Choose your workshop sessions

Wednesday 7 November (day 1)
morning – slot 1 – 11.15-12.10

The uncharted era in forging partnerships with Chinese institutions - Yinghui Gilbert, InterGreat

Theme 1

Chinese domestic undergraduate provision has grown tenfold in two decades, from 8% participation rates to over 50% nationwide. Similar trends are now emerging at postgraduate level. Also, China now is the most popular study destination in Asia with around 500,000 international HE students; double-digit growth is predicted. Chinese parents and students are becoming more demanding. China's 13th Five-year Plan on Education, introduced in 2017, re-oriented China's approach on HE to an emphasis on quality, rather than sheer growth. This year, the Government signalled a strengthening and tightening of regulation. The priority for TNE is now not only about training Chinese students, but also about training Chinese educational institutions and academics to provide quality sustainable education to both domestic and International students. The focus for future international collaborations will need to be on transferring first class educational resources, academic expertise and pedagogic ethos. For new entrants to this sector, you need to be prepared to look further inland, be more flexible in your approach, and bring a genuine offer to the table. This session includes case studies and lessons learnt. It overviews: HE reform in China; navigating MoE regulations on institutional partnerships and joint programmes; modes, subjects, and rankings; Tier 1 cities vs. others; coastal vs. inland.
A new partnership in online learning to support refugees in Scotland - Jake Broadhurst, Head of Global Projects, Edinburgh Global, University of Edinburgh

Theme 4

If economies of all stages of development are to prosper and weave stronger civil society bonds, higher education needs to reach people who are excluded - people like refugees. University of Edinburgh has partnered with California-based online University of the People. Refugees living in Scotland can begin learning online with the University of the People then transfer to University of Edinburgh. While the collaboration has yet to support its first students, it is a worthwhile story of values and actions pursued in creating access pathways for refugees. An unconventional pairing at first sight, the universities bring distinct and complementary strengths.

Update on Malaysian higher education system: new opportunities for Malaysia-UK partnerships
- Dr. Mohd Nor Azman Bin Hassan, Ministry of Education, Malaysia

Theme 1

Malaysia's Ministry of Education leads this workshop to explain recent HE reform in the country and to discuss the keen desire in the Malaysian government and in the institutions for partnerships with the UK. The latest reforms are designed to ease, facilitate and support international collaborations and partnerships. This workshop will make clear the excellent opportunities for UK institutions in Malaysia and outline next steps should you wish to pursue these.

Funded partnership opportunities in China - The AIR programme. With the University of Central Lancashire presenting their experiences with the programme

Theme 1

The UK-China AIR programme provides opportunities, with funding, for UK HE institutions to partner with Chinese counterparts, to share expertise in vocational curriculum design, and to develop joint degree courses, with potential for significant student numbers. The drive towards more vocationally relevant education in Chinese universities, and greater integration of industry and education, are important themes in Chinese national policy. This is the focus of the AIR programme. UK NARIC is the exclusive facilitator for AIR for our members in the UK, through the agreement between UK NARIC and CSDP, China's National Schooling and Development Programme Centre - an agency of the Ministry of Education of China. This session provides information about the programme and how to get involved, with opportunities for Q&A. Nancy Zhang from the programme in China has flown in to present and answer your questions, and representatives of the University of Central Lancashire discuss their experience with the programme.

IELTS - Maintaining standards, compliance and security - Alan Addison, IELTS Global Stakeholder Engagement Manager

Theme 3

This session will give you an understanding of the extensive security procedures which apply to all aspects of the IELTS test globally, as well as an appreciation of how those using IELTS as a gateway to higher education, professional registration, immigration and employment can help maintain the exceptionally high level of security that IELTS enjoys through vigilant test report form verification. The session will also include interactive elements and information about exciting developments in IELTS. It will also include information about the latest developments in IELTS, including the recent expansion of computer-delivered IELTS.
English language proficiency and professional bodies - an interactive panel featuring Sara Kovach-Clark, Assistant Director, Registration and Revalidation, at the Nursing and Midwifery Council; Dr Andy Blackhurst of Cambridge Assessment English; and Zara Green of the Centre for Professional Qualifications

Theme 2

Panel chair: Chris Lyons, head of research and data, UK NARIC. This panel session will discuss the merits of different ways of testing language competency, determining the levels of proficiency that may be necessary, and where the responsibility for checking language competence should lie. This session may be of interest to professional bodies and regulators, professional qualification providers, English language test providers, and institutions admitting individuals with professional qualifications.

Wednesday 7 November (day 1) morning – slot 2 – 12.15-12.45

Home Office update - Sheena Kerr, Student Policy, Border, Immigration & Citizenship Policy, Home Office

Theme 3

The Home Office representatives will give a briefing on the latest updates to Home Office immigration policy and Tier 4 rules and processes.

Recognising qualifications and skills of Syrian refugees in Jordan - Peter Wood and Henry Huggett, UK NARIC

Theme 4

The number of forcibly displaced persons fleeing their countries of origin due to conflict or fear of persecution has grown considerably in the last decade. Countries hosting the 25 million worldwide refugees face diverse challenges when attempting to resettle these individuals. The recognition of qualifications and skills is particularly challenging given that many refugees do not hold relevant documentation. UK NARIC has led the UK's commitment to develop procedures to assess whether refugees and displaced persons fulfil the relevant requirements for access to higher education or to employment, even in cases in which the qualifications cannot be proven through documentary evidence. This session will explain UK NARIC's Syrians in Jordan project and how the techniques developed though this endeavour and other European projects can help education providers and employers make informed judgements.

Identifying counterfeit identity documents - Gary McManus, Metropolitan Police (Operation Amberhill)

Theme 3

Operation Amberhill was developed as a Metropolitan Police response to false identities, including the disruption of false identity document factories. Factories are identified by police liaison with the secure printing industry. The unit collates data stored on seized computer hard drives from illegal factories. These require daily assessment and investigation. This often results in enforcement action on offenders identified working in vulnerable public and private sectors, and sharing information with other law enforcement agencies. This presentation will cover common security features used in UK identification documents and show examples of how counterfeit documents have been used.
English Medium of Instruction: the challenges of going international
- Julie Dearden, Director of Oxford EMI Training

**Theme 2**

This session will provide an insight into the global growth of English Medium Instruction. Drawing on key international research and our experience working in Europe, Asia and South America, this session will discuss reasons behind introducing EMI, the benefits for the institutions and the implications for global student mobility. Finally, we will introduce the EMI Quality Mark, a collaboration between Oxford EMI and UK NARIC to raise global standards in EMI and promote transparency of information on EMI provision for prospective students, admitting institutions, academic partners and scholarship schemes. This session may be of interest to those involved in internationalisation, partnership development and the recruitment of international students.

Brexit briefing for professional bodies - Zara Green, Centre for Professional Qualifications

**Theme 4**

Brexit is likely to bring changes to professional recognition. This update from the Centre for Professional Qualifications will discuss potential future changes to professional qualification recognition procedures previously covered by Directive 2005/36/EC, as modified by Directive 2013/55/EU, on the mutual recognition of professional qualifications (MRPQ), and how these changes can be addressed. This session may be of interest to professional bodies and regulators covered by MRPQ, professional qualification providers, and institutions admitting individuals with professional qualifications.

Update from Ireland - Angela Lambkin, Head of Information Services at Quality and Qualifications Ireland

**Theme 4**

This session will give an overview of mainstream school, further education and higher education in Ireland taking account of the many changes in recent years. The session will include legacy awards and award structures with the QQI remit to assist admissions personnel with access information for applicants from Ireland. Angela Lambkin, Head of Information Services at QQI, manages NARIC Ireland, Europass NEC, and Qualifax the Irish learner database as part of her brief.

**Wednesday 7 November (day 1)**

**afternoon – slot 3 – 14.00-14.55**

The Visit Experience Platform for education - Adrian Binzaru, VP of Product, GeckoEngage

**Theme 2**

With today's students growing up in an increasingly digital environment, it is not surprising that technology now plays a crucial part in the recruitment process. Gecko VP of Product, Adrian Binzaru, explores how technology can connect prospective students with the physical campus.
The West African Examinations Council: A case study on cross-border education
- Olutise Adenipekun, Head of Nigeria National Office at West African Examinations Council (WAEC)

Theme 4

The West African Examinations Council has administered examinations for over 60 years with qualifications spanning five countries. It has played a pivotal role for many West Africans and their subsequent educational pathways. This session will present WAEC as a case study. They will discuss the issues and challenges that are faced when delivering cross-border education, developing curriculum, maintaining standards across the board and how the challenges are addressed. This is a rare opportunity in the UK to meet senior WAEC representatives face-to-face and there are opportunities for Q&A.

European labour mobility post-Brexit - Zara Green, Centre for Professional Qualifications and Naomi Goldshtein, Fragomen

Theme 4

This will be an awareness-building session on the known and unknown potential consequences of Brexit for EU workers in the UK, EU students in the UK and UK outbound staff. The speakers will discuss the potential consequences of Brexit on mobility, including workers' rights (in the UK and in the EU) and the recognition of professional qualifications. This session may be of interest to institutions offering professional qualifications, professional bodies and regulators, institutions sending staff to work in the EU, institutions offering transnational education within the EU, and employment advisers.

Transnational education panel - an interactive panel featuring Dr Esther Wilkinson, Head of International, Jisc; and Dr Vangelis Tsiligiris, Principal Lecturer, Nottingham Business School

Theme 1

This lively, interactive panel discussion gives a chance to hear about and debate the latest developments in TNE and TNE partnerships, such as emerging markets, the resources available to support institutions, and potential barriers to developing partnerships.

Building intellectual capacity through excellence and leadership in education:
Nazarbayev Intellectual Schools, Kazakhstan - Nazipa Ayubayeva, Deputy Chairperson, Nazarbayev Intellectual Schools

Theme 1

Kazakhstan, the world's largest landlocked country within the Eurasian steppe, officially appeared on the map as an independent country - the Republic of Kazakhstan - in 1991 after the dissolution of the Soviet Union. The years since have seen major educational reforms. A decade ago, the network of Nazarbayev Intellectual Schools, fully funded by the State, was established with the purpose of building schools of excellence, and disseminating best practice across all the country's public schools. Recent recognition of the Grade-12 Certificate of Nazarbayev Intellectual Schools by UK NARIC, the University of Cambridge, Nazarbayev University and Pusan National University has received wide attention and growing interest. Nazipa Ayubayeva, Deputy Chairperson, Nazarbayev Intellectual Schools, along with its strategic partners in the reforms, presents how this network of schools for selected children pushed and pulled the transformation of the wider public education system.
Digital accreditation, certification, safeguarding and verification – national-level case studies from Africa - Stephen Logan, PrivySeal

Theme 3

Following the successful conclusion of a one year pilot with the South African Qualifications Authority (SAQA), SAQA has entered into an agreement with PrivySeal to provide electronic SAQA Certificates of Evaluation to SAQA-verified holders of foreign qualifications. PrivySeal is now implementing further pilots with the Botswana, Zambian and Namibian Qualification Authorities as part of a real-time digital verification platform for the Southern African Development Community Qualification Verification Network (SADC QVN). This session explores how digital certificates can be used on a collective basis to verify the qualifications of data subjects in real-time, using data sourced from trusted data sources such as qualification authorities, universities, and recognised professional and regulatory bodies.

Wednesday 7 November (day 1)
afternoon – slot 4 – 15.30-16.25

Understanding international students’ perception of the UK education sector - Elizabeth Shepherd, Director IFF Research

Theme 2

Research conducted by IFF Research in collaboration with UK NARIC has given us some unique insights into how international students perceive UK education. This is the first time UK NARIC has used its database of thousands of individuals around the world who apply for its qualification comparison services as a sample for research into attitudes and perceptions. At a time when shorter duration accelerated programmes are often discussed in the UK as a way forward, we were particularly interested in investigating international perceptions of accelerated programmes, and also one-year Master's programmes and TEF ratings.

Improving effective engagement of international students in UK higher education: Moving beyond the ‘deficit approach’ - Thushari Welikala, St George’s, University of London

Theme 2

International students contribute significantly to diversity in higher education, providing opportunities for students and staff to develop intercultural awareness, offering alternative perspectives of engaging with the world and improving global competency of staff and students. International students significantly support the UK HE sector and, more widely, the UK economy. Irrespective of this, international students have been constructed as a homogenous, support-seeking group, struggling to adjust and failing to engage effectively in UK academic culture. Students’ (national) cultural differences, which are considered more or less stable, are assumed to be the main barrier that hinder their adjustment. This workshop examines the negative impacts of this difference-based deficit approach to enhancing international student experience. This session discusses how international student engagement in learning can be maximised in an authentic way. We consider the intersectionality of this group, their varying prior learning experiences, and the heterogeneity of the so-labelled ‘international students’ who in fact occupy complex geospatial boundaries.
Decision-making processes and communication preferences of international students - Paul Raybould, Director of Marketing & Market Intelligence, QS

Theme 1

With so many options to choose from, how do prospective students decide on their preferred course, country, city and university? And what channels and communications can you use to influence their decision? Using insights from over 67,000 respondents in the latest International Student Survey, this session seeks to unravel the complexities of student decision-making in 2018, as well as provide practical guidance on how you can influence outcomes to benefit your institution. Alongside this presentation, delegates can download a copy of the full International Student Survey report at www.internationalstudentsurvey.com/2018

Confucius schools, the Confucius Baccalaureate, and entry to higher education - Kong Lingtao, chair of the Confucius International Education Group

Theme 1

The Confucius International Education Group (CIEG) is an important and expanding China-based private schools group, with state-of-the-art campuses in China, the UK, and now a new campus in the USA, near Chicago. This session looks at the distinctive Confucius education philosophy which aims to provide a rigorous but well-rounded and broad-based education, to the highest standards. A Confucius Baccalaureate is being developed and piloted; this aims to record and assess student achievement across the Confucius ‘New Six Arts’ alongside students’ core academic studies. This gives excellent preparation for higher education and aspects of the Confucius system. There is also an update on international developments in the Confucius International Education Group, including a new school in the USA.

Opportunities in Uzbekistan - Uzbek embassy to the UK

Theme 1

Ambitious economic and education reforms are under way in Uzbekistan. The Uzbek government is extremely keen to build links with the UK, and is actively seeking more UK institutions and education providers to come to the country to meet the needs of their young and growing population. This briefing from the Uzbek embassy to the UK will give a broad overview of opportunities across HE, skills, and schools, and serve as an introduction to doing business in Uzbekistan.

Credential verification to meet regulatory compliance - Michel Nassif & Johan van Antwerpen, The DataFlow Group; and Ian Bassett, UK NARIC

Theme 3

An interactive session for regulators, professional bodies and providers focusing on the importance of Primary Source Verification (PSV) in high and low-risk markets, and how risk mitigation and best practices can be tailored to meet regulation requirements. Risk-based approaches, based on evidence, are considered. Case studies show and explain the credential checks made during the PSV process. These kinds of checks could be of increasing importance in attracting and recruiting the right talent from the UK, Europe and international markets, especially in the post-Brexit context. The session will also cover alignment with international licensing, regulation, accreditation and professional qualification requirements.
Thursday 8 November (day 2)  
morning – slot 1 – 11.15-12.10

Compliance: what is the future for Tier 4? Interactive discussion panel

Theme 3

With new policies emerging from Government, and possibly a tougher post-Brexit immigration landscape on the horizon, we take a look at potential Tier 4 futures and what these may mean for the sector. Lots of opportunity for discussion and Q&A with a panel of T4 experts.

Localised student recruitment strategies - Carmen Neghina, Thought Leadership Manager, StudyPortals

Theme 1

The next generation of students is placing increased emphasis on personal communication. This session will focus on helping universities better understand the profile of students in sending countries such as India, Nigeria, Malaysia, Azerbaijan, Cambodia and Kazakhstan. How are prospective students in these countries different? What motivates them to study abroad and how can you best reach them? What are they most interested in studying and what are their main barriers to doing so? Let’s explore these aspects together, using data, research and insights.

FE colleges with degree awarding powers - Stephen Howlett, Chair, London South East Colleges

Theme 4

Could FE colleges play a greater role in expanding higher education provision in the UK? Should they have degree awarding powers? A greater focus on higher level skills is needed in our education system, and higher education is vitally important. The skills crisis we are facing is not going to be solved by encouraging young people to scrap their higher education plans. Higher level skills and learning are crucial to a successful economy and to social mobility. Rather than discouraging young people to gain a degree, we need to focus on alternative offers and make sure our HE provision is accessible and relevant. Stephen Howlett, the Chair of the London South East Colleges group, argues that FE Colleges offering HE provision are in a strong position to encourage more people with the capability to take up the opportunity that higher education offers.

Pearson BTEC Higher Nationals: a new source of recruitment - Jaspreet Pandhal, Pearson, and HN and University case studies

Theme 2

Pearson's unique Higher National (HN) qualifications offer vocational skills coupled with key academic knowledge in order to provide learners with higher education and work readiness. HNs are offered in over 50 countries, with an average of 50,000 learners each year. The Higher National is split into the HN Certificate (HNC) and HN Diploma (HND), with the HND sitting at UK Level 6 and being positioned as equivalent to the second year of a 3 year undergraduate degree. Research has confirmed that more than 90% of HN learners desire to progress onto an undergraduate degree following completion of their vocational qualification. During this session we will begin with providing a brief background on the HNs, in order to provide an understanding around where they sit and the vocational and academic outcomes. This session will then provide information on the benefits of recognising and articulating to HN qualifications, allowing HN learners to progress onto a degree, usually with advanced entry within the UK and overseas. We will show that these recognition and articulations are hosted and promoted on a dedicated website called the Degree Course Finder, where we communicate
these agreements to learners so they are able to find details about entry level, the appropriate degrees and further information about the degrees and Universities. As part of the presentation, we will have both a BTEC HN provider and a University partner as case studies to demonstrate how to collaborate and connect to progress this new generation of vocational learners and their experiences in doing so. They will give examples from different subject areas to provide information around the breadth and diversity of these students and their progression journeys.

How good does an international student’s English really need to be?  
- Dr Danijela Trenkic, University of York

Theme 2

Although some international students rank among the top performers at UK universities, they perform notably less well on average than home students. My research investigates the role that language plays in their lower level of academic success. In this workshop, I will discuss recent research that bears on the following questions: How much do the language and literacy skills of international students differ from those of home students? How much do language and literacy skills affect academic success at university? Where is the threshold after which language stops being a barrier to academic performance? Are university language entry requirements set too low to enable international students to fulfil their academic potential? Do international students arrive with lower proficiency in English than their language qualifications indicate? What could universities do to better support international students’ additional learning needs? International students are hugely important to UK universities, financially, culturally and academically. It is important, therefore, to fully acknowledge and do something about the differential attainment problem they face, and the critical role that language plays in it.

Turning student flow insights into winning recruitment strategies - Jobert E Abueva, ETS

Theme 1

In a tumultuous world of shifting student flows, when the mix of students coming to the UK includes a growing segment of non-traditional source countries, there is an even greater need to recruit and enrol a quality and diverse student pool. ETS TOEFL has a considerable bank of data from its international test entrants, that gives useful information and insights to assist recruitment. In this session, ETS TOEFL highlights how general and institution-owned student flow data can be used to inform enhanced recruitment strategies and campaigns. The presenter will also discuss developments on the test security front as well as ETS’s newest recruitment tool offering, HigherYield, to help in identifying the best students to attract, engage and ultimately enrol. Ample time will be given for Q&A and for institutions to share their experiences.

Thursday 8 November (day 2)  
morning – slot 2 – 12.15-12.45

Erasmus+ and Brexit - Kevin Robinson, Stakeholder Engagement Erasmus+ UK National Agency, Ecorys

Theme 1

Session chair: Lambros Pardale, UK National Europass Centre. This session will highlight the values, impact and funding opportunities available through Erasmus+ and the likely impact Brexit might have on the programme - and what this means for universities, colleges, students and staff.
How credible are credibility interviews? - Naomi Goldshtein, Manager (Solicitor) and Jonathan Hill, Fragomen

**Theme 3**

The application of the credibility interview process is frequently debated by many as to its fairness and consistency. Since being introduced in 2012, the majority of Tier 4 General students will have completed a credibility interview in order to prove they have a genuine intention to study in the UK. This subjective decision making process not only places the applicant under unnecessary pressure but a refusal on such grounds can also have catastrophic consequences to a sponsor. Join Naomi Goldshtein and Jonathan Hill from Fragomen as they share their experiences of the process and how institutions can keep their licences secure, whilst helping their students prepare.

Developments in the IB Diploma and career-related programmes - Peter Fidczuk, International Baccalaureate

**Theme 4**

In this session participants will receive an update on the latest developments in the IB Diploma and the IB Career-related programmes. Firstly, the latest trends in IB students' data will be presented along with an update on their applications to UK HEI as well as some comparisons to applications overseas. The IB's subject courses are subject to a planned cycle of review and forthcoming changes to the IB's courses in Mathematics, English A and Language B will be reviewed. In particular, mathematics is undergoing a very significant change as the 4 separate courses currently offered will be replaced by two from September 2019, each combining Standard and Higher levels. The IB Career-related Programme is developing strongly and its role in bridging the academic-vocational divide and supporting the wider skill set of students taking vocational and applied general qualifications such as BTEC will be discussed.

Recruiting high quality students from the USA with the Cambridge AICE diploma - Val Sismey and Kevin Ebenezer, Cambridge Assessment

**Theme 4**

The Cambridge AICE diploma is now widely offered in the USA and these qualification holders provide a pool of high quality US students for recruitment. In 2018, the US was the fastest growing market for Cambridge Assessment International Education. In the USA the curriculum called the Cambridge Program has become embedded in grades 9-12 in US High Schools – especially in the Florida region. The Cambridge Advanced International Certificate of Education (AICE) diploma was first awarded in 1997 in Florida and has been expanding ever since. It is comprised of Cambridge International AS & A levels with Global Perspectives as a compulsory core. The Cambridge AICE Diploma offers breadth across the curriculum and depth in selected subjects, with a balance of maths and sciences, languages, and arts and humanities. This sessions gives more information on the AICE diploma and the expanding number of US High Schools offering it.

Preparedness and readiness of international students for UK higher education - UK NARIC

**Theme 2**

UK NARIC is undertaking a range of work that helps to inform our understanding of 'readiness' for higher education study in the UK. This session provides an overview of this work.
Safeguarding against education fraud and verification - UK NARIC

Theme 3

Fraud and education fraud continues to be a major and growing problem. UK NARIC has recently been working with a number of partners to create new services that can support institutions in addressing this issue. This session provides an overview, and gives you an opportunity to give us your views on your requirements. An interactive session.

Thursday 8 November (day 2) afternoon – slot 3 – 13.45-14.40

Insight and data: what does a changing global political landscape mean for student research, application and enrolment - Aaron Porter, Hotcourses

Theme 2

This session will share the latest trends in the research of prospective international students looking at global study options. Evaluating the role that different data sets have to play in helping to shape your international recruitment strategy, and specifically how data from students in the research phase can be used to help shape your portfolio offer, identify level of study and shortlist countries for recruitment. We will also explore the impact of global policy announcements and the impact they are having on demand and interest for the UK and our competitor destinations.

Trade agreements and the future of the UK's education exports - Geoff Gladding, Sector Head Education Team, Department for International Trade

Theme 4

Geoff Gladding heads the drive to grow the UK's education exports at the Government's Department for International Trade (DIT). This session gives insights into the UK's export and trade strategy and the priority regions and countries for exports, trade, and collaboration, and how institutional strategies can mesh with these. This session will also look at how country-to-country mutual recognition agreements help remove barriers to collaboration, partnerships, recruitment, and education exports. Opportunities for discussion and Q&A.

FE and the international market - an interactive discussion panel, featuring Kavita Cassidy, Warwickshire College Group; Michael Osbaldeston, City & Guilds; Mark Henebury, Department for International Trade

Theme 1

This lively panel discussion will look at the opportunities and challenges facing FE institutions in the international market. Chaired by Emma Meredith, international director of the Association of Colleges (AOC) and featuring Kavita Cassidy, Director of International, Warwickshire College Group; Michael Osbaldeston, Special Adviser and Skills Ambassador, City & Guilds; and Mark Henebury, Sector Specialist English Language Training, Education, Department for International Trade (DIT).
English language – proficiency, suitability, compliance - an interactive panel discussion, with David Booth, Pearson PTE; Dr Danijela Trenkic, University of York; Dr Richard Samuels, INTO University Partnerships

Theme 2

Chaired by Chris Lyons, head of research and development, UK NARIC. Understanding and measuring English language proficiency is integral to assessing student suitability, student performance, the UK’s immigration system and employability. This panel session, featuring expert speakers on the topic, will discuss the key issues surrounding this complex area. Speakers: David Booth is Director of Test Development at Pearson PTE; Dr Danijela Trenkic, University of York, is a published researcher in the area of English language proficiency and student learning; Dr Richard Samuels is Director of Teaching and Learning at INTO University Partnerships.

UKVI Audit - Working Together - Jude King, Head of Admissions, University of Liverpool

Theme 3

A case study highlighting that cross-departmental collaboration resulted in a successful UKVI audit experience.

The Asia-Europe Meeting - an untapped resource? - David Urban, Head of Secretariat, ASEM Education Secretariat

Theme 1

The Asia-Europe Meeting – ASEM – is a framework for co-operation and collaboration between the countries of Europe and those of Asia. There is a regular cycle of meetings, held alternately in Europe and Asia, at the technical level and also at the political, ministerial level. ASEM Education, focusing on education, training, productivity, and skills, exists in this framework. This session will focus on and explain the work of the Asia Europe Meeting and ASEM Education, and highlight how this work supports opportunities for universities and colleges across Europe looking to partner with providers in Asia.

Thursday 8 November (day 2)
afternoon – slot 4 – 14.45-15.40

Three perspectives of compliance - Lee Bartlett, University of Wales Trinity St David

Theme 3

An interactive workshop. Lee Bartlett, formerly a deputy director at the Home Office and senior manager at immigration law firm Fragomen, and currently head of partnerships and risk at University of Wales Trinity Saint David, will speak on compliance from those three different perspectives.
Grade inflation - just a UK phenomenon? – Dr Ray Bachan, Brighton Business School and Chris Lyons, UK NARIC

Theme 4

Grade inflation dominates the news every summer, and is in the news again this autumn, with the Government suggesting that institutions’ grade profiles could be linked to their TEF rating. But does grade inflation represent a fall in standards or an improvement in teaching and learning? Is grade inflation just a UK phenomenon or is there evidence that it affects other countries as well? Dr Ray Bachan of Brighton Business School has conducted research in this area in the UK context. Chris Lyons, head of research and development at UK NARIC, discusses what UK NARIC time series data on the grade profiles of other countries can tell us.

Getting the most out of UK NARIC resources - Luke Gallagher, UK NARIC

Theme 4

This session has a practical focus and highlights how to get the best out of UK NARIC’s online resources, and addresses some common questions and issues experienced by users.

New developments in Digital Transcripts in an international context - Rob Ward, The Centre for Recording Achievement; and Lambros Pardale, UK National Europass Centre

Theme 4

This session will focus on how HEAR developments fit within the international context; technological developments to ensure the validity of student data, including Blockchain; and the future of HEAR, specifically with regard to the needs of users outside of Higher Education.