



## Education of International Students in Australia Quality Framework of AUQA

AUQA audits cover a range of aspects of the operation of audited institutions. One aspect is the provision of education to international students enrolled with the auditee and studying in Australia. To assist institutions and auditors in thinking about and investigating quality in this area, AUQA has developed the following framework. It parallels [AUQA's quality framework for transnational education \(TNE\) arrangements](#) which has proved to be very useful to the sector.

There is a difference in emphasis between the two frameworks. The TNE one deals with 'action at a distance', whereas onshore students are within the same milieu as onshore domestic students, and therefore all the considerations relating to students in Australia should be understood to be applicable as well as the following items.

### 1. Philosophy/Commitment

What is the university's legal responsibility, philosophy and purpose regarding the enrolment of international students onshore? How is the university's commitment to international students demonstrated? How does the university endeavour to support international students? How are international students represented in all university activities and in the university's decision making and development of strategic directions? What voice do international students have as key stakeholders in the activities of the university.

### 2. Relevant Policies

What policies and directives does the university have in place to support international students? How effectively are these policies implemented? How often are these policies reviewed? Are these policies supported by an overall university internationalisation strategy? Do all major stakeholders (eg staff and students) have input into, access to and awareness of these policies? Are policies with regard to international students integrated, or separate from those policies which support the general student body, and how is such integration or separation justified?

### 3. Relevant Structures and Documents

What are the university's targets relating to the purpose for enrolling international students, and what KPIs are used? Does the university have the relevant marketing information in place to assist international students in making informed study choices? Does the university have the relevant support mechanisms in place to support international students throughout the student life cycle? Does the university have an international office (or other) to support and manage the international student population? Is all documentation provided to international students, up to date, relevant, ESOS compliant and clearly written?

4. Agents/Promotion/Advertising  
Are agents used? Are they experienced and trained? How are they monitored and reviewed? How often do university representatives meet agents and/or assess agent activity? Are the incentives appropriate or perverse? How accurate is the promotion, eg regarding availability of electives? Is marketing text ambiguous or open to misinterpretation by the student? Does the institution have an agent policy, including recruitment protocols, template contracts, and provisions for review? How often are the agents' recruitment materials reviewed? How does the university ensure veracity and accuracy when promotional material is written in a language other than English?
5. Course Approvals Processes  
How does the University ensure that a curriculum is inclusive of international students? How often is this reviewed? How is curriculum market tested with international students? How is and how often is the relevance of curriculum measured and improved? How does the university ensure that teaching and classroom practices are either understood by international students or take account of international differences in teaching and learning?
6. Admission/Pathways/English Competence  
How do entrance and advanced standing standards compare with those for domestic students? How are the advanced standing provisions approved, and how often are they reviewed or updated? How do they compare with the AQF and AVCC Policy Guidelines on Cross-Sector Qualification Linkages? How do they compare with domestic cohorts? Who handles the admissions process? How are the student records checked (eg regarding validity of the evidentiary requirements)? What are the agreements with pathway providers? What cohort monitoring occurs? What feedback is given to pathway providers?
7. English Competence  
How are student IELTS and other English language competencies verified? How are relationships and pathways between major partners managed, for example VET provision with English language training (onshore and offshore) and pathways into partner universities? How effective are these partnerships, in terms of student progress? What is the required university level of academic competence in the English language for degree entry (IELTS 7.0 or equivalent)? Are there provisions for early diagnosis of problems and follow-up? Is linguistic development embedded in courses? Is there provision for acculturation and social development of English language ability?
8. Arrival Procedures/Enrolment/Fees  
What are the provisions for meeting students? Are enrolment procedures simple or complex? How are students assisted with enrolment? How are students oriented into student/university life? How are students aided in understanding relevant university policies and procedures? How are students assisted with visas, assistance with permanent residency, in the provision of accommodation and general initial settlement into a new country? Are professional accreditation and immigration issues made clear to students?

9. Curriculum

How does the university approach teaching and learning, curriculum content and classroom practices with the international students in mind? What are the changes to teaching methods; assessment amendments; advanced standing? Does it show the appropriate cultural sensitivity? Does it take advantage of the presence of international students?

10. Teaching/Cultural Training

Are there appropriate induction, briefing, support and review processes for teachers? Is training on cultural issues available? How do we know staff have attended this training? How often is this training evaluated and improved? Do teaching and course design staff receive advice and assistance on course and materials development?

11. Academic Support for Students

How are the learning support needs of the students assessed and responded to? Is there targeted/dedicated support for international students? Do students avail of these services? How does the university support international students at risk? How are the support services evaluated and how often? How does the university advise students with regards to academic integrity (eg plagiarism)? What career assistance is there?

12. The Student Experience

How are students oriented into university life and supported through 'culture shock'? Does the university have any peer support programs or services? Is there an international student centre? Does the university provide counselling services? Are the decisions made in respect of pastoral support services deliberately based on an assessment of student support requirements? Are they targeted to different nationalities? What systems for student integration, ensuring the promised cultural experience? How are the support services evaluated? What is the effect on domestic students?

13. Assessment/Cohort Comparison

Is the assessment schedule identical, equivalent or different to that for domestic students? Are comparisons made between different cohorts? What action is taken, to continue to improve the student experience based on analysis of cohorts? How are students at risk supported?

14. Graduation/Return

Is attention paid to students' readiness for work, including language and orientation? What provision is made for smoothing students' transition 'back home'? How does the university evaluate the international students' experience? How does the university invite and involve students in alumni activities? How does the university stay in contact and network with alumni?

15. Evaluation & Review

How is the academic program reviewed? Is there a review of the equivalence of the international student learning outcomes? How and how often are the rationale and arrangements for international students considered, and revised?