In partnership
with UKCOSA: The Council for International Education
conducted by Ipsos MORI

The heart of
student living

UNITE

THE **INTERNATIONAL** STUDENT EXPERIENCE REPORT 2006

Urban Lifestyle ✔
In great locations

Friendly People ✔
On hand to help

Student Living ✔
With your friends

SAMPLE PROFILE

Gender	Wave 6		International	
	Unweighted	Weighted	Unweighted	Weighted
	(1,025)	**(1,025)**	**(357)**	**(357)**
Male	46	44	49	47
Female	54	56	51	53
Age	**(1,025)**	**(1,025)**	**(357)**	**(357)**
17 or younger	1	1	0	0
18	13	12	6	5
19	18	17	10	7
20	19	19	15	13
21	16	17	11	10
22	8	8	8	8
23+	26	27	50	56

Social Class	Wave 6		International	
	Unweighted	Weighted	Unweighted	Weighted
	(1,025)	**(1,025)**	**(357)**	**(357)**
A	8	8	12	10
B	39	39	44	43
C1	37	37	38	40
C2	8	9	3	3
D	6	6	3	2
E	2	2	1	1
Refused/Not stated	*	*	*	*

Ethnicity	Wave 6		International	
	Unweighted	Weighted	Unweighted	Weighted
	(1,025)	**(1,025)**	**(357)**	**(357)**
White	79	82	41	42
Indian	5	4	8	8
Chinese	2	2	16	18
Black – African	4	3	9	8
Black - Caribbean	1	1	1	1
Black – other	1	*	1	*
Pakistani	2	2	3	3
Bangladeshi	*	*	2	1
Other Asian	2	2	7	7
Other	2	1	8	8
Currently studying for	**(1,025)**	**(1,025)**	**(357)**	**(357)**
Undergraduate:				
HND/HNC/Other sub-degree qualification	1	1	1	1
Honours degree	61	60	46	37
Ordinary degree	21	20	15	12
Diploma	1	2	1	1
Foundation degree	1	1	2	1
Postgraduate:				
PGCE	1	1	1	3
Postgraduate Diploma – taught	1	2	1	1
Postgraduate Diploma – research	*	1	1	1
Masters degree	9	9	26	33
PhD/Doctorate	3	4	7	9
Other	*	*	0	0

Year of study	Wave 6		International	
	Unweighted	Weighted	Unweighted	Weighted
	(874)	**(861)**	**(229)**	**(229)**
First year	36	33	37	36
Second year	31	33	29	30
Third year	25	26	26	26
Fourth year	7	7	7	8
Fifth year or above	1	1	*	*
Subject of study	**(1,025)**	**(1,025)**	**(357)**	**(357)**
Languages/Humanities subjects	8	9	9	9
Medicine & Dentistry/ Subjects allied to medicine/ Veterinary sciences	12	13	6	8
Biological sciences/ Physical sciences subjects	12	11	8	7
Business & administration/ Librarianship & information science subjects	15	14	20	26
Combined (Study more than one main subject)	10	8	8	1
Engineering and technology subjects	8	8	14	13
Social, economic and politics	10	8	13	9
Mathematical sciences / Statistics/ Computer sciences	7	8	7	9
Creative Arts and design subjects	6	8	2	5
Education	5	6	2	4
Law	4	4	8	5
Architecture, Building and Planning	3	2	3	3
Agriculture & related subjects	*	1	*	1

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FOREWORD

UKCOSA is delighted to work with UNITE on its first international Student Experience report. We were particularly pleased to be involved because this report gives us a first chance to compare how home and international students see their university experience. Very often we look at international students' experiences in isolation, and so it is good to be reminded that there are similarities, as well as differences in their perceptions and experiences.

For both groups university life is primarily about preparation for the world of work, but it brings many other benefits and new experiences along the way. The report allows us to focus on both similarities and differences, and to learn how to meet the needs of all students within a diverse population.

A good example of what we learn by comparing the views of home and international students relates to the skills students expect to gain from studying at university. The report shows real differences of expectation between the two groups. This might prompt us to reflect: which are the skills we should help students learn – and which do they in practice acquire? How do these match with what they expected – and with what they will in practice need? Will that need vary, depending where in the world they will be working? To what extent does the cultural background of the student determine a set of expectations, not yet linked to the realities of employment? How well do we manage students' expectations by explaining what skills they will develop, and why we think they are important? Teasing out these differences allows us to reflect on how we do things, and to consider whether we are delivering the best possible experience for both home and international students.

Equally importantly, this report gives us a rare glimpse of what home students think of international students, and of the international role of universities. Perhaps inevitably they are less aware of the potential for forging international friendships, learning about other cultures and building their understanding of the world. Those who have made a conscious decision to leave their home countries and study abroad will inevitably have reflected more on these issues, having voted with their feet for international experience. As we enter the second phase of the Prime Minister's Initiative for international Education, we are increasingly looking at long-term strategic partnerships, and two-way exchange is an important part of this process. Using the presence of our international students to inspire and educate home students about the wider world is a key on-going challenge for higher education institutions.

DAME ALEXANDRA BURSLEM
CHAIR OF THE UKCOSA BOARD OF TRUSTEES

INTRODUCTION BY UNITE

The focus on attracting international students to our shores has been intense of late.

We felt it would be helpful to continue the work of UKCOSA and others, by seeking to further understand what international students want from their university experience.

We've done a spin-off of our own! Boosting the usual subject sample for the UNITE Student Experience Report, and adding some new questions, we've been able to more robustly capture data about the international student experience in the UK.

Here at UNITE, we're talking about hospitality. This is about creating a caring, safe and welcoming community for our customers. A home from home.

For international students, this feels even more important although it's a big challenge to get it right for such a diverse group of people.

We want to continue to understand what's at the heart of student living.

Enjoy the report and as always we'd value your feedback.

METHODOLOGY
Ipsos MORI

For the sixth year of the UNITE Student Experience Report we incorporated a booster sample of international students. The following report shares the results of this work.

Ipsos MORI conducted 1,025 face-to-face interviews with full-time undergraduate and postgraduate students between 24th October and 25th November 2005. The booster sample of 357 face-to-face interviews were undertaken with EU and non-EU students during this time at twenty universities across the UK and took approximately thirty minutes. The findings of this part of the research are launched for the first time in this publication.

Definition
International students are defined as non-UK nationals who are in the UK to complete an entire course. EU students are defined as EU nationals not including students from the UK. Those who were in the UK on an exchange or placement programme were excluded for this research

Sample
The sample profile has been consistent with the main Student Experience Report and was conducted at the same time. Part-time students were excluded.

The institutions were initially selected with probability proportional to the number of full-time students studying any subject. The selection of universities was representative of region and type of university (old and new) across the UK. Twenty universities were included in this research, all using the same selection criteria as the Student Experience Report. To ensure that the profile of students was representative, quotas were set and data weighted by gender, year of study, subject of study and ethnic minority.

Please note that totals may not always equal 100%. In some instances this is where respondents were allowed to choose multiple responses for a particular question, and *"other"* and *"don't know"* may have been excluded. An asterisk (*) represents a value of less than 0.5 per cent, but more than zero.

Verbatim extracts
Verbatim comments from international students studying in the UK have been extracted from transcripts of qualitative focus groups conducted by UNITE's in-house research team in May 2006.

- International students value their experience at UK universities and more than half believe that it will help them to find a job, indeed this is one of their principal motivations for deciding to go to university in the UK. International students believe that universities are delivering their expectations for career enhancement as they will succeed in getting the qualifications that they need.

- The academic reputation of the university is the key reason for choice of university and this is even more important for students from outside of the EU and postgraduates who also chose on the basis of research reputation.

- Some international students report that their English is poor (10% non EU students classify their English as *"basic"*) and, among these students, more than a third agree that due to language they sometimes find lectures and tutorials difficult to understand. Many International students agree that they are more likely to mix with people from other cultures than their own and also more likely to agree that they have more in common with international students rather than those from the UK. A higher proportion disagreed than agreed that they found it *"hard"* to get to know UK students.

- International students do not have the debt problems facing UK students, and are more likely to have received help from their families whom they do not have to repay.

- Universities already take a significant role in helping international students to settle into life in the UK, in finding good accommodation, improving their language skills and finding part time work. The research shows that there is still room for further improvement.

- Overall international students are very positive about their experience at UK universities and positive about their own life and their career prospects. For example 97% agreed that *"going to university is a worthwhile experience"* and 89% that *"the money I am spending on my education is a good investment in my future"*. They value the opportunities to enrich their studies by meeting and learning from people of other cultures.

- Although there are areas where home and international students demonstrate different concerns and experiences (e.g. over homesickness, finance, and the value of international perspectives), there are also many areas where their views and experiences are similar, and this is itself an important finding, through perhaps one that should not surprise us.

- The UNITE international Student Experience Report reflects many of the key conclusions drawn from the UKCOSA survey *"Broadening our Horizons"*, namely the high satisfaction that international students expressed, the need for universities to resource their support services and the need to encourage greater mixing between international and UK students.

Profiling International Students

- The sample of international students was mainly made up of students from other EU countries (38% including Eire) and from Asia (30% including 13% from China). All were enrolled on a full time course of study and nearly half (47%) were postgraduates compared to 12% of UK students, but in line with the balance of international students in the UK as a whole.

- A third of international students had been educated at private school compared to 16% of UK students and 22% had previously had some of their education in the UK (9% had previous college education over the age of 18, in UK).

- International students tend to be older than their UK counterparts (37% are age 25 or older compared to UK students at 15%) though this is mainly due to the higher concentration of postgraduate students (59% of the international postgraduate students are at least 25 years of age).

- As a higher proportion of international students are older, they tend to be more likely than UK students to have been financially independent of their parents prior to going to university (42% vs. 25%). However, the majority (56%) are still financially dependent on their parents.

- Fluency in English is a problem for some international students. While 17% state that English is their first language, 10% of international students who are not from EU countries say that their English is only *"basic"* and 29% agreed that *"Due to the language, I sometimes find lectures and tutorials difficult to understand."* This raises the question of whether the language difficulties are part of an initial transition but are overcome without undue impact on their studies, or whether poor language skills are preventing some international students from performing to their full potential.

COMMENTS BY UKCOSA

In 2004, when UKCOSA published the Broadening our Horizons report, it raised questions as well as answers. The UNITE International Student Experience Report explores some of these a little further, as well as asking some new questions.

Pre-arrival information
The Broadening our Horizons report found that accommodation was one of students' main worries pre-arrival. The UNITE report explored this in more depth to consider what topics international students most wanted information about. However, perhaps more telling is the result that they had a very clear preference for receiving information about accommodation electronically – which could suggest that immediacy and accessibility of information are as much the issue as any particular piece of information.

Adjusting to UK academic life
There is much research on the issues international students face in adapting to UK academic culture, so we might expect them to find it harder than home students to adapt to a new way of learning. However, although similar proportions of international and UK students found adapting to a new way of learning one of the worst aspects of student life (17% in both cases), for international students this was the third most common (after having little money/no regular income and homesickness) whereas it was the fifth most common for home students (having little money/no regular income, being in debt, juggling university work with other commitments and needing to work and study at the same time). Clearly both groups can potentially benefit from support with the process of adapting.

International and home students: the social mix
Broadening our Horizons asked whether international students found it hard to get to know UK students – and it seemed that they often did. We wondered whether UK students felt the same about international students. The UNITE report found that just over a third (36%) of International students and even more UK students (43%) agree that it is "hard to get to know" students from the other group.

Unsurprisingly, international students are also quicker to see the value of contact with people from other countries. 90% of international students agreed that international contact was a valuable part of the student experience, compared to 75% of UK students. 78% of international students compared to 42% of home students agreed that they had learnt a lot about other cultures from other international students. They were also more likely to think that international students' experiences had added an extra dimension to their time at university (82% compared to 57% of UK students), and that meeting students from other cultures enriched the student experience (93% compared to 76% of UK students). However, although less emphatic in their agreement, most home students did also agree with the majority of these statements, suggesting there is scope to build on their interest and facilitate closer contact with international students.

Meeting expectations
First year international students were found to have much lower expectations than home students about the language-related skills university would equip them with (giving presentations, report writing, verbal skills and good grammar and spelling). It would be interesting to explore why.

International students had higher expectations than home students that university would equip them with good general business sense, and lower expectations that it would equip them with initiative, organisational ability or ability to work under pressure. The former might be related to course choice (almost twice as many international as home students were taking business studies courses). The latter three might have been related to

expectations of what university study involves – where the UK system puts particular emphasis on these skills in a way that not all higher education systems do.

Whereas more than half of non-first year UK students felt that university had already equipped them with independence (66%) and self-confidence (62%) as a result of their studies, fewer than half of non-first year international students said that it had (43% and 46% respectively). There may be cultural issues over whether these traits are positively valued, but it is surprising that so few international students felt they had gained them, given other evidence that study abroad builds confidence and independence.

In terms of the skills non-first year students felt they had been equipped with, the report noted that international students were much less likely to feel they had gained team building skills, the ability to work constructively with others and leadership qualities than their UK counterparts. We might ask whether this is connected to the issue of social mixing between students, and their interactions in the classroom in particular, and whether there is more institutions could do to boost these vital skills. International students are potentially a great resource for all students in the class to learn cross-cultural team-working skills, in particular, and institutions are missing a trick if they fail to capitalise on it.

What UK students think about international students and global perspectives
One of the key questions left unanswered by the Broadening our Horizons report was "What do home students think of international students?" We can now answer that, at least tentatively: 72% of home students in the survey believed that UK universities currently fulfilled the role of encouraging global integration. Yet, when students were asked about what universities equipped the students themselves with in terms of skills and attributes rather than universities' general role in society, only 20% of UK first years expected to be equipped with an international perspective from their time at university (23% of those in later years felt they had been equipped with one). 18% of UK students felt that providing a global perspective would better prepare them for their future career.

62% of UK students agreed that there was a good mix of home and international students on their course, 26% disagreed. 43% agreed that international students were hard to get to know, and 70% agreed that international students preferred to mix with each other. Despite this, 58% agreed that their friends included international students.

75% of home students agreed that meeting students from overseas was a valuable part of the student experience; 42% agreed that they had learnt a lot about other cultures from the international students they knew, and 57% agreed that international students' experiences had added an extra dimension to their time at university. 76% agreed that meeting students from other cultures enriched the student experience.

All of this paints a mixed picture of home students' openness to and interest in global issues, other cultures and international students in particular. There is clearly some interest, but a lack of awareness in particular of the value a global perspective might offer them in the labour market. Over half of UK students do have international students as friends, and value the contact with them. The challenge for institutions is to transform a relatively tentative level of interest into active engagement, to ease social contact between home and international students, and create an environment in which each can learn from the other.

Q. WHY DID YOU DECIDE TO GO TO UNIVERSITY? TOP MENTIONS.
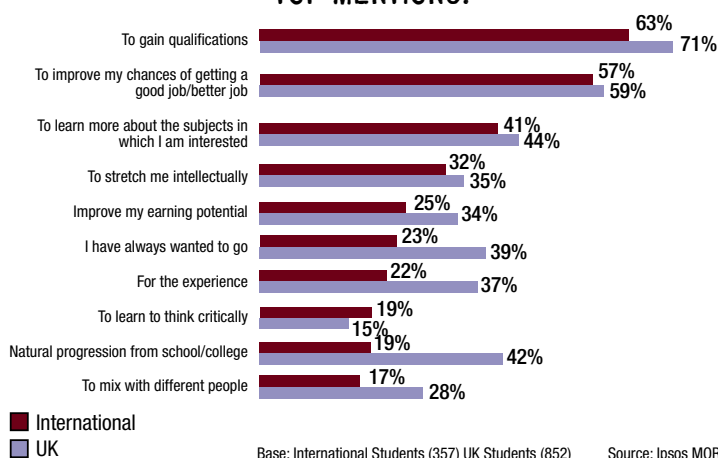
	International	UK
To gain qualifications	63%	71%
To improve my chances of getting a good job/better job	57%	59%
To learn more about the subjects in which I am interested	41%	44%
To stretch me intellectually	32%	35%
Improve my earning potential	25%	34%
I have always wanted to go	23%	39%
For the experience	22%	37%
To learn to think critically	19%	15%
Natural progression from school/college	19%	42%
To mix with different people	17%	28%

■ International
■ UK

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

International students share many of the reasons for deciding to go to university with UK students but also there are marked differences. The top three mentioned reasons are the same (*"to gain qualifications", "to improve my chances of getting a good job/better job"* and *"to learn more about the subjects in which I am interested"*). However, UK students appear to have a built-in momentum that carries them through the education system from school into university and 42% of these students (compared with 19% of international students) say that deciding to go to university was a *"natural progression from school or college"*. Further, UK students are more likely than international students to cite the social aspects and the general experience of going to university.

Learning to think creatively or critically is a relatively low priority for all students compared with the other aspects mentioned though intellectual stretch is a consideration mentioned by around a third.

Choosing where to study
International students chose their university mostly on the basis of its academic reputation (51%) and it's overall reputation (37%) as well as the perceived quality of teaching (38%).
Non-EU students and postgraduates put the academic reputation even higher at 55% and 57% respectively.

Interestingly, among UK students, the overall reputation of the university received the highest proportion of mentions – ahead of academic reputation of the university.

University league tables play a slightly smaller role for international students (16%) vs. UK at (21%).

> **I CHOSE BRISTOL BECAUSE TWO OF MY PROFESSORS IN HONG KONG GRADUATED FROM BRISTOL. ALSO BRISTOL RANKS FIRST FOR MY COURSE.**
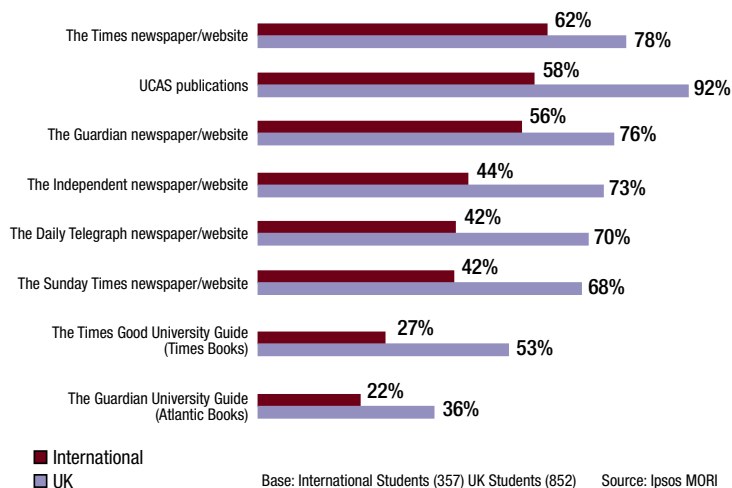> (HONG KONG MASTERS STUDENT)

Postgraduate international students are nearly twice as likely to select their university on the basis of their *"research assessments"* than undergraduates (17% vs. 9%).

When asked about other considerations that may have been important in their selection of university, it was the reputation of the social life of the town or city that emerged as the most likely response among international students and UK students alike. EU students especially opted for this reason - though it was still the top consideration for non-EU students. In fact, the overall reputation for the social life of the town / cities or the university were more likely to be cited than a number of the facilities on offer – an interesting angle for the institutions to be aware of in their communications.

International students used rather fewer sources of information when choosing their universities though the main difference was in the use of UCAS materials. Despite the fact that UCAS do not deal with postgraduate applications, both home and international postgraduates use it as a source of information. However, it was mainly international undergraduates (56%) who used the UCAS materials rather than international postgraduates (14%).
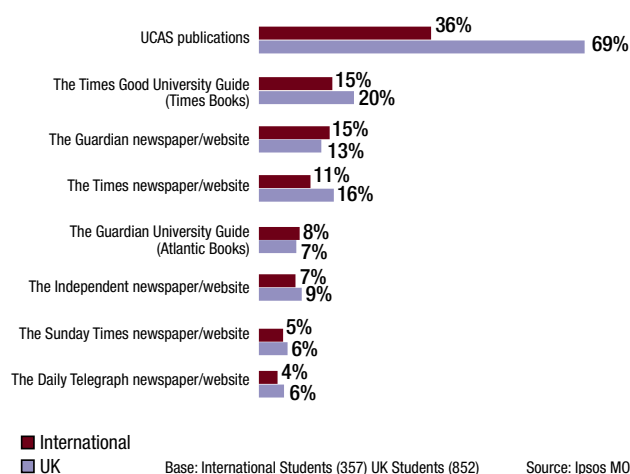
Q: WHICH, IF ANY, OF THESE PUBLICATIONS DID YOU USE AS A SOURCE OF INFORMATION WHEN CHOOSING YOUR UNIVERSITY? TOP MENTIONS.

Publication	International	UK
UCAS publications	36%	69%
The Times Good University Guide (Times Books)	15%	20%
The Guardian newspaper/website	15%	13%
The Times newspaper/website	11%	16%
The Guardian University Guide (Atlantic Books)	8%	7%
The Independent newspaper/website	7%	9%
The Sunday Times newspaper/website	5%	6%
The Daily Telegraph newspaper/website	4%	6%

■ International
■ UK   Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Interestingly almost four in ten (37%) of international students claimed not to use any of the sources highlighted. One may assume that sources such as the internet and university websites and family or friends would be used, though this research does not include them.

Almost half of international students used an electronic source of at least one of the sources listed – so half did not. For UK students only 59% used an electronic source perhaps suggesting that these sources are not comprehensive, or that ease of use or access may be issues.

Admission

Nearly twice as many non EU students had to take an admissions test than EU students (23% vs 12%) and it is also higher among postgraduate students (21%) than undergraduate students (17%). Here, some students may have interpreted the question to have included English language tests. Only relatively few (7%) went through the clearing system.

The visa system appears to work well for most international students though there were problems for some, 5% of postgraduates said it had been "very difficult" and another 7% said "fairly difficult" to get their visa.

SOURCES OF INFORMATION
Q. WHICH, IF ANY, OF THESE PUBLICATIONS HAVE YOU HEARD OF? TOP MENTIONS.

Publication	International	UK
The Times newspaper/website	62%	78%
UCAS publications	58%	92%
The Guardian newspaper/website	56%	76%
The Independent newspaper/website	44%	73%
The Daily Telegraph newspaper/website	42%	70%
The Sunday Times newspaper/website	42%	68%
The Times Good University Guide (Times Books)	27%	53%
The Guardian University Guide (Atlantic Books)	22%	36%

■ International
■ UK   Base: International Students (357) UK Students (852)   Source: Ipsos MORI

While most of these sources are widely known to UK students, international students are less familiar with each of these eight sources and relatively few are known by one half or more.

02 EXPECTATIONS OF UNIVERSITY
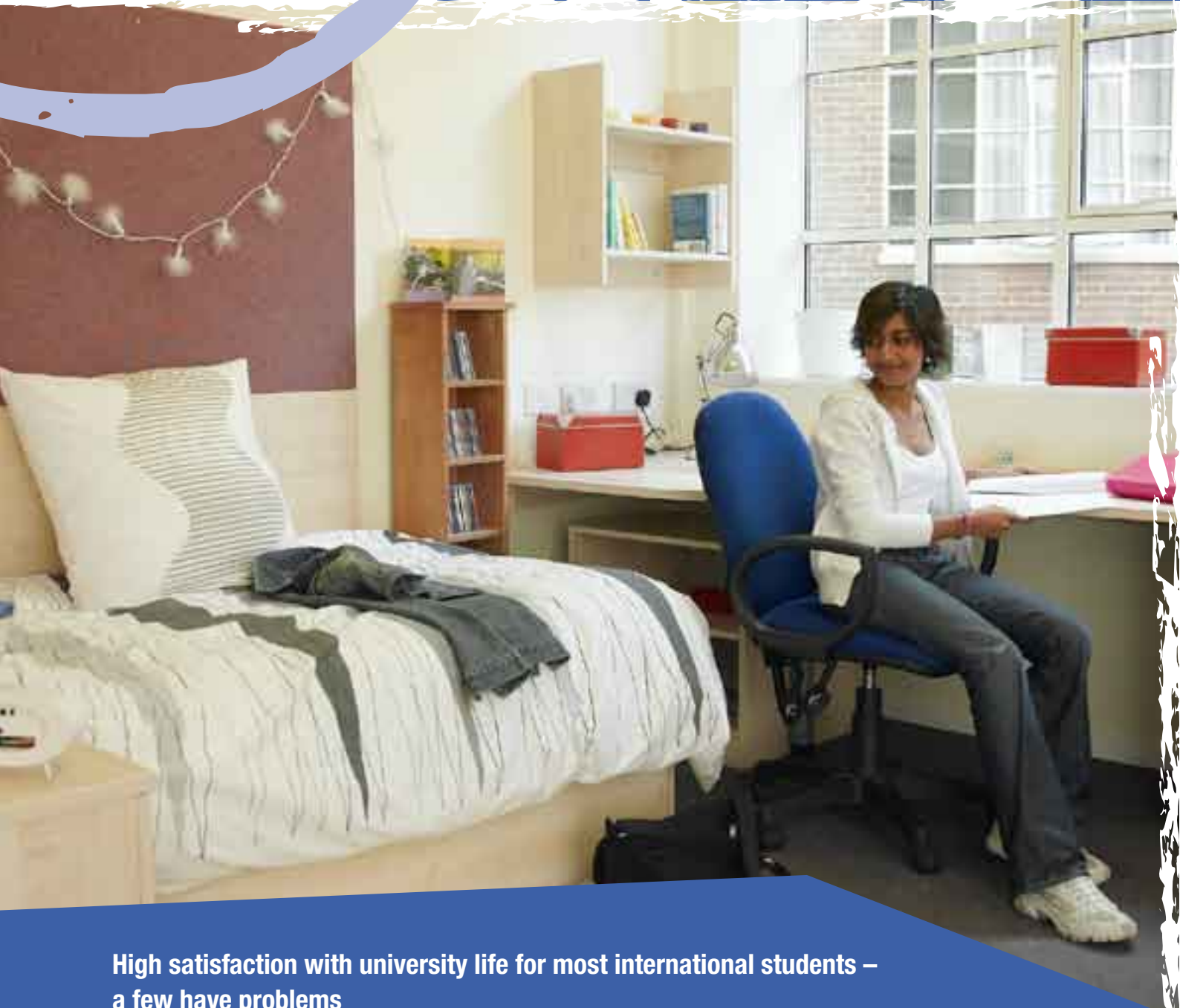
**High satisfaction with university life for most international students –
a few have problems**

Overall satisfaction with their university is high and 85% have a *favourable opinion or impression* of their university compared with 91% of UK students.

International students are overwhelmingly positive about their life
(90% agree *"I am happy with my life"* and only 2% disagree).

LIFE

Aspects of university

Q: WHAT, IF ANYTHING, DO YOU CONSIDER TO BE THE WORST ASPECT OF UNIVERSITY LIFE?

Top Mentions

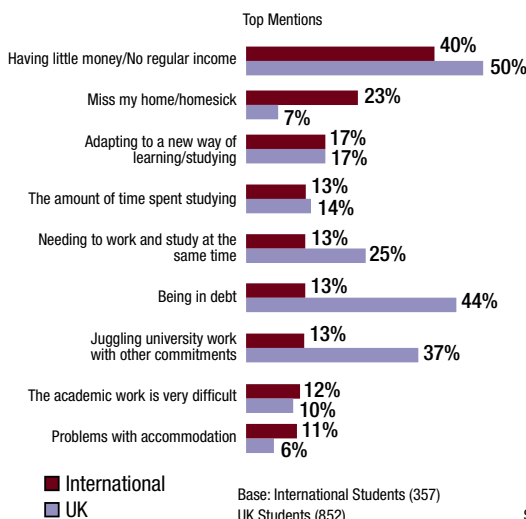| Aspect	International	UK
Having little money/No regular income	40%	50%
Miss my home/homesick	23%	7%
Adapting to a new way of learning/studying	17%	17%
The amount of time spent studying	13%	14%
Needing to work and study at the same time	13%	25%
Being in debt	13%	44%
Juggling university work with other commitments	13%	37%
The academic work is very difficult	12%	10%
Problems with accommodation	11%	6%

■ International
■ UK

Base: International Students (357)
UK Students (852)
Source: Ipsos MORI

postgraduates than home postgraduates, but was still below the level for undergraduates. So it may seem that adjusting to a new academic culture is not necessarily more problematic for international students than home ones.

UK students are most likely to consider the worst aspect of university life to be *"having little money or no regular income"* (50%) followed by *"being in debt"* (44%). International students also cite *"having little money or no regular income"* (40%) as the worst aspect, however, this is followed by *"miss my home/homesick"* (23%).

In terms of the actual studying there are no more problems reported by international students than UK students, which is interesting in the light of the difficulties with language highlighted above.

14% of international students have dropped out or considered dropping out of university, compared to 22% of UK students. As with UK students, the main reason cited was *"course was not what I expected/wanted to do"* (38%).
Nearly three in ten (28%) cited financial problems. Also appearing in the top five reasons for dropping or considering to drop out of university, included the *"course as being too difficult"* (18%), *"I was feeling isolated and lonely"* (18%) and "lack of support from university staff" (15%).
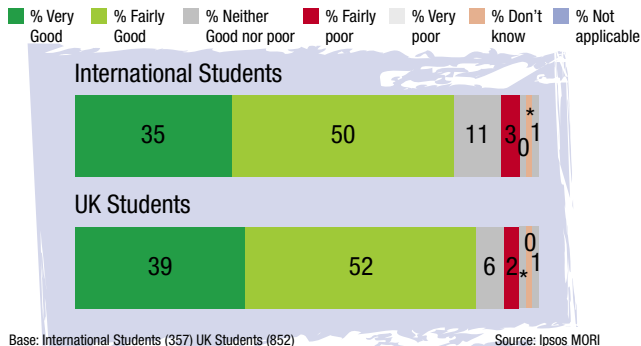
We might expect international students to find it harder than home students to adapt to a new way or learning. However, the same figure of 17% of home and international undergraduates listed this as a problem. The figure was slightly higher for international

Q. STANDARD OF TEACHING OR LECTURING

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 35 | 50 | 11 | 3 | 0 | * | 1 |

UK Students

| 39 | 52 | 6 | 2 | * | 0 | 1 |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. AVAILABILITY OF IT HARDWARE/COMPUTERS AND SOFTWARE AND ACCESSIBILITY TO THESE RESOURCES

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 56 | 30 | 8 | 4 | 1 | * | 0 |

UK Students

| 51 | 37 | 6 | 5 | 1 | 1 | 1 |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI
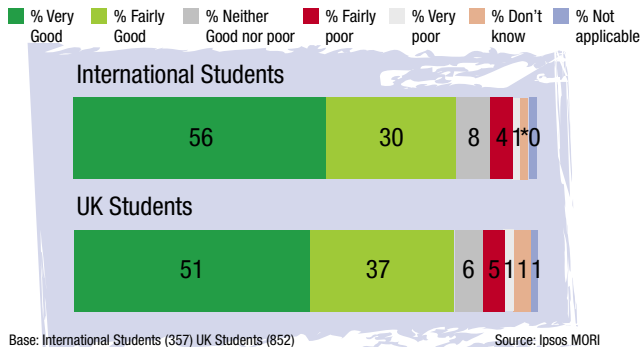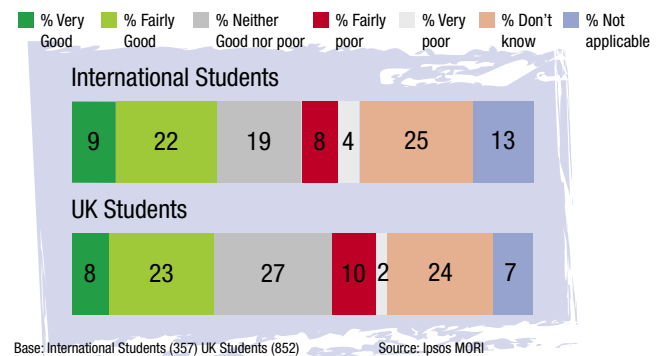
Q. AVAILABILITY OF COURSE BOOKS IN THE LIBRARY

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 33 | 40 | 15 | 8 | 1 | 1 | 1 |

UK Students

| 28 | 47 | 12 | 8 | 2 | 2 | * |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI
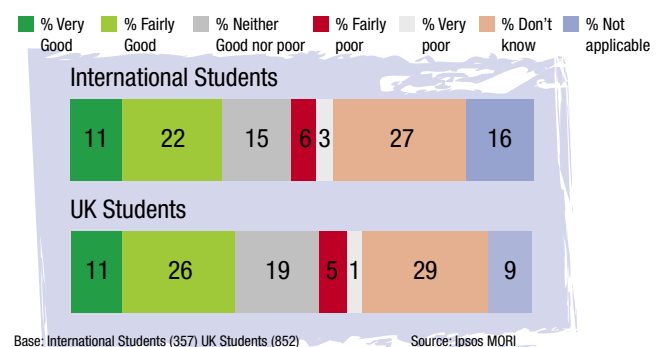
Q. THE VALUE FOR MONEY YOU RECEIVE FROM YOUR COURSE

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 20 | 42 | 18 | 10 | 3 | 3 | 5 |

UK Students

| 22 | 42 | 19 | 7 | 2 | 3 | 4 |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. THE SUPPORT YOU RECEIVED FROM YOUR UNIVERSITY WITH YOUR ACADEMIC STUDIES

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 31 | 43 | 17 | 6 | 2 | * | 1 |

UK Students

| 27 | 45 | 18 | 6 | 2 | 1 | 1 |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. AVAILABILITY OF PAID EMPLOYMENT FOR STUDENTS WITHIN THE UNIVERSITY

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 9 | 22 | 19 | 8 | 4 | 25 | 13 |

UK Students

| 8 | 23 | 27 | 10 | 2 | 24 | 7 |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. UNIVERSITY CAREERS SERVICE HELPING TO FIND PAID WORK FOR STUDENTS IN TERM-TIME

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 11 | 22 | 15 | 6 | 3 | 27 | 16 |

UK Students

| 11 | 26 | 19 | 5 | 1 | 29 | 9 |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. SUPPLY OF QUALITY ACCOMMODATION

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students

| 14 | 32 | 18 | 10 | 7 | 10 | 9 |

UK Students

| 16 | 33 | 14 | 5 | 3 | 13 | 15 |

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

SERVICES

Q. THE 'CUSTOMER SERVICE' YOU RECEIVE FROM YOUR UNIVERSITY

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students: 24 | 40 | 21 | 5 | 3 | 4 | 3

UK Students: 16 | 48 | 22 | 5 | 1 | 5 | 2

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. THE AMOUNT OF CONTACT TIME YOU HAVE WITH YOUR COURSE TUTOR OR LECTURER

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students: 28 | 43 | 17 | 5 | 5 | * | 1

UK Students: 24 | 40 | 17 | 13 | 5 | * | 1

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. WELFARE SERVICES ON OFFER AT YOUR UNIVERSITY AND STUDENTS UNION

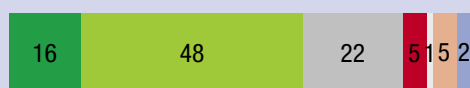Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students: 14 | 38 | 17 | 3 | 1 | 19 | 7

UK Students: 20 | 35 | 15 | 3 | 1 | 21 | 6

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. HEALTH AND MEDICAL FACILITIES AVAILABLE AT YOUR UNIVERSITY

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students: 20 | 38 | 13 | 1 | 2 | 20 | 6
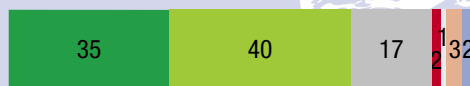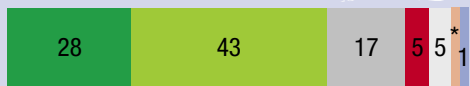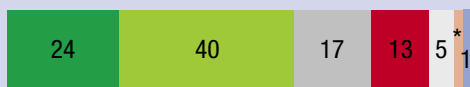
UK Students: 24 | 29 | 13 | 3 | 1 | 20 | 9

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

Q. OPPORTUNITIES FOR SOCIAL ACTIVITIES

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students: 35 | 40 | 17 | 1 | 2 | 3 | 2

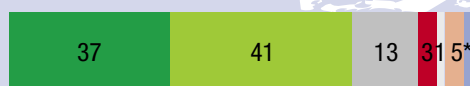**UK Students:** 50 | 33 | 8 | 3 | 1 | 3 | 2

Base: International Students (357) UK Students (852)   Source: Ipsos MORI
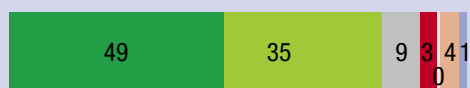
Q. OPPORTUNITIES TO TRY NEW EXPERIENCES

Legend: % Very Good | % Fairly Good | % Neither Good nor poor | % Fairly poor | % Very poor | % Don't know | % Not applicable

International Students: 37 | 41 | 13 | 3 | 1 | 5 | *

UK Students: 49 | 35 | 9 | 3 | 0 | 4 | 1

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

The majority of international students are happy with the standard of teaching and lecturing (85% rate the standard as either *"very"* or *"fairly good"* vs. 91% of UK students). Just under one third (31%) say the availability of paid employment for students within the university is *"very"* or *"fairly good"*. International students are generally happy with the welfare services on offer to them at their university, with 52% rating them as either *"very"* or *"fairly good"*, while only a very small proportion rate them as poor (4%).
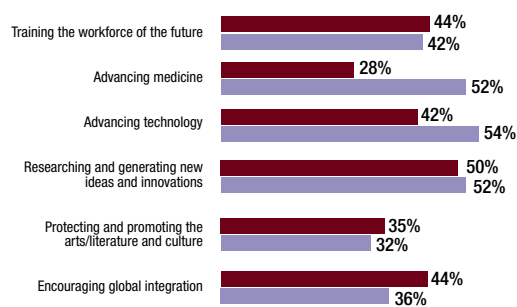
Overall, their induction and orientation programme was thought to be better (27% rating it to be *"very good"*) than the supply of quality accommodation (14% *"very good"*) or welfare or advice services (15% *"very good"*) but all of them were far less enthusiastically rated than IT facilities (56% *"very good"*) and opportunities to try new experiences (37%).

University roles fulfilled

The chart below shows the percentage of respondents who believe that UK universities fulfilled a number of roles within society to a great extent.

Q. TO WHAT EXTENT DO YOU BELIEVE UK UNIVERSITIES CURRENTLY FULFIL THE FOLLOWING ROLES IN SOCIETY?

Role	International	UK
Training the workforce of the future	44%	42%
Advancing medicine	28%	52%
Advancing technology	42%	54%
Researching and generating new ideas and innovations	50%	52%
Protecting and promoting the arts/literature and culture	35%	32%
Encouraging global integration	44%	36%

■ International
□ UK

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

International students are more likely then their UK counterparts to believe that UK universities are doing a great deal to *"encourage global integration"* (44% vs. 36%) - the opposite is true for their roles in *"advancing medicine"* (28% vs. 52%) and *"advancing technology"* (42% vs. 54%).

This might suggest that International students are much less sure about the role of universities in advancing medicine and researching and generating new innovations than their UK student counterparts. This suggests that the UK still has some way to go in projecting the *"tradition of innovation"* image which the Education UK brand aims to promote.

On the other hand, international students may appear a little more convinced of UK universities' role in encouraging global integration. Although there is relatively little difference in students' expectations that university will equip them with an international perspective, by their later years of study international students are rather more likely than home students to feel that they have gained this.

Skills

Q: WHICH SKILLS AND ATTRIBUTES DO YOU FEEL UNIVERSITY WILL EQUIP YOU WITH?

Skill/Attribute	International 1st year only	UK 1st year only
Independence	60%	68%
Self-confidence	60%	70%
Ability to work under pressure	55%	69%
Problem solving	52%	49%
Team building	48%	42%
Organisational ability	43%	55%
International perspective	43%	20%
Giving presentations/speeches	41%	62%
Report writing skills	40%	60%
Ability to analyse complex issues	40%	42%
IT skills	40%	53%
Networking and social skills	39%	43%
Working constructively with others	38%	55%
Good general business sense	38%	25%
Strategic thinking	37%	39%
Verbal skills	37%	55%
Leadership qualities	35%	36%
Budgeting/managing money	28%	47%
Negotiation skills	28%	27%
Initiative	25%	52%
Good grammar & spelling	20%	29%
Being commercially astute	11%	13%
Office skills	9%	13%

■ International 1st year only
■ UK 1st year only

Base: International Students (84)
UK Students (316)

Source: Ipsos MORI

First year international undergraduate students expectations of what university life will equip them with are generally lower than their UK counterparts, especially in terms of *"initiative"*, *"giving speeches and presentation"*, *"report writing skills"*, *"budgeting or managing your money"* and *"verbal skills"*. However a higher proportion of international than UK students believe that university will equip them by providing an *"international perspective", "good general business sense", "organisational ability"* and *"team building"*.

The views of older students (second years and above) tend to mirror the expectations of first year students, and experience of university life does not appear to have changed these expectations a great deal.
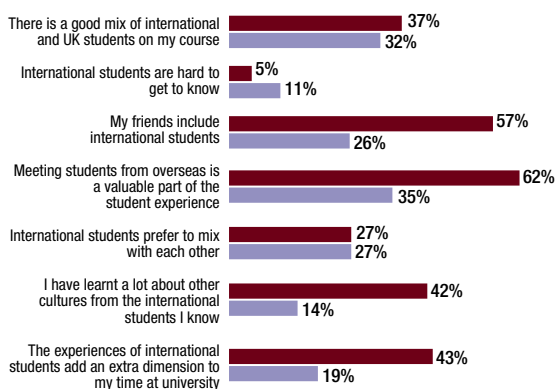
The most common response regarding how university could prepare international students for their future career is *"work experience in general"* (42%). Real life case studies (31%) and speakers from appropriate industries/sectors (29%) were the next two most common responses.

15

03 THE SOCIAL EXPERIENCE

Opinions of and about international students

Q. WHAT IS THE EXTENT THAT YOU STRONGLY AGREE WITH THE FOLLOWING STATEMENTS?

There is a good mix of international and UK students on my course
- International: 37%
- UK: 32%

International students are hard to get to know
- International: 5%
- UK: 11%

My friends include international students
- International: 57%
- UK: 26%

Meeting students from overseas is a valuable part of the student experience
- International: 62%
- UK: 35%

International students prefer to mix with each other
- International: 27%
- UK: 27%

I have learnt a lot about other cultures from the international students I know
- International: 42%
- UK: 14%

The experiences of international students add an extra dimension to my time at university
- International: 43%
- UK: 19%

■ International
■ UK

Base: International Students (357)
UK Students (852)

Source: Ipsos MORI

Besides the academic demands of university there is also the opportunity to meet new friends. International students have a tendency to make friends with other international students, over half (57%) say their friends include international students, and they see this as a valuable part of the experience of university.

In another question, 43% of international students agreed that *"I have more in common with international students rather than UK students"* compared to 27% who dissagree with this statement and 36% who agree that *"I find it hard to get to know UK students"*.

"I DON'T HAVE A LOT OF BRITISH STUDENTS AS FRIENDS. IN CLASS THERE ARE LESS THAN 10 IN 30 UK STUDENTS. BRISTOL IS VERY MULTICULTURAL THOUGH. THERE ARE SO MANY INTERNATIONAL STUDENTS AND THEY WELCOME US. I HAVE FRIENDS FROM TAIWAN, JAPAN, FRENCH, MALTA, ITALY AND THE CZECH REPUBLIC. I HAVE MORE IN COMMON WITH INTERNATIONAL STUDENTS THAN HOME STUDENTS. IT'S THE SAME AS EVERYONE ELSE."
(SOURCE: HONG KONG MASTERS STUDENT)

"I MOSTLY GO ROUND WITH FRIENDS FROM MY COURSE AND CHINESE FRIENDS. I FEEL I HAVE A LOT IN COMMON WITH THEM. I HAVE FRIENDS IN MY FLAT FROM INDIA, KOREA, AND FROM UK. I GET ON BEST WITH THE KOREAN GIRL. IT'S A VERY MIXED CULTURE. I FIND IT EASY TO TALK TO BRITISH PEOPLE, BUT HARD TO BECOME CLOSE FRIENDS. I WOULD LIKE A COMMON ROOM TO GET TO MEET OTHER PEOPLE."
(SOURCE: CHINESE PHD STUDENT)

"PEOPLE IN THE UK ARE QUITE FRIENDLY AND I HAVE NO PROBLEM SOCIALISING WITH THEM. I LIKE TO SOCIALISE WITH PEOPLE OF DIFFERENT CULTURES. I DON'T SEE THE NATIONALITY, EVERYONE IS THE SAME. FRIENDS ARE FRIENDS. I AM AWARE OF SOME INTERNATIONAL STUDENTS FORMING TOGETHER IN CLOSE-KNIT GROUPS OF THE SAME NATIONALITY. I UNDERSTAND THAT THEY DO THIS SO AS NOT TO FEEL LONELY BUT THEY MAY MISS OPPORTUNITIES AND FIND IT HARDER TO BREAK-OUT OF THESE GROUPS AND SOCIALISE WITH OTHERS LATER."
(SOURCE: POSTGRADUATE COMPUTER SYSTEMS STUDENT FROM PAKISTAN)
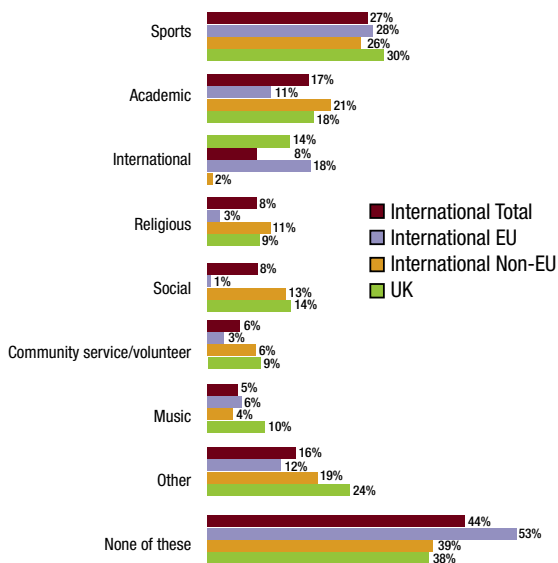
"MY FRIENDS AND THE OTHER STUDENTS ON MY COURSE ARE A GOOD MIX OF NATIONALITIES...OMANI, UK AND OTHER INTERNATIONAL STUDENTS. WE EXCHANGE OUR CULTURES AND IDEAS. AFTER 9/11, I THOUGHT I MAY HAVE PROBLEMS COMING TO THE UK BUT PEOPLE ARE RESPECTFUL OF MY CULTURE, FRIENDLY AND INTERESTED IN MY BACKGROUND."
(SOURCE: POSTGRADUATE HOSPITALITY MANAGEMENT STUDENT FROM OMAN)

Joining clubs and societies

Q. WHICH CLUBS AND SOCIETIES DO YOU BELONG TO?

Sports
- International Total: 27%
- International EU: 28%
- International Non-EU: 26%
- UK: 30%

Academic
- International Total: 17%
- International EU: 11%
- International Non-EU: 21%
- UK: 18%

International
- International Total: 14%
- International EU: 8%
- International Non-EU: 18%
- UK: 2%

Religious
- International Total: 8%
- International EU: 3%
- International Non-EU: 11%
- UK: 9%

Social
- International Total: 8%
- International EU: 1%
- International Non-EU: 13%
- UK: 14%

Community service/volunteer
- International Total: 6%
- International EU: 3%
- International Non-EU: 6%
- UK: 9%

Music
- International Total: 5%
- International EU: 6%
- International Non-EU: 4%
- UK: 10%

Other
- International Total: 16%
- International EU: 12%
- International Non-EU: 19%
- UK: 24%

None of these
- International Total: 44%
- International EU: 53%
- International Non-EU: 39%
- UK: 38%

Legend:
- International Total
- International EU
- International Non-EU
- UK

Base: International students (357), international EU students (134), international non-EU students (233), UK students (852)
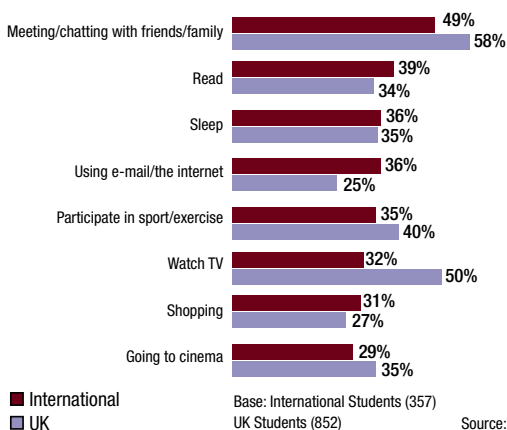
Source: Ipsos MORI

Only just over half of all international students (56%) have joined clubs/ societies and only 47% of EU students compared to 62% of UK students. However, non-EU students are more likely than EU and UK students to have joined religious/international groups(11%) and (18% respectively).

Post graduates are, perhaps understandably, more likely to join academic societies than are undergraduates

Spare time activities

Q. WHAT DO YOU DO IN YOUR SPARE TIME WHEN YOU ARE NOT STUDYING? TOP MENTIONS.

Meeting/chatting with friends/family
- International: 49%
- UK: 58%

Read
- International: 39%
- UK: 34%

Sleep
- International: 36%
- UK: 35%

Using e-mail/the internet
- International: 36%
- UK: 25%

Participate in sport/exercise
- International: 35%
- UK: 40%

Watch TV
- International: 32%
- UK: 50%

Shopping
- International: 31%
- UK: 27%

Going to cinema
- International: 29%
- UK: 35%

Legend:
- International
- UK

Base: International Students (357) UK Students (852)

Source: Ipsos MORI

The most popular spare time activity of international students is meeting and chatting with friends and family (49%). This is followed by reading (39%), sleeping (36%) and using email/internet (36%). Over one third said they participated in sport or exercise when not studying.

Spending on alcohol

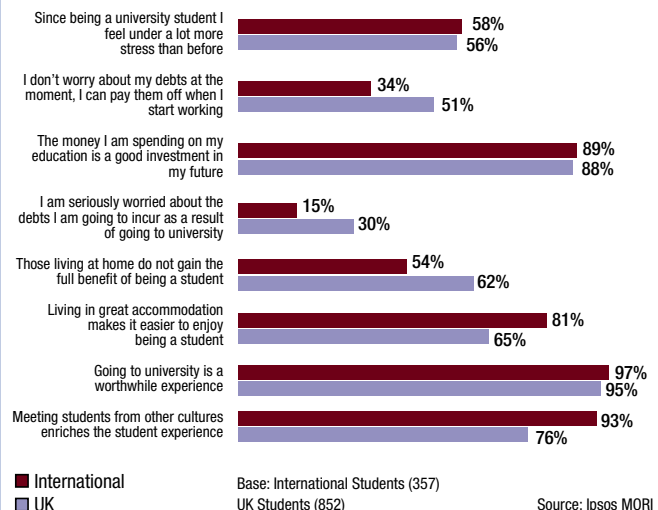|	All International	International EU	International non EU	UK
% who spend nothing on alcohol per week	52%	38%	60%	24%
Average amount spent per week (buyers only)	£13.55	£15.88	£11.46	£23.63

Base: International Students (357), UK Students (852)

Source: Ipsos MORI

There is a significant difference between the number of UK students buying alcohol and the number of international students who spend money on alcohol. 60% of non-EU international students spend nothing on alcohol.

Attitudes to university life

Q. TO WHAT EXTENT DO YOU STRONGLY AND TEND TO AGREE WITH THE FOLLOWING STATEMENTS?

Since being a university student I feel under a lot more stress than before
- International: 58%
- UK: 56%

I don't worry about my debts at the moment, I can pay them off when I start working
- International: 34%
- UK: 51%

The money I am spending on my education is a good investment in my future
- International: 89%
- UK: 88%

I am seriously worried about the debts I am going to incur as a result of going to university
- International: 15%
- UK: 30%

Those living at home do not gain the full benefit of being a student
- International: 54%
- UK: 62%

Living in great accommodation makes it easier to enjoy being a student
- International: 81%
- UK: 65%

Going to university is a worthwhile experience
- International: 97%
- UK: 95%

Meeting students from other cultures enriches the student experience
- International: 93%
- UK: 76%

Legend:
- International
- UK

Base: International Students (357) UK Students (852)

Source: Ipsos MORI

Like UK students, international students are happy with their lives and positive about the future, nearly all think that going to university is a worthwhile experience and expect to be able to find jobs when they have finished. International students believe that the cost of going to university is a good investment, as, indeed do UK students. For a minority of UK students there is a serious concern about how they are going to pay off their debts.

International students particularly like to find good accommodation; they value meeting students from other cultures although this is not such a strong motivator for UK students.

04 WORKING
WHILE AT

20% of international students are doing some paid job compared to 44% of UK students, three quarters (74%) of them had found it easy to get a job. Rather more EU students have a paid job (29%) compared to non EU students (15%). More of the working non EU students reported that they had had some difficulty finding work.

International students currently in paid employment earn on average £112pw before tax which is a little more than the £92pw that UK students earn on average. Nearly half (46%) of those international students in paid jobs are working 16 or more hours a week which is a little more than UK students (where 36% do). The most common term time jobs are in retail (26%), catering (15%) and bar work (14%). Thirteen percent work in clerical/office, teaching/tuition and 'work for the university' respectively.

Mostly the international students are working for *"basic essentials"*, while this is also the case for UK students, many of the UK students work for money so they can afford to go out and socialise whenever they want to (44%) or on clothes/music/mobile phones etc (38%), compared to 22% and 26% of international students respectively.

I THINK MY ENGLISH HAS IMPROVED A LOT. NO ONE EVER SAYS ANYTHING ABOUT IT, SO I ASSUME ITS GOOD. OF COURSE IT IS A TOTALLY DIFFERENT EXPERIENCE TALKING TO LOCAL PEOPLE THAN WHEN I DID ENGLISH LESSONS. I DO FIND IT REALLY HARD TO WRITE IN ENGLISH. IT JUST LOOKS SO WEIRD.
(SOURCE: CHINESE PHD STUDENT)

UNIVERSITY

About three quarters of international students agree that they enjoy going to work (76%), that working has helped improve their English (67%) and helped them learn about British culture (72%).

Also most international students agree that their employers *appreciate their course commitments* and *try to be flexible* (81%)*about working* and *value the contribution they make* (78%), just over half (54%) say that their tutors or lecturers *understand their need to work during term time*. However 41% say that working during term adversely affects their studies.

There is room for the Universities to help even more with advice on how to balance work and study commitments, 45% of those international students who currently have a job disagreed that *"I received help and advice from my university to help me balance my need to work with my course commitments"*

Expectations for work after university

Studying in the UK is perceived to be a good basis for subsequent career prospects. 74% agree overall that *"studying in the UK will make it easier for me to find a job in the future"* and a higher proportion of non EU students agree (77%) than EU students (69%). Also, a substantial number are looking to stay and work in the UK (38% agree that *"I would like to stay and work in the UK when I finish my degree/ course"*. While a lower percentage of undergraduates may have decided to stay in the UK (35%, with 12% agreeing strongly), 41% of postgraduates agree that they would like to work here, with 23% agree strongly.
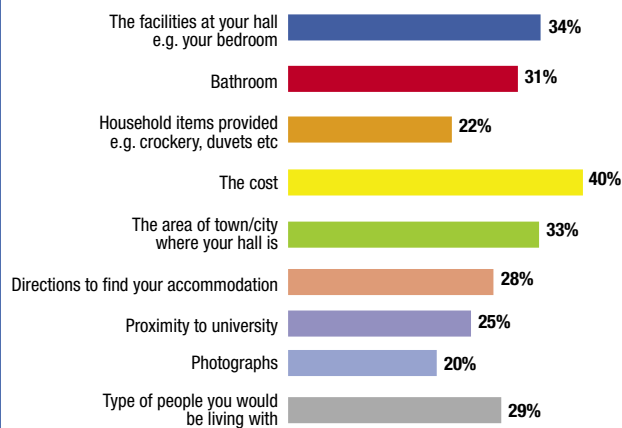
Universities are important as providers of accommodation for international students, 34% rent from the universities, mainly in halls of residence.

International and home students who were in rented accommodation had very similar priorities: proximity to the university (58% v 66%) and price (54% v 44%), although safety and security figured more highly for international than home students (20% v 12%) and being with friends was less important (17% v 30%).

Q. WHICH, IF ANY, OF THESE ASPECTS OF YOUR ACCOMMODATION WOULD YOU HAVE FOUND IT USEFUL TO HAVE RECEIVED INFORMATION ABOUT BEFORE YOU ARRIVED IN THE UK?

Aspect	%
The facilities at your hall e.g. your bedroom	34%
Bathroom	31%
Household items provided e.g. crockery, duvets etc	22%
The cost	40%
The area of town/city where your hall is	33%
Directions to find your accommodation	28%
Proximity to university	25%
Photographs	20%
Type of people you would be living with	29%

Base: All international students living in university halls or accommodation rented from a corporate provider (123)

Source: Ipsos MORI

Accessing information electronically
International students had a stronger preference than home students for electronic information: 48% wanted accommodation information by email and 41% prefer it via the web. Only 15% wanted a letter and 22% a brochure.
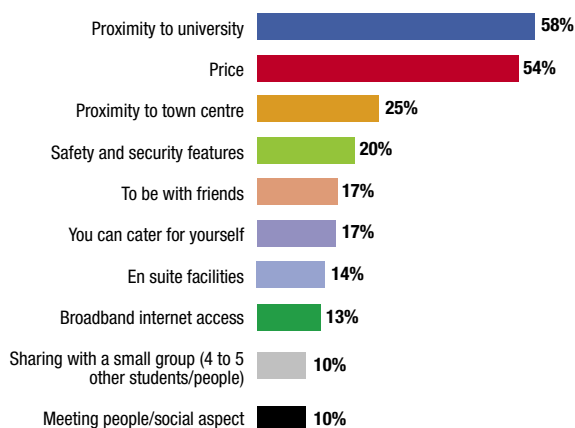
> BEFORE I CAME I HAD NO INFORMATION ABOUT ACCOMMODATION AND NO IDEA WHICH LOCATION IS BEST. I HAD NO IDEA WHERE THE ACCOMMODATION WAS IN RELATION TO THE UNIVERSITY AND THE MAPS WEREN'T MUCH HELP. MORE INFORMATION WOULD HAVE BEEN GOOD. I WOULD HAVE LIKED TO HAVE A COMPARISON. WHICH IS BEST DEPENDING ON YOUR CHOICE CRITERIA, EG. LOCATION, QUIET, CHEAPEST.
> (SOURCE: HONG KONG MASTERS STUDENT)

DATING INTERNATIONAL STUDENTS

Top ten mentions in selecting accommodation

Q. WHICH OF THE FOLLOWING WERE THE MOST IMPORTANT FACTORS TO YOU WHEN SELECTING YOUR ACCOMMODATION AT UNIVERSITY? TOP MENTIONS.

Factor	%
Proximity to university	58%
Price	54%
Proximity to town centre	25%
Safety and security features	20%
To be with friends	17%
You can cater for yourself	17%
En suite facilities	14%
Broadband internet access	13%
Sharing with a small group (4 to 5 other students/people)	10%
Meeting people/social aspect	10%

Base: All students in rented accommodation (322) Source: Ipsos MORI

Q. TO WHAT EXTENT DID THE FOLLOWING ASPECTS LIVE UP TO YOUR EXPECTATION OF UNIVERSITY ACCOMMODATION?

	Exceeded expectation	Is about what you expected	Fell short of what you expected
The facilities and quality of your room e.g. furniture	9%	58%	30%
The IT facilities in your room e.g. internet connection, telephone	16%	52%	23%
Shared living facilities e.g. kitchen, living room	5%	60%	24%
Bathroom facilities	14%	51%	29%
Social facilities e.g. bar, common room, sports feasibilities	12%	47%	32%
Service and helpfulness of staff	17%	53%	21%
The overall experience and atmosphere of living there	18%	61%	16%

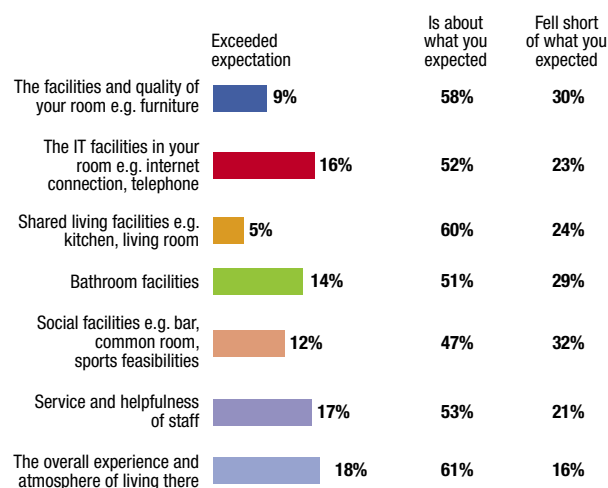Base: All international students who live in halls of residence (106) Source: Ipsos MORI

The *proximity to university* and the *price* are the two principal factors in the choice of current accommodation, *though proximity to the town centre, safety and security features* and *to be with friends* rank the next most common responses. A higher percentage of non EU students are concerned about safety and security (25% vs. 12% for EU students).

Average spend by international students during term time on accommodation is £74 per week (vs £52 for UK students). 75% think that their current accommodation is good value for money and only 19% say it is poor value for money. It is worth bearing in mind that parents are paying for all the accommodation costs for 50% of international students and another 13% contribute towards the the costs of their accommodation.

International students do report some other concerns with their current accommodation including "repairs required" (16%) and "too noisy" (15%). Just over one in ten (11%) reported that their accommodation was "too far from the university" whilst (10%) reported "lack of cleanliness".

Some international students living in Halls of Residence were disappointed by particular aspects of the accommodation (the social facilities, facilities and quality of the room and bathroom facilities) though a consistently higher percentage say that these aspects were about what they expected.

54% of international students agree that – *"Those living at home do not gain the full benefit of being a student"*. They see the benefit of a good place to live – *"Living in great accommodation makes it easier to enjoy being a student"* (81%).

Parent power
Parents of international students are the ones who pay for accommodation in many cases. Overall 50% of international students say that their parents pay for all their accommodation costs and another 13% are contributing. This is much higher for undergraduates where 75% are getting parental support vs 49% for postgraduates.

Debts or the lack of them

International students are less likely than UK students to currently be in debt and also to anticipate being in debt on completion of their studies.

Nearly half of international students have some financial difficulties with the highest proportion keeping up with all of their bills and credit card commitments but "struggle from time to time" (32%).

Once they have completed their studies the average international respondent anticipated that they will owe an average of £2,648. This compares to £9,692 for the average UK respondent.

68% of international students do not anticipate having any debt when they finish their course compared to 15% of UK students.

Most international students (78%) have had help from their family that they don't have to repay, not only for tuition but for rent and day to day living expenses and other things. 55% have had help to the tune of £1000+ per term and this rises to 61% of non-EU students.

WAY

AMOUNT OF HELP FROM PARENTS/ GUARDIANS/ PARTNER PER TERM (AMONG THOSE WHO HAVE HELP)

	Total International Students	International EU Students	International Non EU
Up to £250	13%	17%	10%
Between £250 and up to £500	7%	6%	8%
Between £500 and up to £750	6%	8%	5%
Between £750 and up to £1,000	5%	6%	5%
Between £1,000 and up to £1,500	7%	5%	9%
£1,500 or more	47%	40%	52%

Base: International students who receive financial help (287)   Source: Ipsos MORI

Q. WHO WOULD YOU TURN TO IF YOU GOT INTO FINANCIAL DIFFICULTY? TOP MENTIONS

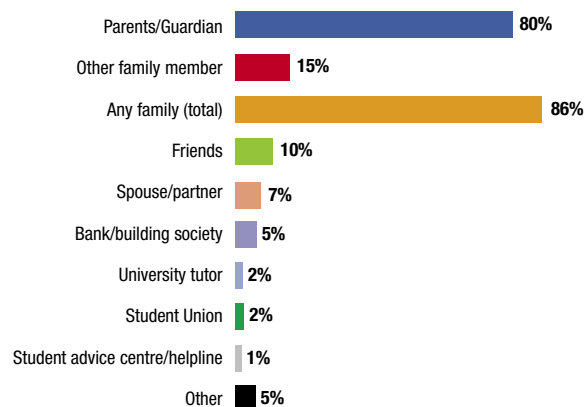|	
Parents/Guardian	80%
Other family member	15%
Any family (total)	86%
Friends	10%
Spouse/partner	7%
Bank/building society	5%
University tutor	2%
Student Union	2%
Student advice centre/helpline	1%
Other	5%

Base: International Students (357) UK Students (852)   Source: Ipsos MORI

86% of UK students get similar help but not to the same amount, only 32% get £1000 or more per term.

Nearly a half (46%) of international students have some financial difficulties but for most of them it is a *"struggle from time-to time"* rather than a real problem. If they had a got into financial difficulty, a large proportion would turn to someone in the family (86%). Other sources are far less likely to be approached in this circumstance.

Overall, international students attitudes are more relaxed about their debts than really worried:

"I don't worry about my debts at the moment, I can pay them off when I start working" 34% agree

"I am seriously worried about the debts I am going to incur as a result of going to university" 15% agree

ABOUT UNITE

UNITE IS THE NUMBER ONE STUDENT HOSPITALITY COMPANY

WE ARE HOME TO SOME 35,000 STUDENTS

Led by strong values, we aim to give students an experience at the heart of student living. We help regenerate cities, operating in communities across 30 towns and cities where we are helping to improve the country's student housing.

We're delighted to share our first spin-off from the original Student Experience Report, shedding light on the attitudes and expectations of international students. UNITE initiated the concept of the Student Experience Report six years ago. The research has shown how students and their university experiences have radically changed in recent years.

The research has been indispensable for UNITE in evolving it's product and service to reflect customers' demands and aspirations. We are aware that our accommodation is where lifelong friendships are forged, partners met, exams stressed and about first jobs celebrated, and where the transition from teens to twenties will take place. Therefore, our aim is to create a friendly, safe and welcoming environment where choice, flexibility and great customer experiences are at the heart of all we do.

If you would like to learn more about UNITE, visit our website:

WWW.UNITE-STUDENTS.COM

For more information about
The UNITE International Student
Experience Report 2006 please contact:

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