

Arrive & Thrive

A toolkit for Transition to UK Higher Education: Supporting International Nursing students



A collaborative work of the
Network of Internationally Educated Nurse Academics (NIENA)



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Arrive and thrive transition support toolkit for international nursing students to higher education institutions in the UK has been developed by Network of Internationally Educated Nurse Academics (NIENA). The Toolkit is a collaborative effort of 11 nurse academics from NIENA across 10 universities in the UK.

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Why Transition support matters?

There has been a marked increase in the movement of students from developing nations to developed countries—particularly to the UK—driven by the internationalisation strategies of universities and enhanced mobility policies. In response to global competition and the implementation of favourable policy measures, UK higher education institutions (HEIs) have significantly increased their recruitment efforts in countries such as India, Nigeria, Pakistan, and Sri Lanka (UUKI, 2022). Evidence suggests that a seamless transition into HEIs significantly enhances the likelihood of a successful transition into professional life (Opoku et al. 2021).



Therefore, there is the need for students to integrate both socially and academically into their new university environment (Zheng et al. 2023).

In nursing programmes, integration is uniquely complex: students must connect not only within university environments but across clinical placements, demanding dual academic and professional adaptation and amplifying integration challenges. Without intentional or structured supports, students are vulnerable to loneliness, academic underperformance, and difficulty integrating professionally. In an optimal scenario, International Nursing Students (INS) would seamlessly transition into UK HEIs with access to structured guidance, clear pathways for credential recognition, and support systems that foster resilience and confidence.



INS in the UK face multiple challenges – including placement difficulties, language barriers, financial stress, and a diminished sense of belonging — all of which can hinder retention and success.

Unfamiliar teaching and assessment methods along with limited exposure to academic skills such as critical thinking, writing, and independent learning can lead to attrition and withdrawal (Weurlander et al. 2018). These challenges may increase the risk of demotivation, dropout, or underutilisation of students' potential.

When universities scaffold curricula, offer explicit orientation, foster belonging, and help students manage academic, cultural, and well-being challenges early, students are more likely to persist, perform well, graduate, and then thrive in their careers.



Despite the acknowledged need for structured transition supports, tailored transition support programmes remain limited. And what exists, often frame international students in terms of deficit (language, cultural unfamiliarity), assuming they must assimilate into dominant learning cultures (Montgomery & McDowell 2008). This approach places the burden of adaptation entirely on the student.

To fill this gap, the Network of Internationally Educated Nurse Academics (NIENA) developed a transition support toolkit grounded in academic hospitality — a philosophy focused on everyday ethics of host and guest. This toolkit addresses six dimensions: socio-cultural, language & communication, academic, clinical placement, financial, and emotional integration

This pioneering initiative serves a dual purpose: it supports the holistic well-being and academic success of INS, while its comprehensive approach enables academics to better appreciate and support them in their learning journey.

By co-constructing pragmatic knowledge, this toolkit aims to bridge the gap between prior educational experiences and UK academic standards. In the short term, it aims to increase confidence, reduce attainment gaps, and improve retention. In the long term, it aims to support development of a diverse, competent nursing workforce able to fully utilise their skills in the UK healthcare system.

The International Nursing Student Community: Strengths and Challenges

International students account for about 22% of the UK university population (HESA 2022), enriching cultural diversity and contributing significantly to the economy (Zheng 2023). The UK government had set a target of attracting 600,000 international students by 2030, and this was already exceeded in the 2021/22 academic year with 679,970 enrolments (Department for Education, 2023). In 2025, INS applications increased by 26%, registering 2,970 applicants compared to the previous year (RCN 2025).

Another relevant statistic to consider is the number of international Nursing & Midwifery Council (NMC 2025) registrants. According to the NMC (2025) over 24.1% of UK-registered nurses and midwives were internationally educated, with India and the Philippines among the largest contributors.

In the academic domain, many of these practitioners begin their journey as international students in UK nursing programmes, lured by career prospects and the global reputation of the NHS (Office for National Statistics, 2025).





INS have become a cornerstone of the UK's healthcare workforce pipeline, addressing gaps that the domestic system is unable to fill.

INS bring valuable strengths to academic and clinical settings. As emphasised by Bai and Wang (2024), the INS bring rich cultural knowledge, multilingual abilities, and diverse problem-solving perspectives that enhance both learning and social environments. This reframing supports peer learning, cross-cultural collaboration, and recognition of international students as active contributors to academic communities. By creating environments that draw on, rather than merely compensate for, their diversity, universities can enhance both student success and inclusivity. Figure 1 illustrates few assets that INS bring to the academic environment.



Figure 1: Assets of INS

When INS strengths are seen as assets rather than deficiencies, institutions can shift their focus from fixing individuals to empowering them.

However, despite the highlighted strengths, INS face a range of challenges in the host western countries that can significantly impact their academic success, overall student experience, and well-being. These multifaceted challenges (as presented in figure 2) reflect the complex realities of adapting to a new environment (Baklashova & Kazakov, 2016).





Figure 2: Challenges faced by INS

International students often face isolation and cultural dissonance stemming from differences in social norms and culture (Baklashova & Kazakov, 2016), with many reporting moderates to high levels of loneliness and homesickness. Clough et al, (2019) indicates that international students tend to have lower mental health literacy and less propensity to seek help for serious issues like suicidal ideation compared to their domestic peers. In addition to lack of support and physical presence of their family or friends, international students often feel social exclusion and discrimination from native students which causes further emotional challenge for INS (Baklashova & Kazakov, 2016).

Communication constrains are another significant hurdle for many INS as they come from non-English speaking backgrounds, which can affect their ability to understand teaching sessions, interact with other students, participate in discussions, and complete written assignments (Wu & Hammond, 2011). In the context of nursing profession, where clear and accurate communication is crucial, such barriers can also impact students' interactions with patients and healthcare professionals, potentially affecting both their clinical performance and self-confidence (Stevenson, 2011).

“High living costs places immense pressure on students who must work part-time jobs while studying, potentially affecting their academic performance and social well-being” (RCN 2024).





With regard to financial challenges, the INS may endure huge financial burden due to high living costs, substantial tuition fees, challenges in arranging proof of funds for the visa, and restrictions on employment, which typically limit them to work 20 hours per week (The Migration Observatory at the University of Oxford, 2024 and RCN, 2024).

Another vital component of nursing education is the clinical placement component, and this can be particularly challenging for nursing students who must navigate unfamiliar clinical settings with distinct cultural norms and expectations. Dean (2024) depicts that many international students often feel inadequately prepared for the practical aspects of nursing due to differences in healthcare systems and clinical practices. INS often encounter additional difficulties including bullying, harassment, social discrimination, sexual exploitation and racism. The lack of inadequate support in addressing these issues can contribute to increased stress and mental health challenges (RCN, 2024).

To effectively develop and plan the INS toolkit, the multifaceted challenges illustrated in Figure 2 were further synthesised into six key domains (as displayed in figure 3) – socio-cultural, language and communication, academic, clinical placement, financial and emotional.

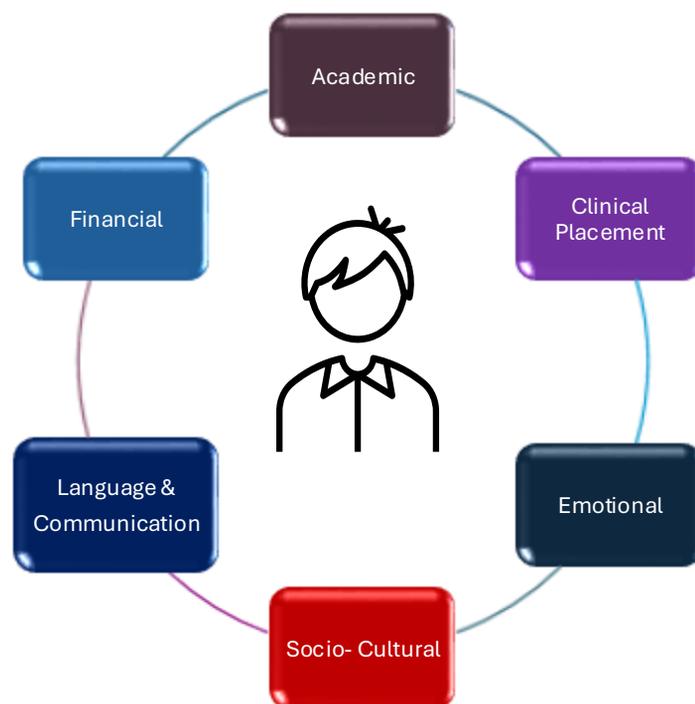


Figure 3: Challenges of INS across 6 domains



Strategic Support for Integration

At present, universities do employ a range of strategies to support INS during their transition. Suggested interventions include forming student cohorts from the same country, giving pre-departure information, offering mentorship before arrival, pre-program language training, orientation to services, and workshops on English writing, referencing, and other academic skills.

Academic support is advocated through academic skills workshops (critical thinking, clinical reasoning, time management, etc.), use of clear instructional methods (audiovisuals, detailed feedback, structured guidance, smaller classes), and adaptation of course and clinical placement content for cultural relevance.

Pastoral and placement support include personal tutor and alumni mentorship, group study and peer networks, counselling, training for educators in language and cultural challenges, and tailored support in clinical placements (gender matching, simulation, etc.). Socio-cultural/emotional backing is also stressed, via cultural orientation programmes, celebrating diversity, promoting belonging, reflective practices, peer learning, and student/community support groups to sustain well-being, confidence, and cultural competence.

However, these are often sporadic and vary widely in content and delivery between institutions. A more coherent, comprehensive framework is lacking—one that aligns timing, resources, and responsibilities to ensure consistent, scalable, and emotionally-aware support throughout students' academic and clinical journey.

Network of Internationally Educated Nurse Academics - NIENA

To address the above gap, we have developed the Toolkit. We are a group of nurse academics who completed our primary education outside the United Kingdom and are now active contributors to the UK healthcare education workforce. United by shared identity and purpose, we engage through regular workshops, online forums, and peer-mentoring sessions, converting our clinical expertise into academic leadership and promoting both personal growth and collective excellence in nursing education.

Drawing on our own experiences of transitioning into UK higher education and health systems – our lived experience - we hope to enrich the knowledge and skills required to improve services. When shared collectively, it enhances the co-productive nature of service development. Our mission is to inform and strengthen the support structures available for INS within UK universities, so that it is more meaningful and enabling.



Through this work, we seek to empower INS not only to adapt successfully to the UK Higher institution, but also to foreground their individual strengths, cultural competencies, and professional values, which enrich the nursing profession.

By sharing our insights and stories from lived experience as nurse academics from diverse backgrounds, we hope to enable academics to foster an environment that recognizes both the unique challenges and the significant contributions of INS.

The theory that underpins the Toolkit

This toolkit draws on the concept of 'academic hospitality' (Bennett, 2000; Phipps & Barnett, 2007) to develop a more nuanced stance which emphasises reciprocity between academic 'hosts' and 'guests'. Thinking about everyday practices of hospitality in education can help us understand how to achieve transformative and inclusive interdisciplinary education (Zembylas, 2020) and to create a structured and supportive transition framework for INS.

Transition for international students is like moving into a liminal space—it often feels like detachment from what's familiar and having to reattach in new ways, and this shift can really affect both how students feel and how well they do.

Adapting to new healthcare systems, different academic expectations, and cultural differences is a big ask for the INS. This is why models like Academic Hospitality (Bennet 2002) is a useful tool, providing empowering and enabling environments that welcome them in with generosity, respect their background, and support them in actively contributing.

Drawing on the concept of academic hospitality, we explore how creating a welcoming, inclusive environment—one characterised by reciprocal host–guest relationships—can foster belonging, improve wellbeing, and enhance academic outcomes for INS in UK higher education institutions. This approach moves beyond assimilationist expectations and instead emphasises material, linguistic, epistemological, affective and touristic, and virtual hospitality that support genuine inclusion.

This model emphasises mutual understanding and interaction between the "guest" and the "host," encouraging both sides to engage in an exchange of knowledge, culture, and experiences. It generates a sense of place and belongingness within the curriculum which in turn impacts on wellbeing and educational success of students from different social and cultural backgrounds (Phipps and Bennett 2007).



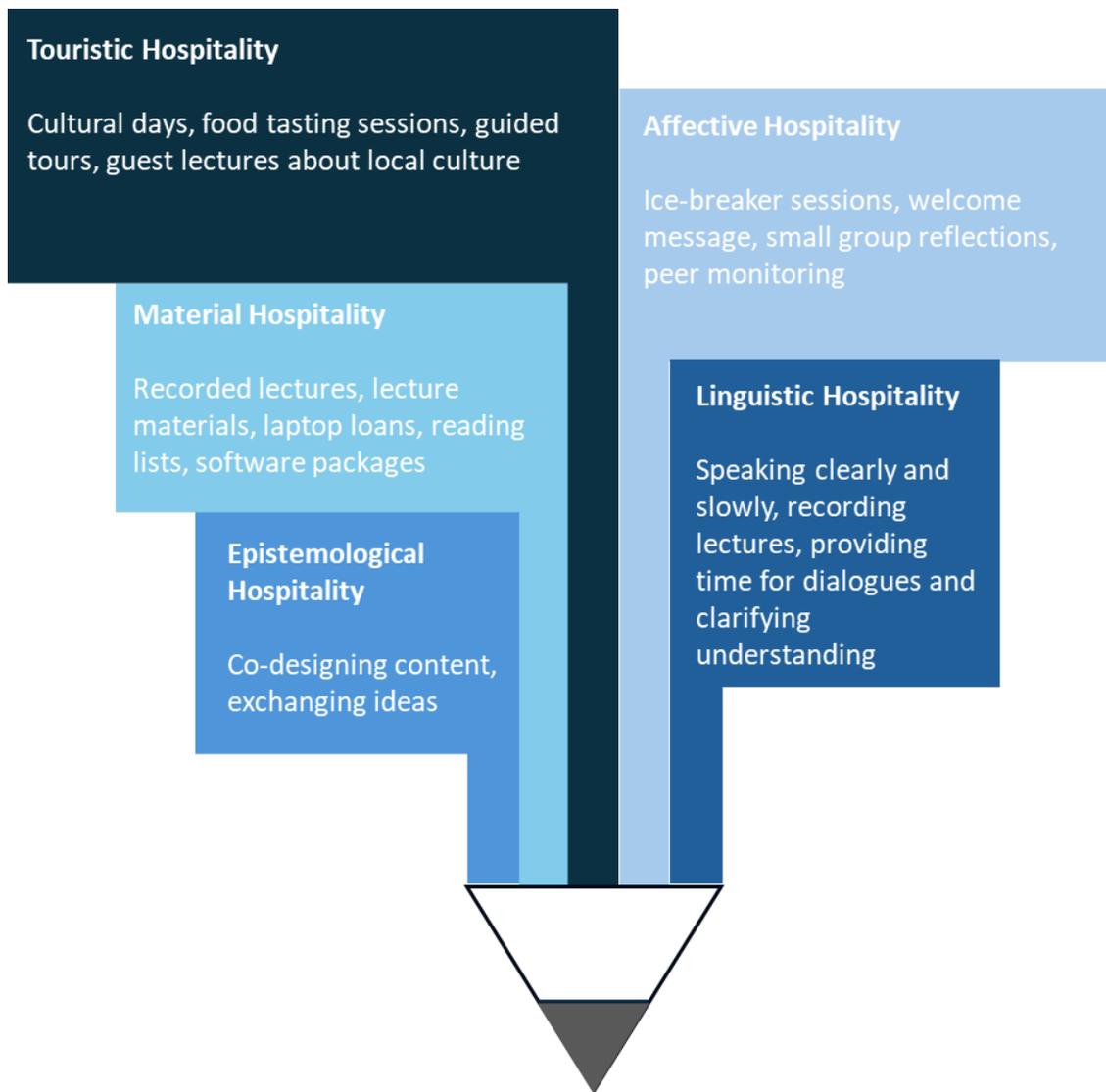


Figure 4: (Adapted) Academic Hospitality Model (Bennett 2007)

In short, academic hospitality (Fig 4) guide a socio-culturally responsive framework—one that aligns institutional responsibility with student agency—to promote meaningful belonging, reduce transition stress, and ultimately improve academic success and wellbeing for INS.

In embedding the academic hospitality, we (academics) commit to epistemological hospitality, inviting the programme leader and module leaders, students and colleagues to bring ideas from a wide range of disciplines; this openness fosters a culture in which every perspective is welcomed and valued. Equally, we enact linguistic hospitality by ensuring lecturers and facilitators speak slowly and clearly, record their lectures, and build in generous time for dialogue and clarification — helping students from diverse language backgrounds to navigate the shifting and complex discourse of onboarding and orienting to new HEI ethos. Linguistic hospitality can also include orientation to local dialects, colloquial uses and accents to enhance the communication skills and socio-cultural integration of INS (Clague-Baker et al., 2025). Finally, our approach to material hospitality means that the learning environment is configured to be inclusive, designed to support participants with resources that they need (laptops), so that everyone can engage fully and confidently.





Arrive & Thrive

Transition Support Toolkit for International Nursing Students to Higher Education Institutions in the UK

A collaborative work of the
Network of Internationally Educated Nurse Academics (NIENA)



Arrive and Thrive – Transition support Toolkit for INS

	Challenges	Stages/layers in the INS journey	Strategies	
Multiple transition points and disintegration of INS	Academic (assessments, way of learning)	Applying - Application and pre-arrival support	Academic - study skills, writing workshops	Multiple and continuous integration support for INS
	Socio-cultural (cultural nuances, norms)	Arriving - Admissions, orientation and onboarding/induction	Social-cultural - social connections and cultural adjustment	
	Emotional (homesickness/loneliness)	Adapting - understanding the programme, learning and teaching (unlearning and relearning), making cultural adjustments and social connections	Emotional - mental health and wellbeing	
	Clinical practice (health care disorientation)		Clinical placement (practical information/career development)	
	Language & communication (understanding idioms/phrases)	Achieving professional registration, job satisfaction	Language and communication - conversation clubs	

Figure 5: Grounded in the philosophy/model of hospitality (Bennett 2000) – Welcoming them and visualising them as guests

In the Home Country

Good preparation before arriving in the host country plays a crucial role in the integration of INS into the host country. As such this section is divided into two parts – Pre-arrival and Pre-departure.

1.1 Pre-arrival

1.1.1 Information about the UK & UK HEIs

- Learn about British social etiquette, values, and communication styles
- Understand academic expectations: independent learning, critical analysis
- Familiarise with social practices and cultural norms
- Read about wellbeing & academic success in UK HE literature
- Learn all about studying in the UK and British life on the British Council’s Study UK website <https://study-uk.britishcouncil.org/>
- Prepare for your studies using the Prepare for Success guide
- Review additional resources to support your wellbeing: Study UK: Preparing for work - online course - FutureLearn and Managing Your Wellbeing When Studying in the UK Online Course - [FutureLearn](#)
- Consider [Education agents](#) and counsellors, who can support you throughout the process of applying to study in the UK.

You do not need to buy any textbooks prior to arrival; it is best to wait until you are here and purchase them once you have the reading list

1.1.2 Comparing Costs and Locations

- Compare [tuition fees](#) across institutions
- Estimate and compare living expenses: [accommodation, food, utilities, transport](#)
- Consider travel & transport options in city of study
- Evaluate access to essential services (shops, healthcare, etc.)



1.1.3. Researching Universities and Programmes

- Check for NMC accreditation
- Review university rankings (overall + nursing department)
- Explore available resources: labs, simulation centres, support services
- Participate in virtual open days / Q&A sessions
- Consider the support available specifically for international nursing students.
- Read student / alumni reviews to get a feel for learning and campus life

1.1.4. Connecting with Alumni or Current Students

- Find university's alumni network or current student groups
- Use platforms such as LinkedIn, forums, social media to ask questions
- Ask about academic expectations, daily life, support, and challenges
- Enquire about availability and feasibility of accommodation
- Check about the availability of discount cards for use in shops/grocery shops

1.1.5. Scholarship and Financial Aid Opportunities

- Search scholarships (university, governmental, charitable, nursing-related) [link 1](#) & [link 2](#)
- Check eligibility criteria, deadlines, required documents
- Understand merit-based awards (if offered)
- Prepare application materials (transcripts, references, etc.)

1.1.6. Understanding Admission Requirements

- Review required academic qualifications (Pre-university programmes, equivalents)
- Check English language requirements ([IELTS](#), [OET](#), etc.), and any exemptions
- Ensure any clinical/practical experience / portfolios (if required) are ready
- Confirm whether prerequisites or subject combinations are met

1.1.7. Application & Selection Guidance

- Fill out UCAS or direct application fully and accurately ([UCAS](#))
- Craft personal statement and gather references
- Prepare for interviews or selection tests
- Contact admissions staff with questions as needed

1.2 Pre-Departure

1.2.1. Visa and Immigration Guidance

- Review UKVI / Home Office visa rules (Student visa) [UK Home Office guidelines](#)
- Ensure you have valid passport, CAS letter reference number
- Gather financial evidence (maintenance funds) and proof of accommodations as needed
- Schedule biometrics appointment if required
- Check whether any health requirements/medical examination apply
- Apply for visa well in advance of course start date to allow processing time

1.2.2. Travel Planning & insurance

- Book flights early, check baggage & arrival procedures [UK airport arrival procedures, customs regulations, and transportation options](#)
- Prepare packing list: documents, clothing, adapters
- Arrange travel & health insurance
- Ensure immunisations / medical records ready Immunizations as required/record
- Pack waterproof and warm clothing - UK weather is unpredictable.



1.2.3. Accommodation Guidance

- Research residence halls, private rentals, homestays
- Contact university housing services
- Understand lease terms, deposits, utilities, tenancy rights
- Be cautious of rental scams
- Check with [your accommodation](#) if they provide bedding and kitchenware.
- Further information can be available from [Education agents and counsellors | Study UK](#)



Nursing students should stay alert to [fraud, tricks and scams](#) targeting international students. Be cautious of fraudulent calls or emails claiming to be from home office or banks. Official bodies will never ask personal details or payments over the phone. Avoid sharing bank or passport details to strangers and never agree to transfer money on behalf of others. If suspect fraud report immediately to your university or police.

1.2.4. Equipment Used for Learning

- Ensure laptop / device meets software/hardware specs
- Order textbooks and essential resources
- Check simulation / medical equipment needed
- Verify internet connectivity, required software
- Understand BYOD policies

1.2.5. Travel Preparation Checklist

In Your Hand Luggage

- Passport or travel document with a valid student visa (or visa permitting study)
- University offer letter, Certificate of Acceptance for Studies (CAS), or visa letter (if applicable)
- Qualifications listed on your CAS (including English language certificates)
- Proof of sufficient funds for tuition fees and living costs (for Student Visa holders)
- Original academic certificates and/or official transcripts
- ATAS Certificate (if required)
- Driver's licence (if applicable)
- Health documents (e.g. vaccination record, TB certificate)
- Travel insurance details
- Prescribed medication (with a doctor's note if needed)
- Cash in pounds sterling (£) or pre-paid debit/credit card for first few weeks
- Passport-sized photographs
- Phone charger and UK power adapter (Type G plug)
- Spare set of clothes, weather appropriate
- Photocopies of important documents (kept separately from originals)
- Face mask (for public transport if required)



In Your Checked Luggage

- Clothes, shoes, and essential toiletries
- Personal items (e.g. posters, photos, or mementos from home)
- Check baggage allowance with your airline
- Clearly label luggage with your destination address and contact details
- Avoid packing:
 - Very valuable items (e.g. expensive jewellery)
 - Large sums of cash
 - Food products (available locally)
 - TVs or cooking appliances (e.g. rice cookers)
- Ensure your luggage is manageable — you'll carry it to your accommodation yourself
- Review UK customs and import rules: [Bringing goods into the UK – GOV.UK](#)

Pre-departure quick check:

Now is the time to cross check everything especially:

- ✓ Is the accommodation ready?
- ✓ Do you have anyone to welcome you at the airport
- ✓ Can I join any other student for travelling
- ✓ Have I got all the essential equipment for learning e.g. personal laptop
- ✓ Is my insurance sorted
- ✓ Have I checked immigration and travel rules
- ✓ money or card required for immediate financial needs.



Arriving

The transition to a new country presents significant challenges for international students, so robust support is vital for successful adaptation. Upon arriving in the UK, students typically complete practical tasks such as booking airport pickup, attending orientation, registering with a GP and dentist, opening a bank account, and obtaining an NI number to enable smoother integration into university life.

What seems trivial, such as securing a bank account, needs engagement and support (Graham Galbraith cited in Choudaha, 2019).

For INS, the passages below outline key steps to complete as soon as you arrive in the UK. For academics, it highlights the support you may need to provide to help students complete those steps. The timeline is organised into two phases: within the first two weeks, and within weeks 4–6 of arrival.

2.1 Within the first 2 weeks

2.1.1 Airport Pickup Services/meet and greet

- Check whether the university or accommodation provider offers airport pickup services
- Check Websites such as Traveline which can help with planning.
- Book the pickup service in advance (provide flight details, arrival time, terminal)
- If no pickup service, plan public transport route (train, bus, taxi)
- Share arrival details with friend/family in the UK for possible pickup
- Have backup contacts (university, taxi company) in case of delays

2.1.2. Collecting the Identity card & completion of enrolment (Local Orientation, Meet & Greet)

- Attend the university's orientation/welcome sessions, local tours, workshops
- Collect your student/identity card
- Complete all enrolment formalities (document verification, module registration)
- Attend events by student union/societies to meet peers
- Learn how to access campus resources (library, labs, student services)

2.1.3. Emergency Support

- Learn UK emergency numbers: 999 for police/fire/ambulance, 111 for urgent but non-life-threatening health issues
- Save important university contacts: security, safeguarding, student support, visa office
- Record embassy/consulate details
- Note how to access mental health, counselling, well-being services
- Understand how to request emergency accommodation if needed

2.1.4. Welcome Pack

- Obtain your welcome pack from university orientation
- Check contents: campus maps, transport guide, local services, SIM card
- Note campus services (hospitals, GP surgeries, libraries, shops) in the guide
- Look for discount vouchers or offers (if included) that help with early expenses



2.1.5. Essential Registrations

Biometric Residence Permit (BRP) -No longer in use.

- BRP cards have now been replaced by e-visa <https://www.gov.uk/evisa>

GP & Dentist Registration

- Find an [NHS GP](#) who is accepting new patients
- Complete and submit the GMS1 form, along with required documents (passport, proof of address)
- Check local dental practices for availability and approximate costs Once registered with a GP, receive your NHS number to access services
- Consider private health insurance for additional benefits (with associated costs)

National Insurance (NI) Number

- [Apply online](#) as soon as possible if you wish to work part-time
- Be ready to submit identity documents or attend an interview
- Note that processing may take weeks

Banking

- Research different UK banks and their student account [options](#).
- Compare features (e.g., online vs branch access, branch locations, fees if any).
- Valid passport/e-visa
- Proof of student status (e.g., a letter from your university).
- Proof of UK address (e.g., accommodation contract or a signed university letter showing your UK term-time address)
- Determine whether you can apply online or need to visit a branch in person (some banks require in-branch verification).
- Schedule an appointment at the bank branch if needed (especially at busy university locations).
- Open the bank account as soon as possible after arrival in the UK since the process can take a few days

2.1.6. Communication

- Get a UK SIM card or mobile plan
- Download useful apps (Google Maps, Transport for London, NHS app, university app).



2.2 Within the first 4-6 weeks

2.2.1. University Induction

Induction presentations introduce new students to the university's culture, mission, and educational philosophy, while clarifying the institution's expectations and standards. They typically cover topics such as academic integrity, personal responsibility, and the high level of excellence the university upholds. An example of induction presentation – university wide – is provided in the resources section.

A key aspect of the induction is ensuring that students are aware of the available support systems. This includes introducing students to essential resources such as academic support services, health and wellbeing facilities, counselling, and student-run activities.

- Participate in guided campus tour and familiarise (lecture halls, library, student services, union offices)
- Attend induction presentations on university culture, mission, values, educational philosophy
- Learn about academic integrity, student responsibilities, and institutional standards
- Get introduced to support systems: academic support, well-being, counselling, student services, Peer monitoring services.
- Locate emergency contact numbers (University security, local police, embassy contacts)
- Participate in tailored workshops: cultural integration, housing, transport, INS affairs orientation
- Research and get information about available mental health support services & counselling options and mental health resources provided by the university.

2.2.2. Tailored Sessions for International Nursing Students (INS)

- Attend tailored workshops: cultural integration, housing, transport, local facilities
- Meet or obtain contact details for INS affairs officer

2.2.3. Freshers /International Freshers Week

Universities often conduct fresher's week (with or without international section) which includes events and activities focusing on cultural and social integration. Some of the key activities to participate are:

- Attend meetups/events to connect with current students, build peer support networks – provide valuable insights into university life.
- Participate in group activities / workshops and social events to reduce isolation, foster friendships, improve communication skills and to gain confidence.
- Enjoy cultural food stalls (helps in socialising and to feel connected),
- Look out for entertainments such as movie nights, quiz nights, debates, and cultural performances.
- Explore and join societies (especially international / cultural groups)
- Engage in social and cultural events to help establish friendships that can provide emotional support during challenging times.



2.2.4. Departmental Induction

Departmental induction focuses on specific academic and professional needs related to the nursing programme. Early engagement with existing students, lecturers, and administrative staff helps students feel supported and connected.

Knowing where and how to access these resources helps students feel prepared and confident in both theoretical and practical aspects of their studies..

- Meet faculty members within the nursing department @meet & greet sessions
- Understand departmental teaching styles, research areas, programme expectations
- Tour clinical simulation labs, study areas, lecture theatres, technology labs to understand and familiarise with the resources available within the department.
- Learn how to access departmental resources and support

2.2.5. Programme Induction

When students understand what is expected of them in terms of engagement, behaviour, and academic output, they are more likely to take responsibility for their success. Clear explanations about how students will be evaluated—whether through written exams, practical skills assessments, assignments, or group projects—help them prepare effectively.

Nursing programmes do not always follow the normal university academic calendar due to the need to complete the required NMC hours for registration. Before booking trips home, students should check with their School's specific academic calendar or with their personal tutor to avoid disappointment.

- Receive a detailed course / programme overview: core modules, electives, assessment methods and key deadlines
- Understand various assessment formats (written exams, practical, assignments, group work)
- Review academic calendar (exams, submission deadlines, placement schedules)
- Clarify expectations for attendance, participation, performance
- Be informed of UKVI attendance requirements

2.2.6. Academic Integrity, Plagiarism, and Use of Generative AI

- Attend your university's Academic Integrity/Study Skills Workshop.
- Read your university's Academic Conduct Policy (available on the student portal).
- Understand what constitutes plagiarism, collusion, fabrication, and cheating.
- Learn how to use Turnitin or similar software to check your work before submission.

2.2.7. Introduction of Personal Tutor/ Academic Tutor Role

- Meet your assigned personal / academic tutor.
- Understand tutor's role: pastoral and/or academic support.
- Know how tutor can signpost you to financial, well-being, cultural, accommodation support.

NOTE: Personal Tutors are the first line contact and support for the students in the university.



2.2.8. Orientation to the Virtual Learning Environment (VLE) & Library services

Familiarisation with learning management systems (e.g., Moodle, Blackboard, Canva) is important and INS are encouraged to attend any training in their first week itself.

- Attend Virtual Learning Environment (VLE)/Learning Management Systems (LMS) (Moodle, Blackboard, etc.) and how to access learning resources.
- Get familiar with library digital resources, online databases, e-resources, e-books, and reference management tools.
- Borrow laptops if available from library loan scheme.
- Attend digital skills workshops.
- Learn needed software (simulation, research tools, writing tools).

2.2.9. Nursing Buddy Scheme /International Peer Mentor programme/cultural mentoring

Evidence indicates that mentorship programmes are highly effective, helping international students adjust more smoothly to their academic and social surroundings and enabling them to resolve issues early on (Brooks, 2024). Such meaningful connections are crucial for supporting emotional well-being.

- Be paired with a student buddy from 2nd or 3rd year nursing students.
- Use the buddy to get guidance on practical matters and local life (public transport, finding accommodation, navigating cultural adjustments, academic/social issues).
- Encourage regular contact between buddies for ongoing support.
- Ensure buddies provide a friendly, reassuring presence and timely responses to reduce transition anxiety.
- Track whether the scheme is helping to foster meaningful peer relationships and reduce early isolation.

2.2.10. Travel – local travel & beyond

Travelling allows students to experience UK culture, history, and landscapes while taking a break from their studies. Exploring new places is a great way for students to boost their study-abroad experience and feel more connected to their new home. The UK offers excellent transport links, making it easy to travel within the country and to Europe.

- Learn about [UK travel & commuting](#) options (student discount cards, railcards, FlixBus, National Express Coach Card) which provide cheaper travel options.
- Be aware of local transport, including bus passes, [oyster cards](#), and metro cards for affordable commuting.
- Participate in weekend trips and university-organised excursions to historical sites, countryside destinations, and major cities.

2.2.11. Professional Orientation:

- Attend sessions on UK healthcare, regulation, (Nursing and Midwifery Council [NMC])
- Attend sessions provided by Union representatives (RCN, UNISON)
- Get guidance on Trade union student membership - (e.g., Royal College of Nursing [RCN], UNISON, and student unions) Please see resources for benefits of joining each trade union.



2.2.12. Part-time Employment opportunities -

Students may consider part-time employment opportunities permitted under their visa conditions to supplement their financial resources. Career centres at the universities may help them with this. Universities offer certain job opportunities for students within the University.

- Get guidance about part-time work under [visa rules](#) & [available opportunities](#)

2.2.13. Clinical Placement Preparation: Pre-placement induction session

- Attend mandatory pre-placement induction covering placement expectations and protocols
- Consider eLearning for healthcare (e-LfH)
- Familiarise yourself with electronic practice documentation completion procedures
- Join cultural competency workshop to manage care across cultures
- Workshop on usual idioms/phrases/linguistic support
- Undertake simulation / virtual practice (Interprofessional Education, VSP)
- Learn key policies: incident reporting, safeguarding, absence & sickness policy, attendance, needle stick injury protocol.
- Receive training and orientation in infection control, manual handling and Fire safety regulations
- Complete occupational health checks
- Provide Disclosure & Barring Service (DBS) clearance
- Understand professionalism: fitness to practice, signature authenticity
- Staggered Placement Orientation: Implemented several weeks before placement commence.

Orientation to institutional infection prevention and control policy and the negotiation of cultural/religious practices in clinical contexts e.g. wearing of religious attire such as scarfs, full sleeves, and the 5Ks in Sikhism.



Adapting and integrating: Ongoing support

After settling into their new environment, INS go through an adjustment period where they become familiar with cultural norms, academic expectations, and social life in the UK. This stage is crucial for building confidence, finding support networks, and feeling a sense of belonging. Continuous academic tutoring and guidance aims to:

- Mitigate potential crisis
- Promote student well-being
- Foster academic success

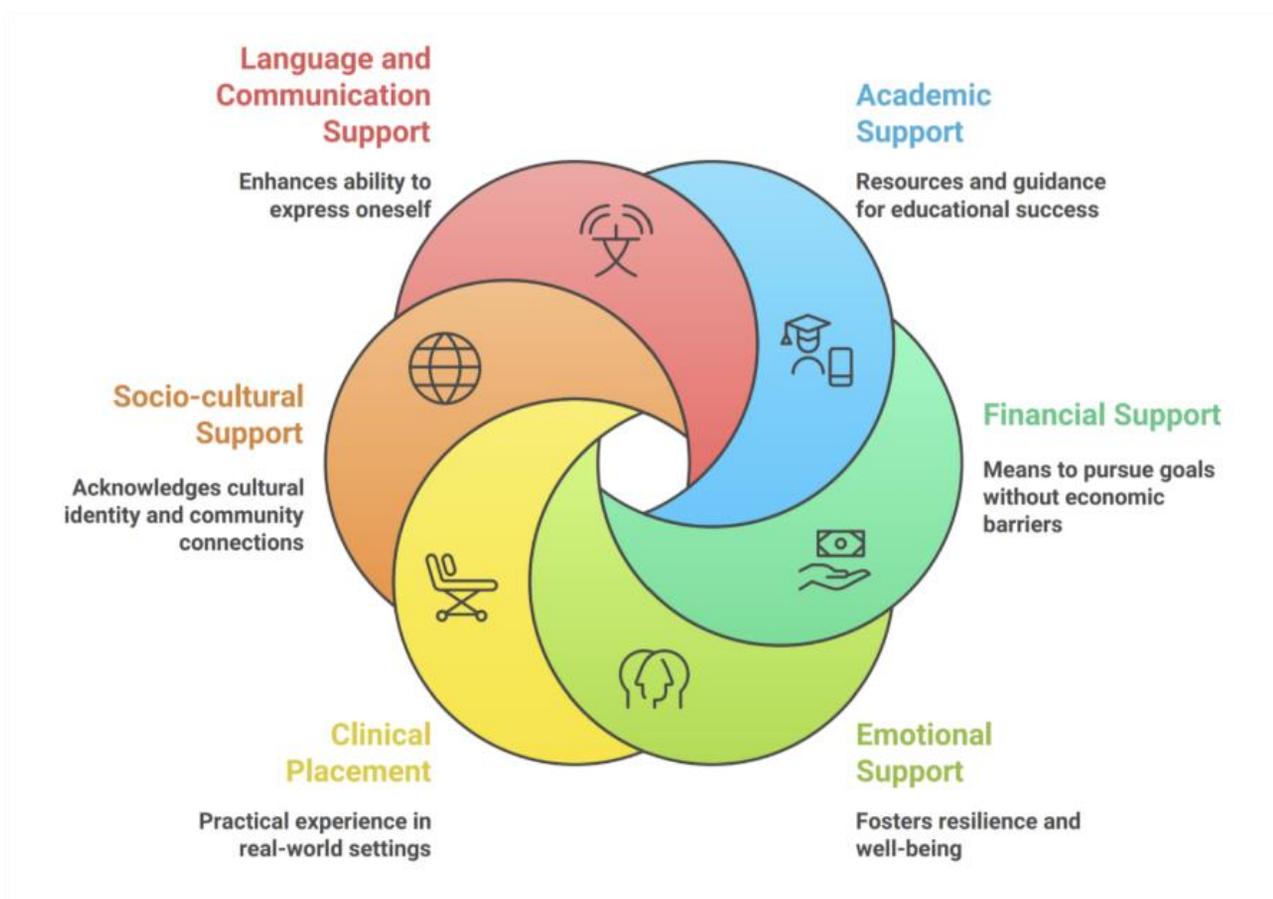


Figure 6: Key dimension of ongoing support

Given the need for a specialised approach for INS, this section introduces the 'During the Programme Support' framework within the Toolkit.

This support system can be categorised into six key dimensions: Academic, Financial, language & communication, clinical placement, socio-cultural and emotional.



3.1 Academic

Progression Through Academic Support



Figure 7: Progression through academic support

Early Phase

- Engage with academic-literacy learning covering discipline-specific writing conventions and information-searching strategies.
- Understand the institution's academic regulations, including referral and retake procedures, extensions, mitigating circumstances and fitness-to-study processes.
- Know how to cite and reference properly, paraphrase appropriately, recognise academic misconduct (including plagiarism), use generative AI ethically, and interpret similarity reports (e.g., from Turnitin).
- Interpret assessment briefs and rubrics, understand exam-board processes, use feedback for improvement and apply assessment literacy.
- Plan and write essays or research papers effectively, use academic language (e.g., via the Academic Phrase bank), and develop my research skills.
- Organise and manage my study time, engage in independent learning, and adopt effective study-skills techniques.
- Make effective use of library resources and library-based learning assistance (databases, subject librarians, study spaces, tutorials).

Enabling Phase

- Understand the role of my personal tutor in providing consistent mentorship, monitoring my progress, and helping me resolve academic challenges.
- Participate in the Extended Buddy Scheme, receiving peer mentoring throughout my programme duration.
- Attend the bi-weekly surgeries (drop-in sessions) where I can consult multidisciplinary staff teams for academic or personal guidance, including pre-booked one-to-one appointments if needed.
- Use the drop-in clinics/tutoring and feedback clinics within my school/department to easily seek guidance and support.
- Make use of discipline-specific writing help to improve my writing in the conventions of my subject area.
- Develop my digital literacy (formatting, structuring, using Microsoft Office 365 and other digital tools) for my study and assignments.



Empowering Phase

- Attend regular academic support workshops and take part in group and one-on-one mentoring/tutoring.
- Use independent study support to develop my self-directed learning.
- Engage in advanced writing-skills sessions to refine my academic writing.
- Participate in research-skills workshops to develop methods for inquiry and data handling.
- Meet with an achievement coach or student-success coach to set goals and track progress.

Since students may not be used to this way of working, it's really important they buy into the idea of independent and self-directed study. This helps them to stay on track, and benefit from it.

3.2 Financial/Employment

Progression of Financial Support for Students



Figure 8: Financial/Employment Support

Early Phase

- Have information about and access to hardship or emergency funds.
- Have guidance on budgeting and part-time work (within visa rules).
- Have resources to help manage cost of living (transport, accommodation, and other expenses).
- Understand how to balance work and study.
- Receive support for part-time employment.
- Utilise university career advice services.

Enabling Phase

- Continue to receive support for balancing work and study.
- Receive career guidance and financial aid advice.
- Use university job listings (unitempts/university jobs).

Empowering Phase

- Attend job readiness workshops.
- Engage with employer liaison opportunities and alumni mentorship.
- Be aware that your personal tutor provides references.

Not all universities provide references before the completion of the programme.



3.3 Emotional & wellbeing

Journey to Emotional Wellbeing



Figure 9: Emotional & Wellbeing support

Maintaining good physical and mental health is essential for a successful study experience (Marshall – Seslar (2023)). The peer support programme is an initiative used by many universities to help students to build confidence in supporting their peers by becoming informed about the range of other professional support networks.

Early Phase

- Attend welcome counselling meetings.
- Participate in mental health support workshops on stress management and mindfulness.
- Engage in peer mentoring / support groups to reduce isolation.
- Know where to access mental health support in the UK if needed. [Mental health support in the UK, Samaritans, Check your mental health symptoms - NHS 111](#)

Enabling Phase

- Attend regular check-ins / drop-in clinics for emotional support.
- Build community via clubs, societies, social events.
- Receive support for homesickness, culture shock and identity adjustments.
- Can use fitness and sports facilities (including gym memberships and university sports teams) to support my active lifestyle.
- Take part in peer check-ins.

Empowering Phase

- Know how to access sustained counselling support.
- Engage with alumni peer support.
- Participate in well-being check-ins.



There are services to support students facing loneliness and isolation such as, [Shiny Mind](#), and [UKCISA](#). For example, Host UK helps combat student loneliness by matching international students with hosts. These visits can involve home-cooked meals and engaging in meaningful conversations, fostering a sense of belonging and reducing isolation. Regularly engaging with health and well-being resources helps students stay balanced and maintain a positive university experience (Scherer and Leshner 2021).

3.4 Clinical Placement

Progression Through Clinical Placement



Figure 10: Clinical Placement and Professional Support

Early Phase

- Attend the pre-placement induction covering expectations, professional norms, documentation.
- Participate in cultural competency workshops relevant to patient care settings.
- Receive supervision and feedback support during placements.
- Access communication and linguistic support for clinical settings (idioms, clinical documentation, e-pad familiarisation).
- Check and understand what [a safe environment](#) looks like.

Enabling Phase

- Continue to receive ongoing placement support and debrief.
- Attend regular Q&A sessions.
- Access help with work, study and placement.

Empowering Phase

- Engage in reflective practice.
- Take on the role of mentoring first years.
- Be aware of the developing professional identity.



[e-Learning for Healthcare](#) – free online learning programmes covering various healthcare topics and specialties.

[NHS Learning Hub](#) – digital learning platform with resources for healthcare professionals and students across all career stages.

[NHS Knowledge and Library Hub](#) – access to thousands of healthcare resources, journals, and evidence-based information to support your professional studies and clinical practice.

[Wiley](#) – digital learning resources, textbooks, and interactive content for healthcare education and professional development.

[Oxford University press healthcare education](#) – comprehensive textbooks, online resources, and learning materials specifically designed for healthcare students.

[OpenAthens NICE](#) (registration needed) – access to NICE guidelines, evidence summaries, and clinical knowledge that underpins safe, effective healthcare practice.

[BMJ Learning for Healthcare Education England](#) – clinical learning modules, case studies, and continuing professional development resources.

3.5 Socio-cultural support

Journey to Socio-cultural Integration

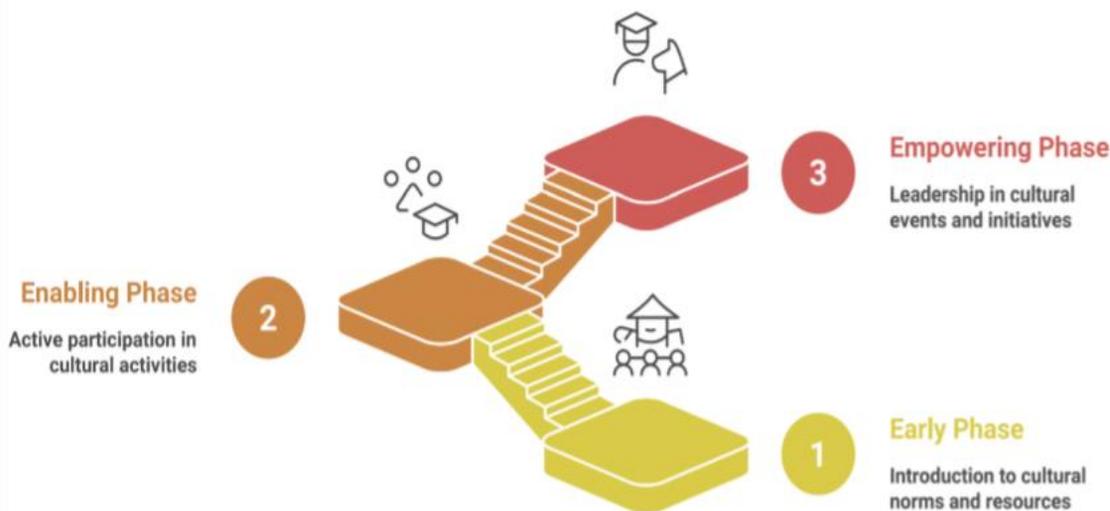


Figure 11: Socio-cultural Support

“Among others, adjusting to life and study abroad require tremendous effort and talent. It permanently affects the ‘habits of expectation’, “these prisms and lenses, constructed in our biographies, largely for most of us through participation in the norms and rituals of our socio-cultural world, [that] frame how we read and interpret the goings on along our lifeworld horizons” (Killick, 2012, p. 183).

Adapting to a new culture can be challenging (UKCISA 2018), and many universities provide cultural adjustment workshops to help students navigate differences in social norms, communication styles, and daily life in the UK. These workshops cover topics such as British etiquette, cultural diversity, time management, and dealing with culture shock. They also offer strategies for overcoming homesickness and making meaningful connections with local and international students. Attending these sessions helps students feel more comfortable and integrated into UK society ([UKCISA 2018](#)).



Early Phase

- Attend cultural transition workshops (norms, communication styles, local practices).
- Engage with student societies, diaspora networks, and community groups.
- Participate in events and activities that celebrate cultural diversity.
- Use orientation and resources for navigating housing, travel, local facilities.

Enabling Phase

- Use safe spaces and forums for sharing and discussing socio-cultural issues.
- Participate and engage in cultural integration workshops.
- Take on leadership roles in student clubs and societies.

Empowering Phase

- Lead events during community, diaspora network, or cultural events.
- Engage in belonging initiatives.

Building a social network is an important part of the adjustment process. Universities and local communities offer various ways for international students to connect with others, including:

Student societies and clubs: These provide opportunities to meet people with shared interests. Many universities have international student societies, cultural clubs, and hobby-based groups. Feeling connected to the university and local community plays a significant role in student success. Universities encourage open communication through their unions, societies and networks. There are often online platforms and student groups where students can share experiences, ask questions, and receive support.

- 1. International diaspora networks and their student wings:** Nationally there are many international diaspora organisations who has student wings, and it would be a great opportunity for students to engage with these.
- 2. Religious organisations and places of worship:** Students can connect with their faith community for spiritual and social support. Most cities have mosques, churches, temples, and synagogues that welcome students.
- 3. Community volunteering opportunities:** This allows students to engage with local people, gain experience, and contribute to society.
- 4. Coffee clubs/local visits** – This would help students to engage with other students and staff within the university
- 5. Guest lectures** by experienced international healthcare professionals
- 6. Volunteering activities:** taking part in any volunteering activities will help to boost confidence and integrate with the local community.
- 7. Thematic monthly activities:** For example, international nurses' day celebration in May, South Asian Heritage month, Onam, or other festivities/Windrush/Black History Month

Participating in these activities helps students develop friendships, reduce feelings of isolation, and a great way to meet like-minded people.



3.6 Language & Communication



Figure 12: Three Phases of Academic Support

Early Phase

- Receive additional language support for academic English (basic writing, reading, grammar).
- Experience clear lecturer communication (paced speech, visual aids, clarifying explanations).
- Attend introductory workshops on literature search and foundational writing conventions.

Enabling Phase

- Participate in peer study groups to practise speaking, listening, reading, and writing.
- Attend workshops on discipline-specific writing conventions and advanced literature-search techniques.
- Be aware that Lecturer practices (clarifications, feedback loops) are maintained to reinforce comprehension.

Empowering Phase

- Receive support to master academic English in writing and research contexts.
- Be encouraged to mentor or tutor others in language skills.
- Embed writing, communication and research-style norms into my independent scholarship and as postgraduate readiness.



Transitioning from International Student Nurse to Newly Registered Nurse

Transitioning from student nurse to newly qualified registered nurse involves several vital steps. You may need to think about changing your visa status, (e.g. from student visa to skilled worker) by securing an employer with a sponsorship licence and meeting all criteria. After completing your course, your university will confirm your eligibility to the NMC registration to legally practise. Once employed, you will complete a preceptorship programme- a structured period of transition for newly registered nurses (usually 6-12 months). We also encourage you to join a professional union like RCN or UNISON who can give you career support, advocacy, and access to resources. Continue building your career through Continuing Professional Development (CPD) and revalidation every three years to maintain NMC registration. Finally, engage with your alumni network for mentorship, networking, and long-term professional growth.

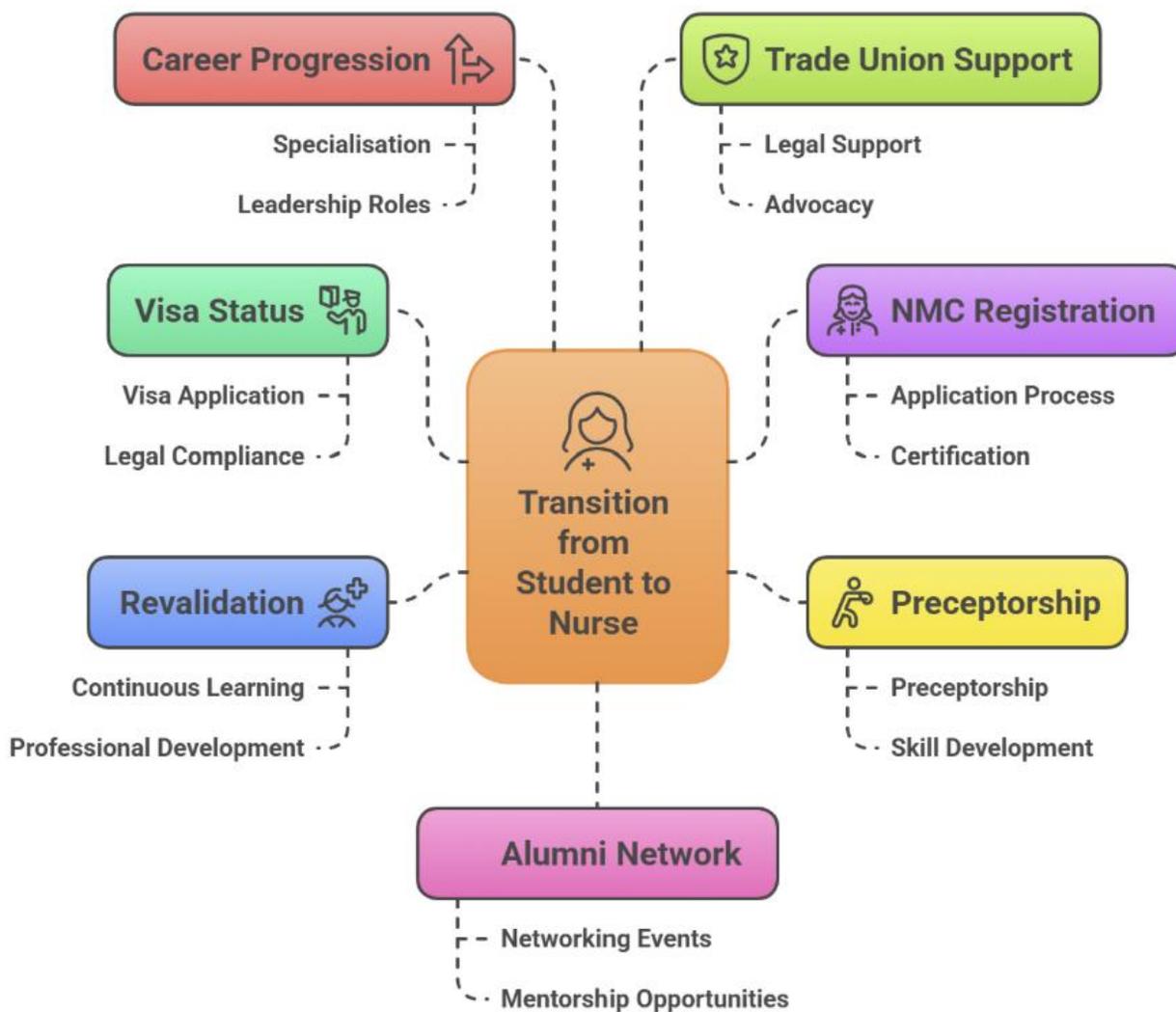


Figure:13 Transitioning from Student to Newly Registered Nurse



4.1 Changing Visa status: from student Visa- to skilled worker/Graduate /post study visa

- Know your visa's terms & conditions:
 - Date when your visa ends
 - Your visa status (Student visa)
 - Specific conditions attached to your visa
- Search for jobs that offer a Certificate of Sponsorship (CoC):
 - Employers licensed ('A – rated') to sponsor visas
 - Minimum salary thresholds met
 - Must have a valid UK Sponsor Licence
- Ensure you meet these conditions before applying:
 - Have your study completion certificate from university and NMC registration
 - No outstanding fees owed to university
 - Meet the 70-point Skilled Worker visa criteria (e.g. job offer, skill level, English)
- Once job offer & Certificate of Sponsorship are confirmed → Start visa change application: ideally at least 28 days before current visa expiry
- Understand legal obligations:
 - Do not overstay your visa
 - If sponsorship ends, a grace period (usually 60 days) to secure a new sponsor

Further links

- <https://www.ukcisa.org.uk/student-advice/working/skilled-worker-route/>
- <https://www.gov.uk/skilled-worker-visa>
- You can find the list of A-rated international sponsorship licence companies on the official UK government website: www.gov.uk

4.2. NMC Registration

The Nursing and Midwifery Council (NMC) is the independent regulator for nurses, midwives, and nursing associates in the UK. It is important to know that once the student completes the nurse training, NMC registration is required to work as a qualified nurse. So once the NMC has received the course completion details and declaration of good health and good character of the student and the payment the registration will be completed within two to ten working days, but it may take longer. Student will receive a statement of entry seven to ten days after registration (NMC 2025). Some Universities upload these documents directly to the NMC portal after the students have completed the declaration of good character and health statement.

- Submit all required documents: course completion, declaration of good character and health
- Pay registration fee via NMC Online account
- Expect registration to be completed within 2-10 working days. [Nursing & Midwifery Council](#)



4.3. Professional & Peer Support

Newly qualified nurses can experience emotional stress, time management conflicts and therefore may struggle to make independent decisions affecting patient care. To reduce the stress of new graduates during their transition to practice, it is important to create a sense of relaxation and security. Moreover, emotional belonging and involvement is also equally important for new nursing graduates (Ebrahimi et al., 2016). Joining unions such as RCN or Unison will help and support nurses during their transition.

- Join relevant trade unions (e.g. RCN, UNISON) for ongoing support and resources
- Integrate with peers at workplace and formulate good professional working relationships
- Use the [RCN handbook](#)
- [Unison](#)

4.4. Preceptorship/Restorative Clinical supervision

Preceptorship for newly qualified nurses is a structured, supported transition from student to accountable practitioner. The aim is to help you feel more supported, improve your competence, and enhance your sense of belonging in your new role.

- Engage in [preceptorship](#)/restorative clinical [supervision](#) for smoother transition into practice
- Use these resources to acquaint yourself [NM standards of proficiency](#), [NMC: Fitness to practise concerns](#); [Bullying and harassment](#)
- [Professional nurse advocate](#) and [freedom to speak up](#) resources can help to navigate through complex issues

4.5. Continuing Professional Development

Continuing Professional Development is crucial for UK-registered nurses. It helps maintain competence and safety in your practice, supports evidence-based care, and contributes to career growth by keeping your skills, knowledge, and regulatory compliance up to date.

- Ensure you undertake at least 35 hours of learning every three years, with at least 20 hours being participatory [RCN CPD resources](#)
- Engage in [Appraisals and performance reviews](#)
- Complete mandatory trainings – BLS/Moving and handling
- Utilise opportunities for professional networking.
- [Nursing Now](#)



4.6. Maintaining your NMC registration

Maintain your registration status by paying the registration fees annually, completing CPD points, staying informed and keeping up with NMC standards and NHS policies and following NMC revalidation processes.

4.6.1. Annual Registration

- Make a note of your renewal / revalidation date
- Keep your contact details up to date in [NMC Online](#)
- Pay your annual registration fees (or set up a monthly payment plan)
- Understand that failure to pay fees or meet revalidation requirements may cause your registration to lapse — which means you cannot practice, may face suspension, and may need to [apply for readmission](#)
- Be aware that registering late or [working without registration](#) must be explained to the NMC

4.6.2. 3-yearly NMC Revalidation

- Complete revalidation every 3 years by meeting all required elements (practice hours, CPD, feedback, reflection, etc.)
- Consult NMC's official "[How to Revalidate](#)" guidance and resources as you prepare
- Use [RCN](#) or other support resources to help you through the revalidation process (case studies, advice) [The Royal College of Nursing](#)

4.7. Career trajectory/progression

[This leaflet](#) outlines the support offered by the RCN's Careers Service and provides tips on putting together a CV, writing a supporting statement and preparing for an interview.

Thinking About Your Career

- [Careers resources for student and newly registered nurses](#)
- [Early career nurse network](#)
- <https://www.rcn.org.uk/Professional-Development/Your-career>

4.8. Alumni

Alumni UK is the global network for people from around the world who have studied in or with the UK as an overseas student, and who have spent at least one term at a UK higher education institution enrolled on a credit-bearing course ([Alumni UK 2025](#)).

- Get involved with the Alumni network: attend events, share experiences, support future graduates
- Provide feedback to improve the education & transition support systems



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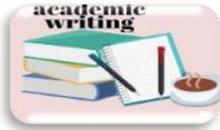
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Resources

 <p>Education Agents</p>	 <p>Citizens Advice Housing Guidance</p>	 <p>Academic writing resources University of Reading UCL Institute of Education University of Edinburgh</p>
 <p>Future learns online courses</p>	 <p>British Council Grammar Resource UEfAP Grammar KS3 English</p>	 <p>Critical analysis: Reading, and Writing. University of Reading UCL institute of Education</p>
 <p>Open University Open Learn</p>	 <p>Volunteering and Experience Find volunteering opportunities</p>	 <p>QAA: Academic integrity – UK Quality Code for Higher Education Universities UK – Academic Integrity Charter</p>
 <p>UK Council for International Student Affairs) Advice on visas, fees, working rights, and adapting to UK life</p>	 <p>Professional Networks Royal College of Nursing (RCN) Nursing Times– UK’s leading nursing publication.</p>	 <p>Academic Integrity Resources Turnitin Videos, articles, and guides explaining plagiarism, collusion, and responsible use of similarity reports.</p>
 <p>UCAS (Universities and Colleges Admissions Service) Undergraduate & Postgraduate Applications. Official portal for applying to higher education courses in the UK.</p>	 <p>Continuing Professional Development (CPD) NHS Learning Hub healthcare learning materials and CPD courses.</p>	 <p>Online Referencing and Citation Tools Cite Them Right – Learn how to reference properly in Harvard, APA, & other styles.</p>



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[Commonwealth Scholarships](#)-



[NMC Code of Conduct and Ethics](#)
 Essential for nursing students; defines ethical and professional expectations in study and clinical practice.



Enhance Employability Skills
 Utilize the RCN's [career resources](#) to improve your CV, job applications, and interview skills.



IELTS Preparation IELTS Official Practice Materials



NHS Leadership Academy – [Leadership Toolkit](#) communication, teamwork, and leadership skills



[Nursing and Midwifery Library Resources – NHS Library](#)



Avoiding Plagiarism – [University of Manchester](#) Clear, student-friendly explanations of referencing, paraphrasing, & originality



Mental Health Support
[Student Mental health and Wellbeing](#)
[Mind UK](#)
[Student Minds](#) UK's student mental health charity.



Explore UK Healthcare Job Opportunities
 Visit the [NHS Jobs portal](#) available roles and application processes.
[NHS Employers – Career Frameworks](#) – Learn about nursing career pathways



[Resources – Leadership Academy](#):- Students learning to lead in health and care



Working while studying
[UK Government](#)



Create a Professional CV: Use the RCN guide to craft your [first nursing CV](#).

Clinical Placement

Tools and resources to support learning and development during NHS placements

NHS England – [Student Hub](#).

RCN – Practice Placement Support

RCN Guidance for Nursing Students - [Student nurses](#) | [Advice guides](#) | [Royal College of Nursing](#): Advice on preparation, professional behaviour, and making the most of placements.

NMC – Standards for Student Supervision and Assessment (SSSA) [NMC SSSA Guidance](#) - Guidance on how students are supported and assessed in practice placements.

Future Learn – Clinical Communication Skills for Healthcare Professionals

[Course Link](#) - Focuses on patient communication, teamwork, and professional interactions in a UK healthcare context.

Short Videos

A short [video](#) about the NHS.

A short [video](#) about the multidisciplinary team (MDT) in hospital settings.



Responsibilities of the student before, during and after clinical placement

Before placement

As a student, you have the opportunity and duty to:

- ♣ Read the HEI Charter and student handbooks or university practice module content. The principles contained within the practice content identify the mutual obligations between HEIs and students and the HEI's responsibility to meet the requirements of the programme.



- ♣ Read the student handbooks or practice module site related to your specific programme of study. The above will relate to your practice placements and include the assessment of practice that must be achieved throughout the programme.
- ♣ Understand the purpose of the practice placement experience and ensure you are fully aware of the service provider's expectations- recognising that your primary role is to learn and develop as a nursing student.
- ♣ Familiarise yourself with the specific expectations of the placement, by enquiring of the placement office or clinical educators/Practice education facilitator (PEF) before you attend. You can gather information from placement profile information shared on your university placement systems or placement document.
- ♣ Contact the placement for your shift plan.
- ♣ Make travel arrangements and find bus routes.



- ♣ Demonstrate professionalism in your punctuality, attitude and appearance, ensuring you always adhere to the uniform policy.
- ♣ Maintain clear and effective communication with patients, clients, personal tutors, mentors, and key contacts from both the placement and HEI
- ♣ Respect and uphold confidentiality at all times even when you are out of practice placement.
- ♣ Discuss with your assessor about your learning objectives and how you are going to achieve them by using practice documentations, diaries etc.



During placement

As a student, you are entrusted with the responsibility:

- ♣ Be proactive in seeking out learning opportunities to meet your learning needs with the support of your practice supervisors/assessors.
- ♣ Develop the ability to articulate your learning needs and engage with a reflective and inquisitive approach within the multidisciplinary team.
- ♣ Show a proactive and collaborative attitude by contributing to the team and supporting the delivery of safe and effective patient care.
- ♣ Get support from practice assessors/supervisors to apply theory into practice.
- ♣ Seek support from your practice assessor to successfully complete your practice assessments and documentations.
- ♣ Seek help from appropriate clinical managers, PEFs, link lecturer or personal tutor if the assessor relationship is not working, to enable the achievement of the learning outcomes
- ♣ Ensure you are under supervision while performing clinical care and actively seeking feedback to support your learning and development.
- ♣ Make use of spoke opportunities beyond your practice placements to enhance your clinical learning-for example, by working alongside/shadowing specialist nurses.
- ♣ Recognise and understand the role of professionals working in different areas of the organisation or community, such as radiology, pharmacy and outpatient services.
- ♣ Follow sickness and absence policy according to your university.
- ♣ Give and receive constructive feedback
- ♣ Engage in regular reflection on your progress to enhance self-awareness, build confidence and strengthen your competence.
- ♣ Ensure your timesheet and practice document has been completed and signed by your assessor before finishing placement or due date.
- ♣ Raise or escalate concerns in practice related to patient safety according to trust and university policy.



After placement

As a student, you are expected to:

- ♣ Evaluate the placement. Give an honest and constructive evaluation of your practice experience.
- ♣ Assess your accomplishments by reflecting on the aspects of your practice that you found enjoyable and beneficial to your learning.
- ♣ Actively engage in classroom discussion by sharing your practice experience.
- ♣ Maintain regular contact with your personal tutor and keep them informed of any concerns or problems you may have, either within the placement or of a personal nature, that impacts on your experiences.
- ♣ Support the quality monitoring system for the practice placement with feedback, completing all the evaluation documents provided.





Your Feedback Matters

Let us know your thoughts about the toolkit.

Use the link: <https://forms.office.com/e/yyPcvAcrXk?origin=QRCode&qrcodeorigin=presentation>

Or the QR code



If you have any questions regarding the Toolkit please contact: Dilla.davis@kcl.ac.uk

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