



**INTERNATIONAL COLLABORATIVE  
TEACHING PROVISION**

**POLICY AND PROCEDURES**

<b>Lead</b>	<b>International Partnerships Managers, International and Student Recruitment</b>
<b>To be reviewed</b>	<b>Every 3 years</b>
<b>Date of next review</b>	<b>January 2019</b>

<b>Amendment and Approval history</b>	<b>Approved by</b>	<b>Change</b>
<b>Version 1</b>	<b>ESEC</b>	<b>3 February 2016</b>

# TABLE OF CONTENTS

<b>SECTION 1: GENERAL INFORMATION</b>	<b>2</b>
1.1 Introduction	2
1.2 Scope	2
1.3 Quality code	2
1.4 Strategic context	2
<b>SECTION 2: TYPES OF INTERNATIONAL COLLABORATIVE TEACHING PROVISION</b>	<b>4</b>
2.1 Joint award	4
2.2 Dual/Double or multiple award	4
2.3 Flying faculty	5
2.4 Articulation	6
2.5 Approved learning partners	6
2.6 International branch campus	7
<b>SECTION 3: SETTING UP A NEW COLLABORATIVE TEACHING AGREEMENT</b>	<b>8</b>
3.1 Overview	8
3.2 Stages in the process	8
Stage 1: Initial approach, due diligence, scoping meeting	8
Stage 2 Approval-in-principle and MoU if required	9
Stage 3 Produce risk register, business case and academic case	9
Stage 4 MoA and programme launch	11
3.3 Simplified flowchart	12
3.4 Detailed flowchart	13
<b>SECTION 4: MONITORING AND REVIEW</b>	<b>14</b>
4.1 Overview of process	14
4.2 Checklist of monitoring requirements	14
<b>SECTION 5: ROLES AND RESPONSIBILITIES</b>	<b>16</b>

## SECTION 1: GENERAL INFORMATION

### 1.1 Introduction

The University is responsible for the academic standards of any award made in its name. This includes programmes delivered in whole or part by another institution, i.e. through collaborative provision.

The purpose of this document is to set out the policies and procedures that are in place to enable the University to discharge this responsibility. It also provides guidance and advice for staff involved in developing new international collaborative teaching agreements.

### 1.2 Scope

This policy pertains to international collaborative (teaching) partnerships with institutions/partners outside the United Kingdom. For the purposes of clarity, this policy does not cover UK teaching collaborations, international research activities (including joint PhDs) and student and staff mobility arrangements. Separate policies and procedures will be developed by the relevant areas of the institution in due course to govern these activities.

***The collaborative teaching provision policy is a defined policy and is mandatory for all international collaborative provision at the University.***

### 1.3 Quality Code

This policy is consistent with Chapter B10 of the Quality Assurance Agency (QAA)'s *UK Quality Code for Higher Education* entitled 'Managing Higher Education Provision with Others'.

Chapter B10 applies to

*'the management of all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body'.*

<http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B10.pdf>

### 1.4 Strategic Context

The University embraces the benefits of collaboration, and the opportunities that it brings to the institution and to its students. Working with partners builds strategic links, enhances the University's reputation and furthers the University's network of supporters and alumni.

In developing relationships with other organisations internationally, the University seeks to contribute to and be consistent with its **Strategic Plan (2016-2021)**, **Internationalisation Strategy (2014-2019)** and **Academic Faculty Plans**.

The principles underpinning development are:

- collaborate with partners who have compatible educational objectives, including a commitment to support the success of students.

- collaborate with partners who are financially stable and legally competent to enter into agreements with the University.
- collaborate with partners who have effective management systems suited to assuring the quality of programmes including appropriate quality management arrangements, regulatory framework and academic and administrative policies and practices.
- collaborate with partners who offer an ethos and environment for teaching and learning appropriate to higher education.
- collaborate with partners who can provide appropriate resources to support higher education programmes.
- collaborate with partners who are committed to periodic review, in addition to regular review of specific approved programmes of study, to ensure that each partnership continues to meet the needs of both partners.

The development of a focused set of global collaborative partnerships is part of the University's strategic ambition. The **University's Strategic Plan (2016-2021)** aims to

- Build global partnerships with institutions and businesses that enhance mutual effectiveness and create opportunities for students, staff and the economy.
- Develop up to five key multi-dimensional and long-term overseas partnerships with leading international institutions.
- Grow the number and quality of partnerships the University has with industry, policy makers and other higher education institutions in the UK and internationally.

Additionally, the **Internationalisation Strategy (2014-2019)** sets out a number of key aims:

- To identify and develop key strategic partnerships with a small number of overseas institutions
- To ensure that Faculties are appropriately supported to actively seek out and engage in international partnership work by developing a business model which recognises the true costs of delivering programmes overseas.
- To create a partnership development process that facilitates agility and flexibility in the pursuit of an opportunity, yet is sufficiently rigorous to mitigate unnecessary risk.

To ensure that international collaborative teaching agreements can be developed and progressed in a timely manner, and that there is appropriate academic and business oversight for new and current partnerships, a transparent, flexible yet robust process has been created.

## SECTION 2: TYPES OF INTERNATIONAL TEACHING COLLABORATIVE PROVISION

The list identifies the types of collaborative provision in which the University of Stirling currently engages or has the legal capacity to engage in. The terminology used varies from institution to institution and from country to country and it is important to ascertain from the outset the partner's definition of a particular collaborative teaching partnership to ensure clarity. The definitions used here are the definitions used by the QAA in Chapter B10. The list is not exhaustive and any new proposals for collaborative teaching arrangements should be discussed with the International Partnerships Managers in the first instance. An international collaborative teaching partnership may involve a blend of the models e.g. an articulation agreement may involve flying faculty. Risk analysis is started at the scoping meeting and items added to the risk register as talks continue with the partner.

### 2.1 Joint Award

An arrangement under which two or more awarding bodies together provide a programme leading to a single award made jointly by both, or all, participants. A single certificate or document (signed by the competent authorities) attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications. The University's current policy on joint degrees is that at least 50% of the minimum required credits should be gained at the University of Stirling.

#### Examples of current provision:

*University of Pompeu Fabra, Spain (MSc Strategic Communication and Public Relations)*

#### Benefits:

- *Graduate employability: students benefit from working with students and academics of another nationality and from cultural exchange*
- *Revenue generation: access to another differentiated revenue stream*
- *Institutional learning and quality improvement: know-how to run programmes*
- *Stronger association with peer or higher ranking institution*
- *Diversifying student body*

#### Concerns/risks:

- *Language of instruction: difficult to find students who feel comfortable in another language (other than English) to study a joint degree programme*
- *Accreditation*
- *Sustaining/validating quality: difficult to establish institutional oversight to maintain quality levels. Sometimes cultural differences can hinder quality assessment.*
- *Greater collaboration: joint degrees require much greater cooperation in the process of design, development and accreditation.*
- *Significant financial investment: the design, development and accreditation of joint degrees are lengthy and expensive.*
- *Dilution of brand: by partnering with lesser internationally-recognised institutions.*
- *Student demand: mobility flows can be imbalanced.*

### 2.2 Dual/Double or Multiple Award

Arrangements where two or more awarding bodies together provide a single jointly delivered programme (or programmes) leading to separate awards (and separate certification) being granted by both, or all, of them. While this arrangement is clearly an attractive proposition for the student, particular care should be taken when calculating the

number of credits studied under the programme as there is usually an element of double counting involved. The University's current policy on dual/double degrees is that the total number of credits for any Masters dual/double degree should be not less than 110 ECTS (220 SCQF) credits with no less than 60 ECTS (120 SCQF) credits at SCQF level 11. At least 50% of the minimum required credits should be gained at the University of Stirling.

Examples of current provision:

*Hebei Normal University, China (BA Hons Translation and Interpreting);  
Lund University, Sweden (MSc Strategic Public Relations);  
University of Passau, Germany (BA Hons International Managements and Intercultural Studies, MA International Cultural and Business Studies);  
EM Strasbourg Business Faculty, France (BA Hons International Managements and Intercultural Studies, Master Grande Ecole)*

Benefits:

- *Graduate employability: students benefit from working with students and academics of another nationality and from cultural exchange*
- *Revenue generation: access to another differentiated revenue stream*
- *Institutional learning and quality improvement: know-how to run programmes*
- *Stronger association with peer or higher ranking institution*
- *Diversifying student body*

Concerns/risks:

- *Language of instruction: difficult to find students who feel comfortable in another language (other than English) to study a joint degree programme*
- *Accreditation*
- *Sustaining/validating quality: difficult to establish institutional oversight to maintain quality levels. Sometimes cultural differences can hinder quality assessment.*
- *Ethics: "double dip" – two separate degrees for the same work.*
- *Quality Assurance: double counting of credits.*
- *Significant financial investment: the design, development and accreditation of dual/double degrees are lengthy and expensive.*
- *Dilution of brand: by partnering with lesser internationally-recognised institutions.*
- *Student demand: mobility flows can be imbalanced.*

### **2.3 Flying Faculty (with partner support)**

An arrangement whereby a programme is delivered in a location away from the main campus (usually in another country) by staff from the degree-awarding body, who also carry out all assessment. Support for students may be provided by local staff or by staff from the University of Stirling. Faculties setting up these types of arrangements should pay particular notice to legal requirements, such as employment and tax issues, which may impact the delivery of the programme.

Examples of current provision:

*University of Social Sciences and Humanities-Vietnam National University, Vietnam (MSc Media and Communications Management)  
SIM, Singapore (route into BA Hons Retail Marketing, BA Hons Sport Studies and Marketing);*

Benefits:

- *International presence at relatively low cost*
- *Revenue generation: access to another differentiated revenue stream*
- *Cost-effective if more than one partner/location in same geography involved*
- *Strong stimuli for personal and professional development among teaching staff*

### Concerns/risks:

- *Expensive option: significant impact on teaching of home campus faculty and considerable strain on service obligations of home campus faculty*
- *Increased teaching hours: whether counted towards teaching load, evaluation, career progression*
- *Time pressure on teaching staff to resolve problems with local tutors from partner institution*

## **2.4 Articulation**

A process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree-awarding body.

These arrangements, which are subject to formal agreements between the parties, normally involve credit accumulation and transfer, so that credit achieved for the approved study at the first provider is transferred to contribute to the programme and award completed at the second (the degree-awarding body). The two separate components are the responsibility of the respective organisations delivering them but, together, contribute to a single award (of the degree-awarding body). Students normally have a contractual relationship with the organisation which delivers the first component and subsequently with the degree-awarding body. Examples of such agreements can include entry into the second or third year of the programme, for example 2+2, 3+1 (other combinations are possible).

Teaching on an articulated programme could take place at Stirling or at the partner institution by means of Stirling flying faculty or blended learning. This arrangement is put in place where there are a number of students articulating from one programme at an institution to one or more programmes at the University of Stirling. Individual students accessing programmes from a variety of different institutions are admitted under usual Recognition of Prior Learning (RPL) policies on a case by case basis without need for a formal agreement.

### Benefits:

- *Revenue generation: access to another differentiated revenue stream*
- *Diversifying student body*

### Concerns/risks:

- *Significant resource implication: quality assurance and academic safeguards*

### Examples of current provision:

*Beijing Institute of Graphic Communication, China (route into MSc Publishing Studies);  
SIM, Singapore (route into BA Hons Retail Marketing, BA Hons Sport Studies and Marketing);  
Muscat College, Oman (route into a variety of BA Hons programmes)*

## **2.5 Approved Learning Partners**

A process by which a degree-awarding body agrees to authorise a delivery organisation to deliver (and sometimes assess) part or all of one (or more) of its own approved programmes. Often, the degree-awarding body retains direct responsibility for the programme content, the teaching and assessment strategy, the assessment regime and the quality assurance. Students normally have a direct contractual relationship with the degree-awarding body.

### Benefits:

- *Revenue generation: access to another differentiated revenue stream*

Concerns/risks:

- *Significant resource implication: quality assurance, academic safeguards and quality control*
- *Reputational damage*

Examples of current provision:

*Muscat College, Oman (route into a variety of BA Hons programmes)*

## **2.6 International Branch Campus**

A campus of a university that is located in a country other than the 'home' campus, has a physical presence in the host country including some local staff, is at least partly owned by the university, and from which the students can earn degrees of the 'home' university.

Benefits:

- *Increased international visibility*

Concerns/risks:

- *Bankruptcy*
- *Reputational damage*
- *Loss of markets*

Examples of current provision:

*None*

## **SECTION 3: SETTING UP A NEW INTERNATIONAL COLLABORATIVE TEACHING AGREEMENT**

### **3.1 Overview**

Faculties should consider the establishment and maintenance of an international teaching collaboration in its entirety. Faculties should consider the fit of the partnership within the Faculty's and the University's strategic plans and the time necessary for academic and administrative staff to establish and maintain a partnership e.g. academic time built into the workload allocation model. Faculties need to allocate adequate funding for the partnership to cover amongst other items travel for visits, hospitality and gifts for visitors, possible attendance at graduation, etc.

The International and Student Recruitment team are required to give regular updates on international teaching collaborations (proposed, current and in development) to the Education and Student Experience Committee (ESEC).

When setting up a new collaborative arrangement the process below should be followed. For ease of understanding the process has been divided into stages with full descriptions of each step provided below. Simplified and detailed flowcharts outlining the process are provided on subsequent pages.

### **3.2 Stages in the Process**

#### ***Stage 1: Initial Approach, Due Diligence, Scoping Meeting***

The University receives approaches from academic, research contacts, existing partners and a variety of stakeholders. It also increasingly considers the proactive route and prepares proposals for selective partners. In all instances, Faculties should contact International and Student Recruitment before they embark on the collaborative journey.

Reactive approach: if there is not adequate detail in the initial proposal, the International Partnerships Manager will secure more information from the potential partner (template 1).

Proactive approach: the International Partnerships Manager assesses the initial proposal to make sure it is consistent with the University Strategic Plan, the University's Internationalisation Strategy and the Faculty plan.

As a next step, the International Partnerships Manager carries out due diligence checks on academic and legal standing, peer status, and reputation (template 2). Light touch financial due diligence will also be carried out at this stage (more comprehensive financial checks form part of the business case). The extent of due diligence will depend on the scale and nature of the planned partnership as well as the location and status of the proposed partner. Information on the governance, ethos, status, capacity, reputation and general suitability of a potential partner will be gathered. The regulatory and statutory environment of the country the proposed partnership will operate in will also be gathered and reviewed during the due diligence exercise.

If the outcome of due diligence is positive, a scoping meeting is organised inviting the following such as: Faculty Manager, Academic Lead, Director of Learning and Teaching, Information Services representative, Finance Office representative, International and Student Recruitment

representative, Academic Registry and Governance and Review Team, Admissions representatives.

The objective of the scoping meeting is to discuss the proposal and make a recommendation whether to formally proceed with the proposal or not. The meeting is also an opportunity to share knowledge and experience and provide advice which may be useful at the planning stage.

**Stage 2: Approval In-Principle and MoU if required**

If the scoping group recommends the proposal, the Faculty should complete the approval in-principle form (template 3) to secure the approval of the Dean of Faculty. This document captures the rationale, timeline and key projections of the partnership.

If required, the International Partnerships Manager can produce a Memorandum of Understanding (MoU) at this stage (template 5) as it tends to oil the wheels and indicate commitment in certain countries. The University does not view MoUs as legally binding and would not recommend the use of them automatically.

**Stage 3: Produce Risk Register, Business Case and Academic Case**

The risk register (template 6) will be prepared and maintained by the Faculty Manager or designated delegate in the Faculty. Guidance on items for inclusion in the risk register is given below.

**Risk Register**

The risk register is the tool used for capturing important information about the risk as well as assigning a named individual or area as those responsible and accountable for the management of the identified risk(s). It is a continual process therefore the risk register should be maintained and reviewed on a regular basis.

The categories below can be used to aid risk discussions as well as a guide or a starting point to establish risk registers.

Category of Risk	Guidelines ( <i>given as examples</i> )
<p><b>Strategic Management and Commercial Risks</b></p>	<ul style="list-style-type: none"> <li>▪ Budgeting (availability or allocation of resources)</li> <li>▪ Fraud or theft</li> <li>▪ Unethical dealings</li> <li>▪ Reputation</li> <li>▪ Exploitation of employees (availability and retention of suitable staff)</li> <li>▪ Occupational health and safety mismanagement and or liability</li> <li>▪ Vulnerability of resources (material and people)</li> <li>▪ Failure to comply with legal and regulatory obligations and or contractual aspect (can you sue or be sued)</li> <li>▪ Civil action</li> <li>▪ Failure of the infrastructure (utility supplies, computer networks etc.)</li> <li>▪ Failure to control intellectual property (as a result of abuse or industrial espionage)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Failure to take account of widespread disease or illness among the workforce</li> <li>▪ Failure to complete to published deadlines or timescales</li> <li>▪ Failure to invest appropriately</li> <li>▪ Failure to control IT effectively</li> <li>▪ Failure to establish effective continuity arrangements in the event of disaster</li> <li>▪ Inadequate insurance/contingency provision and disasters such as fire, floods and bomb incidents</li> <li>▪ Failure to address economic factors (interest rates, inflation etc.)</li> <li>▪ Political and market factors (for managing risk, security etc.)</li> <li>▪ Operational procedures – adequate and appropriate</li> <li>▪ Partnerships failing to deliver desired outcome</li> </ul>
<b>Reputational Risks</b>	<ul style="list-style-type: none"> <li>▪ Adverse media attention</li> <li>▪ Policies misunderstood or misinterpreted</li> <li>▪ Negative implications identified by others which have not been previously considered</li> <li>▪ Failure to keep partners on side</li> <li>▪ Breach of confidentiality</li> <li>▪ Lack of business continuity plan</li> </ul>
<b>Financial Market Risks</b>	<ul style="list-style-type: none"> <li>▪ Market developments will adversely affect plans</li> <li>▪ Exchange rate fluctuation</li> <li>▪ Interest rate instability</li> <li>▪ Inflation</li> <li>▪ Failure to meet revenue targets</li> <li>▪ Changes in tax structure</li> </ul>
<b>Legal and Regulatory</b>	<ul style="list-style-type: none"> <li>▪ New or changed legislation may invalidate assumptions upon which the activity is based</li> <li>▪ Failure to obtain appropriate approval (e.g. Ministry of Education, licensing agency etc. accreditation/consent)</li> <li>▪ Failure to achieve satisfactory contractual arrangements</li> <li>▪ Unexpected regulatory controls of licensing requirements</li> <li>▪ Changes in tax structure</li> </ul>

<p><b>Human Factors</b></p>	<ul style="list-style-type: none"> <li>▪ Poor leadership</li> <li>▪ Key personnel have inadequate authority to fulfil roles</li> <li>▪ Poor staff selection procedures</li> <li>▪ Lack of clarity over roles and responsibilities</li> <li>▪ Vested interest creating conflict and compromising the overall aims</li> <li>▪ Individual or group interests given unwarranted priority</li> <li>▪ Personality clashes</li> <li>▪ Indecisions or inaccurate information</li> <li>▪ Health and safety constraints</li> </ul>
<p><b>Political Risks</b></p>	<ul style="list-style-type: none"> <li>▪ Change of government</li> <li>▪ Change of government policy</li> <li>▪ War and disorder</li> </ul>

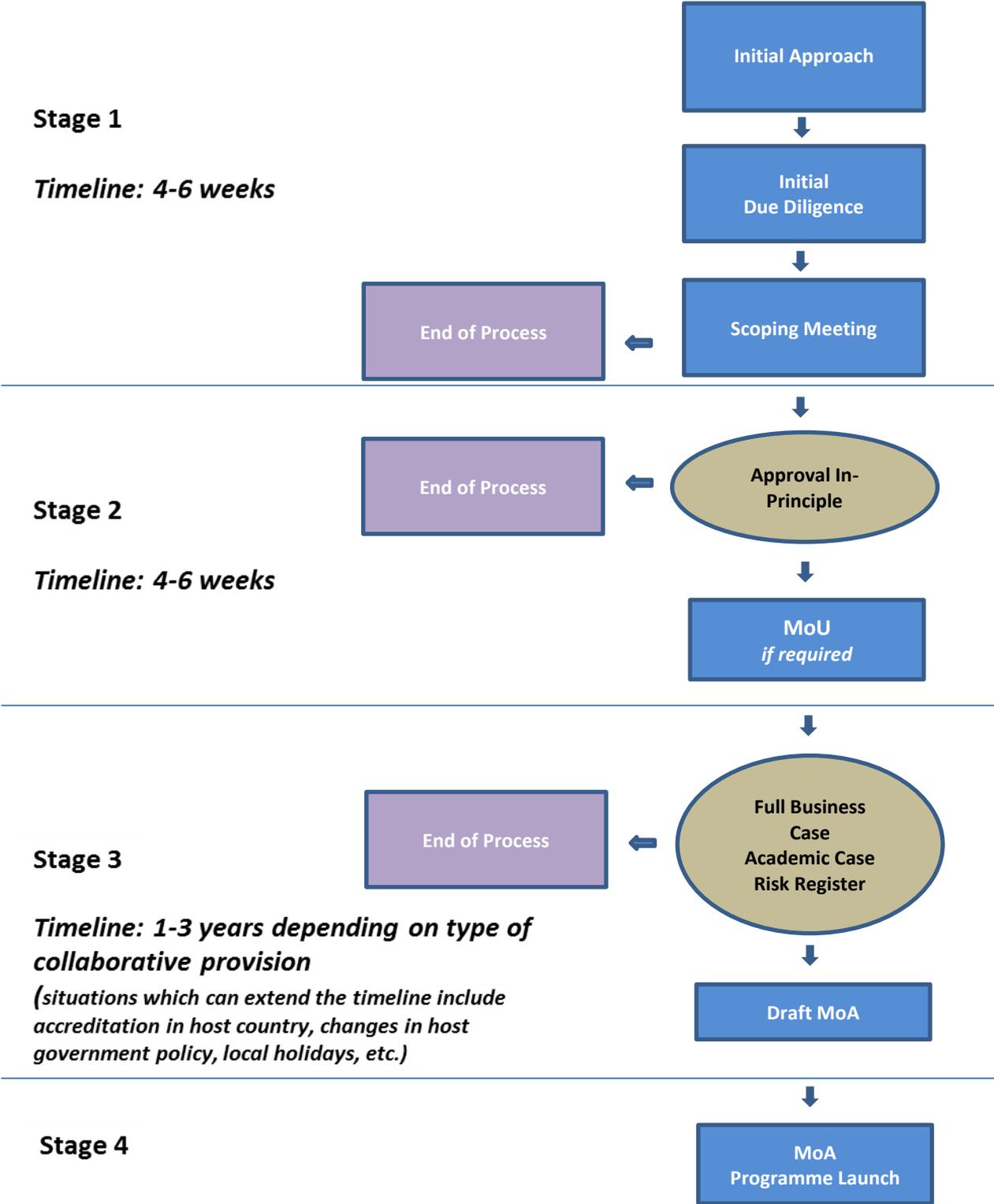
The Faculty should produce both the Business Case (template 7) and the Academic Case (template 8).

***Stage 4: MoA and Programme Launch***

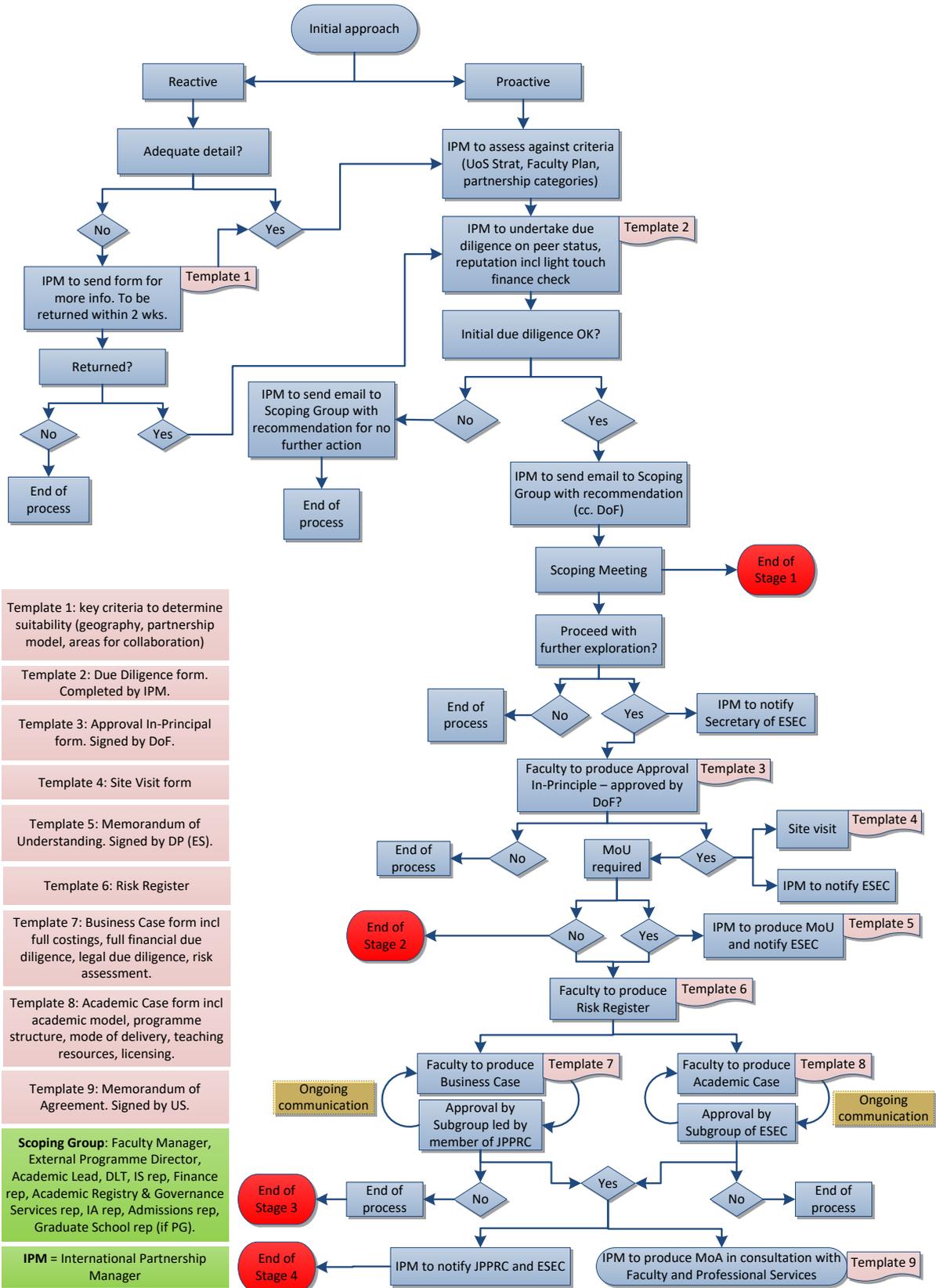
The International Partnerships Manager will produce the Memorandum of Agreement (MoA), which is a legally binding contract, in consultation with the Faculty and Service departments. This agreement covers all aspects of the international teaching collaboration. There is a template for the MoA (template 9) which has been approved by the University lawyer, insurers and Deputy Secretary of the University. The negotiation of the clauses in the MoA with the partner can be a long process and adequate time for these negotiations should be built in to the timeline of the partnership. No international teaching collaboration should start until the MoA has been concluded and signed.

The programme launch is organised by the Faculty in conjunction with the partner.

**3.3 Simple flowchart for setting up an international collaborative teaching agreement**



## Detailed flowchart - Setting Up an International Collaborative Teaching Agreement



## SECTION 4: MONITORING AND REVIEW

### 4.1 Overview of the monitoring process

Once a partnership is launched it should be managed by the relevant Faculty in the same way as any other programme at the University. However consideration should be given to additional risk that may be associated with working with an external partner. The Faculty Manager, or the nominated administrative contact, is responsible for coordinating activity and working with the International Partnerships Manager.

### 4.2 Checklist

A checklist detailing the key monitoring requirements for each collaborative partnership is to be completed by the Faculty and submitted to the International Partnerships Manager on an annual basis with associated evidence of progress. The International Partnerships Manager will use this information to collate an annual update report for submission to the Education and Student Experience Committee (ESEC). This checklist is detailed below.

<b>Task</b>	<b>Lead</b>	<b>Others involved</b>	<b>Details of Completion</b>
Annual Programme Review as per University's internal procedures	Programme Director	Faculty Manager or named administrative contact	e.g. UG review takes place in November, PG review takes place in March, etc.
Programme Committee Meetings held as outlined in the Memorandum of Agreement (MoA)	Relevant Programme Director		Twice per year; minutes kept by Programme Director, copy sent to International Partnerships Managers
Annual report on the partnership	Relevant Programme Director		Produced and a copy sent to International Partnerships Managers
Establish and maintain risk register	Faculty Manager or named administrative contact	International Partnerships Manager, Finance, Governance and relevant service departments	Initiated at the scoping meeting and updated/ included as part of the POD.
Monitoring of all terms within the MoA	Relevant Programme Director	Faculty Manager or named administrative contact, International Partnerships Manager as and when	Ongoing

Regular budget reviews	Faculty Manager or named administrative contact	Relevant programme director	Once a year
Updates to the MoA and associated addendums	Faculty Manager or named administrative contact, International Partnerships Manager		Ongoing
Partnership Operational Document (POD) to be completed and circulated to all relevant staff in the University e.g. Admissions, Student Programmes	Faculty Manager or named administrative contact	International Partnerships Manager	Produced before launch and copy circulated to Finance, IS, Student Programmes, Admission, International Partnerships Manager, Recruitment
Monitoring of POD	Faculty Manager or named person, or designated alternate		Ongoing
Regular meetings	Faculty Manager and International Partnerships Manager		At least four times a year

## SECTION 5: ROLES & RESPONSIBILITIES

A summary of the roles and responsibilities of each area involved in the process is as follows:

**International Partnerships Manager** – undertake horizon scanning to identify partnership opportunities for Faculties in line with their strategic ambitions and those of the University. Provide advice and guidance throughout the development of the proposal and facilitate the contractual side of the partnership. To work closely with the Dean of Internationalisation to encourage engagement in partnership development as it pertains to the Internationalisation strategy.

**Academic Partnership Manager** – responsible where collaborative provision covers two Faculties e.g. Muscat College, Oman. Individual programme directors responsible for programmes run in Stirling are also responsible for the programme if offered overseas.

**Finance Office and Information Services** – to be involved from scoping meeting onwards. Finance will work with academic Faculties to create the financial model for the partnership, and are responsible for signing off the business case.

**Dean of Faculty** – in-principle approval and business case sign off on behalf of the Faculty.

**Faculty Manager (or nominated administrative contact)** – to be involved from the scoping meeting onwards as the individual with key administrative oversight. To have a particular involvement in the monitoring and ongoing review processes of existing and new partnerships including the creation and maintenance of the partnership operational document and risk register, and the submission of each partnership's annual report to ESEC.

**Dean of Internationalisation** – in conjunction with the International and Student Recruitment team, provide leadership to champion/drive forward international teaching collaborations both internally and externally. To facilitate discussion and communications at a senior strategic level across the institution and between academic Faculties to encourage and enhance engagement in partnership development as it pertains to the Internationalisation Strategy.

**Associate Dean of Internationalisation (ADI)** – the main point of contact for the International and Student Recruitment team in each Faculty. The ADIs will have an overview of the international activity within the Faculty.

**Academic Registry and Governance and Review (G & R) Team** – Involved from the scoping meeting onwards to provide institutional academic quality oversight

**Graduation and Fees Team** – invoicing partners and producing graduation certificates

**Education and Student Experience Committee (ESEC)** – to receive updates and note progress of new partnership agreements at the key stages as detailed in Section 3 of this policy. To approve the academic case (via a sub-group of ESEC). To receive an annual report from the Faculty on each partnership as detailed in Section 4.

International and Student Recruitment  
January 2016