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A MESSAGE FROM OUR CHAIR

I am highly impressed with the way that many guardianship organisations and schools have been working together to find solutions and understand the challenges of this pandemic. We are aware that government guidance at times has been open to interpretation and this has certainly tested us all. However, in many cases it seems that adversity has inspired a collaborative approach which has proved to be a key part of mastering this complex jigsaw puzzle.

The AEGIS office team continues to be busy, providing support. We have seen a rise in the number of school and guardianship organisation members, and we are extremely pleased to welcome Sophie to the team. Inspections have continued and feedback has been positive. My thanks go to both Jackie and Sharon for the superb work they do in this area. Yasemin, in her understated way, has been a tower of strength to us all. As Chair, and on behalf of the Trustees, I thank her for ensuring that we have navigated this difficult time.

There are still tough times ahead; this now seems inevitable. Please rest assured that we will continue to support you.



Adam Lubbock - AEGIS Chair

MEET THE TEAM

The AEGIS team have been working hard throughout the pandemic, and have now been joined by Sophie Lindsay, who has taken on the role of managing our Schools Membership programme. We thought we would take a moment to re-introduce our office team to you, and give you some background for our latest team member.



Yasemin Wigglesworth, CEO

Yasemin started working for AEGIS in 2012. A French and Italian graduate from Manchester University, she has both studied and worked overseas. Her work has always focused on supporting international students, from her days working in the marketing and recruitment departments of language schools, a further education college, setting up her own English language school, to overseeing the smooth running of study programmes for American students in Florence. Having spent her early years in Istanbul, Yasemin has a love of other cultures and languages. Yasemin lives in Stroud with her husband and their two sons, who have just started their GCSE and A-level courses, and a loopy red setter. She has a keen interest in art and illustration, and travel - when possible!

Sharon Sverdloff, Inspections Manager

Sharon joined AEGIS in November 2017. Throughout her working life she has worked either for or with children. She spent 15 years working for a solicitor who specialised in Education Law, particularly in relation to securing appropriate school placements and specialist input for students who had special education needs or disabilities. Following the arrival of her second child, Sharon retrained to work with pre-school children and spent 9 years working in a local nursery, the last three of which were as manager and special needs co-ordinator, where she was on the receiving end of more than one OFSTED inspection. She has always believed that safeguarding and child welfare are paramount and fully endorsed the AEGIS ethos from day one! Sharon lives in Gloucestershire with her two children, cat and a couple of spoilt guinea pigs. She also volunteers at a local hedgehog hospital and is just undergoing her hedgehog first aid and rehabilitation training.



Sophie Lindsay, School Membership Manager

Sophie joined AEGIS in July, taking on the management of our Schools Membership programme. She comes to us with valuable experience in guardianship and a passion for supporting international students.

Sophie is also a teacher, and has taught in the UK as well as in Saudi Arabia and Kuwait, where she lived with her family for a number of years. She has also managed a recruitment company office in Auckland, New Zealand, and ran a marketing department at Christie's in London after leaving Bristol University, where she studied French.

Sophie's two children have both attended boarding school in the UK, and she has experienced the challenges of being an overseas parent first-hand. Sophie went to boarding school herself, with her parents living overseas in locations such as Portugal and Russia. Sophie lives near Salisbury with her family and an eccentric whippet called Iris.

NEW MEMBERS

We are delighted that our community of member schools is growing, which is a reflection of the renewed and heightened focus that schools are placing on the safeguarding of international students. We look forward to supporting and working with our schools over the next academic year. AEGIS is a registered charity and, as such, we are reliant on membership subscriptions from schools and accreditation and membership from guardianship organisations. If you are a school reading this and you are not yet a member then please do get in touch with Sophie Lindsay, via sophie@aegisuk.net.

New Member Schools since our last Newsletter in June 2021

- Abbey College in Malvern
- Abbotsholme School
- Abingdon School
- Bedstone College
- Bethany School
- Bilton Grange
- Bradfield College
- Buckswood Overseas Summer School (BOSS)
- Caterham School
- Dauntsey's School
- Fulham School
- King's School Canterbury
- Lincoln Minster School
- Prior Park College
- Rugby School
- Ruthin School
- Shiplake College
- Winchester College



A full list of AEGIS member schools can be found [here](#).

Newly Accredited Guardianship Organisations

Since our last newsletter we congratulate the following AEGIS members for passing accreditation:

New Preliminary Members

- My Education
- RB Guardianship
- Harbour House Guardianships
- Hope Guardianship
- Launchpad Education UK Ltd
- International Education Online Ltd
- Total Care Education (London) Ltd

[Full List of Preliminary Accredited Guardianship Organisations](#)



New Gold Standard Members

- Abby Plumb Education Guardian Services
- My Guardians

Gold Standard Re-Accreditations

- Best Start Education Ltd
- UK2Learn
- ICON Education Ltd
- Gateway Guardianship UK Ltd

[Full List of Gold Standard Accredited Guardianship Organisations](#)



We thank all of our new members and accredited organisations for your hard work and support!

FREQUENTLY ASKED QUESTIONS

Here are some Frequently Asked Questions about AEGIS and educational guardianship which we thought would serve as a good update.

Q How many accredited guardianship organisations does AEGIS now have?

A AEGIS currently has 80 accredited guardianship organisations, 25 Preliminary level accredited members and 55 Gold Standard accredited members, with many more inspections underway.

Q Can you explain the different levels of accreditation?

A AEGIS offers two levels of accreditation for those providing guardianship services; both levels ensure the highest level of vetting for guardianship organisations in the UK.

Preliminary Accreditation is open to all guardianship organisations or sole guardians of any size. Guardians can even apply before they recruit students. This level ensures that the essential standards are in place in order to provide safe guardianship. Checks include: ensuring that company documents such as handbooks, contracts and policies are in place and adequate, as well as proof of insurance and evidence of appropriate training and safer recruitment checks for all staff, homestays and volunteers. A full list of requirements is set out in the AEGIS Inspection Handbook and Guardianship Organisation Quality Standards.

Gold Standard Accreditation is the most prestigious accolade that a guardianship organisation can hold and signifies the highest standards of safeguarding and care in the guardianship of international students. The inspection process is based on the AEGIS Quality Standards and a guardianship organisation has to meet all of the applicable standards in order to gain Gold Standard Accreditation. For further information then please contact the AEGIS office.

Q How does AEGIS ensure the quality of members?

A Accreditation will only be granted once AEGIS inspectors and the trustee inspection group are satisfied that the guardianship organisation meets all of the AEGIS inspection criteria and standards. Our inspections are carried out by independent, trained inspectors. Re-inspections are carried out every 4 years for Gold Standard level and every 2 years for Preliminary level. Spot checks are carried out in between and companies must complete an annual declaration form. Should complaints or issues be raised regarding a guardianship organisation, these are followed up with the guardianship organisation and any outside agencies, e.g. local authority.

Q Since AEGIS was established in 1994, how has the guardianship sector changed?

A Educational guardianship has certainly changed since 1994. More schools are now insisting on guardians for their international students, either AEGIS accredited or close family members. We have also seen an increase in universities insisting on AEGIS guardians for international students under the age of 18, who do not have a family member residing in the UK. There is now greater competition as more guardianship organisations have evolved, coupled with an increasing focus on quality and customer service.

FREQUENTLY ASKED QUESTIONS

Continued...

Q What about regulations?

A Currently there is no statutory licence, compulsory registration or training required for people or companies wishing to provide educational guardian services. AEGIS has designed its own quality standards in order to ensure greater protection for students in the care of educational guardians and has worked tirelessly in the sector since 1994. AEGIS sets requirements in relation to recruitment checks for staff, volunteers and homestays which comply with the guidance in Keeping Children Safe in Education.

There are also no statutory regulations or requirements in place for people or organisations wishing to host international students in a home setting, and this includes the people hosting and the accommodation provided, for stays less than 28 consecutive days. AEGIS, however, fills the statutory gap with its accreditation requirements. Some guardianship organisations care for day pupils for 28 days or more, therefore the homestay arrangements for students under the age of 16 (or 18 if the student is disabled) will fall under a private fostering arrangement. The law in relation to private fostering is much more rigorous and AEGIS ensures that its guardianship organisation members are aware of the requirement to notify the local authority and submit to regular visits and meetings with the local authority. AEGIS has been raising concerns about the lack of regulations with the DfE for many years and was pleased to see the introduction of a new standard on guardianship to the Draft Standards for Boarding Schools.

Schools which are UKVI sponsors have a general responsibility to ensure that suitable care arrangements are in place for any sponsored child student aged under 18 throughout their time in the UK.

Q How is the future of educational guardianship looking?

A The pandemic has certainly highlighted the need for professional, AEGIS accredited guardians. We have seen a sharp increase in interest in our inspection and accreditation processes. Since January 2021, AEGIS has granted 13 Preliminary accreditations, 2 new Gold Standard accreditations and 14 re-accreditations of current Gold Standard accredited guardians. We will continue to ensure that the safety and wellbeing of international students remain at the core of all our work and charitable aims.

CHRISTMAS 2021 – SOLUTIONS AND ISOLATION

Guardianship organisation response and contingency planning for Christmas 2021

Thank you to all our member schools who have taken the time to reply to our survey regarding plans at Christmas. It seems that the majority of schools are closing for the holiday. With so many students unable to travel home this year due to travel restrictions and lengthy quarantine requirements in home countries, guardianship organisations are, of course, keen to help. Homestays and Christmas Camps are being organised to help students remain in the UK. All guardianship organisations have Covid-19 contingency plans in place should students test positive whilst under their care during the holidays and will only return healthy students to school in January.

Please note that guidance remains the same: wherever an international boarder tests positive/shows symptoms is where they should self-isolate e.g., if at school, they self-isolate at school; and if in a homestay, they self-isolate at the homestay. Overwhelmingly, we are told by our member guardianship organisations that host families are not willing to accept students who contract Covid-19 at school into their home.

ISBA Guidance 21st October 2021

If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home. It follows that pupils who test positive at school and cannot self-isolate in their family home should remain where they are. This conclusion is supported by the Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection, which states that if an individual develops symptoms of COVID-19, they should stay at home and self-isolate immediately. It is only permissible to leave home in very specific circumstances and individuals should not go to public places, use taxis or take public transport.

Boarding schools may believe moving infected pupils to educational guardians or home-stay providers to be a better option. Notwithstanding the transmission risk this would create, schools remain accountable for the health and safety of their pupils and the Health and safety: responsibilities and duties for schools guidance is clear that control measures should not be adopted on the basis that they are easy to implement.

Other regulatory obligations applicable to boarding schools are also relevant here, including the requirement imposed by the Independent School Standards Regulations 2014 to have specific arrangements in place to safeguard and promote welfare of boarders; the requirement imposed by the National Minimum Standards for Boarding to have plans in place for foreseeable crises (a foreseeable crisis policy) and to provide suitable accommodation, including toilet and washing facilities, in order to cater for the needs of boarding pupils who are sick or injured. Those schools which are UKVI sponsors also have a general responsibility to ensure that suitable care arrangements are in place for any sponsored child student aged under 18 throughout their time in the UK.

The solution - a secure contingency:

If there is no solution at school to isolate students past the end of term, particularly at Christmas, then we encourage schools to act now and consider allowing healthy international students to leave at least 10 days early in order to provide a safety buffer for isolation. We therefore ask schools to communicate with AEGIS or guardianship organisations about this subject.

UPDATES

Provision for Students during the Christmas Holidays

The following guardianship organisations are planning to offer camps and homestays to enable students to stay safely in the UK for the Christmas holidays:

[Christmas camps and homestays](#)

We will continue to update this list as and when guardianship organisations finalise their plans.



Hong Kong Update

“Currently the UK is on the Hong Kong SAR government’s list of “high risk places”. This means that most travellers arriving from the UK must be fully vaccinated Hong Kong residents. From 29 October, proof of a single dose of the BioNTech vaccination will be accepted for 12-17 year-old Hong Kong residents travelling from the UK, or those unable to receive a second vaccination for health reasons. Accompanied minors who are Hong Kong residents or children of Hong Kong residents (who are below the age of 12) are also allowed to enter Hong Kong.

All other persons from ‘high risk places’ will be denied entry to Hong Kong.”

[Full details available here](#)

New Guidance for Under 18s

From 4am Monday 22 November, COVID-19 vaccines on the WHO EUL will be recognised and all under-18s coming to England will be treated as fully vaccinated at the border. All under-18s worldwide will be able to enter England without needing to self-isolate on arrival.

[Full details available here](#)

AEGIS COVID-19 SAFE CHARTER

Please find travel advice and general guidance in the [AEGIS Covid-19 Safe Charter](#).

If you are a guardian and you would like to display the AEGIS Covid-19 Safe Charter logo, please do get in touch via info@aegisuk.net.



TRAINING



EDUCATIONAL GUARDIANSHIP & AEGIS ACCREDITATION EXPLAINED FOR SCHOOLS & AGENTS

Wednesday 24th November 2021 at 13.00

Free of Charge for AEGIS member schools

What will the session cover?

- Update on current legislation and regulation of the guardianship sector
- Schools' responsibilities with regard to guardianship
- Potential risks
- AEGIS accreditation and what it involves
- Importance of a school guardianship policy
- Q&As

More details

TOP TIPS FOR INSPECTION

Sharon Sverdloff, Inspections Manager, has put together the following tips for guardianship organisations preparing for an AEGIS inspection

Keep calm!

The AEGIS Quality Standards is a large document and at first glance it can seem rather overwhelming.

However, when broken down into each standard or section, I hope that you will find it to be clear and concise.

Preparation is key

You will be sent a list of documents that will be required during your inspection.

If you are thorough when checking that your documents comply with the AEGIS Quality Standards before submission, the need for the lead inspector to request amendments will be reduced.

Use the Quality Standards

The Quality Standards gives clear detail about what is expected with regard to written documents, required records, training and day to day practice. It is a valuable reference guide to best practice if you are unsure of anything. The Appendices at the back are also really handy and I would urge you to look at these if you have not done so already, particularly when checking the content of your handbooks and safeguarding policy. If you'd like an Excel version of the Single Central Record (Appendix 7) please let me know.

If unsure, ask!

The inspections team at AEGIS are friendly and approachable. If you need clarification on any standard or you are unsure about providing evidence during the inspection, please don't hesitate to ask.

I am available as you prepare for your inspection or, if your inspection is in progress and you have a lead inspector appointed to you, they will be happy to give any direction you need.

Multiple student accommodation

If you operate a boarding house style of accommodation for 4 or more students, or you are intending to do so in the future, make sure that you let us know.

There is an additional standard in relation to multiple student accommodation which I will send you and your lead inspector will need to be aware of your inspection.

Note differences for Scotland

Even if your head office is not based in Scotland, if you have homestays in Scotland or work with Scottish Schools, there are some key differences that you will need to take into account and your lead inspector will need to be aware of this.

Please contact me for further details if this applies to you.

TOP TIPS FOR INSPECTION

Continued...

Templates

We are pleased to now be offering templates for key policies and handbooks for optional purchase. These are available at a reduced cost for existing AEGIS members and can be bought as a complete package or individually if you only need one or two. Templates are written to meet AEGIS requirements and contain prompts where some personalisation is needed. Please contact me for more details if you are interested.

Inform your contacts

During a Gold Standard (re)inspection, AEGIS will ask for the opinions of those who work closely with you. This includes sending online questionnaires to your students, parents, homestays and school contacts. A supporting inspector will be appointed to chat to selected homestays, students and school staff. It is really helpful if your contacts are aware of your upcoming inspection, and you will need to ensure you have the appropriate permission to share homestay contact details with us.

Keep to deadlines

A lead inspector will be appointed to a guardianship organisation undergoing a Gold Standard (re)accreditation. The lead inspector will discuss with you an expected timescale at the beginning of the process and they will have set aside sufficient time. However, if deadlines are missed and the inspection cannot run as scheduled, your inspection could be delayed until they are able to return to you. If you foresee any delay in meeting an agreed deadline, please contact the lead inspector or myself as early as possible.

Maintain

Once an inspection is complete and accreditation granted, it is essential that your written documents, records and training are maintained and kept up to date. Policies should be reviewed at least annually to take into account any revision of Keeping Children Safe in Education and the AEGIS Quality Standards. If this is done effectively, preparation for your re-accreditation inspection should be minimal.



If you have any queries, please contact Sharon Sverdloff via sharon@aegisuk.net



DAUNTSEY'S

Overseas Student Profile - Julia

Julia is in the Third Form at Dauntsey's, based in The Manor, the Lower School boarding house. Her family live in Hong Kong.

"We chose Dauntsey's as it had really good reviews and we liked the sound of their adventure education programme – that really stood out and we haven't been disappointed. Moonrakers is the adventure programme for Third Formers where we do activities one afternoon a week. It's great fun - we do things like rope courses, raft building, outdoor cooking and climbing. I have really enjoyed trying some new things and working in teams with other pupils.

I honestly have found it really easy to settle in here. I had contact from a buddy before I joined who helped me with a few questions before coming to the UK and I really like my dorm mates, one is from the UK and the other from Jordan. I also have a friend from Hong Kong who is in the dorm next door. My Tutor has been really helpful too and very supportive. If I have any worries, I know I can talk to my friends or my Tutor.

When I first started, I did get lost a few times as the school is really big compared to my school in Hong Kong. But everyone is very helpful and tells you where you need to be. I love all the space we have here. In Hong Kong I would often stay in bed as there was not so much to do, but here there is just so much to do! I like to get up and try the new experiences and make the most of all the facilities we have here.



The only thing I don't like is the bed time which feels early but I am often quite tired after the busy days we have here.

The food is great – especially the desserts – and I absolutely love the ice cream! I have joined the International Society which I love – they organise trips and it's a great way to meet other students from overseas in different year groups. If I am not going to a friend's house or my guardian during an Exeat, then the Society often organises a fun trip somewhere.

I am really happy here – it was a big step moving to a boarding school in England but – so far – it has been a great experience."

ASHFORD SCHOOL

Ashford School students awarded for their excellence in academics

Recent Ashford School leavers – Tybalt Pang from Hong Kong and Layomi Oladimeji from Nigeria – are celebrating their success after their time at Ashford School. Tybalt was awarded the Science Award in the United Learning Best In Everyone Awards 2021 and Layomi was awarded the African Champions Scholarship by Aston University.



The Best In Everyone Awards celebrate the impressive achievements of students, staff and teams in schools across United Learning. They recognise a wide range of successes, including exemplary academic performance, dedication to leadership and service, as well as lifetime achievement. 2021 marks the ninth year that the awards have been held. Tybalt Pang received the Science Award for students in Years 10-13.

Director of Ashford School Sixth Form, Claire Miller, nominated Tybalt for this award as a result of his thirst for knowledge and exceptional determination throughout the pandemic. Alongside mastering his A Level studies, Tybalt spent six weeks volunteering in local hospitals where he showed compassion and empathy beyond his years. He also completed an online course at the University of Leeds to better understand the developments of medicine in cancer treatments.



Tybalt Pang

Oluwalayomi – Layomi as he prefers to be called – started studying a BSc in Neuroscience at Aston University in September. Despite strong competition, the judging panel felt his application was excellent and he will certainly benefit from this financial award, in addition to having a special mentor while studying his degree.

Layomi joined Ashford School in 2019 to study A Levels in Biology, Chemistry, Maths and Further Maths. Miller commented: "Since Layomi arrived at the school, he was determined to succeed in the world of Biology. He brought with him a strong interest in his culture, an ability to share his diverse education and is highly deserving of this scholarship."

Michael Hall, Headmaster at Ashford School, said: "We are committed to creating an inspiring environment where our students are able to grow and flourish. Tybalt and Layomi are excellent examples of what it means to inspire and be inspired by the people around you. We congratulate them both on their excellent achievements."

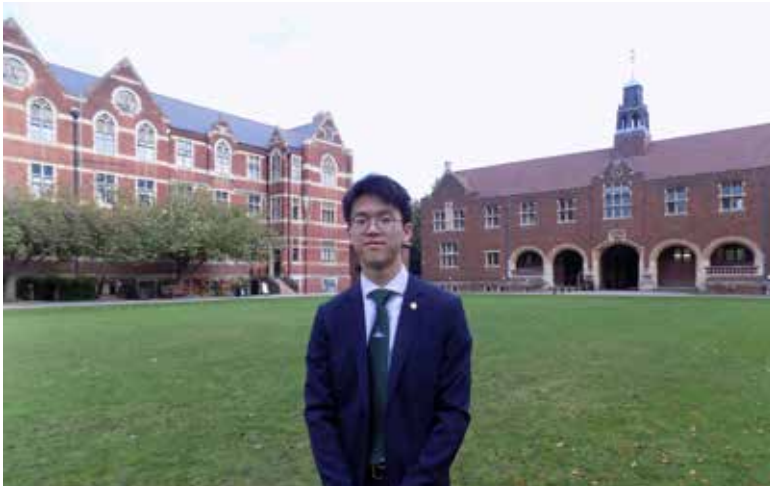


Layomi Oladimeji



THE LEYS

International Boarder leads Charity Walk



Pupils from The Leys who found themselves spending lockdown in Hong Kong joined forces to walk across Hong Kong Island in aid of a children's hospital in Cambodia.

Samuel Tsang, 17, who moved to The Leys, Cambridge, from the ESF South Island School in Hong Kong, said: "During lockdown my friends and I were getting bored and my Dad, who is on the board of the charity that runs the Ang Kor Hospital for Children in Cambodia, said its position was being affected by the difficulties of holding fundraising events during the pandemic.

"A lot of my friends at school live in Hong Kong so I suggested walking across Hong Kong Island. We told our families and friends and made an 'elevator pitch' for donations before we set off. I arranged for a group of six of us, Lower Sixth form boys and girls who board at The Leys, to do the walk. It's 22 kilometres across the island which has lots of peaks and rocky mountains. We didn't train, we just set off! It was the longest walk I'd ever done and by the time we finished my legs were shivering!"

They raised £2,610 for the Ang Kor Hospital, which since 1999 has provided high-quality, compassionate care for children from every province of Cambodia, regardless of a family's ability to pay.

Samuel had no trouble in bringing together his friends from Hong Kong and their supporters back in the UK. He found his feet quickly when he joined The Leys, taking the advice of his father, who also attended the school, to get involved in school life from the outset. He now plays in the school badminton team, which competes against University of Cambridge college teams, and the school volleyball team.

"When I came to board at East House it was a very smooth transition," he said. "One difference I noticed was in the teaching here, where you have a personal tutor you can really talk to about things, not just for academic advice. That really made me feel at home. There are quite a lot of international boarders in East House and we get on really well. It's interesting talking with boys from other backgrounds. We were all having fun right from the first weekend.

THE Leys
CAMBRIDGE

"Our Housemaster, Mr Dix-Pincott ('Mr D-P') encourages us to be very independent so I can organise when I want to study or when I want to go out, I think it makes us more mature about things."

Samuel is studying Maths, Further Maths, Physics and Chemistry. He hopes to study engineering at university in London, a city he knows well as he has family there and can visit easily from Cambridge which is less than an hour away by train.

ST MARY'S SCHOOL, CAMBRIDGE

St Mary's secures British Council accreditation for international work



St Mary's School in Cambridge has been awarded an accreditation by The British Council in the International School Awards for integrating international learning throughout its entire school and teaching curriculum. This prestigious accolade – which is valid for three years – demonstrates St Mary's commitment to international education and its implementation of clear activity plans and impact assessments to develop its quality of international education.

The application assessment panel at The British Council praised St Mary's on its achievements and commented that: "The school provides a rich environment and distinctly international atmosphere for its day girls and boarders alike." Illustrating its work in this area, St Mary's recently hosted its first international 'Learning Lunch' with former student, Chanel Tsui, who is now a clinical pharmacist at Queen Mary Hospital, Hong Kong. The learning lunch helped bridge the time difference of eight hours and almost 6,000 miles for the former alumna – enabling her to virtually meet students and answer any questions they had about her chosen career path.

Miss Dutton, International Coordinator at St Mary's School, said:

"Achieving this accolade is such fantastic news for St Mary's. It's so rewarding to be acknowledged for the ongoing commitment that we have to international learning. At every turn we strive to provide new ways for our students to connect with the wider world – this might be through activities such as working collaboratively with an overseas partner school, or by raising awareness of global issues in our learning. We now look forward to continuing this commitment and taking it to the next level."

Charlotte Avery, Headmistress at St Mary's School, Cambridge, said:

"International learning is a big part of our school's culture. As educators, our role is to encourage our girls to be outward-looking, well-informed, responsible world citizens. Our girls benefit from collaborating with young people from around the world through our partnerships with overseas schools. We continue to be highly committed to developing international awareness and understanding within our school, and we are overjoyed that this has been recognised and commended by The British Council."



St Mary's has an International Committee in place at the school, which consists of a wide range of students from across all age groups.

The Committee works hard to raise awareness of issues that are of personal interest to international students, as well as promoting global developments that are of importance to the whole student body.



OXFORD INTERNATIONAL STUDY CENTRE

So you want to go to Oxford University.....

Oxford is not for the faint-hearted. You need to enjoy discussion and defending your ideas. The core teaching method is the tutorial, where the workload is intense and reading lists are long.

There is no escape... you cannot sit on the back row of a large lecture theatre and fall asleep. You need to think for yourself and be able to express yourself clearly. Whatever the subject, it is a wonderful preparation for the world of work.

Oxford University welcomes applications from the brightest and the best students worldwide. You will need to have a good academic reference and previous school results are very important, since it is the only solid evidence that admissions tutors will have of your academic ability. Typically, Oxford expects at least 6 grades 8-9 in GCSE, for example.

Of course, your predicted grades in your A Levels or equivalent must be excellent. Typically, Oxford will be looking for at least A*AA at A Level or 40-42 points in the IB. If your first language is not English you will be expected to have at least 7.0 IELTS, or equivalent.

But many students achieve these grades. The top universities therefore need additional criteria by which they can select the best students. This is why there are admissions tests in many subjects, eg TSA, LNAT, MAT. These tests are not intended to assess subject knowledge; they are looking for the ability to reason critically and to express yourself clearly. The Personal Statement is very important, as it can show the admissions tutors your enthusiasm for your chosen subject.

The interview procedure is almost unique to Oxford and Cambridge. Tutors need to have a complete picture of the student's academic interests and abilities, and often refer to the Personal Statement. Tutors make offers which are based on the results of examinations still to be taken. Admissions rates vary. For example, Classics last year was 45% of applicants, and Economics and Management 6%.

Oxford International Study Centre has many years of experience of supporting students applying to Oxford or Cambridge University. We offer:

- Guidance with the personal statement. This is usually under the supervision of a Senior Tutor in your chosen degree subject;
- Tuition for the admission tests. Our tutors have extensive experience of teaching for these tests and several of them also teach for the University. We draw upon our bank of sample and past exam papers.
- Interview preparation. Over many years we have compiled a collection of sample interview questions, often drawing upon our academic connections in the University here.

Michael, who gained a place for English Literature at Oxford, wrote, 'OISC were able to offer me invaluable advice and support for my (successful) UCAS application and university interviews. The wealth of information provided was, I believe, crucial in mastering the British application format.'



REDDAM HOUSE SCHOOL

Two students describe the experience of arriving in the sixth form:

Ketevan Danelia, Year 12, full boarder from Georgia

“Leaving your native country where you have been living for most of your life is not stress-free. Although I knew that before I departed, it turned out to be even more challenging, especially during a pandemic, as I had to quarantine after arriving at my new school. However, as soon as I first entered Reddam House, I felt an extremely supportive environment, which helped me to get through the isolation days easily.



I met incredibly enthusiastic, generous, and helpful staff members and boarders (through the window) who made my adaptation process a lot easier. Once I finished quarantining, I started enjoying being a part of the Reddam House Community. I had an amazing opportunity to meet new people from all over the world, make long-lasting friendships and find out more about other countries, cultures and traditions, as well as sharing mine too. Most importantly, Reddam House has helped me to realise the importance of studying once again. All the teachers are providing the best possible education and are helping us to achieve the best academic success in different ways. I am able to be a member of diverse clubs and activities, which help me to stay healthy and just challenge me to push to my limits every new day! I am deeply thankful to Reddam House for giving me the diversity of choices, and I am looking forward to spending an exciting 2 more years to positively use all the facilities that my school has and be a little part of an amazing community to build a better generation with them.”

Anida Bosovic Year 12, full boarder from Montenegro

“Even before coming to Reddam House this year, I knew that in front of me were two years of amazing academic opportunities. What I did not realise, was how amazing the boarding experience would be. Upon my arrival at Reddam, I had to quarantine for 10 days in my room, and follow online classes. My teachers were very helpful and understanding, but what stood out to me the most was that people both from my classes and boarding community were very friendly and welcoming. Every day of my quarantine new people would come to my window to say hello through the glass, meet me, check if I needed anything or just to keep me company. After I had finished isolating, I could finally experience the school life to the fullest. This was a whole new system for me, but teachers were always there to help and support me and I started enjoying my subjects more than I expected. Since I study Mathematics, Biology and Chemistry I have a chance to study through practical work, which makes my understanding of the topics better and we are highly encouraged to do further reading on our own.

Even though our academic progress is really important, it is not the only thing that we focus on at Reddam; there are many afterschool clubs and different sports. Every morning we have community time where everyone is welcome to show off their talents. Even in the short time I have been in this school I feel like I am getting a well-rounded education, with all the support that I need and all done in a friendly and beautiful environment.”





ABBEY COLLEGE IN MALVERN

100% of our 2020-2021 A-Level and Foundation Course students have moved onto university courses around the UK. All of these students achieved A*-C grades this year and were therefore able to attend the university of their choice.

We offer six foundation courses in Art, Science, Medicine, Business, Architecture and Engineering.

Students studying our courses have previously found themselves at Durham University, Loughborough University and the University of Warwick; all in the top 10 of the current Complete University Guide 2022 Tables.

Offering scholarships, we love to see our students progress into budding high-achieving scholars. Take a look at what Moustafa had to say about his time at Abbey College Malvern.

Let us guide you through the visa application process, and get in touch with us for January or September 2022 entry now.

P.S. We're so confident in our courses and teachers, that we will refund all tuition costs if you don't receive an offer from a university. Not just if you pass, but if you attend 95% of the course's lessons.



"I loved the course and learning new skills. When I first came, I couldn't speak any English, but now I can communicate confidently with anyone. There are so many activities you can take part in. One of the best parts of my experience was making friends from different countries. I would absolutely recommend studying at Abbey College. It is like a family; home away from home. I am now moving on to study Business at the University of Coventry."

Moustafa Y. (ACM Business Foundation 2021 - Scholarship)



LIVING LEARNING ENGLISH GUARDIANSHIP

Case study: LLE Guardianship student K's incredible language and social skills progress while studying in the UK.

Student K's experience in the UK is a story of courage and willingness to improve oneself. During this half-term's school visits, our guardianship team met with K and were astonished by the amazing progress he has made in his language skills and the confidence he had built since the last time they met him.

K enrolled as a guardianship student in 2020. Teamwork has been absolutely key to his progress at school in the UK; with amazing support provided not only by our team, but also by K's homestay, his parents and his agency in Japan, and the help of his representative at Dyslexia School Search.

Nevertheless, it was clear upon meeting K recently that the most valuable effort was the one he put in himself. Arriving in the UK for the first time in an uncertain climate meant that K had to come to terms with a lot of unknown situations: a new school, a new way of approaching his studies, a new home environment, and speaking a new language daily. His journey started with a less demanding GCSE programme, but he is now coping extremely well with a higher number of GCSE subjects – all these amazing results were achieved while having to return home because of the pandemic and then having to get used to his school environment once again in September 2021.



K has decided that he wants to pursue a career in computing; therefore, he is studying hard to achieve his GCSEs and then increase his chances preparing for IELTS. We are lucky that we can offer academic support through our homestay hosts, which has helped K during his time in the UK.

As guardians, it is heart-warming to witness such progress, and we are honoured to be able to showcase how proud we are of our students' successes. K has been incredibly brave in facing situations that might have made him doubt about whether returning to the UK was the right decision for him, but the determination to improve his English and pursue a subject he is interested in have won over these fears.

Well done K!



CONNEXCEL

UK Guardianship – Working with Schools to Manage Positive COVID Cases



Katie 老师 主持人
康联卓越联合创始人
英国留学专家
扎根英国 20 年, 熟悉中英文化和教育

Julie 老师
前英国知名女校校监
30 年私校背景
英国私校百事通

Goodwin 老师
英私立寄宿名校医疗
中心负责人
二十年医学背景

丁老师
康联卓越金牌监护
英硕士毕业
国内 5 年教学经验

As a guardianship organisation, the past 18 months have been extremely busy with an almost daily dose of new challenges and a constantly changing landscape.

Covid has certainly tested our resilience and ability to be able to respond rapidly and with flexibility to everything that has been thrown at us. As with other guardianship companies, we have spent a considerable amount of time managing parents and their anxieties and concerns over the high infection rate in the UK.



With this in mind, we decided to produce a webinar for parents and invited a panel of guests with recent experience of managing pupils in a boarding setting who have tested positive. The aim of this webinar was to calm the concerns of parents and to reassure them that their children were safe. Our panel included an experienced House Parent, a school nurse and a guardianship area manager who were able to explain the current situation, describe the methods used to manage outbreaks and how schools are caring for any positive cases.

We were delighted by both the number of attendees, (200+), and the overwhelmingly positive response from parents, following the broadcast, who said that they felt reassured and had a much clearer understanding of the different way in which the situation was being managed in the UK compared to China.

BRIGHT WORLD GUARDIANSHIPS

Covid Case Studies: When reliable guardianship has been needed most.

Since February 2020, we have all been living through the Covid-19 pandemic. It has been a stressful time for everyone and there have been numerous emergency situations where we have stepped in to fix the problem.

Case Study 1: It was touch and go but we made it happen



The parents of a ten-year-old student called us in a panic at 9am on a Saturday in July. Korean Air had just informed them that the PCR test requirements had changed.

He needed another test or he couldn't travel that day. He was very excited about seeing his parents and going home.

His flight was leaving at 5pm! We acted quickly, got him to the airport early, arranged for a 3-hour turnaround test and he made his flight home for the summer.

Our Duty Manager remained in touch until the driver, who stayed with him throughout, had waved goodbye at passport control - all checked in and ready to go home. Phew, what a relief!



bright world

For more information, and to read more of our case studies, please read our Covid Case Studies [booklet](#).

Case Study 2: 100% reliance on a guardian



The route home to China for our young student for the summer holidays was long and difficult with no direct flights.

Airlines were not allowing 12-year-olds to make this journey without an adult and did not offer an Unaccompanied Minor service.

The little boy's mother gave up hope of seeing her son for the summer holidays. This was a heart-breaking decision to have to make. The school was closing soon, but the student's mother knew she could rely on us to help out.

We found a welcoming and caring host family where the student stayed all summer before returning to school in September.

While it was not the same as spending the holidays at home with his mum, our student was well looked after and had a great time.



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**Covid case studies
when the support
of a guardian has been
needed most**



UniWiz helps students save money and move their belongings!

Help your students save £26 off our standard UniWiz service to collect, store and redeliver their personal belongings.

What does our service include?

- Starting from just **£99** (including our £26 discount) we collect, store and redeliver to any mainland UK address
- We send **FREE packing boxes and tape** directly to the school for the students to pack
 - We arrange everything directly with the students themselves
 - We can also ship belonging's home if the student isn't returning to the UK

All they need to do when booking the service is to write in the notes on the order which AEGIS guardian agency they are with and we will apply the discount.

Please note this bonus is not applicable for our contracted schools.
A full list is available on request.



School Trunk

UniWiz is a School Trunk brand

Upcoming events for UK secondary schools and guardianships:

ST / *alphe conferences*

ST Alphe Secondary Focus, Hong Kong - Online,
21st - 22nd February 2022

ST Alphe Secondary Focus, London InPerson+
24th - 26th April 2022

ST Alphe Secondary Focus, Frankfurt InPerson+
30th September - 2nd October 2022

Early booking
discounts available
until 26th November

**Book 2 events
and the 3rd is
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