CODE OF PRACTICE

for

ACPET members using the services of agents / brokers

AUSTRALIAN COUNCIL FOR PRIVATE EDUCATION AND TRAINING
ACN 054 953 758

Adopted
December 2014
Introduction

To provide confidence to students, industry and government, the Australian Council for Private Education and Training (ACPET) has, with the support of its members, developed a Code of Practice for using the services of agents/brokers (the Code).

Implementation of the Code is ACPET’s way of demonstrating that its membership is serious about providing high quality services that students, their families and the community can feel confident will meet their expectations. Amongst other things, ACPET members will use the services of reputable agents/brokers who have a proven track record in meeting the obligations enshrined in the Code.

The Code should be seen as additional to the Code of Ethics of ACPET (at attachment 1), adherence to which is a condition of ACPET membership. The Code of Ethics affirms the professional standards expected of education and training providers. Members are required to act with integrity in all dealings with students (past, present and future), employers, with ACPET and with other organisations.

The Code is intended to provide students with a clear statement of the standards which they can expect from ACPET member organisations in their dealings with them and their nominated representative, including the agents/brokers which they use to attract students.

ACPET members will publicly make a stand on the need to eliminate those disreputable agents/brokers which are bringing adverse publicity on the sector and undermining the confidence of the community. Such publicity is undermining the credibility of all providers including ACPET members. The Code is a tangible way of differentiating ACPET members from other private providers who may continue to use disreputable agents/brokers. Simultaneously ACPET is seeking to facilitate the differentiation of those reputable agents/brokers which perform an important function in the sector’s operation by providing a necessary linkage between students and providers.

In a real sense the Code ensures that ACPET members will meet their obligations under the various governments’ legislation, regulations and codes of practice. It will cover the use of agents/brokers who operate both on-shore in Australia for domestic and international students and off-shore for international students including Australians who study abroad.

While the Code will necessarily only apply to ACPET members, its intention is to provide a framework which agents/brokers who work with or partner ACPET members will be required to operate. In line with the latest changes to government standards for post-secondary education

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1 Code of Ethics of ACPET, April 2013 (see Attachment 1)
2 Education Services for Overseas Students (ESOS) Act
3 Standards for Registered Training Organisations (RTOs) 2015
4 National Code of Practice which operates under the ESOS Act
providers, such a framework will not be prescriptive in terms of how it is to operate, but rather provide student-centric parameters which encourage and facilitate best practice.

To facilitate such high ideals, ACPET will be encouraging all agents/brokers to recognise the Code, undertake ACPET endorsed professional development in the responsibilities of agents/brokers similar to the training offered by the British Council\(^5\) and consider membership of ACPET as ‘partners in education’, and register on the ACPET preferred agents/broker list. The attached Schedule 1 illustrates how this will operate for agents/brokers wishing to be place on the ACPET preferred agents/broker list and how it links back into ACPET membership.

The Code acknowledges the ‘Statement of Principle for the Ethical Recruitment of International Students by Education Agents and Consultants (The London Statement)’\(^6\) (see Attachment 2) which outlines an ethical framework and adopted the following seven principles under which providers and agents/brokers should operate:

1. Agents and consultants practice responsible business ethics.
2. Agents and consultants provide current, accurate and honest information in an ethical manner.
3. Agents and consultants develop transparent business relationships with students and providers through the use of written agreements.
4. Agents and consultants protect the interest of minors.
5. Agents and consultants provide current and up to date information that enables international students to make informed choices when selecting an Agent or consultant to employ.
6. Agents and consultants act professionally.
7. Agents and consultants work with destination countries and providers to raise ethical standards and best practice.

The London Statement ethical framework and principles provide a solid basis on which recruitment of students by agents/brokers in Australia could be based and has been used in the development of the Code.

The Code has also drawn on material from the Australian Government Department of Education guide for providers of education and training to overseas students titled ‘Using Education Agents’\(^7\) (see Attachment 3) which supports the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (\textit{op. cit.}). The Guide provides assistance in establishing a framework designed to assist providers in reaching a reasonable level of assurance that any education agents they engage act appropriately. The guide also identifies and addresses any inappropriate conduct by education agents before there is an adverse impact on the provider’s business and its students.

\(^5\) [http://www.britishcouncil.org/education/education-agents/training-agents](http://www.britishcouncil.org/education/education-agents/training-agents)


Aim of the Code

The aim of the Code is to provide students, the community and government with confidence in the integrity of the agents/brokers used by ACPET members to recruit prospective students and to be assured that they act in the interest of those students.

The Code

To achieve this aim, ACPET members have developed and agreed the following principles which will guide their interaction with agents/brokers:

ACPET members (the providers) using agents/brokers for the purpose of recruiting students shall:

1. Give priority to using agents/brokers who are on the ACPET preferred agents/brokers list (see Schedule 1) which outlines how agents/brokers can be placed on that list).
2. Identify that the agent/broker has agreed to recruit students for an ACPET member, who is a signatory to the Code of Practice for its members using the services of agents/brokers and if not on the ACPET preferred agents/brokers list has agreed to abide by the conditions of the Code of Conduct for agents/brokers (see Schedule 1).
3. Ensure that a written agreement/contract is in place with the agent/broker detailing:
   a. expectations and responsibilities of the provider and agent/broker;
   b. defining courses on offer by the provider;
   c. the requirement for both parties to comply with relevant legislation, including but not limited to marketing and sales practices are not deceptive or misleading;
   d. any third party arrangements which may apply; and
   e. Conflict resolution for student enrolments.
4. Satisfy themselves that the agent/broker personnel are adequately trained and assessed in accordance with provider expectations and compliant with all relevant legislation.
5. Ensure that use of an agent/broker is monitored to ensure compliance with the Code of Conduct for agents/brokers and has intervention strategies in place for non-compliance.
6. Ensure that agents/brokers are fully aware of the requirement of the ACPET member in relation to:
   a. assessing a potential student’s desire to participate in a course;
   b. assessing a potential student’s intention to complete a course;
   c. ensuring the potential student understands the requirements of the course in accordance with the policies and procedures of the ACPET member;
   d. ensuring the potential student understands transfer policies; and
   e. ensuring the potential student is made aware of, and understands, the costs in relation to pre-requisites, course tuition fees, textbook fees and any other charges. This is particularly important where a student is going to access VET FEE HELP or FEE HELP to facilitate meeting the cost of the ACPET member’s course.
7. Be assured that the agent/broker does not misrepresent employment outcomes as a result of student completing the ACPET member’s course.
8. Be assured that the agent/broker does not promote themselves as being a provider, but rather as an agent/broker for the ACPET member.
9. Be assured that the agent/broker maintains strict confidentiality of potential and existing student details.
10. Be assured that the agent/broker does not refer prospective students under the age of 18 unless they have adequate representation from a guardian and/or legal counsel during meetings with the agent/broker and that this is recorded as informed consent before any money is exchanged and that the prospective student has the legal capacity to enter into any commitment.
Schedule 1

The ACPET Preferred Agent/Broker list

In an effort to assist its members in the recruitment and use of agents/brokers, ACPET will establish a Preferred agent/broker list. As indicated in the introduction to the Code, entitlement to be on the list will require agents to agree to a number of conditions, similar to those adopted by ACPET members under this Code and in addition to the ACPET code of Ethics.

To be included on the ACPET Preferred agent/broker list requires:

1. The agent/broker to be nominated by an existing ACPET member who is satisfied with the services provided to the member.
2. In nominating an agent/broker the member should ensure that the agent/broker will adhere to the Code.
3. The nominated agent/broker will then be required to:
   a. agree to abide by the Code of Conduct for agents/brokers (see below);
   b. acknowledge the ACPET Code of Practice for its members using the services of agents/brokers;
   c. participate in a professional development session organised by ACPET; and
   d. agree to be a ‘Partner in Education’ member of ACPET and thus agree to abide by the Code of Practice for ACPET members using the services of agents/brokers.
4. The nominated agent/broker details will be sent to ACPET members to see if anyone has any issues with the agent/broker becoming a ‘Partner in Education’ member of ACPET. This is usual practice for any individual or organisation seeking to be a member of ACPET.
5. If there is no objection from existing ACPET members the nominated agent/broker will become an agent/broker member of ACPET on payment of the annual membership fee of $1,000 and be placed on the ACPET Preferred agent/broker list.
6. Admission on the ACPET Preferred agent/broker list will require maintenance of ‘Partner in Education’ membership of ACPET and reaffirmation of agreeing to abide by the Code of Conduct for agents/brokers.

The Code of Conduct for Agents/Brokers on the ACPET Preferred Agents/brokers list

A preferred agent/broker for listing with ACPET shall:

1. Ensure all legislated compliance practices, including but not limited to marketing and sales practices, are not deceptive or misleading and are in line with ACPET member requirements and applicable regulations.
2. Ensure all personnel are adequately trained and assessed in accordance with provider expectations.
3. Ensure appointment of appropriately qualified personnel accountable for monitoring compliance with the Code and applicable legislation.
4. Comply with provider monitoring interventions to ensure compliance with the Code and applicable regulations.
5. Use reasonable endeavours to:
a. assess a student’s desire to participate in a course;
b. assess student’s intention to complete the course; and
c. ensure student’s understand the requirements of the course of study in accordance with the policies and procedures of the provider.

6. Use reasonable endeavours to evaluate students’ study capacity prior to enrolment in a course to optimise the likely completion of the course by the student, including, by way of example, language, literacy and numeracy skills, and personal circumstances that may influence ability to complete the course.

7. Ensure students are made aware of the pre-requisites for the course, full course tuition fees, textbook fees and any other charges.

8. Not misrepresent employment outcomes as a result of completing the course.

9. Not advertise or otherwise promote themselves as being the provider.

10. Comply with all relevant legislation and regulation in relation to ethical marketing, advertising and sales including, but not limited to:
   a. the Competition and Consumer Act 2010 (Commonwealth);
   b. the Privacy Act 1988 (Commonwealth);
   c. the Do Not Call Register Act 2006 (Commonwealth);
   d. the Spam Act 2003 (Commonwealth);
   e. legislation relating to health and safety; and
   f. the Higher Education Support Act 2003 (Commonwealth).
CODE OF ETHICS

of

AUSTRALIAN COUNCIL FOR PRIVATE EDUCATION AND TRAINING

ACN 054 953 758

Adopted

December 2014
ACPET CODE OF ETHICS

1. As a condition of admission to, and continuing, membership of the Australian Council for Private Education and Training (ACPET), all members must agree to abide by the ACPET Code of Ethics.

2. This Code affirms the professional standards expected of education and training providers. Members are required to act with integrity in all dealings with students (past, present and future), employers, with ACPET, and with other organisations.

Objects

3. This Code is intended to fulfil the following functions:
   i. To define standards of conduct expected of members of ACPET in their dealings with one another; and with ACPET, in accordance with the ACPET Constitution and By-laws;
   ii. To provide students and clients with a clear statement of the standards which they can expect member organisations to adopt in their dealings with them, subject to equivalent provisions in any code or codes which the organisation has adopted to regulate dealings with its staff, students and other clients;
   iii. To reflect the Code of conduct requirements of Commonwealth and State Government agencies for accrediting and registering organisations and courses under legislation which fund and/or regulate the provision of educational and training services for local and overseas students; and
   iv. To promote confidence and community trust in the services provided by members of ACPET.

Definition and interpretation

4. Words defined in the Constitution or By-laws shall have the same meaning in this Code unless expressly stated to the contrary.

5. The word “student” includes all learners and other clients receiving education and training services from an ACPET member.

6. Aide memoirs and examples have been included in the Code to assist with interpretation but do not derogate from or limit the general meaning.

7. Wording of particular significance to members is shown in **bold**.
Scope

8. This Code is binding on all ACPET members. Adherence to the principles of the Code, or, so far as the application of paragraphs 14 to 24 of the Code are concerned, to an internal Code committing the organisation to equivalent standards to those laid down in these paragraphs in relation to its students, clients, staff and other clients, will be considered a formal condition of all applications for membership of the Council under the By-laws.

General

9. Members will adopt and maintain practices that ensure high professional standards in all aspects of their operations, including but not limited to their general management and the marketing and delivery of education and training services. Members must not engage in any conduct that is contrary to government policy or has the potential to bring their institution, the sector, or ACPET, into disrepute.

Quality Education

10. Members will:
    i. Ensure the highest possible standards in the selection of staff and the planning and delivery of courses and training;
    ii. Ensure that teachers and trainers are suitably qualified and have relevant industry experience;
    iii. Maintain a learning environment that is conducive to the success of trainees/students/clients;
    iv. Be vigilant in ensuring that student attendance levels/academic progress are met;
    v. Ensure they have the necessary facilities and use methods and materials appropriate to the requirements and levels at which courses are offered;
    vi. Monitor their training to ensure effective delivery and continued relevance;
    vii. Within 6 months of membership, and annually thereafter complete a self-assessment report of its organisation with a toolkit provided or endorsed by ACPET;
    viii. Provide a copy of completed self-assessment report to relevant regulator(s) within 14 days of completing self-assessment report;
    ix. Give priority and utilise ACPET’s agent/broker list (provided on the ACPET website) under the ‘Code of Practice for ACPET members using the services of agents/brokers’; and
    x. Through monitoring of any agents/brokers used; ensure that they are honest and ethical in their business dealings and place an emphasis on student welfare.
Members recognise that in pursuing excellence in tertiary education and training, self-assessing quality is more than a determination of compliance against standards. Self-assessment needs to be a continuous improvement process that involves managers, staff, learners, employers, subcontractors and other partners.

To further improve the outcomes from the sector, members will build into their assessment the evaluation of learners' progress and achievement. Key criteria for assessment will include

**Overall effectiveness**

How effective and efficient is the provider in meeting the needs of learners and other users, and why? Evidence would incorporate:

i. outcomes for learners

ii. the quality of teaching, learning and assessment, and

iii. the effectiveness of leadership and management.

**Outcomes for learners**

Members will incorporate an assessment of student outcomes through an external peer review of learning and assessment strategies.

**Quality of teaching, learning and assessment**

Members will drive an approach to teaching and learning excellence through an external peer review of teaching and assessment practice and the extent to which:

i. learners benefit from high expectations, engagement, care, support and motivation from staff

ii. staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs,

**Effectiveness of leadership and management**

The effectiveness of leadership and management by evaluating the extent to which leaders and managers:

i. demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance

ii. improve teaching and learning through rigorous performance management and appropriate professional development

iii. evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement
iv. successfully plan, establish and manage learning resources and programmes to meet the needs and interests of learners, employers and the local and national community, and

v. safeguard all learners.

Financial Standards

11. Members must safeguard the funds paid by students in accordance with relevant legal requirements. They will properly document their contractual and financial relationships with students and provide students and clients with copies of this documentation. Where they are unable to provide agreed services they will make a refund to students in accordance with relevant Commonwealth and State legislation or work with ACPET in ensuring students can be effectively placed in accordance with the ACPET Australian Student Tuition Assurance Scheme (ASTAS), and for overseas students in accordance with the Commonwealth’s Tuition Protection Scheme (TPS).

Student Services

12. Members will ensure that all students/trainees/clients are given appropriate orientation, and are given reliable and up-to-date advice on accommodation, counselling, in course placements, remedial education and welfare facilities having regard to the cultural and special needs of disabled students/trainees/clients and those from different backgrounds. Members will monitor the progress of students/trainees/clients and ensure individualised support and counselling for those having difficulties with a course.

13. Members will be sensitive to the specific cultural and social needs of all students. They will ensure that students receive adequate orientation, appropriate information and advice on accommodation, counselling, health and welfare services, and assistance in accessing bridging courses or additional educational support. Members will ensure that those students under 18 years of age will receive additional support with the above services as required in keeping with the student’s underage status and in compliance with ESOS and other regulatory requirements.

14. Members will insist on the maintenance of generally accepted ethical standards in the educational and social relations between staff and students/trainees/clients.
15. Members will respect the confidentiality and privacy of their students/trainees/clients. Members understand that students/trainees/clients and prospective students/trainees/clients provide them with information for the purpose of offering and providing training and education and will not use or disclose this information for other purposes except with the consent of the individual concerned, in accordance with a legal requirement or where relevant information is routinely used or disclosed in a particular way and this is notified to the student/trainee/client at the time the information is collected.

16. Members will assume a level of responsibility appropriate to the industry or profession for which they provide education or training to assist graduates who have completed their courses to obtain employment. They will promote equality of opportunity in placement.

17. Members will provide effective internal complaint resolution and grievance procedures to deal with students’ problems.

**Marketing**

18. Members will market their education and training services with integrity and accuracy, avoiding vague and ambiguous descriptions of courses or the qualification or capacities required by students to undertake them. They will not make false or misleading comparisons with other education and training providers. They will not take any action that may damage the reputation of Australian education and training either domestically and internationally.

19. Members will assume responsibility for the actions of their appointed agents for marketing services and processing applications for students. They will ensure that their agents and partners maintain standards of behaviour and operation in relation to joint or agency activities that are consistent with this Code.

20. Members marketing their services locally will provide accurate information about opportunities for further study and prerequisites for undertaking relevant courses. If appropriate, they will provide Australian students with details of their ASTAS membership.
21. Members marketing their services overseas will do so in a manner that is consistent with the educational, cultural and regulatory systems of the relevant countries. They will provide accurate information about immigration and residency requirements, cost of living, health and welfare, opportunities for further study and language prerequisites for undertaking relevant courses. If appropriate, they will provide overseas students with details of their TPS membership.

22. Where international students are applying for English language courses, ACPET expects that its members will provide sound advice regarding courses leading to English language tests, such as TOEFL, IELTS etc. but under no circumstances should providers give any guarantee or misleading information regarding the scores a student might achieve in outcomes of such tests.

23. ACPET recognises that for some groups of learners that the use of incentives may support students in taking a decision to enrol in, and complete, a course. Incentives should only be offered if they are embedded into the institution’s learning activities and add to the quality of the learning experience.

Obligations to ACPET and other Council Members

24. Members will conduct their affairs in such a way as to ensure the best interests of ACPET and the Australian private education and training sector; and to ensure the continued high standing of ACPET and its members in Australia and overseas.

25. Members will not engage in misleading or deceptive conduct, including but not limited to:
   i. Making false statements of fact
   ii. Making statements that are factually true but which are capable of inducing students, ACPET or other members into error
   iii. Conduct which misleads or deceives, even if such conduct is negligent or reckless as to whether it misleads or deceives
   iv. A failure to disclose facts where there is a reasonable expectation that a member should do so
26. Conduct will be taken to be misleading if the member making it cannot show they have reasonable grounds. In these situations, the burden of proof is on the member making the representation to produce evidence to show that they had reasonable grounds.

27. Members will not deliberately criticise the services or quality of education or training provided by other members, entice students or trainees from other member colleges or encourage students or trainees enrolled at another college to change colleges.

28. Members agree to raise legitimate concerns about other members and about ACPET staff in the complaint and dispute resolution framework provided in this Code and the By-laws. All complaints and concerns will be dealt with confidentially and expeditiously. Any complaints that are deemed by ACPET not to be legitimate or made for nefarious reasons shall be subject to disciplinary review.

29. Members will co-operate with fellow members in upholding and enforcing this Code.

30. Where members also have Tuition Assurance Scheme coverage, they have specific obligations in the event of another ACPET member closing their operations and entering provider default. In these circumstances, TAS members are required to take all reasonable measure to accept displaced students where they have similar courses on their scope of registration and are within the same geographic location.

31. In the event of another ACPET member entering provider default, other ACPET members are not to accept any inducements to accept students where these are offered by agents, students or other parties and are offered in a manner contrary to the ESOS Act and the National Code.

32. On relinquishing ACPET membership or having their membership terminated, former members will refrain from claiming ACPET membership or the grant of any licence from, or accreditation or recognition by, ACPET.

33. Members agree to provide accurate and timely information when requested, in accordance with the ACPET By-laws and/or Constitution. Members must also notify ACPET within 48
hours if regulatory sanctions or conditions are placed on the organisation's registration by a national or State regulatory body.

Complaints
34. Members will adopt clearly defined procedures for dealing with complaints that involve alleged breaches of this Code or any internal code. They will ensure that students and clients are made aware of these procedures and, where a complaint is not able to be resolved internally, there are other avenues available to them to resolve it. Members will ensure that students or clients are not penalised or victimised for pursuing a complaint in good faith.

35. Complaints relating to an alleged breach of a provision of this Code may be made to the ACPET designated officer or to a member of the ACPET Board by a student, staff member or client of a member, or by a member other than a member to whom the complaint relates, or to an ACPET staff member.

Sanctions
36. Complaints to ACPET about a breach of the Code by a member will be dealt with in accordance with the Constitution and By-laws. Members recognise that it is their responsibility to be informed about the impact that a failure to uphold the requirements of this Code of Ethics may affect them and their business. Failure to act in accordance with the Code of Ethics may result in their membership of ACPET being terminated. Depending on the nature of their business and of their ACPET membership, termination of membership may include termination of membership of an ACPET Tuition Assurance Scheme, and may have a negative impact on their business operations, including the potential withdrawal of approval by government and regulatory bodies for members to offer courses to Australian or overseas students and the cancellation of their registration as approved providers.

Publicity
37. Members will publicise the fact that they adhere to a Code which defines their obligations to students, the public and to other providers of education and training services and will have copies of this Code or an equivalent internal Code available for inspection by students and other clients who ask to inspect it.
Monitoring and Review

38. The ACPET designated officer will report to the Board every six months on
   i. the operation of the Code,
   ii. measures taken to promote awareness of the Code,
   iii. any legislative or official policy developments relating to prudential or ethical standards affecting the Code, and
   iv. any issues, which they believe, the Code fails to address.

On receipt of this report the Board will review the Code and consider any amendment of the Code or any other action required to address issues raised in the report.

Rod Camm
Chief Executive Officer
Australian Council for Private Education and Training

December 2014
Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants

(To be known as the London statement)

March 2012

1. Introduction

1.1 Context
Increasing numbers of students now move across national borders seeking education and training opportunities in order to gain internationally recognised qualifications. The OECD publication Education at a Glance 2010 sources OECD and UNESCO Institute for Statistics, which estimated that more than three million tertiary students were educated outside their home country in 2008. Some commentators project that global demand for international education could be expected to rise to almost eight million by 2025.
The growth in the number of international students has been accompanied by an increase in the number of education agents and consultants who provide services to them. Education agents and consultants are integral and important stakeholders in international education.

1.2 Background to the Initiative
The Roundtable on the Integrity of International Education is a forum at which the UK, Australia, Canada, Ireland, New Zealand and the US meet to share knowledge and experience and identify common areas of practice and concern, as well as scope for collaboration. At the initial meeting of the Roundtable in 2010 Australia proposed developing a joint international code of ethics for international education agents which would facilitate a common approach and raise ethical standards.
The development of a ‘Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants’ is the initiative that flowed from that proposal. The UK, Australia, Ireland and New Zealand agreed to the statement of principles on 16 March.
Each of these countries is now working towards implementing the principles. This includes training and communications for Agents.

1.3 Purpose
This high-level Statement of Principles promotes best practice among the education agents and consultant professions that support international students. The Statement of Principles is a unifying set of understandings for the recruitment of, and related services provided to, students in international education which serve to promote best practice among education agents and consultants. The Statement will be reflected in each country’s approach to international education.
A report on activity will be presented to the Roundtable meeting in 2013.
A number of factors which could be addressed under each principle when developing initiatives and actions are provided in the Attachment on page 3.
2. Ethical Framework
The Statement of Principles is based on an underlying ethical framework of:

- **Integrity** - being straightforward and honest in all professional and business dealings;
- **Objectivity** - not allowing professional judgment to be compromised by bias or conflict of interest;
- **Professional competence and due care** - maintaining professional knowledge and professional service, and acting diligently;
- **Transparency** - declaring conflicts of interest to all clients, especially when service fees are charged to both the education provider and the prospective student;
- **Confidentiality** - respecting and preserving the confidentiality of personal information acquired and not releasing such information to third parties without proper authority;
- **Professional behaviour** – acting in accordance with relevant laws and regulations and dealing with clients competently, diligently and fairly; and
- **Professionalism and purpose** - acting in a manner that will serve the interests of clients and the wider society even at the expense of self-interest; recognising that dedication to these principles is the means by which the profession can earn the trust and confidence of stakeholder groups (individual clients, the public, business and government).

3. Principles

- **Principle 1** - Agents and consultants practice responsible business ethics.

- **Principle 2** - Agents and consultants provide current, accurate and honest information in an ethical manner.

- **Principle 3** - Agents and consultants develop transparent business relationships with students and providers through the use of written agreements.

- **Principle 4** - Agents and consultants protect the interests of minors.

- **Principle 5** - Agents and consultants provide current and up-to-date information that enables international students to make informed choices when selecting which agent or consultant to employ.

- **Principle 6** - Agents and consultants act professionally.

- **Principle 7** - Agents and consultants work with destination countries and providers to raise ethical standards and best practice.
Attachment to the London statement
March 2012
This Attachment to the London Statement of Principles provides suggestions on a number of factors that could be addressed under each of the principles.

Principle 1: Agents and consultants practise responsible business ethics
- Avoiding conflicts of interest
- Observing appropriate levels of confidentiality and transparency
- Acting professionally, honestly and responsibly
- Refraining from being party to any attempt by students or others to engage in fraudulent visa applications
- Acting in the best interests of the student at all times
- Declaring conflicts of interest
- Being transparent in fees to be paid by students and commissions paid by providers
- Providing clear avenues for handling complaints and resolving disputes
- Complying with relevant laws and regulations.

Principle 2: Agents and consultants provide current, accurate and honest information in an ethical manner
- Providing realistic and appropriate information that is tailored to the individual student’s circumstances, particularly in relation to language skills, capacity to pay and level of study
- Specifying the rights and responsibilities of the student in the country of destination
- Refraining from claiming a direct government endorsement or privileged relationship with a public official or member of the government where one does not exist; including for example the misuse of national brand logos
- Providing a registration number or other identifier on advertising material
- Using institutions’ officially approved material in promoting providers with whom agents have an agreement.

Principle 3: Agents and consultants develop transparent business relationships with students and providers through the use of written agreements
- Signed by the student and the agent
- Signed by the provider and the agent
- Include information on the arrangements put in place by agents and consultants on behalf of the student, such as itemised payment schedules of fees and services, and refund and transfer policies
- Provide details on information provided under Principles 1 and 2, as a means of guiding agents and consultants to give appropriate information to students so that both students and agents understand what has been agreed to
- Maintain student confidentiality
- Are archived in an appropriate manner so that the agreements can be made available to the student or an appropriate authority within a reasonable timeframe.

Principle 4: Agents and consultants protect the interests of minors
- Ensuring that the prospective student has adequate representation and support from a guardian and/or legal counsel during meetings with the agent or consultant and that this is recorded as informed consent before any money changes hands
- Ensuring that the client has the legal capacity to enter into any commitment
• Acting not only in accordance with relevant laws and regulations, but competently, diligently and fairly as befits dealings with minors.

**Principle 5: Agents and consultants provide current and up-to-date information that enables international students to make informed choices when selecting which agent or consultant to employ**

• Providing information to students about the accreditations the agents have met, the training they have undertaken, the memberships they hold to professional associations or processes undertaken to become registered and accredited education agents and consultants
• Providing information about themselves that support comparison of registration, qualifications and experience.

**Principle 6: Agents and consultants act professionally**

• Participating in training courses and professional development wherever possible
• Becoming members of professional associations and networks that promote and support best practice in the recruitment of international students.

**Principle 7: Agents and consultants work with destination countries and providers to raise ethical standards and best practice**

• Sharing information on best practice in the recruitment of international students by education agents and consultants.