.1 Thematic Analysis Approach

The data were analysed using theme analysis once the considered participants were interviewed and transcripts were produced (Kainth, 2021; Alloh et al., 2018). The data will be manually assessed using thematic content analysis, as was described before, and the IPA. The data will be more thoroughly categorised manually rather than utilising the NVivo tool, and a better form of the solution will be generated. Data analysis started once the interviews were recorded and transcription were generated, and it has been analysed through thematic analysis process which provide the theme-based output during the process (Alloh et al., 2018). The themes were created from the text which came from the recorded interview content at the time of addressing the research questions (Uwe Flick, 2018). The thematic analysis is used to provide the thick description from the large amount of data. However, grounded theory is also generating the thick description but it is in the form of theoretical assumptions (Levers, 2013), for instance grounded theory is aim to specific theoretical framework and this study is not based on theoretical framework. Due to this, the Interpretative phenomenology approach is used which enhance the experience of the everyday and life based (Denzin & Lincoln, 2018, Kainth, 2021, Pauline Anne Gordon, 2019, & Uwe Flick, 2018), according to this authors study, it is said that thematic analysis is appropriate when the semi-structured interviews conducted with the target to get in-depth answers from participants knowledge, because for this research the considered participants experience was essential to enhance the data which will impact on the outcome of the analysed data which will create in the form of solution.

3.6.2 Phases of Thematic Analysis

Thematic analysis is considered in this study due to its flexibility theory and focuses on each person’s experience, opinions in the particular phenomenon (Creswell, 2018, Braun & Clarke, 2013, Uwe Flick, 2018). Moreover, the thematic analysis provides more freedom to researcher in the interview process specially in semi-structured interview where interviewer can deep dig the information to get the accurate answers. According to the Braun and Clarke (2006), the thematic analysis divided into six phases which represent the guide to conduct proper thematic analysis on this study. The six phases such as firstly, to get the familiar with the data which is in the form of transcription, secondly, after making familiar with the data, initialize the codes, based on that, the themes need to search. Once the themes have been searched, need to review themes again and then need to name the themes, after naming the themes need to generate the report based on themes. Below image represent the table of phases which was inspired from the (Braun & Clarke, 2006).

| Phases | Name of the Phase | Description |
|---------|--------------------------------------|---|
| Phase 1 | Familiarizing yourself with the data | Reading transcription again and again to understand and note down initial ideas |
| Phase 2 | Generating initial codes | Code the data in a systematic manner and collect data related to each code |
| Phase 3 | Searching for Themes | Initialize the code into the themes based on gathered data |
| Phase 4 | Reviewing Themes | Checking if the theme created is relevant to extract code or not and generate thematic map of the analysis |
| Phase 5 | Defining and Naming themes | Need to define the theme and check the overall theme generated along with sub themes |
| Phase 6 | Producing Report | After finalizing the themes and Sub themes need to start writing using generated code in the form of analysis |

Figure 5: Phases of Thematic Analysis

3.6.2.1 Phase 1: Familiarizing with Data

The first phase of analysing data is related to make the self-aware with the data and get familiar for better understanding (Braun & Clarke, 2006, Alase, 2017). Due to conducting semi-structured interviews face to face, the ideas and patterns were connected to the research question. Moreover, based on the interviews conducted, the transcription of the audio recorded and the process of listening continuously started which leads to get more closer with the data. And following this process, the understanding of patterns and meaning of the answers were increased (Braun & Clarke, 2006, Braun & Clarke, 2013). By listening and reading the data, it was able to create the notes with similar answers and pushed to generate the ideas on it. According to the authors suggestions, the analysis stated from first phase to familiarize the data which also begin the noticing things on data which might useful further to answer the research question. There are limitations in transcription usage, and the best way to make it interesting is to make the transcribe data familiar (Braun & Clarke,

2013, Kainth, 2021). Due to that for this study, this phase has been considered and the data get familiarized before moving forward.

3.6.2.2 Generating Initial Code

After familiarize with the data, the process of initializing codes has been started. This process of coding is to dig the transcript and extract the data as much as possible. This stage includes the initial codes created from the data. The semi-structured interview conducted in two different manner which includes international students and Edinburgh Napier University departments which provide support to international students. On this stage, the data will be filtered and provide a label for the feature of the data which is related to the research question (Braun & Clarke, 2013, Kainth, 2021). Once, the initial code has been made, it has been revised again entire data several times and applied additional codes where need. As mentioned in the above sections, the coding has been done through NVivo tools which is helpful nowadays, but for this study the coding has been done manually using pencils. The reason behind selecting manual coding is to enhance the knowledge and understanding of the interviewed conducted and get deep learning about the data. During the coding procedure it has been known that there is similarity in answers among all participants, and this has been understood by reading the transcript repeatedly.

The coding has been generated based on interview questions. After familiarizing with the transcript, initializing codes has been started in which questions asked related to the facilities, challenges, inquiries, and further recommendations. Initial codes have been conducted manually by extracting the data and generating the code (Braun & Clarke, 2006). The process of generating code, considering few participants is shown below and for complete data check Appendix D.

| Participants | Data extracts | Codes |
|--------------|---|---|
| P1S | 1. I don't know the what's my timetable what is the things I need to do what they are how many subjects modules in my Prime Minister So you didn't find your subjects from that side and here there's this modules but I don't know which modules on which too much time so I don't know that which models I'm going I'm going to for my first trimester all that all ready Yes weekend semester semester was already but I was in India so I'm I didn't knew about anything I had no idea. | 1. Not aware of post arrival procedure 2. Arrived late 3. Don't know which modules there according to trimester |
| | 2. I checked the websites, provided any information or any guidance or anything or after arrival or before arrival. | 1. Checked in website about pre-post arrival process 2. Checked if guidance is there or not |
| P2S | 1. First of all, accommodation issues. A lots of lots of people have to struggle with that, you know all through for months without even being able to settle in yet you know. | Accommodation issues |
| | 2. Yeah, they are there in the on the application, on the app, on the Napier app for students. But they're not visible because what I say information hierarchy and it's just like so much happening on the website that it makes it difficult for you to find what you really need. | 1. Website complex 2. Difficult to find the information on Napier app |
| | 3. It's not an easy thing when you have to leave your whole culture, you know, and then all the way to when new things happen. And so that would be definitely going to be cultural shock and a whole lot of anxiety, tension, pressure and all of that. And basically the school shirt ohm be able to ease this tension. | 1. Culture shock, Pressure, anxiety. 2. University should provide support |
| P3S | 1. I have started short listing the universities which which are providing the same field and I was not aware how to contact with the university. | Not aware how to contact university in pre arrival |
| | 2. So during the pre arrival that was only one interview and after after the after arriving here in the UK as I mentioned, I was not aware about how to take the help from different departments and different facilities. | not aware how to take help from university |
| | 3. Then I took I point I point support for getting matriculation later and employment later. | 1. Contacted I point at the time of arrival 2. Ask help to get matriculation letter and employment letter |
| P1UE | 1. We predominantly assist with visa. Anything can to do with the student visa, but we also look at ways that you know can we can assist students before they arrive and also when they arrive | 1. Helps with visa 2. Helps with pre arrival procedure |
| | 2. So one of the ways for pre arrival is that we host an induction event, a pre arrival event. And we run that twice and this is before the final matriculation date. U.M, and then we host a welcome event. | 1. host pre arrival event 2. Run twice 3. Before matriculation 4. Also host welcome event |
| | 3. So we are always looking to try and improve how we help students and another thing that we do for students that are matriculated and during their studies is a friendship club, and that's a so the Friendship Club is a a series of events. | 1. organize events during the academic year 2. friendship clubs organize event |
| P2UE | 1. So the support itself can happen by and students emailing me or WhatsApp ping me. Or, you know, they have this unibuddy system which is ask the a student on an Edinburgh Napier website. So I am there as well. | 1. Students can contact through Unibuddy app 2. Thorough ENU Website |
| | 2. So our team is organizing a pre arrival webinars for for students. When we are speaking in general about Edinburgh, about Edinburgh, Napier University, we tell them what support they can get in terms of when they are already here. So like for example the English for academic purposes team, the academic skills team, the health and well being team. | 1. Organizing pre arrival webinars 2. information provide related to academic, health and wellbeing, English academic writing, |
| | 3. This is like a 5060 page brochure and it has all the information about Edinburgh and Edinburgh appear university and all the support teams that they they can have them. | 1. Brochure is available 2. All information related to university and education is mentioned |

Figure 6: Initializing Codes from the Data

3.6.2.3 Searching for Themes

In this stage, after initializing codes and applied revised codes, from the broad area need to look for themes among the codes. This was the initial stage for creating themes where it can be more themes and random themes. In order to represent and depict an overall and significant pattern in the data, the fundamental method of developing themes and subthemes required compressing or grouping codes that appear to have some unifying property (Kainth, 2021). For this study, the themes have been considered from students and university departments which create broad range of themes at the starting stage. The search for common themes started after finishing the codes creation from interviewed participants. During this process there were lot of similarities in results and overlapping the codes, which was a complex to categories the codes. However, despite of being complexity during the analysis of code due to reviewing two types of participants, but it was able to manage to categories the transcript into the themes and sub themes. There was lot of themes and sub themes generated from the code which took the analysis one step ahead towards the findings, and during this process there were some senses created towards the output (Braun & Clarke, 2013).

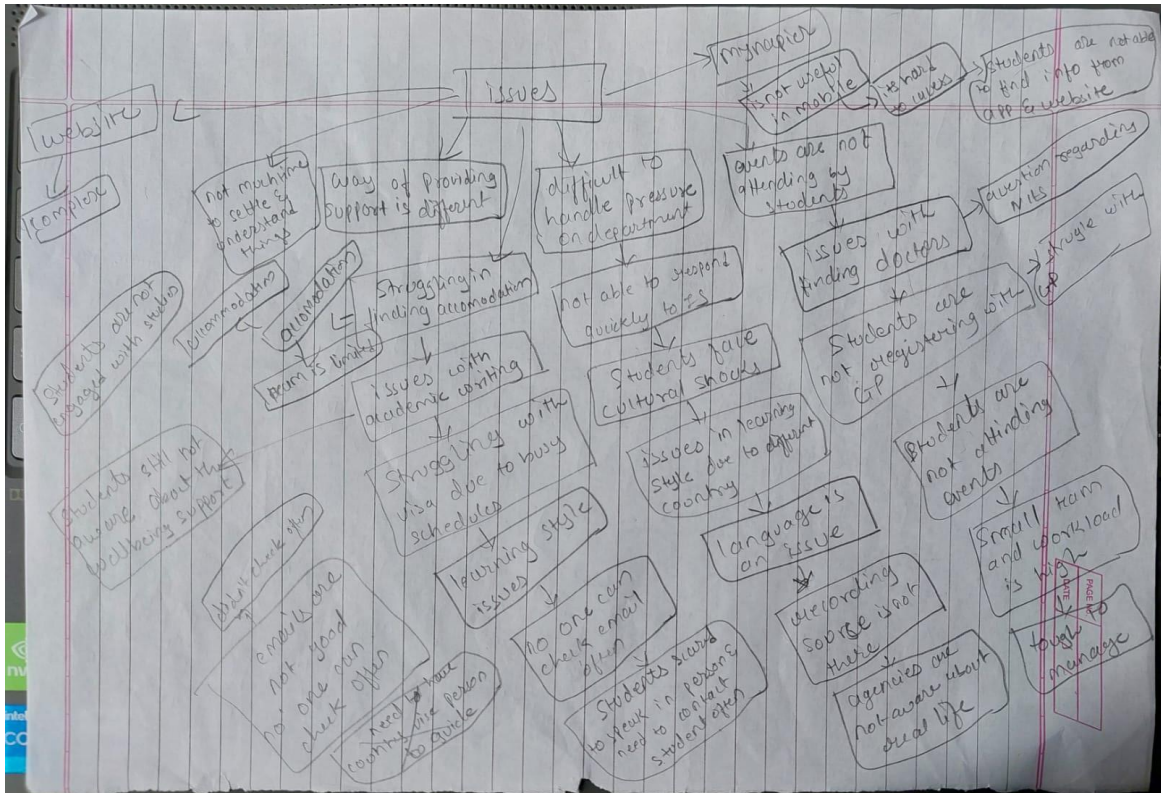


Figure 8: Searching for the Themes image 2

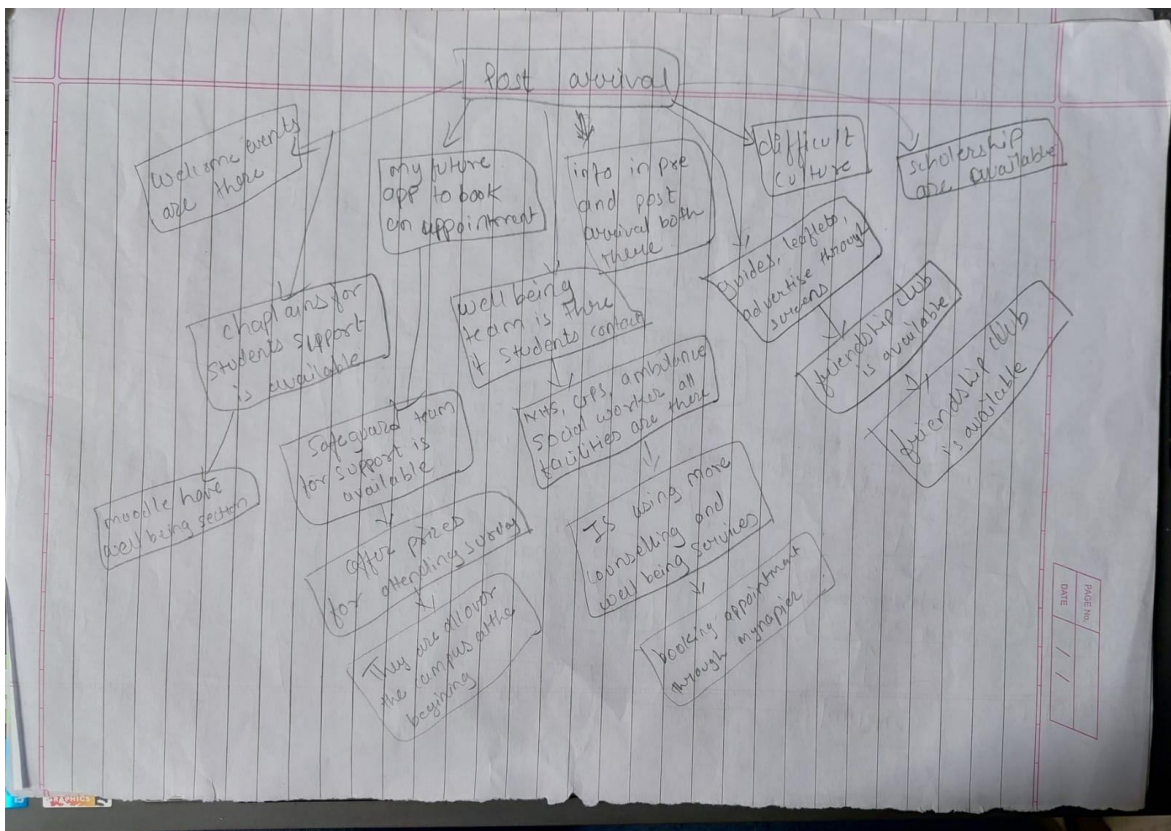


Figure 9: Searching for the Themes image 3

been created. As mentioned above, the data has been divided in two categories (University Department and International students) under the two parts (Pre – Post Arrival). By doing this, the codes have been placed in the themes such as, information about available facilities from university and known by students. Issues in the form of challenges mentioned by both categories which will discuss in further chapter. Which all inquiries received from the students, and suggestion given by participants has been considered. After themes has been made, sub themes based on individual topic such as, facilities, issues, inquiries and suggestions related information analysed and made in a proper format.

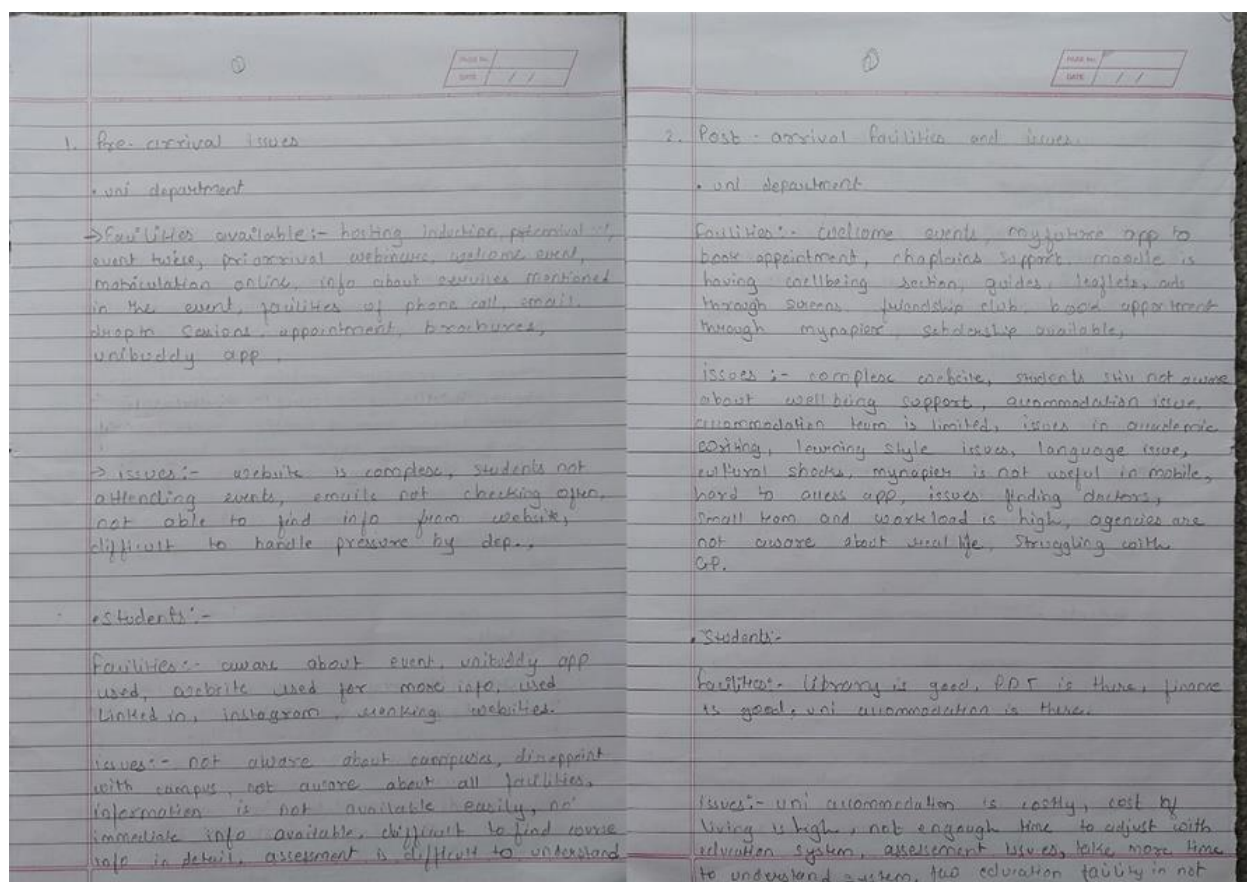


Figure 11: Review Themes image1

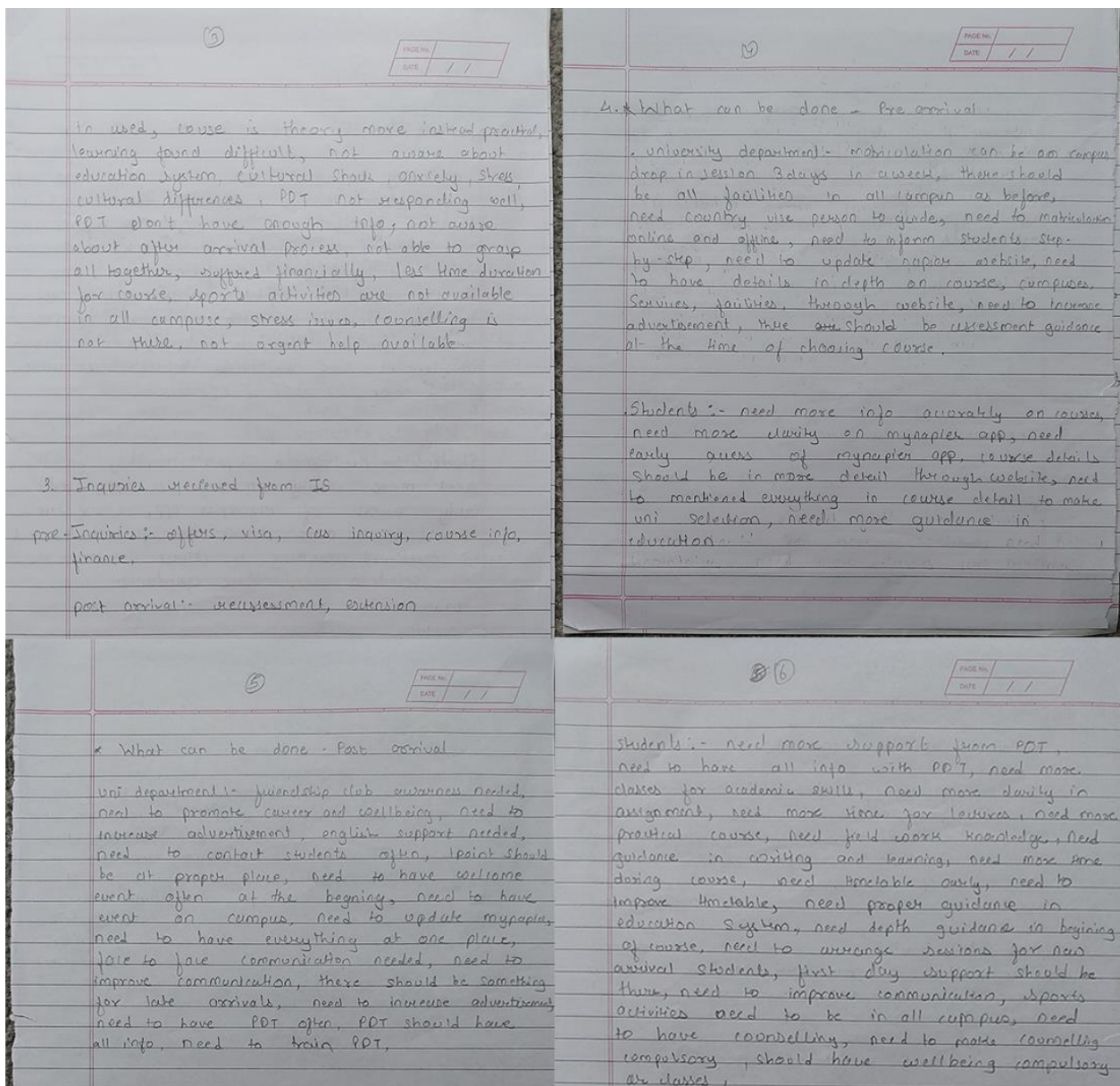


Figure 12: Review Themes image2

3.6.2.5 Defining Themes

In this phase the themes were defined with meaningful names which related to overall study and from which the findings can be easily known. Moreover, from this phase the research story and research questions align together through themes (Braun & Clarke, 2006). Furthermore, due to different participants considered such as international students and university department, the data has been filtered and generate the combine themes which mentioned in the finding section below. This stage consumes more time in which the themes will be finalized and generate the accurate themes and subthemes by merging the extracted codes and the important information. At the time of defining themes and subthemes, after data extracted and kept under specific sections, the final

themes and subthemes created. Based on the questions asked and requirement of the thesis, the names has been given such as, for themes starting from facilities available by university, known by students, issues mentioned by university and students, inquiries received from students, and suggestions mentioned by them are the main themes. Along with this the subthemes have been created such as organizing events, communication services, events, consultancy and online information about university, complex website, and suggestions on all this has been categorized. Participants talked about common topics such as, there are events organized before and after arrival along with the information related to education system, about university, assessment criteria, and other activities. So, that all codes have been merged under subtheme i.e., organizing events. In the same way, the name communication services given by merging the data such as, the students can contact university through various ways. Following this pattern, the themes and subthemes has been introduced considering the research question.

| Pre-Arrival Themes | Description | Sub-Themes |
|---|--|---|
| Facilities Available By university Department | Which all facilities available from university side will be mentioned in this theme | 1. Organizing Event 2. Communication Services |
| Facilities Known by the students | Which all facilities known by the students will be elaborate | 1. Events 2. Consultancy and Online Information about university |
| Issues mentioned by the university department | Issues has been mentioned by the university department related to students | 1. Complex Website 2. Events and Communication |
| Issues mentioned by the Students | Issues mentioned by the students which is still they face | |
| Post-Arrival Themes | Description | Sub-Themes |
| Facilities Available By university Department | Which all facilities available from university side will be mentioned in this theme | |
| Facilities Known by the students | Which all facilities known by the students will be elaborate | |
| Issues mentioned by the university department | Issues has been mentioned by the university department related to students | |
| Issues mentioned by the Students | Issues mentioned by the students which is still they face | |
| Inquiries Themes | Description | Sub-Themes |
| Inquiries received from International Students for pre arrival | This theme mentioned the list of inquires that department often recieved from students | |
| Inquiries received from International Students for post arrival | This theme mentioned the list of inquires that department often recieved from students | |

Figure 13: Defining Themes

3.6.2.6 Producing Report

When the study and analysis process at this stage, the analysis of data need to write with final analysis creation. In this process, the data need to write in a way where there should be no repetitive of the themes and sub themes, it should have logic and concise (Braun & Clarke, 2006). The story which is dependent on the analysis need to interpret through words in report by combining themes (Pauline Anne Gordon, 2019). According to this stage, the findings has been discussed in the below finding sections.

3.7 Ethical Consideration

Ethics plays vital role during conducting interviews where each and every point has been considered before conducting interviews. During interview process, it has been taken care of the human rights, wellbeing and dignity of people (Rosala, 2019). According to the (Rosala, 2019), it is known that, before conducting an interview the participants must know about where the data will be stored, how it can be used, and who can access the data such as the interviewer and experts. The experts play vital role in provide permission when the study is based on sensitive topics and considering vulnerable people. In this study, through consent form the topic of the interview, their freedom, privacy and policy has been informed and asked the participants to sign the forms if they feel comfortable. Moreover, it also informed to the participants that, videography will not do unless they wish to do. If they want to do then surety has been given on their data protection. The 14 participants were considered through email, phone calls and meeting them in person and data has been recorded by usage of MS teams which also include the transcription option. The interviews held at different places such as Edinburgh Napier University Sighthill Campus, few interviews taken through the MS teams, and at Merchiston campus. The ethical issues were addressed to the participants before starting the meeting and also informed them that they can escape from taking part in any of the questions or they may end up the meeting anytime. During the interview, it is not mandatory to give answers of all questions.

Chapter 4: Findings

4.1 Introduction

Findings has been introduced in the form of themes and sub-themes, and the data has been divided in the two sections i.e., pre-arrival and post-arrival themes. As mentioned in the above chapter the process of creating themes and subthemes, the below table shows the final theme and subthemes which will going to discuss as an+ outcome in this chapter.

| Pre-Arrival Themes | Description | Sub-Themes |
|---|--|---|
| Facilities Available By university Department | Which all facilities available from university side will be mentioned in this theme | 1. Organizing Event 2. Communication Services |
| Facilities Known by the students | Which all facilities known by the students will be elaborate | 1. Events 2. Consultancy and Online Information about university |
| Issues mentioned by the university department | Issues has been mentioned by the university department related to students | 1. Complex Website 2. Events and Communication |
| Issues mentioned by the Students | Issues mentioned by the students which is still they face | |
| Post-Arrival Themes | Description | Sub-Themes |
| Facilities Available By university Department | Which all facilities available from university side will be mentioned in this theme | |
| Facilities Known by the students | Which all facilities known by the students will be elaborate | |
| Issues mentioned by the university department | Issues has been mentioned by the university department related to students | |
| Issues mentioned by the Students | Issues mentioned by the students which is still they face | |
| Inquiries Themes | Description | Sub-Themes |
| Inquiries received from International Students for pre arrival | This theme mentioned the list of inquires that department often recieved from students | |
| Inquiries received from International Students for post arrival | This theme mentioned the list of inquires that department often recieved from students | |

Figure 14: Final Themes and Subthemes

4.2 Pre – Arrival Theme

4.2.1 Facilities Available from university

The main theme of pre arrival procedure is described based on facilities by the university department. The theme facilities available from university identifies the data collected from the participants which was from university department staff members of different areas such as, International Officer, International Support officer, Financial Department officers, Wellbeing officers, and programme leader. All the participants mentioned facilities which are provided by their particular department and that facilities will be shown as sub-themes in the following sections.

4.2.1.1 Organizing Events

In before arrival process, from the international support and international department participants mentioned that, they are organising events for the international students in the form of webinars,

pre-arrival events, and hosting induction. It has been known from the participants that, they are conducting pre-arrival events twice before the students arrived to the UK, the topics related to services and facilities such as how to attempt matriculation process, introduce wellbeing services, introduction about university and many more mentioned in the events. The events have been organised online and informed international students through sending emails.

P1UE (Participant 1 University Employee): "We host a welcome event."

P1UE: "We host an induction event, a pre arrival event and we run that twice and this is before final matriculation date."

P3UE: "I think we are doing 2 before September and one after September just to cover sort of any like useful information, that's like how to set up a bank account to access the GP, what matriculation gonna look like."

P2UE: "So, our team is organizing a pre arrival webinars for students. When we are speaking in general about Edinburgh, Napier University, we tell them what support they can get in terms of when they are already here. So, like academic support, academic skills support, health and wellbeing team."

The participants mentioned that, the pre arrival events host online in which different department team members such as wellbeing team and other teams involve to introduce the services.

4.2.1.2 Communication Services

For pre arrival students, to contact the university departments, facilities like phone calls, emails, Unibuddy app, brochures, book online appointment kind of facilities are available. From this all facilities it can be known that, there are varieties of communication ways or contacting university ways are available to help the students and through this, the students can contact one or other way. The participants said that, they are always available through phone call and other communication media and they try their best to respond them as quick as possible. One participant from international department mentioned about Unibuddy app has been used for communication.

P3UE: "We are always available on the phones and like by e-mail as well. And we try and get back to people as quickly as possible."

P2UE: "They have this unibuddy app which is ask the student on Edinburgh Napier Website, so I am there as well"

4.2.2 Facilities Known by International Students

4.2.2.1 Events

Among the considered participants, one participant mentioned that, he attended the virtual meeting before arrival. Others said that, they were not aware about the event. From the event, P5S came to know about grading system, trimester system, and connected with people from different country as well. Participants also mentioned about Unibuddy app that they used for communication before arrival. From app, they collected information about university from community page that created in the app.

P5S (Participant 5 Student): "I have heard from the student orientation they organized two online virtual meeting for all the people from India, China, I got so many useful messages like how the grading is going to be, how trimester gonna be, I thought it's gonna be semester but after one meeting I came to know that it's gonna be trimester."

P5S: "I gathered information through unibuddy app to communicate with students and community page of our university."

4.2.2.2 Consultancy and Online Information about University

All the participants said that consultancy helped them throughout their process, however, they face issues in communication with consultancy, despite of all the issues, consultancy was there to help them with different facilities such as one participant mentioned that she had a tracker for her application and all other process. The participants also said that consultancy helped them with accommodation as well. And some said that consultancies were not able to provide enough information and support, so they changed the consultancy which helped them in their process.

P5S: "So, as I came through and consultancy helped me a lot for preparing the documents and other things..."

P3S: "And we can say that they are provoking and encouraging students to select the course which having many seats left..."

P3S: "So, after facing the issues, I have decided to go with IDP consultancy which is the official partner who take the IELTS..."

P6S: "So, basically, I have involved with leverage Edu, they conduct all the procedures on behalf of me... They booked accommodation as well from the home country itself..."

International students mentioned that, to choose the course and university, different participants used different sources for selection such as, the commonly used source is google search. Apart from google search the participants used Shiksha website, Instagram, LinkedIn, and university ranking website.

P5S: "I use the university ranking websites, Siksha, Google."

P5S: "I also served a lot in google as well as in Facebook community pages along with telegram community pages."

P4S: "My first place was LinkedIn and Instagram...I have searched on the course which was available in ranking websites"

P2S: "I just went to Google..."

4.2.3 Issues Mentioned by University Department Employees

4.2.3.1 Complex Website

During interview participants mention few issues among them is complex website. Participants said that the university website is complex and everything is random in the website and nothing is at one place. In mobile device it is difficult to find the side menu and hard to find the tabs by that the students are struggling to find the information from the website as well. According to the participants, it was not clear where the visa information is, where the facilities is in which form in the website both in mobile and desktop view.

P1UE: "It is not clear where our page is like our visa and chat support team page is, so unless you are on a big monitor, you can't see where international page is."

P4UE: "Have they researched the facilities because the information is there, but in random individual places, so really have to go hunting for it, the students have to wonder where the information is."

4.2.3.2 Events and Communication

According to the university department team members, it can be known that, they are arranging events, webinars, virtual meetings, but students often ignoring and not attending the meetings. As mentioned by the students that they didn't attend the events and virtual meetings. Moreover, all the information has been sent through email but students didn't check emails often which also create the issue.

P7UE: "For example, many students don't check emails."

Department team members also mentioned that, sometimes it is difficult to handle all the students due to pressure and less availability of the staff. Due to this, there is a delay in replying the students quickly.

P2UE: "I used to work with admission team so I know how it works and the team is really busy... so they are handling a lot of enquiries, ironically, there is just ends upon on the already very high volume of work, so delay in reply."

4.2.4 Issues Mentioned by International Students

International students complained that, they were not aware of campuses such as which course will be held in which campus. They mentioned that, when they searched the course at that time information regarding campus was not mentioned and when the offer letter received, they found that the name of the campus was unexpected.

P1S: "I was applied in Napier university only but at that time I don't know that course will be held at Merchistan campus. When offer letter came at that time I got to know about the campus."

One of the students, mentioned that he was not aware how to contact university at the pre arrival process. And at that time, he was short listing the university to apply and wanted to know more about the university.

P3S: "I have started short listing the universities which are providing the same field course and I was not aware how to contact with the university."

However, as the university department mentioned issue with website in the same way the students reported issue with the website such as difficult to find the course information in detail, not able to find information immediately. Due to this, students face issues to know in depth about course and university facilities.

P2S: "I say that there are facilities available but not visible because what I say information hierarchy and it's just like so much happening on the website that makes it difficult to find what really need."

4.3 Post - Arrival Theme

4.3.1 Facilities Available from University

There are lot of facilities available from university to support and encourage international students such as, welcome events, Myfuture app to book appointment for further help with anything, chaplains student support, Moodle which also have wellbeing section, scholarships available to eligible students. Apart from that, as advertisement, leaflets, guides, brochures, screens to display ads are also there. In the interview process, the participants mentioned about the friendship club event is available to help the students and increase the communication between students from all countries. Moreover, to support the students in the form of contacting them, booking appointment facility is also available.

Welcome events are arranged for new arrival students in which they provide information based on introduce university, services, facilities, and education system.

P1UE: "We host a welcome event...Once everyone has matriculated, kind of settled in a bit, and then we cover more about more topics of what services available throughout these studies."

Chaplains' student support is available from wellbeing department which connect the students with their community in Scotland.

P7UE: "We have a chaplain city and student support, if a student arrives particularly and they focus on international students and they come from some background and they want to make connections with in Edinburgh or Scotland this community facilitate access to connect them with each other whether it's Hindu, Muslim, Buddhist and so on."

Moreover, another way of intro services to students the university wellbeing department have leaflets, guides, brochures, and screens to shown the virtual ads.

P7UE: "We have got leaflets all over...we do have health guide... it's on plasma screens."

Many participants says that they also have friendship club event for all students and they regularly arranging them and informing to students through emails about it.

P1UE: "During their studies, there is a friendship club which organize a series of events."

4.3.2 Students Aware of Facilities

According to the students, they were aware about library and they satisfied with that service, students also mentioned about Personal Development Tutor (PDT) as the support system. Furthermore, the students says that Finance Department is helpful and university have the accommodation as well. Among all participants, one participant says that after arrival she attended the welcome events.

P6S: "After reaching here, I attended all the meetings and the webinars...they explained all the stuff like how it's gonna be if need help."

4.3.3 Issues Mentioned by University Department

On this section, the issues which is listed by the university department has been mentioned some issues which need to get addressed. Some issues were related to website of Napier university in which they said that, website is complex and hard to access the information and tough to find the information. The department also raise the issue that, students are still not aware about wellbeing support and apart from that mynapier app is hard to use in mobile.

P1UE: "Understand with myNapier app, it's not clear where our page is like our visa and chat support team page is, so unless you are on a big monitor you can't see where international page is. I talk to students and tell them how to get to all pages on myNapier app. The information is there, I think, but in random individual places."

If considered academic services, participants concerned that, students facing academic issues, issues with learning style and language. As different countries have their own education system, likewise the UK also have its own system for writing styles, due to that international students are facing issues with writing skills, learning styles, and language barriers. Apart from that, the issues noticed from the interview is, accommodation, finding doctors, and consultancies are not aware of other country real life. The participants elaborate the issues that, students are often raising issues that they are not able to get the accommodation and they are not able to register with GP after arrival. And the participants also reported that, due to less team members sometimes it's hard to help all students at same time.

4.3.4 Issues Mentioned by International Students

When interviews conducted with the students, they raised few questions from which many have been listed in literature review as well. They said that, however, university have a facility of accommodation which is for long term only and the rent is too high which is not affordable for many.

Students also complained that, they are not getting enough time to adjust with the education system, once they arrive and make themselves comfortable, it takes at least a month which affects in coursework such as, not able to submit on time, not aware of writing skills and standards. Apart from that, a few issues are mentioned which are related to education facility, for instance, some special facilities were mentioned in the website but during the course it's not in use. However, there is course details and based on that students are thinking of practical course structure, but when they arrive and attend lectures, they realise that the course is based on theory. Due to unaware of education system, students mentioned about assessment issues, not able to understand the assessment structure even through the website as well. Therefore, apart from all these issues, students also mentioned the issues related to cultural shock, anxiety, stress, cultural differences, and stress issues. Along with that, sports facilities are not available in all campuses and it's difficult to go for refreshment to other campus due to break time constrain.

P6S: "But the thing is if you want help, we can't ask them to like on urgent basis we have to e-mail for there is a procedure basically and when we got reply back, we have that."

P6S: "I have suffered a lot of like in the project work because over here project work is different."

P2S: "And so that would be definitely going to be cultural shock and a whole lot of anxiety, tension, pressure and all of that."

P2S: "First of all, accommodation issues, lot of people have to struggle with that."

P2S: "They should be more international about talking you through you know, as an international student because you may not have an idea of what the process are."

P2S: "There are facilities in the application, on the app, but they are not visible because what I say information hierarchy and it's just like so much happening on the website that it makes it difficult for you to find what you really need."

4.4 Inquiries Received from International Students to University

Participants often say that, they receive inquiries based on offer letter, visa and immigration issues, issuing CAS, Course information, and finance queries. Regarding academic, the queries were based on reassessment and extensions in their course term.

P1UE: "I'll probably receive one would be these extensions...A lot of students do have financial difficulties during their studies, so that is another big area."

P7UE: "funding which we spoken about often we can't help unfortunately."

P3UE: "We get lot of questions about like anything to do with visa end dates and stuff like that."

Chapter 5: Reflective Analysis on suggestions and Discussion

The aim of the study is to increase the engagement of international students with university services when they face any challenges in their pre and post arrival. Edinburgh Napier University has been selected to conduct the study and qualitative methodology used to collect the data. The data has been collected using semi-structured interview method and analysed using thematic analysis approach. The participants from university department and international students from Napier University considered and shared their views with mentioning some issues along with suggestions. They have provided information in which both kind of details were there that is positive and negative perspectives of pre-arrival and post-arrival procedures and how to increase the awareness and engagement of services. In this chapter, suggestions from participants along with available facilities and mentioned information by authors will be discussed. Based on that, further implications will be mentioned. Among all participants, when interviewed the first participant from the both, team member of University Department and international student, the information that needed to analyse the data and map to find answers on the research question was enough. The data received, transcribed and analysed using thematic process. During this process, the questions which was asked found useful to collect the data. The interview was last for around 20 minutes and few were less or more than 20 minutes, in which the participants had provided detailed information with trust and comfort. After conducting these two interviews, enough information was received so, the further interviews were carried forward to collect further data. When questions asked to all participants, some participants were very enthusiastic to share the information and they were happy to make the changes which are required.

After analysing the participants data, the information from university websites, available physical materials, and application which is known as MyNapier has been investigated. This investigation held to get clarity that, as per the participants complaining of unavailability of the services are not available in real or it is available. What all changes may have to do if the services are exist and engagement is less will be discussed. According to university team members and students, they agreed on some issues where changes should be made such as the struggle while finding an accommodation. However, it is true that the University have accommodation, but it is very expensive according to the students. When it has been checked in the university website, to verify whether university home is costly or not, then it is noticed that the rent of room is has 3 category such as

standard room, En-suit, and Studio flat. These 3 rooms have rent 179.20 pounds and 116.69 pounds per week which is equivalent to private property. The only difference is, at university accommodation need to pay this amount in sharing while if private property being search then it will get personal property as 1bhk. It can be said that, considering the difference the students are complaining of higher rent to university accommodation. In order to eliminate this problem, University should support to find an affordable temporary accommodation through hostels or Airbnb if students do not afford to stay at university accommodation. After analysing this and according to the research, it has been known that the Universities of different countries such as Australian colleges are providing services like pickup on arrival from and let them stay at University Campus Accommodation temporarily if student doesn't have any relatives, friends or contacts to find the accommodation. The idea of providing this facility arise from the participant who mentioned that consultancy helped to provide temporary accommodation. Apart from that, there is university can also include the simple questionnaires during the matriculation process. In the form, the information regarding the help such as do they need pick-up on arrival service or do they require temporary accommodation support from university or not.

There is a housing crisis nowadays and students are suffering because they are not able to register themselves with GP or doctors and also not able to apply for their National Insurance. So that if university provide them temporary accommodation to stay, it can be a big relief for the new comers. At the temporary accommodation, the institution may maintain one PO Box as a temporary address for a certain period of time. Participants also talked about the importance of counselling and well-being services but they afraid to approach to the designated department for this.

P6S: "So consultancy booked the accommodation."

Students often mentioned about unaware of any services in their pre and post arrival but university employees confirmed that, they are hosting pre and post arrival events in which information related to education system, assessments, available services, university introduction, contact information and in last provide opportunity to have a chat between students as well. It is also confirmed that events are available and it is crucial for students to attend each and every events before and after arrival (Pauline Anne Gordon, 2019).

P2S: "They should be more international about talking you through you know, as an international student because you may not have an idea of what the process are."

P1UE: "we host an induction event, pre arrival event. We run twice and before final matriculation. We host welcome event once everyone has matriculated. Then we cover more about topics of what services are available."

From the above information it is understood that events are hosting but due to not attending the events by students, they are unaware of all the facilities and often complaining. To overcome this, the university may develop a tracking system in the form of an application, in which the tracking will start as soon as a student applies and step-by-step guidance and days everything included. This application also mentioned information about events as well. This application may reduce the inquiries based on CAS letter, offer letter, and other issues which can be arise during pre-arrival procedure. Therefore, this facility is adopted by other universities like Dundee university and it is known from the University of Dundee (2019) website.

Furthermore, other issue was raised on the complexity of the website and Mynapier app. Participants often raise the concern that, course information is not in detail, campus name based on courses are not there, hard to find the information, and it is not mobile friendly (Pauline Anne Gordon, 2019). This topic is interesting because it is true that, there should be information available prior to proceed further with application. To overcome this issue, participants provide suggestion that, there should be detailed information about the courses, which need to include the proper assessment structure such as, how the coursework will be conducted and what modules are designed based on practical aspects or theoretical aspects. A student suggested having early access to the MyNapier app, so, it can be advisable that, after completion of matriculation before arrival, it is possible to provide the access of MyNapier application. By doing this, the students will get familiar before arrival and if they have any doubts then, at the time of welcome event it can be solved.

P6S: "so basically, it should be like enrolled to us before arrival like from India."

P2S: "There are in the application, on the app but they are not visible because what I say information hierarchy and it's just like so much happening on the website that it makes it difficult for you to find what you really need."

According to (Kainth, 2021), the recommendation for future study is that, students are not initiatives to get support from counselling due to cultural barriers and shocks. The institution must hold sessions during the week and spread the word through lectures to encourage students to register, writing their names down by professors in order to get around the solutions that are suggested in the above

recommendation section. Additionally, the institution might schedule weekly sessions in each specific class. Considering pre arrival procedure, finding solution for queries providing the tracker in the form of application in which, starting from applied at the university to get in to the country, everything mentioned as a timeline and this is one of the important achievements to address the research question. However, according to the university structure there is wellbeing and counselling support is available in the website. Students can contact through email, phone calls, or booking appointment using website at any time. But the participants suggest to have as a mandatory not as an optional.

For after arrival, there is brochures available which include all the necessary information starting from university introduction, education guidance, available services and facilities, guide of city, useful information regarding emergency situation, assessment guidance and many more. These brochures provided to the students but, students might not able to collect that, because during interviews no one has talked about it. From this, it is able to understand that students are not aware of brochures. So, it will be beneficial if everyone able to get the brochure at the first day of the college. These can also be possible through providing in the lectures so that everyone can get it.

P2UE: "This is like a 5060- page brochure and it has all the information about Edinburgh and Edinburgh appear university and all the support teams that they can have them."

Furthermore, there is a PDT (Personal Development Tutor) which is meant to help the student to find solutions of their academic issue but several participants argued that PDT has less experienced and non-trained people who are not sometimes authenticate the information that they share. Instead, they think PDT should be more knowledgeable and should speak with students more frequently to see whether they need any help or additional guidance. Prior to that, PDT should get training in order to learn about all university services and receive advice on certain courses.

P2S: "The PDT who were supposed to be our PDT. I wrote him and he responded back and I wrote him back, he never responded afterwards."

Moreover, participants suggest to increase advertisement of available services so that students can get awareness. For example, there are chaplain's student support who helped to increase communication between communities and introduce students with particular background. There are friendship club who organize different kind of events to encourage the students, but students are not connected with that. However, there is screens in the university who represent the ads of any

new events but, the screens are at the entrance, which might be the reason that students are ignoring, because at the time of lectures students will arrive and they might ignore the screens. It also noticed that, students are spending time in Cafes and JKCC (the Jack Kilby Computer on Campus). So, it would be beneficial that, the screens can be added in those areas with specific content such as, upcoming new events related to friendship club or chaplains. By doing this, the awareness among the students will increase and they might participate in all events. It is true that emails can be ignored but this advertisement can't be ignored.

P7UE: "They provide a range of psychological emotional support students and we have a Chaplain city in which if student arrives and they come from different background and they want to make connections within Edinburgh or in Scotland this faith community can help them."

P7UE: "We can facilitate access to the faith community whether it's Jewish, Muslim, Hindu, Buddhist, Christian etc..."

P7UE: "So it's all about balancing effort and costs and I agree things but I am really interested in the discussion with people about where do you think and how should we promote an advertiser service because it never fails to surprise me."

Along with this, there should be announcements made in class to encourage students to participate in such activities, and special rewards or presents should be given. Every country's festival should be celebrated as events, and yearly events should be planned to inspire students and support them in their extracurricular and social endeavours which would help them to develop their social engagement.

According to participants, late-arriving students should receive a warm welcome or an introduction so they won't have to struggle. However, it is true that university send them all the information through email, but as mentioned earlier also, students will not consider email as important and they might ignore to read it. Apart from this there are leaflets, guides, brochures, booklets, and helpdesk at JKCC is there but, somehow students are not getting to use with it. It may be agreed that welcome event should happen twice, one for early arrivals and another for late arrivals.

P7UE: "Well, we know that, for example many students don't look at emails."

Participants suggest to have an attracting location for Ipoint (Helpdesk which is also known as information desk). Those who will arrive first time in the university campus they will contact first at

lpoint. Currently, the lpoint is at different location in different campus for example, at one campus it is at first floor, at other campus it is at inner corner. Due to this, students are getting confused to find the information desk. lpoint should be placed in an area where people can see it readily, as everyone has seen and the participants have also commented that its current location is inappropriate and hard to find.

P1UE: "I think the new lpoint not being put in the right place, so if you had it for example, just a visiting lecturer or something, so not just students, but someone juts come in to visit or someone want to have a look at the campus, it's not the easiest."

One innovative idea is that there should be someone from a certain country at the university to assist the students from that nation. In this method, a single individual would be available who could quickly understand the concerns and language of the students from that nation which will help to solve the queries of the people. By introducing this facility, students can also easily understand through their language whatever they called or enquire for.

P3UE: "But obviously it is quite useful to have someone that specifically deals with like your country and your region and gets the sort of differences in a different area that like perhaps I might not get in the UK at the time."

Students' educational and assessment systems would differ since they are coming from different countries, and throughout the interview, participants cited challenges such as difficulty in understanding academic language, lecturer accents, assessment issues, and more. According to Pauline Anne Gordon (2019), it is true that students are having trouble in academic sections. However, it is also true that, the Edinburgh Napier University is conducting sessions twice or thrice during the week arranging as a guest lecture. In that, all the information related to writing, critical thinking, and other relevant information has been explained using coursework as an example. Even there is drop in sessions arranges twice in a week, where students can go and ask for help. The only thing in this issue is, students have to attend the lectures in a regular basis and participant also mentioned that students are not attending lectures or arriving late. Due to that, they are missing the important classes and in return they are often raising issues related to academic skills.

P6UE: "We actually expect you to turn up to classes like you need to be on time."

There are few more suggestions raised from participants among them one is related to university time. It is said that, there should be more time in the course, like more time for lectures need to schedule to get more knowledge, need more time to adjust with the education system at the beginning of the trimester.

P5S: "It will take some time for us to adapt the situation because from early stages, from our what to say, from preschool to our higher secondary, we done all those things like that, even the university it's like that. But when we suddenly move here, it will take some time to do it."

Another suggestion is related to unavailability of activities in every campus. The participant claim that, sports activities are not available in each campus so they are not comfortable to spend time in travelling during break time.

P1S: "Yeah, because I right now I'm on Merchiston campus. There are no sports facilities, yeah. And I like spots and it is very disappointing. So, if they mention they were said earlier."

However, there is ENSA (Edinburgh Napier Student Association) who are handling all the activities. They have their own different departments based on activities such as, sports, advice, campaigns, events, employability, and many more. Therefore, it can be said that, ENSA can provide separate area for sports at every campus, so students are spend time whenever they want. As shown in the image that ENSA have its own website where students can go and get the information.

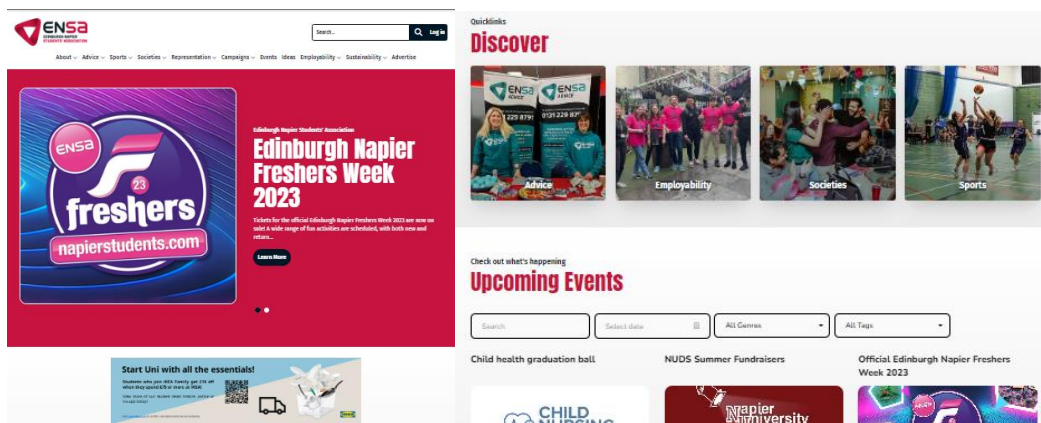


Figure 15: ENSA Website

Chapter 6: Conclusion

6.1 Introduction

The aim of this qualitative study is to provide solution for international student's engagement with the university services in pre-post arrival, considering Edinburgh Napier University. It has been known that, after PSW (Post Study Work Visa) policy invented the flow of new arrival students have been increased in the UK. After Brexit, the ratio of European students were decreased and other countries ratio has been increased. Among other countries, the higher number of students arrive in the UK for their master's study is from China, India, and Nigeria, in which nowadays, Pakistan also considered at third or fourth place along with Nigeria. Furthermore, from the latest data, it has been known that students who arrive in the UK are for Master degree rather than Undergraduate degree.

The literature review for this study also seeks to understand the problems that exist and what is available as solutions. The literature research included detailed information regarding pre- and post-arrival processes, barriers, and available supports. Students are still dealing with issues from years ago, but there are some answers out there, according to the literature study. Considering Edinburgh Napier University further research has been carried forward to analyse which all challenges are faced by student's despite of availability in the form of solutions and the reason behind less engagement with the university services. Form the study it has been known that, students are facing challenges in pre-arrival in which, they are not getting enough information related to courses and available facilities. Despite of challenges, there are facilities but students are not engaging with that. To know further, that challenges are still there or not, which all solutions are available and where the solutions are need to find, the research has been carried forward.

This study took into account the interpretive phenomenology methodological approach, in which data was gathered from people who have experience and who wanted to share it in order to benefit the study and future. To carry forward study, Edinburgh Napier University has been considered for collecting data and the base of the research. Semi-Structured interview were conducted to gather the information based on pre and post arrival procedure. 14 participants have been considered in which university staff from different department and international students from ENU were included. It was noticed that participants were excited to share their experience and help providing suggestions to benefit the student's engagement. Through face-to-face meeting, sending emails, and through phone calls participants were contacted and recoding using teams and stored with privacy protection. Ethics has been considered while conducting the interviews and informed the

participants as well. To analyse the data, thematic analysis approach has been used which is divided the analysis procedure in six phases. After recording the interview, the audio has been converted and created the transcription which in-turn used for further analysis. The transcriptions have been analysed in six phases to address the research question from which findings has been filtered.

The aim of study to identify the solutions to address the research question which is able to know from findings. In the findings, the information such as challenges which is still exist, suggestions which are available, and solution in the form of filling the gap has been found. Moreover, as a challenge has been known that students are suffering of not getting enough information through website about the courses, campus, and university services and facilities. Apart from that, due to late arrival of students, they are not able to attend the welcome events and then they struggle in their education career. Students often mentioned that they face trouble in getting accommodation, registering with GP, National Insurance Number, wellbeing and counselling services, language barriers, cultural shocks, complexity in website, issues with PDT services, and understanding assessment structure problems. Despite of having problems, there are facilities such as welcome event, pre-arrival events, library services, Unibuddy app for communication, wellbeing support, friendship club events, chaplain's student support, financial support, and academic writing support. Considering solutions available, students are still not engaged with and not aware of the facilities. To overcome this, suggestions in the form of findings mentioned in the above chapter.

Based on findings, in the discussion chapter, new and existing solutions were discussed in detail. Through findings, the aim to address the research question where able to meet. Some of new suggestions were discussed and now it will be mentioned in the implications of the study section below.

6.2 Implications of the Current Study

Through this thesis, new suggestions were mentioned such as, there should be an area at the university where a PO box need to place so that students can use the address of university to register NI number, at GP and open a bank account. This service can be available for certain time limit and once the students get the accommodation, they can update their address. Along with this, students also have to inform about house once they get the property so that university remove their name from the list and this service will terminate for them. Moreover, students who are new and not have any relatives or friends, for them university should provide the service for pickup from airport and help them to find the accommodation. To make them aware of all services, first after providing CAS

letter need to send all the details of services, university introduction, education system, academic writing skills, and information about all events in the form of presentation through email to the students. After providing this all information, at the time of matriculation there should be a special section to ask question “whether they have gone through this presentation and aware about all the services and facilities”, based on that few questions need to ask to verify and then further matriculation process need to carry forward. Next suggestion is based on use of counselling and wellbeing services, in which classes or lectures need to arrange twice in a week and for that students write their name when the lecturers will announce in the class every week. Further, there should be a special help desk in the campus to help students in non-academic support. So, the students who are not aware of anything in the new country may get support through this help desk. Moreover, the next suggestion is based on welcome events which needs to organize twice, one for those who arrived on time and second for those who arrived late so that everyone should get equal response and equal knowledge.

6.3 Aims Achieved

The aim of the study is finding ways of increasing engagement between students and university services, which is able to compete with some existing solutions and some new solutions. From this study the new invention of the solutions mentioned from which, the students will get more support easily without any hurdles. The study also aims to increase the engagement and from the above-mentioned solutions it has been fulfilled.

The fact is that, there were solutions for the problems but not with more clarity and effective manner, through this thesis providing new versions of solutions will help in much better way to the university and students as well. In response to that, students will inspire towards study they will get assurance about awareness of the services and facilities. From the implication provided, students will also encourage to know everything before arrival and they will know from the beginning that in the new country, university is there to help them at any time any cost.

6.4 Strength of the Current Study

The study conducted to identify the pre-post arrival procedure challenges faced by international students and find a solution for that, at some point it is able to come up with outcomes which will help students and university. While writing the rationale for the literature review (Chapter 2), it was noted and highlighted in that part about the authors' upcoming studies and their findings, for which

further suggestions would be required. After data analysis, it was discovered that some of the recommendations were the same and others needed to be created.

In terms of collecting and processing the data needed to answer the study's questions and methodology was chosen correctly. According to the theory (Chapter 3), six individuals should be taken into consideration for data collection and analysis, but for this study, 14 participants were taken into consideration, which was sufficient for data analysis. The semi-structured interview used to gather data was successful in obtaining comprehensive and sufficient information. To analyse the data, thematic analysis process has been used and by following the six phases, the data has been analysed manually which gave the depth and accurate data compare to the available tools.

It can be said that, the advice is also based on the ideas carried out by the participants, and this is connected to theory in some ways. For instance, there is a theory in which the study's findings, which included the solution based on counselling and welfare, were discussed. However, according to the research it has been known that there are some recommendations were not available such as, to hire the country related person to help and support particular country students, PO box should be there at the university as a temporary address so that students can register for National Insurance number and GP. The creation of non-existing ideas where one of the biggest achievements is to address the challenges and research question. By addressing the challenges and research question, it can be said that, the aim of conducting this research has been fulfilled.

6.5 Weakness of the Current Study

Despite of achieving the objectives, there were several restrictions that had an impact on the study. The length of time was the study's initial drawback. The research idea seemed interesting; however, it needs more time to examine and gather data. Because of time restrictions, only certain examination of the literature has been done; further study is needed to identify the sources and determine which difficulties have been addressed and which still need to be. According to the literature study, there are a few similar difficulties, such as housing crises, problems with the writing and learning systems, lack of awareness of the events, well-being, and counselling, which are still problems today. It was unable to comprehend the number of theories that offered sound advice in the form of suggestions. There was no more time to spend on this stage therefore it was necessary to perform extra research as well. To learn more in-depth about the theories takes more time, and at the beginning, it took longer time than expected to produce the literature review.

Semi-structured interviews were employed in the qualitative methodological approach to obtain the data utilising the interpretive phenomenology technique. Edinburgh Napier University has been taken into consideration for data gathering, which may be the cause of the data collection's limitations. Due to time constraints, it was only possible to interview students at Napier University, hence no other universities were included in the case study. After that, the data analysed using thematic analysis. The sole flaw in the data was that it was acquired qualitatively rather than quantitatively, which was discovered through qualitative analysis. Even if not enough information is supplied, the data that is acquired is of high quality. The 14 participants took into account academic departments and students from other countries. There were occasionally unpleasant answers during face-to-face interviews with students, which raises the possibility that the results may be manipulated. Interview timings might affect the result and information, because it was assumed that, it will continue for around 30 minutes, but in real only two interview which reach to 30 minutes. Thematic analysis, which involves six stages, has been utilized to assess the data once it has been collected. Due to the six processes, it required a lengthy time to assess the data, and the time allotted was insufficient.

6.6 Future Work

In the future, it would be great to explore or do in-depth research on this subject to develop more sense of the student issues and implement the ways to overcome those issues. It would be great to have more participants so that, the data will be analyzed with more depth and findings will be more accurate. In future, it also important to have more inputs and deep research so that students can get better solutions. It also needs to analyze, which other factors are affecting in the engagement of the student's awareness with the services apart from above mentioned reasons and suggestions. Since, it was not possible to conduct study with more research and participants, in future it can be possible to do so without any time limit.

6.7 Summary

From this study, the solution with some existing and with some new ideas have mentioned carried out which is the core of this thesis. Mentioned aim and objective has been achieved, however, some limitations were there such as time, and other factors. Appropriate methods and methodology were used to collect the information and from findings important aspects has been known. New suggestions like accommodations help, non-academic help desk, counselling and wellbeing sessions, website changes, and create new tab at the time of matriculation process in which information about

all services has been mentioned has been invented. Apart from this, there are some common suggestions which also mentioned by other authors is carried forward. The suggestion based on GP and other services also considered in the above study. From all this research, the aim and objectives of the study is fulfilled successfully.

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Appendix A: Ethical Form

Application Number 40619647

Application for Cross-University Ethical Approval

1. Research Details

| | |
|--|---|
| Name of Researcher(s): | Jyoti Divyesh Bharadava |
| School or Professional service department: | MSC User Experience Design |
| Email: | jyotidivvyes@gmail.com |
| Contact number: | 07436683585 |
| Project Title: | Engagement with the university support and services by international students |
| Start Date: | 05/06/2023 |
| Duration of Project: | 2 months |
| Is anybody funding this research? (Amount and Source) | No |
| Type of Research: UG/Taught PG/Masters/Doctoral Student/ Staff | |

2. Screening Questions

Please answer the following questions to identify the level of risk in the proposed project:

If you answer 'No' to all questions, please complete Section 3a only.

If you have answered 'Yes' to any of the questions 6-16 please complete Section 3a and 3b.

If you have answered 'Yes' to any of the questions 1-5, complete all of Section 3.

| You Must Answer All Questions | Yes | No |
|--|-------------------------------------|-------------------------------------|
| 1. Is the research clinical in nature? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Is the research in a health care setting? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Is the research investigating socially or culturally 'controversial' topics (for example pornography, extremist politics, or illegal activities)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Will any covert research method be used? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Will the research involve deliberately misleading participants (deception) in any way? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Does the Research involve staff or students within the University? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. Does the Research involve vulnerable people? (For <u>example</u> people under 18 or over 70 years of age, disabled (either physically or mentally), those with learning difficulties, people in custody, migrants etc). | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. Is the information gathered from participants of a sensitive or personal nature? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Have you identified any potential risks to the researcher in carrying out the research? (For <u>example</u> physical/emotional/social/economic risks?) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. Is there a possible conflict of interest between researcher and participant that would affect the voluntary nature of the participation, <u>e.g.</u> managerial influence, Research using current students as participants? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12. Will the research require the use of assumed consent rather than informed consent? (For <u>example</u> when it may be impossible to obtain informed consent due to the setting for the research – e.g. observational studies/videoing/photography within a public space) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 13. Is there any risk to respondents' anonymity in any report/thesis/publication from the research, even if real names are not used? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| | | | |
|-----|--|--------------------------|-------------------------------------|
| 14. | Will any payment or reward be made to participants, beyond reimbursement or out-of-pocket expenses? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 15. | Does the research require external ethics clearance? (For example from the NHS or another institution) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 16. | Does the research involve the use of secondary datasets? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

3A. Details of Project

In this [section](#) please provide details of your project and outline data collection methods, how participant consent will be given as well as details of storage and dissemination.

Please give a 300-word overview of the research project

Nowadays the arrival of international students in the UK increases and majority of students are from China, India and Nigeria (Kreier, 2023, Zhai & Cao, 2022). It has been known that there are problems faced by the international students which is impacting to their pre and post arrival procedures including new academic environment.

There are several issues such as financial issues, academic issues in terms of learning and teaching process, assessment guidance, and so on (Luo & Jamieson-Drake, 2013, Rhoden & Kinchington, 2021). Apart from this, other problems for instance mental wellbeing, homesickness, language barriers, cultural distraction are the key factors from which students are not getting enough support (Alloh, Tait, & Taylor, 2018, Kainth, 2021). To meet this problems universities are providing solution to help them but there is not in use by international students.

This study helps to provide the solution for international students and university to make the connection between students with university facilities and services. The aim of this research is to know the reason behind why the services are not being used by international students and how to make in use for student betterment.

Firstly, the information regarding the problems and solution can be known from the literature review and using appropriate method and methodology the finding can be identified.

Below are the research questions I am going to ask:

For Students:

- Describe the challenges you faced in your pre and post arrival procedure and which all support and facilities provided by the university?
- Describe your overall education experience with your university
- How would you imagine the process should look like and if you get chance to make improvements which all major changes you wish to do?

For Finance department:

- Describe the major challenges the international students facing financially?
- Which all facilities are available to support them?
- What all improvements you wish to do if you get a chance to make changes in fees department to increase the overall experience of the students?

For other departments:

| | |
|---|---|
| <ul style="list-style-type: none"> Describe your experience in supporting students. What is available to support the students? How can you improve and make the services better for students and in your department if you get an opportunity? | |
| Data Collection | |
| 1. Who will be the participants in the research? | Admission team, finance team, wellbeing team, programme leaders, and students. |
| 2. How will you collect and analyse the research data? (please outline all methods e.g. questionnaires/focus groups/internet searches/literature searches/interviews/observation) | That data will be collected through interviews, it will be analysed using thematic analysis approach. |
| 3. Where will the data will be gathered (e.g. in the classroom/on the street/telephone/online) | Initially the interview will be conducted face to face and for the recording, teams is going to be used as a part of the process. The interviews can be stored in the drive using university drive with password protection. |
| 4. Please describe your selection criteria for inclusion of participants in the study | International students, admission team, finance department for international students, programme leader, and wellbeing team. |
| 5. If your research is based on secondary data, please outline the source, validity and reliability of the data set | Not Applicable |
| Consent and Participant Information | |
| 7. How will you invite research participants to take part in the study? (e.g. letter/email/asked in lecture) | Through email and phone calls students will be invited by informing about the project and consent forms, and the departments such as financial department, wellbeing department, programme leaders, and international admission department will be contacted through inviting them in person through financial department. After, sending mail, the participants will be informed about the consent and providing assurance through consent form that their data will be kept anonymous and stored under protection. |
| 8. How will you explain the nature and purpose of the research to participants? | By conducting the interview and asking the questions. Before that I will explain very the whole concept of the research and make them familiar with it. Along with that, the explanation is also included in the consent form. The participants informed about the recording will be made in teams and data will be stored with privacy protection. |
| 9. How will you record obtaining informed consent from your participants? | |

| | |
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| | |
|--|---|
| | Using consent forms I will get their consent and stored in the university drive which will kept under password protection. Also, I will attach the consent form in drive. |
| Data storage and Dissemination | |
| 10. How and in what format will data be stored? And what steps will be taken to ensure data is stored securely? | The data will be gathered through teams without capturing the video. And it will store in drive for safety purpose. |
| 11. Who will have access to the data? | The data can be access by me and supervisor team. |
| 12. Will the data be anonymised so that files contain no information that could be linked to any participant? | yes |
| 13. How long will the data be kept? | Until the research will get over |
| 14. What will be done with the data at the end of the project? | It will be deleted at the end |
| 15. How will the findings be disseminated? | Through dissertation the findings be disseminated. |
| 16. Will any individual be identifiable in the findings? | No |

3B. Identification and Mitigation of Potential risks

This section is designed to identify any realistic risks to the participants and how you propose to deal with it.

1. Does this research project involve working with potentially vulnerable individuals?

| Group | Yes | NO | Details (for example programme student enrolled on, or details of children's age/care situation, disability) |
|--------------------|-------------------------------------|--------------------------|---|
| Students at Napier | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The international students will be considered from Napier university. |
| Staff at ENU | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The staff such as admission team, finance team, programme leaders, wellbeing team is considered from ENU to know in depth about Napier university. The each department confirmed one |

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| | | | |
|-------------------------------|--------------------------|-------------------------------------|---|
| | | | from each team will be participate in the study and if anyone interested then more then one will join the task. |
| Children under 18 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Elderly (over 70) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Disabled | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Migrant workers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Prisoners / people in custody | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Learning difficulties | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |

2. If you are recruiting children (under 18 years) or people who are otherwise unable to give informed consent, please give full details of how you will obtain consent from parents, guardians, carers etc.

Not Applicable

3. Please describe any identified risks to participants or the researcher as a result of this research being carried out.

Not Applicable

4. Please describe what steps have been taken to reduce these identified risks? (for example providing contact details for appropriate support services (e.g. University Counselling, Samaritans), reminding participants of their right to withdraw and/or not answering questions, or providing a full debriefing to participants and understanding the responsibility of the researcher when dealing with confidential and sensitive information).

There will be no risk while conducting the interviews because all the privacy, rules, and background of project will be informed early to make participants comfortable and the consent will be signed from the participants.

5. If you plan to use assumed consent rather than informed consent please outline why this is necessary.

Not Applicable

6. If payment or reward will be made to participants please justify that the amount and type are appropriate (for example the amount should not be so high that participants would be

financially coerced into taking part, or that the type of reward is appropriate to the research topic).

| |
|----------------|
| Not Applicable |
|----------------|

3C. Justification of High Risk Projects

If you answered "Yes" to the screening questions 1-5 this section asks for justification on the choice of research topic and methodology. The Reviewers have the right to refer high risk applications to the Research Integrity Committee for approval.

1. If you have answered yes to question 1, please give a full description of all medical procedures to be used within the research and provide evidence that the project has obtained NHS ethical approval.

| |
|----------------|
| Not Applicable |
|----------------|

2. If you have answered yes to question 2, please give a full description of the health care setting and what steps have been taken to reduce any potential risks and describe how you have gained permission from the Health Care Organisation.

| |
|----------------|
| Not Applicable |
|----------------|

3. If you have answered yes to questions 3 (research into a controversial topic), please provide a justification for your choice of research topic, and describe how you would deal with any potential issues arising from researching that topic.

| |
|----------------|
| Not Applicable |
|----------------|

4. If you have answered yes to questions 4 or 5 (use of deception or covert research methods) please provide a justification for your choice of methodology, and state how you will mitigate the risks associated with these approaches.

| |
|----------------|
| Not Applicable |
|----------------|

Declaration

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I confirm that I have considered the ethical risks arising from this project and have provided accurate information and the research will be conducted in the manner described. |
| AND | |
| <input checked="" type="checkbox"/> | I consider that this project has no significant ethical implications that requires the attention of the Research Integrity Committee. |
| OR | |

| | |
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| | | |
|--|---|-----------------|
| <input type="checkbox"/> | I consider that this project may have significant ethical implications that requires the attention of the Research Integrity Committee. | |
| Researcher Signature: Jyoti Divyesh Bharadava | | Date:07/07/2023 |
| Director of Studies/Supervisor/Principal Investigator Signature: | | Date: |

Checklist

All applications require the following to be submitted with the application form

| | |
|-------------------------------|--------------------------|
| Participant Information Sheet | <input type="checkbox"/> |
| Informed Consent Form | <input type="checkbox"/> |
| Interview/Survey Questions | <input type="checkbox"/> |

Edinburgh Napier University Research Consent Form

Master Dissertation

Edinburgh Napier University requires that all persons who participate in research studies give their written consent to do so. Please read the following and sign it if you agree with what it says.

1. I freely and voluntarily consent to be a participant in the research project on the topic of an “Improving experience among students and university facilities and services” to be conducted by Jyoti Bharadava, who is a postgraduate student at Edinburgh Napier University.
2. The broad goal of this research is to improve the experience of international students with using the university facilities and what all changes can be made to enhance the services and support provided by the university. From the literature review it came to know that students are still facing different changes in their pre and post arrival procedure and their life style which is impacting to their studies and living style as well.
3. The semi-structured interview will be held and I have been asked to answer the question which will take around 30 minutes to complete the interview.
4. I am agreeing to record the activity through teams which will not include any kind of video and it will be stored under privacy.
5. I also understand that if at any time during the experiment I feel unable or unwilling to continue, I am free to leave. That is, my participation in this study is completely voluntary, and I may withdraw from it without negative consequences. However, after data has been anonymised or after publication of results, I understand that after the results the data of my activity which was recorded will be deleted.
6. In addition, should I not wish to answer any particular question or questions, I am free to decline.
7. I have been given the opportunity to ask questions regarding the interview and my questions have been answered to my satisfaction.

8. I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights. Furthermore, I understand that I will be able to keep a copy of the informed consent form for my records.

Participant Signature:

Date:

I have explained and defined in detail the research procedure in which the respondent has consented to participate. Furthermore, I will retain one copy of the informed consent form for my records.

Researcher's Signature:

Date:

The surety has been given to the participants that; their data will keep anonymous. For that reason, the sample of the consent form has been attached and signed consent forms are not attached. If the signed forms will be added then, through their signature the privacy will get revealed.

Appendix C: Questionnaires

| Questions for University Department Employees |
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| 1. What all process you follow to support the international students and how? |
| 2. Which support is available to support the international students? |
| 3. What all inquiries you receive from the students and how often? |
| 4. What all facilities are useful and which are not? |
| 5. What all improvements you wish to do if you get a chance to make changes in fees department to increase the overall experience of the students? |
| Questions for International Students |
| 1. Describe your preparation related to pre and post arrival process? |
| 2. What resources you used? |
| 3. Which resources were helpful and which all were not? |
| 4. According to you, which resources were missing? |
| 5. Where you looked for information during your process? (Social media, university websites) |
| 6. In your process who helped you the most? (Family, university, friends or consulting agencies) |
| 7. Describe your experience in education process you though before and how it is after you arrived? |
| 8. How would you imagine the process should look like and if you get chance to make improvements which all major changes you wish to do? |

Appendix D: Participants Extract Codes

Due to privacy of the participant information which is mentioned in the ethics and consent form, instead of transcripts extract data has been attached. From this the name of the participants will not reveal and followed the ethics.

| Participants | Data extracts | Codes |
|--------------|---|---|
| P1S | 1. I don't know the what's my timetable what is the things I need to do what they are how many subjects modules in my Prime Minister So you didn't find your subjects from that side and here there's this modules but I don't know which modules on which too much time so I don't know that which models I'm going I'm going to for my first trimester all that all ready Yes weekend semester semester was already but I was in India so I'm I didn't know about anything I had no idea. | 1. Not aware of post arrival procedure 2. Arrived late 3. Don't know which modules there according to trimester |
| | 2. I checked the websites, provided any information or any guidance or anything or after arrival or before arrival. | 1. Checked in website about pre-post arrival process 2. Checked if guidance is there or not |
| | 3. But at the time I don't know about that my course is at the muchness campus. | Not aware about the campus for particular course |
| | 4. It took me a month more more to get me with everything like a model and where can I find the things and check. Also I no idea about that libraries and stuffs like that and until my first semester was over so it would be very frustrating and very bad experience for me okay. | 1. It took a month to understand everything 2. Not aware of facilities |
| | 5. I checked the websites, provided any information or any guidance or anything or after arrival or before arrival. | Checked websites for more information |
| | 6. Yeah, I often use the library services that's this was on the my Napier application. There's a specialized UX lab but I didn't found it here. | 1. Library service used often 2. Facilities shown is not available |
| | 7. So in that you can move this library resources from this because I don't think many people still know that there's things like that. And yeah something like if they assumes that the student will learn, so that blows us and paper it is. But no because the students and the year are having no time. | 1. Need to know about library services 2. No more time during course |
| | 8. My brother is arrival and after arrival my brother is in here. | Brother helped most |
| | 9. I can say that I'll assume that it would be like a practical ways. I would learn everything and ends of learning like a little practicals and the little the things. But after coming in here this prefers between practicals and this such that's. I think they've told me that this is the Master of Science cost though. | 1. Assume practical course 2. After arrival saw theory |
| | 10. And then yeah, if you can say that I had disappointed with that assignments and all the things I think if they were mentioned that this is the thing you'll need to do in your course and the summit service looks like this this is this is what we are assuming from you to do in your course. | Need more clarity in assignments and its structure |
| | 11. If I had information like that then it would be very helpful to choose my course and universally and after that if they'll mention that your course will be in Thermachus campus at before I apply Okay that this course are is available available in this campus then it will be available because then I would know that what facilities are they on their campus University mention that there are facilities they got in this much facilities but they didn't mention that these facilities will be on that particular the campus. | 1. No sports activities at all campus 2. Need this facility at all campus |
| P2S | 1. First of all, accommodation issues. A lots of lots of people have to struggle with that. you know all through for months without even being able to settle in yet you know. | Accommodation issues |
| | 2. Yeah, they are there in the on the application, on the app, on the Napier app for students But they're not visible because what I say information hierarchy and it's just like so much happening on the website that it makes it difficult for you to find what you really need. | 1. Website complex 2. Difficult to find the information on Napier app |
| | 3. It's not an easy thing when you have to leave your whole culture, you know, and then all the way to when new things happen. And so that would be definitely going to be cultural shock and a whole lot of anxiety, tension, pressure and all of that. And basically the school shirt ohm be able to ease this tension. | 1. Culture shock, Pressure, anxiety. 2. University should provide support |
| | 4. Like I said, I take myself as an example. Umm, where I come from in class you you don't, you don't talk back when you lecturers talking. Yeah, you you probably raise your hands and till they give you the floor to speak. | 1. lack of communication in class. 2. Lecturers talk more |
| | 5. I said yesterday because she's got her cast and the the the agent has been paid to work hard through the process, in fact, be with hard through the process of applying for the and and she basically doesn't even need my help, you know? So she's just doing stuff. So I feel like they should be more intentional about your students. | Need more focus to provide information on pre arrival in depth |
| | 6. They should be more intentional about walking you through, you know, as an international student, because you may not have an idea of what the process are at the arrival. System is like, yeah, and so they should be more intentional. | Not aware about post arrival process |
| | 7. So I feel there's so much to be done, but well, there were. Everyone is a work in progress and I think maybe I use as well so. I first of all the resources are there, but they are not there. Like what I say they are there, but they are not visible. | information and support are there but not visible |
| | 8. Yeah, they are there in the on the application, on the app, on the Napier app for students. But they're not visible because what I say information hierarchy and it's just like so much happening on the website that it makes it difficult for you to find what you really need. | 1. Website is difficult to access 2. hard to find information |

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| | 9. Here comes the PDT, the personal development tutor, who were supposed to be our PDT. I have never used his service I've never had to go to him because the first time I felt like I should. I wrote him and he responded back and I wrote him back and he never responded afterwards. So yes, he never responded on the day when we could meet and all of that. So I'm like, OK, **** it then. Yes, so that's why it was. So I feel everyone has their own experiences. | 1. More support from PDT needed 2. PDT not responding well 3. PDT should have all the information |
| | 10. But you will do that and it just it was it was annoying. But it was what it was, and in fact, my feeling even made me feel even worse. Because I started feeling like so insufficient. | Stress increases |
| | 11. I felt it was more of a practical designing course challenge, right? Swing on it because I've had a lot of experience in in other fields. | Thought practical course but experience theory |
| | 12. OK, so first of all, I would first of all begin by saying that on the website it should be more detailed about what the course is about and even more going to be a design related course at the beginning. Very specific way and it should be on the website before people live on. | 1. Website should have more details on course with easy access and other facilities 2. MyNapier website need to use early by students |
| P3S | 1. I have started short listing the universities which which are providing the same field and I was not aware how to contact with the university. | Not aware how to contact university in pre arrival |
| | 2. So during the pre arrival that was only one interview and after after the after arriving here in the UK as I mentioned, I was not aware about how to take the help from different departments and different facilities. | not aware how to take help from university |
| | 3. Then I took I point I point support for getting matriculation later and employment later. | 1. Contacted I point at the time of arrival 2. Ask help to get matriculation letter and employment letter |
| | 4. So after after facing this situation I have decided to go with IDP consultancy which is the official partners who take IELTS examination across across the country. | 1. Faced issues with consultancy 2. At last one consultancy helped |
| | 5. So in my opinion there should be a service which provide students helping how to write the reports, how to write technical literature, how to study, how to gather information and how to use and how to write the course course works. | Need support in coursework, writing |
| | 6. So this is the service which is in my opinion required. When this is the first first service which which is required when any new student joins here, any university here. | Need help at the time of arrival |
| | 7. So that is second thing which I need to mention and third one is any technical institution visits like the the course is practical but if the student can't relate it with the practical work how can they understand better. So so the the system which we are studying if we learn or we can visit and industries practically it will be more impactful and students can learn better. | 1. Need practical knowledge 2. Need field work experience |
| | 8. They can take the benefit of this sessions and in that session I would explain how in Word scenarios you need to contact different departments and which help you will get from that department. So that would be the easiest way for the students to understand and it will cover all the students whether they are coming here early or they are coming late, all the students will be included in that. | 1. Need to arrange sessions for arrival studnets 2. need to have evnts for late arrivals |
| | 9. In my thought, the library library is the is the place where books are kept. I have not thought about any digital library and how to access that. | Not aware of digital library at the beginning |
| P4S | 1. For my first place to LinkedIn and and Instagram. | used linkedin and instagram for uni search |
| | 2. Any support or something or you are saying like no, they didn't provided me, I didn't use it actually what was the support is after getting the play list of her and they joined in one group. In that group we got many connections. So it was helpful actually it was unique buddy, | Unibuddy app used |
| | 3. Yeah, I didn't think that the education will be entirely about the report system and research is like that. I thought some hands on experiences will be based like that, but there was no hands on experience which I'm missing really very much. | Need practical knowledge also |
| | 4. There should be more communication from the university sides to the students and then after coming here they communicated and we had a few helps here in the university that was well and good. | Need to improve communication when students arrived |
| | 5. What I feel is the time is very less because we international students are coming from the exactly different background of system of education and we don't know the procedures actually. | need upport in following procedures |
| | 6. Really I took one trimester to understand what is happening, how we should learn, how we should do this research, how to write everything they are doing, the classes, giving classes. | Took time to understand the education system |
| | 7. But definitely it is not enough form based on that like if the admission date is so and so we can have one month before or instead of having the holidays they can give us extra coaching the people needed. | Need more academic support |
| P5S | 1. So as I came through and consultancy they helped me a lot for for we preparing the most things they ask for. | Consultancy helped |
| | 2. Are we going to manage those folks That's the biggest thing and when I started to to search on it and came to know that the students when we are working in part time we can manage the cost of living As for the basic things we can manage it. So, so it's bit little bit scary but after came here when I got some friends, when I got to know some of the peoples were already seen here like my seniors and my colleagues were trying to study. So but I get little a little bit comfortable. So these are the experiences which I gave. | 1. tough to survive at first 2. Not comfortable 3. Stressed |
| | 3. So what resources you used and resources in terms of university services and supports specificities and so basically I guess Google so search all those details for more specifically when they want to know more about the particular university I use the university ranking website as well as there is another website called Siksha. | Used google, shiksha, ranking website |
| | 4. By using that I, I, I gathered some knowledge about the university as well as through the university like what is that thing or so we can interact with the already for the students. Here the community page of our university, yeah Uni buddy, uni buddy. | Used unibuddy app |
| | 5. Do you think like that because but I have heard from because as of students orientation students they organized two online virtual meetings for all the peoples from India, China and the from all over the In that thing I got so many useful messages like how the grading is going to be university of accommodations how how are Temester gonna be. | 1. Attended virtual meeting 2. Able to know lot of information |
| | 6. university accommodation because the cost of living if you stayed in a university accommodation it will be twice or thrice compared to your normal if you stayed outside | Uni accommodation is costly |
| | 7. I don't have any idea that how I'm going to study here. Because in India the education system is like memorizing the everything and you have to route with the changes in the single word and that But here it's gonna be everything on practical ones. | not aware about education system know about practical learning |
| | 8. But after reaching here only then I came to know that not everything that what you're learning is on purely on experience and what you are understanding. | After arrival system found difficult |
| | 9. Because in India we get enough 55 but we don't they won't give functions to stay in laboratories or it laps until early morning five or six they won't allow you are that is these are the things so that wanted just to me when I came here because for openly for some of my airport works or my gathering knowledge. I sit here up to early morning 7:00 to complete that so many people still sit here so I don't need to get worried about Oh my God I'm not sitting here alone that no one knows no one is here. | Library facility is good |

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| | 10. So how do I get it makes me feel do I need to attend the class or shall I need to go home because everyone is going out. So those kind of things I felt as a problematic okay. | need more time for lectures and in morning time |
| | 11. Yeah, I had some concern about the learning things like because as of fun in the ends as I mentioned before we use it to mug up a lot but but here we have to practically we have to learn it as well as and as well as we have to gather knowledge on our own. So there are so many. I don't say there is no there are so many resources here. But it will take some time for us to adapt that situation because from early stages, from our what to say, from preschool to our higher secondary, we done all those things like that Even the university it's wintered like that. But when we suddenly moves here, it will take some time to do it. And moreover our education, what we are learning is for only six months and more than six or seven months is went for on holidays like summer vacation, Christmas vacation, New Year, Thanksgiving Day following. | 1. There is no time to adjust with new education system 2. Not enough support available |
| P6S | 1. So basically I have involved with the leverage, so they conduct all the procedures and stuff and they like supported me for the visa process and the applying to the universities, universities for that things. | Consultancy helped |
| | 2. So all of the things were sudden for me and after arriving here like ones have did the accommodation too. So they were like handling all of these stuff. So they already said that there will be no like accommodation over there after reaching over there. | Booked accommodation before arrival |
| | 3. So after reaching here I attended all of the meetings and the seminar. | Attend all meetings and seminars |
| | 4. So they explained all of the stuff like how it's gonna be and if they if you want any help yeah there we yeah. But The thing is if you want help, we can't ask them to like on urgent basis we have to e-mail for there is a procedure basically and when we got reply back, we have that. | 1. They explained everything in the meetings 2. But urgent help is not available |
| | 5. I have suffered a lot of like in the project work because over here project work is different. | Suffered in assessment |
| | 6. But they need to like explain more about their educational stuff because it's totally different. | need to explain more about education |
| | 7. They tell us to like you can to help with these these mentors or you can e-mail those but they should have that workshop over here that they let us know that what is the difference. | Need to have more workshops and guidance |
| | 8. Basically they won't tell us the difference but they tell us the educational system how it is like in summer in summarized way but not an explanatory way. | 1. not expalined in detail 2. need to expalin in detail |
| | 9. So what I feel is the one is missing is the consolation thing, Counseling basically, not consolation, sorry, wrong word counseling. But internationally schools or universities do have a routine of having counseling to like they give counseling to the students and it's mandatory to attend every week. So they should have those because international students are those students, those are dealing a lot of stuff over there at 1 go, then dealing mental mentally. | 1. Counselling missing 2. need to have counselling compulsory 3. every week |
| | 10. They are dealing financially, they are dealing with the houses or rental stuffs. They're dealing with everything. | 1. suffering from finance 2. accommodation |
| | 11. So they should do a counseling not just in educational way but like counseling in mental way. They I know they have the well-being thing in their support thing, but they should get that mandatory as a module that you have to attain once. Yes, yes it should be like because people actually have stuff but they won't talk and if they talk to a stranger they opened up. So over here to be mentally fit is the most important thing. | 1. Need to have wellbeing compulsory 2. people are scared to talk in front about wellbeing 3. if someone ask they will speak |
| | 12. So basically I think we have, we got the my account, the EPS, it should be like enrolled to us way before like from India. | need early access of Mynapier account |
| P1UE | 1. We predominantly assist with visa. Anything can to do with the student visa, but we also look at ways that you know can we can assist students before they arrive and also when they arrive | 1. Helps with visa 2. Helps with pre arrival procedure |
| | 2. So one of the ways for pre arrival is that we host an induction event, a pre arrival event. And we run that twice and this is before the final matriculation date. UM, and then we host a welcome event. | 1. host pre arrival event 2. Run twice 3. Before matriculation 4. Also host welcome event |
| | 3. So we are always looking to try and improve how we help students and another thing that we do for students that are matriculated and during their studies is a friendship club, and that's a so the Friendship Club is a series of events. | 1. organize events during the academic year 2. frindeship clubs organize event |
| | 4. Once everyone has matriculated, kind of settled in a bit, and then we cover more about more topics of what the what services are available throughout this studies. And so we do that the the three events are all run online and pre COVID. | 1. Information about what will cover in event 2. Run online |
| | 5. But I think a lot of everyone's changed a lot since COVID were a lot more used to using online and I would love to do it on campus again. | Wish to have offline on campus |
| | 6. You also need to do like security, any risk assessments, and we've actually found that students are more chatty online, like using the chat function and have more opportunity to ask questions in the online events and then they would in person. | 1. Students are mor chatty online. 2. Provide oppertunity to ask questions |
| | 7. So anything we're available, they are available on phones. And and you can you can also book 1 to one appointments with our team UM during the matriculation process as well. We also have like a drop in service. | 1. Phones call available 2. Students can book Appointment 3. Drop in sessions are there |
| | 8. UM, but the uni still wants to find more ways to do kinda go back. Not completely, but go back to what they used to do. So yeah, we used to do matriculation completely. All face to face and but that's now gone online with uh. | Previously matriculation were online and offline |
| | 9. And they can also go to the the offices, but and we prefer that they come to the the drop in because it means that someone from each team is gonna be there and they don't have to be sent to different offices. | There were available each team members at every campus |
| | 10. Possible because we are a small team and the workload is very high, but we do constantly look at workloads and and still try and provide that certain best service as we can. | 1. Small team 2. Workload is very high |
| | 11. And I think we do offer a Napier offers like a lot more face to face and in person compared to what I've heard from other university visa officers. | Napier is offering face to face meeting |
| | 12. we can't be sending emails out all the time to students because and I know for me when I was a student to get a lot of emails and we also don't wanna umm overload students with because they'll have important emails from lectures about their coursework. | They can't send emails often |

| | | |
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| | 13. I've attended a few careers events that the careers team set up and they just want someone from the visa team to come along and just just mention about the other options students have and also it's more as well to so students know that who to contact and what services we provide. | Information about visa and other things in events |
| | 14. So whenever we do presentations for specific courses or careers events and we always highlight as well this how students can contact us and what we try and also promote other teams as well, especially with the pre arrival and the welcome event and because that's sometimes only the really big event that students have and it comes from our team. | 1. Presentation include course information, promote team 2. welcome event |
| | 15. So they so people can sign up for an appointment through my futures. And so that's like the platform that's used for other appointment booking services, like with careers and uh, well, well being, I believe. | 1. Book appointment through myFuture 2. Book wellbeing services 3. Its a platform to book appointment |
| | 16. So, umm, yes, we have a feedback form and we've sent out quite a few students, but we've not really had a big response about it and it was on positive which was good. | 1. Uni asking opinions through sending feedback forms 2. No response in return |
| | 17. So we are always looking to try and improve how we help students and another thing that we do for students that are matriculated and during their studies is a friendship club, and that's a so the Friendship Club is a a series of events. | There is friendship club |
| | 18. There was recently a bingo and we do, uh, get quite a big uptake prior to the event, but when it comes to the event we have a really poor tence that so we had a burned supper and we arranged uh, you know, free food and everything and that was at Craiglockhart campus and and we had something like 100 students sign up we had we had a 40 as a capacity and then we had quite a lot of students wanting to attend so we increased it by a lot. | 1. They are arranging Events 2. No one attending the event |
| | 19. It's not clear where our page is like our visa and chat support Team page is, so unless you're on a big monitor, you can't see where international page is And I've raised this with marketing as well, UM, and for example, if you're on your phone on the app, you have to go to more section to then find international students. | 1. Hard to find information on app 2. Changes required |
| | 20. I'll talk to them through and tell them how to get to our page on my Napier and it's not clear and I understand that. | Students asking through phone |
| | 21. Umm yeah umm, I think there are also cultural differences with international students. | Cultural differences faced |
| | 22. So, umm, you know, if someone's not feeling great emotionally, they might not want to speak to a wellbeing team or a or a counselor because it might be seen as a taboo to speak to someone, and so they might come and speak to one of us. | Students scared to speak |
| | 23. I'll probably so one would be these extensions. A lot of students do have financial difficulties during their studies, so that is another big area. Umm, a lot of students asking about their CAS | 1. Quiries related to extensions 2. Quiries related to finance 3. Quiries related to CAS |
| | 24. I'm so I think academic skills team would be really useful and we do advertise. | Need to increase advertisement |
| | 25. Uh, and so advice, we work with them quite closely. Uh, the student might have a situation that will be affected in their visa, so they'll ask us. For advice on what maybe what's been a what, they've been told the student and or what kind of help they may be able to get. And so it's not just students or applicants. We do get uh teams contacting us as well. | They also internconnected with the department |
| | 26. And another team is in in support in sessional. Sorry English support so that is you can book 1 to one appointments. | There is team for english support |
| | 27. Uh, But that's another really clever team Uh, useful. Sorry team to use and I always say to people like even if you don't think you might need their help, it's worth just having trying. | inform people to use the services even they don't need |
| | 28. The third one is the careers team, and so even if you're maybe not looking to work during your studies and on the careers team do high like this as well, it's even useful speaking to them at the at the beginning of your studies. | Need to attached with career team |
| | 29. So you know what to kind of look for throughout your studies or after so that you're kind of well prepared and they'll help with things like LinkedIn accounts. Umm, which is quite a popular platform here in the UK and other countries. It's almost like your CV online and students are allowed to work during their studies, so even helping write this your CV CVS are very different here to other countries, so they'll check over. I mean, everyone see these different? | 1. Need to make aware of social media 2. Need to make aware of job opportunities |
| | 30. Well, being issues mental health like, even if you're just having a bad day, it's just there are people to speak to. And so yeah, there I I think there are a lot of teams obviously I know I work for the university, I know the teams and I know the people and but I think if other students knew how helpful they are then it would really help them through their studies. | 1. Need to encourage to ise wellbeing team 2. need to know from studnets |
| | 31. Well, one thing I thought about is a kind of uh, like buy monthly every two months every three months. | Contact studnets ned to inform that they are there |
| | 32. So at least maybe they'll they'll think about things before they come back, but also not just to promote our team, but I am to promote like careers, well being etcetera. | Need to promote career, wellbeing |
| | 33. And updating my Napier so it's easier to find us. | Need to update MyNapier |
| | 34. Maybe like one day courses on something random and other staff join and you meet staff across like other the other campuses and you get to know what other people do because quite often you kind of only really know what people do that are either in your department or that you deal with week to week. | Need to know all information specially from PDT |
| | 35. I think the new I points not being put in the right place, so if you had it for example, just a visiting lecturer or something, so not just students, but someone just come in to visit or someone want to have a look at the campus, it's not the easiest. | Need Ipoint at proper location |
| | 35. I think the new I points not being put in the right place, so if you had it for example, just a visiting lecturer or something, so not just students, but someone just come in to visit or someone want to have a look at the campus, it's not the easiest. | Need Ipoint at proper location |
| P2UE | 1. So the support itself can happen by and students emailing me or WhatsApp ping me. Or, you know, they have this unibuddy system which is ask the a student on an Edinburgh Napier website. So I am there as well. | 1. Students can contact through Unibuddy app 2. Thorough ENU Website |
| | 2. So our team is organizing a pre arrival webinars for for students. When we are speaking in general about Edinburgh, about Edinburgh, Napier University, we tell them what support they can get in terms of when they are already here. So like for example the English for academic purposes team, the academic skills team, the health and well being team. | 1. Organizing pre arrival webinars 2. information provide related to academic, health and wellbeing, English academic writing, |
| | 3. I think the new I points not being put in the right place, so if you had it for example, just a visiting lecturer or something, so not just students, but someone just come in to visit or someone want to have a look at the campus, it's not the easiest. | Different ways of contacting university is available |
| | 4. But what I would what I believe would be good if the integration of international students, especially those are coming from a very different culture like yourself, like students from other parts of South Asia like Pakistan or Nigeria. And I would like to see more mingling between the Scottish and home students and and oversea students. But I don't, I cannot really say that. | 1. Missing integration 2. Need to have communication |
| | 5. Well, on a daily basis, uh, most of the uh enquiries are about their offers, so they are like, for example, waiting for their offer. | Quiries about offers |
| | 6. And they are waiting for an unconditional offer. And that's when they seek out for help. That what they should do. | When studnets waite for offer that time need more help |
| | 7. Well, obviously if they would get offer earlier, but that's completely beyond me and that's also something that is a very difficult thing because we are receiving thousands and thousands of applications. I used to work for admissions, so I know how it works and I know that the admissions team is really, really, really busy. So they are handling a lot, a lot of enquiries. What I would say that what doesn't help and this this is like more admissions than my current job, is that when when students are constantly sending in new emails, the same emails that when I and calling that when I get because obviously I understand that they are impatient because they want to know the reply. But then, ironically, there's just ends up on the already very high volume of work, so | 1. They are busy 2. Not able to handle the pressure 3. Not able to answer quickly |
| | 8. The only thing what I I think is that a lot of students are not aware of the support, so it's not the the lack of support is the problem because we have a lot of amazing support. | 1. lot of students not aware of support available 2. Lot of support is available |

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| | 9. This is like a 5060 page brochure and it has all the information about Edinburgh and Edinburgh appear university and all the support teams that they they can have them. | 1. Brochure is available 2. All information related to university and education is mentioned |
| P3UE | 1. So I know the university works with sort of agents and consultants, so that during the initial admissions and that sort of process that they've got a contact that they can reach out to as well as having an international support here contact on e-mail. | There are agents and consultancy connected with the university |
| | 2. But obviously it's quite useful to have someone that specifically deals with like your country and your region and gets the sort of differences in, in different areas that like perhaps I might not get in in the UK at the time. | Need to have country wise person |
| | 3. I think we're doing 2 before September and one after September just to cover sort of any like useful information that we can think of like feedback we've had our students And so that's like how to set up a bank account to access the GP, what matriculation's gonna look like. What I did was like that sort of stuff and then that like we sort of review that every year to make sure we've got everything up to date and we've not missed everything. | 1. Events run 2 before september 2. One after september 3. Make sure everything covered in the event |
| | 4. So for example, if there's a delay on a visa or seeing if someone's someone's checking if they can arrive late and that sort of thing, because some of the support we can give is contacting the Home Office and asking for updates, for example. | 1. Delay in visa 2. Check who arrive late |
| | 5. So there's always someone in the office Monday to Friday 9 till five. And we're always available on the phones and like by e-mail as well. And sort of we do try and get back to people as quickly as possible. | 1. Contact at office 2. Available on phone call and emails 3. Respond as quick as possible |
| | 6. So some students might prefer to do it all in person and to meet someone and have face the instruction or but some students might be like ohh that's really inconvenient. | Some studnets prefer online some offline |
| | 7. We get a lot of questions about that and we get a lot of questions like anything to do with visa end dates and stuff like that. | Quiries about visa |
| | 8. We don't get just sort of like generic international student questions because I guess like there's an accommodation team if you have accommodation specific questions or the schools obviously cover a lot of it And we have in the past run International friendship Club events in different formats. | 1. Questions on accommodation 2. Prvide friendship club facility |
| | 9. So like if you shouldn't had a specific, I think they wanted just like a one-on-one like this and so they can book an appointment and we go, we go out all different campuses quite regularly. | The events are all over the campus |
| | 10. I think what like well, that's one of the things we've discussed about like how to advertise that service better. | Need more advertsing |
| | 11. So for example a student perhaps doesn't might not like an e-mail that says we've noticed you're not engaged in how you do it because it, you know they might find it quite intense but it is for the compliance reason | Need other way instead of emails |
| | 12. But it is also of the international support side of like that we've noticed that you've not engaged with your studies. | Studnets are not engaged with studies has been noticed |

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| | 13. So like so appointments in particular we don't get see a lot of students want an appointment massively or during this period of time anyway and like the friendship club events we run friendship club events but they're not like highly attended and so it's not they're n useful it's just more that and either students don't particularly like that's not how they like to communicate or they might prefer like something online rather than a person and but we have done like we do trial different things and see what works but it can sometimes depend on like and more more so like intake to intake because when we did the haggis event before that was really well attended and she really enjoyed it and then we did it the next year and we did exactly the same things and like hardly any students came. | Studnets are not attending events |
| | 14. I think the, I think it would be beneficial if we had like a like if we had a bit of time to set aside and look at the student journey and like how they're getting information and at what points and to make sure that they're aware of all the different things that we do. | Need to provide more time to set everything |
| P4UE | 1. In that sense, we sometimes do feel kind of like the middle men because we aren't running those services, but we're communicating it to the students. | Act as a middle man |
| | 2. You know, I think it's sometimes not the ideal time to be telling them all of that information because I think it's hard for them to retain it all because you can tell them, yeah, we have, you know, the support services, support service. But when they're worried about these applications and deadlines and everything else, that information doesn't necessarily go in, Y ou know, it's not what they're focused on right then. | 1. No need to inform at the begining 2. they will not consider imp later |
| | 3. I think we need to work with the other services at the university to kind of tell them a bit more about the international students, what we are experiencing when we talk to them, what their concerns are, so they can use that to inform their services and update their services to actually fit the international students better. So that's something I think we want to do more of it struggle time wise I'll be honest because we are all very busy, all the departments | Need more time |
| | 4. And hopefully that will inform their services a bit more as well to give them more of a international perspective because I don't necessarily think they have that at the minute. I think some of our services are very UK student focused, OK, not so international focused, OK. So like which support is available to help the international students at the moment, which all services and everything, Yes, there is loads | Sometimed inforation need to have after arrival |
| | 5. So the career services I think is a big one, especially the things like the academic skills and not certain academic sales like employment skills and things. And you know they can do the mock interview, they've got the CV writing services that I always mention whenever I'm doing a presentation. | Employment support |
| | 6. I think the academic skills one is one I think is really important for international students because it's a completely different style of learning and that's something we hear a lot with the students that come in missions that I work with, it's a completely different style of learning. | Issues with learning style because its differt |

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| | 7. So that can be a challenge and there are services there like the academic skills team are there to help with SE writing, with reflective writing and things. But I don't think or from what I have heard from students, they're not necessarily aware that that they can and how to access it I think is the big thing. | There are services but not aware by students |
| | 8. I think it's partly for some people and cultural aspects, many different things, but it's a lot more self-directed. | Lack of communication |
| | 9. And then they've got their academic, their PDT, their academic support there as well. And some Pdt's I think are better than others. Some reach out to the students when they start, some don't. And I think that's the struggle. Some of them will get an e-mail from the PDT saying, hi, this is me. Yes, this is your contact. Come and talk to me if you need it. Others won't get that. | Some PDT contact to students and some are not |
| | 10. Anyway, accommodation is a big one. | Accommodation issues |
| | 11. But when they're coming in for a masters and it's only a one year program and it can sometimes take them the first semester to get their head around it and then they've only got one more top semester and then they're doing the dissertation and it's really quick. | For mastres studnets they don't have time to adjust |
| | 12. So generally when we're asking those things, we want to know that they've looked at the, they've looked at the campus, you know, they maybe know what campus they're coming to study at because we've got three of them obviously or you know what what facilities we have in terms of like library facilities and you know, on campus and tech facilities like that kind of thing, the gym, you know whatever | They need to know about campus early along with what facilities are there |
| | 13. Because I do think that's an area where they're never quite sure what we're asking them or they're not quite sure what we mean by like the facilities and. | Need to provide detailed information on course, campus, facilities and other things |
| | 14. Because I do think that's an area where they're never quite sure what we're asking them or they're not quite sure what we mean by like the facilities and. And have they researched the facilities because the information is there, I think, but in random individual places. | Need the information at one place instead of random |
| | 15. They changed the name of matriculation. So for September it will be registration. | 1. Changed matriculation word 2. New word is registration |
| | 16. Another side that I would like to do more of is again, sharing our knowledge and sharing our experience with the team that run the kind of welcome events and initial events on campus But I think there is an induction program. But I think the problem is for a lot of the international students, they don't generally arrive during welcome week. Oh, they sometimes arrive after. So they've missed a lot of it And a lot of the information does go out during that week and a lot of the information is controlled to them at events during that week. | 1. There is facilities 2. They arrive late 3. So they miss events |

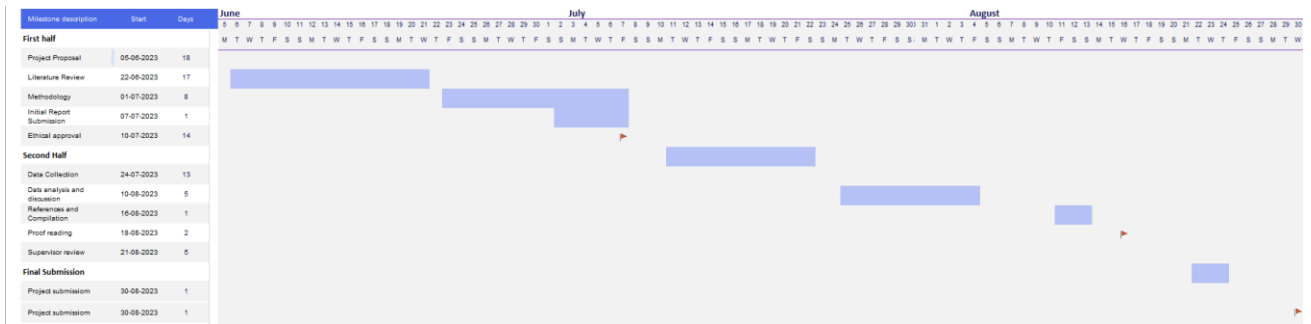
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| P5 and 6UE | 1. If you go onto the Internet site on my Napier, there's a money section and it tells international students how to pay fees and it's usually online. | There is money section in mynapier app for finance |
| | 2. And we have a system that we've input recently in May called Flywire where they make their payments. | New system implemented |
| | 3. So it's RCP as the abbreviation for that and you probably know this, we've been through the whole process. So they can go on to the site and at that time. So if we just explore that site it will show that show the student, you can set up the plan, you can make a, you know a full payment. | Students can setup plan from the website |
| | 4. So there'll be somebody there from finance that will be able to help an international student with setting up the payment plan or making a payment. | There will be someone who will help always |
| | 5. After that, after the registered and everything's been set up on the 7th floor, you were in at the the desk. So we've got face to face so students can come up, they can make payments or discuss any issues they have or whatever. | 1. There is separate department at the campus 2. Studnets can meet and solve queries |
| | 6. So I mean if we find a student has issues paying their outstanding fees, it could be because of certain circumstances that the hardship fund can help with and we will sign post the student to that area or answer as well answer a good support system too. | there is support to provide fund for fees |
| | 7. But yeah, those kind of queries we get all the time, you know, So we have majorly received queries from students, those who are self funded or students who are like coming through loans and like that they'll get, they'll get a mixture of everything. | Self funded and loans studnets both are equal who face issues |
| | 8. would say that probably I would say the majority would be for the self funded ones because it's about setting up the payment plans and making sure that the the monies are coming off changing cards just like I described before. | One said more from self funded |
| | 9. There's a lot of even at the registration stage, we have a teams group that link the administration team, the visa International, the student visa team and ourselves so that when somebody's registered, they might approach, say, the student visa team. | Teams are interconnected with other departments |
| | 10. We wanted more communication for the student to know where that money was coming and confirmation that the money had been received. | Need more communication |

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| P7UE | 1. OK And they provide a range of psychological emotional support students and we have a chaplain city and which is a multiface chaplain city and support students that so. So if a student arrives particularly and they focus on international students and they and they come from face background and they want to make connections with in Edinburgh or in Scotland the faith community that they're from. We can facilitate access to that faith community whether it's Jewish, Muslim, Hindu, Buddhist, Christian, et cetera anything. | 1. There is chaplains 2. Who work to make connections with particular communities 3. They are having wider networks |
| | 2. So anything that is struggling to remain as a student can reach out to that team and we'll get a lot of different kinds of support or connections or connections to other parts of the university. | They are available if students reach to them |
| | 3. And we also have a safeguarding team which which supports any student who, for whatever reason, finds themselves in an unsafe place or at risk of suicide or homelessness or significant mental health impairment. | Have safeguard team |
| | 4. So we have part about the student Internet. It's all about our services from My Napier, OK, we produce a health guide for all students, collectible eye points, and in libraries We have lots of leaflets around campus. | Have health guide Leaflets around campuses |
| | 5. Moodle. So if a student clicks in there and wants to know what we do, it's right there, OK? | Moodle have wellbeing section |
| | 6. However, despite all of that, we still know that lots of students say, huh, never heard of you are we say, I'm really sorry about that, tell us how, what else we should do to let students know about what we offer. | Studnets doesn' know about this |
| | 7. And we, so the university will say to a new student, our primary way of communicating with you is through e-mail. Yeah, so that seems reasonable, but many people don't read your emails. We know that around one in five students opens the student useletter, which is sent students via e-mail. So it's gonna be the same issue. | 1. There is email facility 2. Email is primary way of communication 3. Studnets didn't check emails |
| | 8. We think the best way of communicating is probably face to face and in a classroom, and we do lots of that as well. | Face to face communication is good |
| | 9. Yeah, good because that's because only only 40% of international students register and before they yeah, often they are saying that we are not able to register GP so and so and so. | Less studnets are registering with GP |
| | 10. So we've done a lot of work with Ekon Deep, in particular through the counseling and mental well-being team, to ensure that we can promote our offering to international students. | Change lot of things with wellbeing services |
| | 11. But later on I just directly because I when I came here I I was struggling for accommodation a lot because it was a big time that time because I came only. | Stduents struggling with accommodation |

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| | 12. Even there is a 111 more drawback from agencies or consultancies perspective. | Agencies need to inform about reality to studnets |
| | 13. So it's all about balancing balancing effort and costs and I agree things but I'm I'm really interested in the discussion with people about where do you think and how should we promote an advertiser services because it never fails to surprise me. | Need to increase advertisement |
| | 14. And I'll say, well, it's on the plasma screens. We've got leaflets all over. It's in every library. Yeah, we do a health guide, 6000 copies. You could have picked one up and we do a newsletter and we e-mail emails. | There is leaflets, guides, emails, newsletter, screens for awareness |
| | 15. Why did you receive from from the information funding funding which was which we spoken about often We can't help unfortunately. | Issues with funding |
| | 16. So if it, for example, international students are one in five of the student body, slightly more than one in five students using counseling is from international background, disability inclusion service is much less. | International studnets used more than other studnets |
| | 17. One of the main referral points is from program teams and personal development teachers. Yeah, So many of us should need to come in because the student, an academic, has said, I'm really worried about what you're telling me. Please make use of this service or that service. So in that case, many shouldn't. They don't need to know about what we offer. Our Pdts need to know what we offer. So we work very hard to help train them and they have their own middle site where they can learn | PDT should know all the information |
| P8UE | 1. I haven't received an awful lot this year and it's more I've had questions about visas, so if students wanna leave the country, I what is the? | Receive inquiries about visa |
| | 2. How issues I think I academic writing or sort of the way things are done. | Issues with academic writing |
| | 3. It's been quite a cultural shift in the way that university has done so like the way submissions work here. What requirements are? How should it start? I marked what's expected of them. I think all of that has been a bit of a I think for some shots has been a bit of a culture shock for them, which is understandable because I'm guessing different countries have different ways of running their degrees and and for example. Yeah, I'm students have come with issues of, but you don't know how to do something or that they haven't been taught how to do something or is it a masters level in the in our school that there is education, but we do expect the shoots to undertake a lot of their own learning as well. | 1. Cultural differences 2. Need to help with submissions 3. Need guide in education system |
| | 4. So I think everything we've got is useful things about gaining about how to get doctors, how to fish with dentists webs. | Need to inform about doctors facilities |
| | 5. I think one of the things that I I don't know if the university has it, but maybe websites for finding accommodation in Edinburgh and and but the mental health and well being suffers services are really good and but you know, in some cultures there's there can be a stigma around mental health and so it might be a service that some shoes wanna use and but it's really important service as well. | 1. Accommodation issues 2. Wellbeing issues |

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| | 5. I think one of the things that I don't know if the university has it, but maybe websites for finding accommodation in Edinburgh and and but the mental health and well being suffers services are really good and but you know, in some cultures there's there can be a stigma around mental health and so it might be a service that some shoes wanna use and but it's really important service as well. | 1. Accommodation issues 2. Wellbeing issues |
| | 6. So you know, so like so a more sort of generalized, I mean yeah, make it shorter and a more jobs per specific coursework, they might tell you what to do, but more of a sort of broad introduction to like, OK, this is how it works at this university is how you submit assessments. | Need specific information about everything |
| | 7. We actually expect you to turn up to classes like you need to be on time. Some lecturers don't let you into classes if you're late. | Students are arriving late They have to come on time |
| | 8. You know, so I think that's sort of more of our an introduction to university life at Napier might be more and might be helpful to student | Need to provide more information about uni |
| | 9. I mean, we have a programme handbook, but this I think they'd be even like before you come to the city like a self paced like video thing. | Need to have before arrival |

Appendix E: Project Plan



Appendix F: Searching for Themes Images

