



Assuring Quality for International Students Studying in the UK:

A Guide for UK Higher Education Providers

Draft for consultation

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About this document

This guide is about how higher education providers can assure and enhance the quality of the learning experience for international students studying in the UK. It is intended to be of practical help to all staff with responsibility for international students or who engage with them.

It is especially relevant to:

- those involved in the support of international students' experiences (for example as a student adviser, an international officer, a lecturer, a quality assurance practitioner, a student services manager or a senior manager)
- prospective international students wishing to learn more about how higher education providers in the UK are expected to provide them with a quality learning experience.

This guide supplements but is not part of the UK Quality Code for Higher Education (Quality Code). The Quality Code is the definitive reference point for all UK higher education providers. It makes clear what they are required to do, what they can expect of each other, and what the general public can expect of them. The Quality Code protects the interests of all students, including international students, regardless of where they are studying or whether they are full-time, part-time, undergraduate or postgraduate students.

This guide provides additional information in relation to the experiences of international students studying in the UK. It focuses on aspects of the student journey that may be particular to international students. It reflects on and consolidates the good practice that is already in place in support of international students, with a view to facilitating the sharing of good practice among higher education providers.

The guide is intended to apply to all international students, broadly defined as non-UK students, who come to the UK to study on programmes at UK higher education providers. However, much of the highlighted good practice could also be applied to supporting students on programmes delivered overseas.

The guide is structured around the typical student journey and, as such, reflects the structure of Part B: Assuring and Enhancing Academic Quality of the Quality Code. It is divided into three sections, which relate to:

- marketing, selection and admission
- arrival, orientation and induction
- learning, teaching and enabling student development and achievement.

Each section cites relevant Expectations of the Quality Code. These apply to all UK higher education providers and relate to all of their students, including international students. Each section then contains a series of practical points that highlight key ideas and actions for providers to consider specifically in relation to the experiences of international students.

This guide is the result of a review of a previous version published in 2012 as *International Students Studying in the UK - Guidance for UK Higher Education Providers*.

Relationship to legislation

Higher education providers are responsible for meeting legislative and other regulatory requirements, for example those placed upon them by funding bodies. This document does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements, further guidance and examples of good practice are indicated where appropriate. Higher education providers are responsible for how they use these resources. QAA takes no responsibility for the content of external websites.

Equality and diversity

In all aspects of provision, consideration should be given to equality and diversity. This means treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and responsibility for, promoting equality.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. Disabled and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

Introduction

The UK is one of the most popular destination countries for international students and has one of the world's highest percentages of international students in higher education enrolment.¹

The popularity of UK higher education relies, to a large extent, on the quality of its provision. Large-scale student satisfaction surveys such as the National Student Survey (NSS) and the International Student Barometer (ISB) reveal high rates of satisfaction among international students.²

Providers and policymakers are not complacent about the quality and reputation of UK higher education. Changes in national immigration policy, growing global competition for recruitment of students, and the increasing sophistication of globally mobile students in their choice of country and institution of study, make it crucial for UK higher education providers to continually maintain and enhance the quality of international students' experiences.

The UK government recognises the important contribution that international students studying in the UK make to the UK higher education sector and the UK economy as a whole. The International Education Strategy launched in July 2013 states that it should be a priority for the higher education sector to show 'that the UK values international students, will provide a warm welcome and support while they are here and will keep in touch after they go home.'³

International students are an important resource for UK higher education providers. They support providers' internationalisation strategies, through contributing to the development of intercultural competencies amongst the whole student body, as well as that of academic and support staff.

This guide, acknowledging the diversity and independence of higher education providers, is intended to assist them in developing and maintaining an inclusive environment for international students, and meeting the challenges and opportunities associated with an increasingly international student body.

¹ At time of writing the latest data from the Organisation for Economic Cooperation and Development (OECD) show that the UK is the second most popular destination for internally mobile students after the US (12.6 and 16.4 of total share respectively), as well as being the country with the second highest percentage of international students enrolled in higher education after Australia, (respectively with 17 and 18 per cent of international students as a percentage of all higher education students) - see www.oecd.org/edu/Education-at-a-Glance-2014.pdf, Table C4.1 and Table C4.4.

² At time of writing the latest available data from NSS and ISB reveal that eight out of ten of all surveyed students are satisfied with their overall experience of studying in the UK. See data from the National Student Survey at <https://unistats.direct.gov.uk/>. See also *Measuring the effect of the Prime Minister's Initiative on the International Student Experience in the UK - 2011 Report* (i-graduate 2010), available at: www.britishcouncil.org/pmi-jsb_2011_final_report.pdf.

³ www.gov.uk/government/uploads/system/uploads/attachment_data/file/340600/bis-13-1081-international-education-global-growth-and-prosperity-revised.pdf

Marketing, recruitment, and admission

The Quality Code, [Chapter B2: Recruitment, Selection and Admission to Higher Education](#), sets out the Expectation that all higher education providers are required to meet regarding the recruitment, selection and admission of all students.

Chapter B2: Expectation

Recruitment, selection and admission policies and procedures adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes. They support higher education providers in the selection of students who are able to complete their programme.

The Quality Code [Part C: Information about Higher Education Provision](#) sets out the Expectation that all higher education providers are required to meet regarding information about higher education provision, including information for prospective students.

Part C: Expectation

Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

The following points highlight practical considerations for providers, especially for staff responsible for marketing and the recruitment and admission of international students.

Information for students

During marketing, recruitment and admission, international students benefit from receiving the following information:

- an overview of UK higher education
- a profile of the provider, including its standing with the Home Office and with QAA
- details about the programme, including the nature and type of qualification, the principal method of teaching and learning, and whether the programme is accredited by a professional, statutory or regulatory body
- progression opportunities and conditions, including from foundation years
- details of registered student recruitment agents and expected standards of service
- application deadlines and processes, including any application fees
- visa requirements and procedures
- entry requirements and acceptance conditions, including English language proficiency
- admissions processes, including any variation for international students and processes for entry at different points in the academic year
- the responsibilities and obligations of applicants, including details of how a provider will respond to applications that include fraudulent or false information
- deposits required, tuition fees, payment deadlines and methods, and refund policies
- overall study costs, and details of whether and how such costs (including tuition fees) may alter during the course of their study

- estimated cost of living, including accommodation costs
- details of any scholarships and other financial assistance schemes
- details of pre-sessional courses or academic study skills courses that may be available
- an indication of student support services that are available
- information about employability including opportunities for work experience, volunteering and work placements
- contact point(s) for enquiries, including specific contact information for each programme of study.

Providers will find it helpful to consider:

- making information available in multiple formats, including in electronic and hard copy forms, in order to ensure access for students from different geographical areas or with disabilities
- making information available in languages other than English, especially in markets where parents are key influencers
- referring students to the websites of the British Council's Education UK, the relevant government departments, QAA and other higher education representative bodies as sources of information on UK higher education and studying in the UK
- referring students to the websites of the UK Council for International Student Affairs (UKCISA) and the government immigration department, as sources of information about visa requirements
- making students aware where they may need to apply for an Academic Technology Approval Scheme (ATAS) certificate for their postgraduate studies, and that the application process may take several weeks in addition to the visa application
- making clear to potential applicants that acceptance onto a course does not guarantee successful completion, or entitlement to residency and employment upon graduation
- advising potential applicants intending to work outside the UK upon successful completion of their programme to check the conditions for entry to their intended profession in that country
- making potential applicants aware of the UK definition of disability and that disclosure of a disability will not affect the academic decision
- reviewing information provided to international students, regularly taking their feedback into account
- having transparent processes in place for recognising qualifications and credits obtained in other countries
- having processes in place to respond in a timely manner to requests for further information
- training staff with responsibility for marketing, recruitment, and admission, and supporting them to undertake their roles, in particular in relation to immigration requirements and recognition of qualifications
- referring all staff advising international students to the Code of Ethics produced by UKCISA and the Association of International Student Advisers (AISA).

Use of education agents

When providers contract the services of education agents the onus rests on those providers to satisfy themselves that their agents are acting ethically and responsibly, to undertake due diligence during the appointment of agents and to make all reasonable efforts to ensure that they are reputable and competent in UK higher education advising.

Providers will find it helpful to consider:

- incorporating the British Council *Guide to Good Practice for Education Agents* and the ethical principles set out in the *London Statement* as part of legal contracts with agents
- consulting the British Council database of agents who have completed British Council training and have signed up to the *Guide to Good Practice for Education Agents* and the *London Statement*
- regularly reviewing, and providing support and training for, their appointed agents to ensure that they have up-to-date knowledge about both the provider and the UK higher education system
- seeking feedback from students who have engaged with agents, and having in place policies and processes to act on this feedback where appropriate
- making an up-to-date list of their appointed agents publicly available
- making clear to students that agents offer a recruitment service for which they are paid by providers.

Arrival, orientation and induction

The Quality Code, [Chapter B2: Recruitment, Selection and Admission to Higher Education](#), sets out the Expectation that all higher education providers are required to meet regarding the recruitment, selection and admission of all students, up to the point of enrolment and transition into their programme of study.

Chapter B2, Indicator 10

Higher education providers give successful applicants sufficient information to enable them to make the transition from prospective student to current student.

The Quality Code, [Chapter B4: Enabling student development and achievement](#), sets out the Expectation that all providers are required to meet regarding student development and achievement, including student transitions.

Chapter B4, Indicator 5

To enable student development and achievement, higher education providers put in place policies, practices and systems that facilitate successful transitions and academic progression.

The following points highlight practical considerations for providers, especially the staff who manage the arrival, orientation and induction of international students.

Pre-arrival information

International students benefit from receiving the following information pre-arrival:

- deadlines for payment of fees and information about how to make payments, together with refund policies
- details about deadlines for applying for student accommodation, and guidance on whether, when, and how deposits and rent are payable
- details about the availability and range of student accommodation, including that managed by the provider or by private suppliers, and their suitability for specific groups of students, such as those with families or disabilities
- details of what is and is not provided in providers' accommodation (for example, bedding, catering facilities, and so on)
- whether, and to what extent, providers are responsible for accommodation managed by them, or on their behalf, drawing students' attention to legal agreements, such as rental contracts, that detail mutual obligations
- details of how to open bank accounts, including a recommendation that students make appropriate arrangements to access money on a short-term basis upon arrival in the UK and/or to finance themselves until access to a bank can be arranged
- basic guidance on personal safety and British law, and on UK culture and lifestyle
- signposting to sources of information, such as the British Council, UKCISA, and the immigration department, about coming to, and living in, the UK, including entitlements or restrictions on working while studying

- details of welfare entitlements, including healthcare and childcare options, and how these services can be accessed
- signposting to sources of practical help and guidance with which students can familiarise themselves before the start of their programme, such as the *Prepare for Success* web learning tool and the British Council's and UKCISA's sets of practical guidance on study in the UK
- details of the registration and enrolment process and the documents that entrants will need
- details of any orientation and induction programmes that the provider makes available
- details of services and support (academic and non-academic) available to students at the provider, including faith-based, sporting, leisure and social services and facilities
- explanation of the provider's and the student's respective responsibilities, including towards the immigration department, so that students clearly know what they can expect and what is expected of them during their time at the provider
- what to expect, upon arrival, from immigration control, including what documents are needed, and when and where students will need them
- advice on how to arrive safely at the provider or accommodation, and any 'meet and greet' services made available by the provider
- advice on where students need to go and what they need to do immediately on arrival at the provider, including information about late arrivals for those arriving during the evening/night
- emergency and out-of-hours contact details which, as a minimum, should include the UK's emergency telephone number (999)
- details of how students can contact home upon arrival to confirm that they have arrived safely
- contact point(s) for enquiries, and for any problems that may arise when entering the UK.

Orientation

International students benefit from receiving the following information as part of orientation:

- advice on settling in and information on living in the UK
- details of social, sporting, faith-based and leisure facilities on campus
- advice on recognising and dealing with culture shock, and where to find guidance and support
- arrangements for healthcare and personal welfare, including childcare
- information about financial matters and any support schemes in the case of financial hardship
- details on safety and personal security
- details of any 'buddying' schemes or other integration opportunities
- academic support, including for language proficiency
- support for employability, including careers education and guidance, and any opportunities for short-term employment or work experience
- how disability is defined in the UK and what support is made available for disabled students.

Providers will find it helpful to consider:

- taking into account the needs of diverse groups of international students, such as those with dependants, part-time learners, mature students, and students studying at different levels
- taking into account the needs of students who join at different points during an academic year or an academic programme
- facilitating interaction between international and home students
- working with the Students' Union or students' associations and societies to facilitate interaction between international and home students.

Academic induction

International students will benefit from receiving details of the following at induction:

- learning and teaching methods, and the provider's expectations of students as active and independent learners
- assessment methods and criteria for assessment
- grading and classification systems
- what type of feedback on assessment is given and how to use it
- academic practice and malpractice (for example, plagiarism)
- learning facilities, including library resources and laboratories
- academic support including, where appropriate, the use of tutors and tutorials, the role of research supervisors and that of academic advisers
- the provider's rules and regulations governing the academic experience including its complaints and appeals procedures
- opportunities for student representation and feedback.

Providers will find it helpful to consider:

- providing guidance to students as to where and how such information can be accessed throughout the academic year
- undertaking academic induction in a timely manner and at different times throughout the academic cycle, particularly at key stages such as soon after arrival and in the lead-up to the examination period
- making provision to induct students who enter at different points during the academic year
- ensuring that international students recognise and understand what constitutes academic integrity and what the regulations are relating to academic malpractice, including its consequences
- preparing international students for an active and engaged student learning experience, including through making them aware of opportunities for raising issues, giving feedback and engaging with student representatives and the Students' Union.

Learning, teaching, and enabling student development and achievement

The Quality Code, [Chapter B3: Learning and Teaching](#) sets out the Expectation that all providers are required to meeting regarding learning and teaching.

Chapter B3, Expectation

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

The Quality Code, [Chapter B4: Enabling Student Development and Achievement](#) sets out the Expectation that all providers are required to meeting regarding student development and achievement, including student transitions.

Chapter B4, Expectation

Higher education providers have effective arrangements in place to support students in their learning.

The following points highlight practical considerations for providers, and staff responsible for learning, teaching and enabling international students' development and achievement.

Learning and teaching

Providers will find it helpful to consider:

- supporting frontline teaching staff and personal tutors to assist them in developing inclusive teaching and learning practices that consider the needs of international students
- encouraging staff to harness the variety of international students' experiences to enhance intercultural learning
- having in place arrangements to enable students whose first language is not English, or who come from different learning and teaching cultures, to cope with the demands of the programme in the context of the continuous development of their language and study skills
- making clear what academic and pastoral support is available within each academic department, and providing contact details for the first point of contact
- when informing students about complaints and appeals procedures, signposting students' recourse to independent bodies, including the Office of the Independent Adjudicator (OIA) (for England and Wales) and the Scottish Public Services Ombudsman (SPSO) (for Scotland)
- for students on work placements, supporting the placement host in understanding the particular educational and cultural needs of the student.

Student services

Providers will find it helpful to consider:

- training staff and contracted external suppliers with responsibility for managing student services and support, in particular around intercultural awareness
- establishing services and support for international students as part of their core service to all students, in order to foster an inclusive environment and promote integration and inclusion of international students in all aspects of university life
- having in place continuity arrangements and exercising duty of care in the case of such events as a natural disaster or crisis in a student's home country, or unexpected closure of a programme of study
- having in place clear refund policies, specifying what is eligible for refund, and implementing them promptly
- having in place additional support arrangements for international students who are under 18, and making these clearly accessible to applicants and their families, carers or guardians
- making explicit the UK definition of disability (which may differ from that in the prospective students' home countries), in order to prevent international students from being excluded from support that may be available to them
- ensuring that staff giving immigration advice comply with the Office of the Immigration Services Commissioner Code of Standards
- signposting networks and events available via the local community, which can aid further with inclusion and provide opportunities to experience and engage with UK culture.

Employability and careers

Providers will find it helpful to consider:

- providing guidance on legislation, including immigration law, with regard to working in the UK both during and after study
- providing or signposting access to a database of employers or employment opportunities in the student's home country or other countries of interest
- facilitating access to alumni networks which can assist in preparation for employment and employment opportunities
- organising or signposting careers fairs with multinational companies and overseas employers
- providing specific information, advice and guidance, for example relating to compiling curricula vitae and UK employers' recruitment, selection and interview processes
- making clear to international students that the careers service is not intended to function as a job placement service
- training those providing careers education and employability support for international students about the needs and perspectives of this diverse group.

Graduation and departure

Providers will find it helpful to consider:

- making clear the regulations and practicalities involved in formally leaving the provider, to ensure a smooth departure, so that international students understand what is expected of them, and when (for example returning library books, closing of accounts, final settlement of accommodation bills or other outstanding fees and charges)
- acquainting international students with the graduation process, and making clear what documents they will receive upon graduation (for example, a degree certificate, transcript or Diploma Supplement), and when they will receive these documents
- whether it is possible to arrange graduation ceremonies within students' visa validity periods
- making departing students aware of any services available to them after graduation such as access to alumni associations and employability support
- developing programmes or initiatives, such as re-orientation programmes, departure events, or introduction to alumni networks, which may help students in the transition following departure from the provider and the UK
- offering, or signposting, sources of support and advice to help international students plan their return home after completing their studies and cope with reverse 'culture shock'.

Sources of further information, advice, and guidance

Department for Business, Innovation & Skills (BIS)

The BIS website provides information about UK higher education degrees and recognised awarding bodies.

www.gov.uk/recognised-uk-degrees

British Council

Education UK

The Education UK website provides a comprehensive range of information about studying in the UK, including the latest information on courses, qualifications, institutions and entry requirements, and practical advice on visas, scholarships, money, accommodation, health, safety, travel and more.

www.educationuk.org/global/

Advice on working with agents

The British Council also offers a range of publications and services to support UK providers' internationalisation activities, including providing advice on working with agents.

Recruitment Agents: A Legal and Regulatory Overview

<https://uk2.live.solas.britishcouncil.net/sites/britishcouncil.uk2/files/recruitment-agents-a-legal-and-regulatory-overview.pdf>

Guide to Good Practice for Education Agents

<https://uk2.live.solas.britishcouncil.net/sites/britishcouncil.uk2/files/guide-to-good-practice-for-education-agents.pdf>

Database of British Council trained agents

This is a database of agents around the world who have completed the British Council's training and are signed up to the London Statement code of ethics.

www.britishcouncil.org/education/education-agents

London Statement

The London Statement is an international code of ethics for education agents signed by education officials from the UK, Australia, Ireland and New Zealand in March 2012.

www.britishcouncil.org/organisation/press/landmark-international-code-ethics

The Equality Challenge Unit (ECU)

The ECU offers information, advice and guidance to support equality and diversity for staff and students in higher education across the UK. These include a number of useful publications on specific issues related to international students, such as:

International Staff and Students: Develop an Inclusive Environment for International Staff and Students

www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/international-staff-students/

Attracting International Students: Equitable Services and Support, Campus Cohesion and Community Engagement

www.ecu.ac.uk/publications/attracting-international-students/

Disability Services: Supporting International Students

www.ecu.ac.uk/publications/disability-services-international-students/

Careers Services: Supporting International Students

[/www.ecu.ac.uk/publications/careers-services-international-students/](http://www.ecu.ac.uk/publications/careers-services-international-students/)

International Students' Services: Supporting Gay Students

www.ecu.ac.uk/publications/international-students-services-supporting-gay-students/

Higher Education Academy (HEA)

The Higher Education Academy (HEA) has published a wide range of resources to help providers and their staff support international students in and outside the classroom.

www.heacademy.ac.uk/search/resource/International%2520students

See in particular:

International Student Lifecycle

A series of resources developed as part of the Teaching International Students (TIS) project, a joint project with the UK Council for International Students Affairs, aimed at providing guidance and information about how to meet the diverse learning needs of international students throughout their student lifecycle.

www.heacademy.ac.uk/node/10190

Internationalisation Framework

The HEA internationalisation framework sets out the fundamental principles and guidelines for providers to deliver a comprehensibly global and inclusive education to each student.

www.heacademy.ac.uk/workstreams-research/themes/internationalisation/internationalisation-framework

National Union of Students (NUS)

Charter for a global university

www.nusconnect.org.uk/asset/news/6006/NUS-Charter-Global-University.pdf

Internationalisation 'toolkit' for students' unions in the UK

www.nusconnect.org.uk/internationalisation

Quality Assurance Agency for Higher Education (QAA)

QAA, working with the higher education sector, develops and maintains key reference points for all providers of UK higher education, and offers guidance on a number of topics, such as the award of academic credit, the equivalence of qualifications throughout the countries of the UK, and contact hours and assessment, to help education providers ensure that students receive a quality learning experience of UK higher education.

www.qaa.ac.uk/assuring-standards-and-quality

The UK Quality Code for Higher Education (Quality Code)

The Quality Code sets out the Expectations that all providers of UK higher education are required to meet. It gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide.

www.qaa.ac.uk/quality-code

The Universities and Colleges Admissions Service (UCAS)

UCAS offers training and advice to higher education staff supporting the admissions process.

www.ucas.com/he_staff

International Qualifications

UCAS also produce an annual guide with information relating to a wide range of international qualifications offered for undergraduate admission in the UK:

www.ucas.com/sites/default/files/2015-international-qualifications.pdf

UK Council for International Student Affairs (UKCISA)

UKCISA produces a wide range of resources aimed at supporting those who support international students, and practical guides for international students covering a number of aspects of studying in the UK.

www.ukcisa.org.uk/

Understanding International

This 'toolkit' for staff includes training on recruiting, supporting and advising international students, managing international partnerships and understanding UK immigration rules.

www.ukcisa.org.uk/Info-for-universities-colleges--schools/Training--conference/Understanding-International/

UKCISA/AISA Code of Ethics

The Code of Ethics developed by UKCISA and the Association for International Student Advisers (AISA) is intended for all those advising international students, whether or not they have the word 'adviser' in their job title. It sets out the principles of professionalism and best practice to which AISA and UKCISA would expect their members to adhere.

www.ukcisa.org.uk/content/2705/UKCISA/AISA-Code-of-Ethics

UK Visas and Immigration

The Home Office website provides details about student visas, including a course information tool for Tier 4 visa students

www.gov.uk/browse/visas-immigration/student-visas

Other resources

Association of Graduate Careers Advisory Services (AGCAS)

The AGCAS website offers a range of resources and information about international students' employability, and a careers service for international students.

www.agcas.org.uk/

British Association of Lecturers in English for Academic Purposes (BALEAP)

The BALEAP's website includes resources and publications that providers may find helpful in the context of support for students' language skills.

www.baleap.org.uk

European Network of Information Centres (ENIC) and the National Academic Recognition Information Centre (NARIC)

The ENIC website and NARIC network direct providers to up-to-date information about recognition of foreign qualifications and academic and professional mobility, supplied and maintained by the competent bodies in each member country and by each member organisation.

www.enic-naric.net/

UK NARIC is the national agency responsible for providing information, advice and guidance on qualifications from overseas countries.

www.naric.org.uk/naric/default.aspx

Higher Education Liaison Officers Association (HELOA) Good Practice Guidelines and Code of Practice:

HELOA has produced guidelines to assist its members, both individual and institutional, in providing the best possible information advice and guidance to potential applicants and students. The Good Practice Guidelines are combined with a Code of Practice for those giving information and guidance on providers' behalf.

www.heloa.ac.uk/wp-content/uploads/HELOA-Good-Practice-Guidelines.pdf.

The International Student Calculator

An online tool which helps international students build a budget, with tips and information.

www.ukcisa.org.uk/Info-for-universities-colleges--schools/Resources/Resources-to-share-with-students/International-Student-Calculator/

National Association of Student Employment Services (NASES)

NASES provides dedicated information to help international students understand their employment rights regarding part-time work in the UK, as well as providing guidance on developing their curriculum vitae and applying for part-time jobs.

www.nases.org.uk/student-morethanwork/international-students

Office of the Immigration Services Commissioner (OISC)

The OISC is responsible for regulating immigration advisers by ensuring they are properly informed and competent and act in the best interest of their clients. It provides a number of services to immigration advisers including information and guidance and professional development training.

<http://oisc.homeoffice.gov.uk>

Office of the Independent Adjudicator (OIA)

The OIA is an independent body set up to review student complaints. Free to students, the OIA service deals with individual complaints against Higher Education providers in England and Wales.

www.oiahe.org.uk/

Prepare for Success

This is an interactive web learning tool for international students who are getting ready to come to the UK for study in further or higher education. It contains activity-based learning resources to help students find out about different aspects of academic life in the UK and what skills are needed for effective study.

www.prepareforsuccess.org.uk/

Society of College, National and University Libraries (SCONUL)

SCONUL's website includes information and guidance on library services for international students.

www.sconul.ac.uk/

Scottish Public Services Ombudsman (SPSO)

The SPSO is the final stage for complaints about most public bodies and authorities in Scotland, including colleges and universities.

www.spsso.org.uk/

Supporting Professionalism in Admissions (SPA)

The SPA programme was established in 2006 and works closely with providers and other stakeholders on the continuing development of fair admissions. The SPA website includes good practice guidance on admissions, student recruitment and widening participation.

www.spa.ac.uk/good-practice/index.html

Support Services for International Students: Towards a European Code of Good Practice

The Academic Cooperation Association has developed guidelines for those actively engaged in the recruitment, support and education of international students in Europe.

www.aca-secretariat.be/fileadmin/aca_docs/documents/ACA_Flyer_21_06_FINAL.pdf

A UK Guide to Enhancing the International Student Experience

In 2010 i-graduate produced this guide published by the UK Higher Education International Unit to help universities enhance the student experience through the provision of data on what drives student satisfaction taken from the International Student Barometer.

http://heglobal.international.gbtesting.net/media/531381/webversion_final-1.pdf.

UK's National Contact Point for Professional Qualifications (UKNCP)

UKNCP provides information and guidance on the recognition of professional qualifications.

www.ukncp.org.uk

Appendix 1: Advisory Group for revising this guide

Membership of the Advisory Group responsible for revising this publication is as follows.

Julie Allen	UKCISA
Suzanne Alexander	University of Leicester
Jo Attwooll	UUK / International Unit
Shahban Aziz	BPP
Mariann Baker	St Mary's University College
Alex Bols	GuildHE
Keith Brown	Teesside University / BUILA
Liz Dempsey	British Council
Rachel Gee	QAA
Cathy Kerfoot	QAA
Alan Mackay	University of Edinburgh
Helen May	HEA
John Mountford	AoC
Anna Robinson-Pant	University of East Anglia
Paul Rossi	University of the Arts of London
Dominic Scott	UKCISA
Laura Sequeira	Queen Mary University
Daniel Stevens	NUS, succeeded by Shreya Paudel
Jamie Taylor	i-graduate
Fabrizio Trifiro' (coordinator)	QAA

Appendix 2: Original Advisory Group for this guide

Membership of the Advisory group for developing the original document *International Students in the UK - A Guidance for UK Higher Education Providers* (2012) was as follows.

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Jude Carroll	Oxford Brookes University and Co-Director, TIS project
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Barbara Montagna	Bournemouth University
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