

Exploring Higher Education International Student Education Management Based on Refined Management Approach

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Abstract: From the current perspective of management models, admission methods, management concepts, and service quality of international students in universities, we need to pursue a more refined approach in overall management. In terms of recruitment, improvements should be made in market segmentation, increased promotional efforts, enhanced information services, and the establishment of a comprehensive evaluation mechanism for the quality of student sources. Regarding daily management and services, it is necessary to construct a sound management system for foreign students, promoting the formation and development of the "Study in China" brand. With China experiencing a growing trend in studying abroad, it has become the largest study destination in Asia. According to statistics, in 2023, 34.8 million international students from 196 countries and regions have enrolled in 1004 universities. However, as the scale rapidly expands, we must recognize the poor quality of Chinese study abroad education. The future focus should shift from "expanding scale" to "improving quality and efficiency," emphasizing the enhancement of study abroad services and the improvement of study abroad quality.

Keywords: Refined Management; International Students in Universities; Education Management.

1. Introduction:

Improving the study abroad service system and enhancing the quality of study abroad is a systematic project that includes two levels: one related to education and research, including talent training programs, curriculum systems, teaching staff, teaching facilities, etc.; the other is about study abroad management. The author's research focuses on how to construct a more refined management system for international students in universities. This article aims to provide insights into the development of Chinese universities through studying the current management model of international students.

2. Background and Significance of the Research

2.1. Research Background

The 20th National Congress of the Communist Party of China put forward that education, science and technology, and talent are the foundation and strategic pillars of China's comprehensive development. Among them, education plays a fundamental, pioneering, and overall role in relation to science, talent, and innovation. Universities bear the responsibility of cultivating high-level international talents for the country. In recent years, under the strong leadership of the Party Group of the Ministry of Education, the "China Scholarship Council" actively combined with national major development initiatives, promoted academic exchanges between countries, and continuously improved the training of key talents in "high-level innovative talents," "global governance," and "knowledge of China and friendship with China." We have provided strong support for the construction of "Double First-Class" universities, with over 80% of doctoral students trained by "Double First-Class" universities, thereby cultivating a large number of outstanding talents for national high-level universities. In 2019, the Central

Committee of the Communist Party of China and the State Council issued the "China Education Modernization 2035," which clearly stated the need to implement the "China Action Plan" and to establish and improve the quality assurance system for students studying in China, thus raising the overall level of their studies. Against the background of rapid growth in the number of international students, especially under the impact of the COVID-19 pandemic in 2020, some issues have emerged in the management of international students studying in China, which deviated from the goals of national management policies and posed certain constraints on the development of international students.

2.2. Significance of the Research

General Secretary Xi Jinping proposed the "Belt and Road" strategy, further promoting the internationalization of Chinese higher education. Enrolling foreign students is a new way to promote the internationalization of higher education and promote excellent Chinese culture. In recent years, guided by relevant national policies, the management of international students has made significant progress. At the same time, the concept of managing international students has also undergone some changes, gradually transitioning from special treatment to a more inclusive and integrated approach. However, under the impact of the COVID-19 pandemic and the rise of "anti-globalization" thinking, there have been significant challenges to the internationalization efforts of Chinese universities, and doubts have been raised about their effectiveness in both international and domestic contexts. With the rapid increase in the number of international students, various problems and conflicts have emerged in the management of international students studying in China. Therefore, it is necessary to study the implementation effectiveness of the international student management system in order to ensure the practical implementation of our educational policies and achieve the goals of attracting and nurturing international students for the country[1].

3. Literature Review

3.1. Research Status Abroad

Hugo A. Garcia conducted research on international students from various countries using the "push-pull" factors, focusing on the United States' economic status, reputation, and university admission policies. He also explored the first-class teaching resources such as laboratories, libraries, and staff training available in the United States. Based on these findings, this study intends to analyze the various barriers encountered by the United States in attracting international students from a public policy perspective. It will also discuss the coping strategies from the perspectives of decision-makers and the loss of intellectual capital, aiming to provide better services for international students[2].

Peter Scott studied the internationalization of higher education from multiple perspectives and concluded that student mobility plays a significant role in the internationalization process of higher education in China. It is also an important force in promoting national and institutional internationalization. Scott analyzed the number of international students, their motivations and experiences in studying abroad, policy formulation and implementation encouraging students to study in the UK. He identified language, qualifications of higher education, internationally renowned teaching quality, and the ability of schools to meet the specific needs of foreign students as the primary reasons why international students choose the UK. He also analyzed the UK's international education policy from political, economic, cultural, and educational perspectives, highlighting the economic factors considered by British universities in promoting British national culture and language[3].

Sylvie Lomer (2018) proposed a mixed relationship between international student mobility and hostile policies based on research findings in the UK. Hostile policies hinder student migration, while positive policies have little effect on international student mobility. Lomer argued that when studying international student mobility, it should not be reduced to statistical analysis of object movement but should be combined with policy discourse. Policies should also be formulated in line with the interests of the people, especially international students who should be accepted by the higher education system without exclusion or questioning.

3.2. Research Status in China

Zhang Yuyong comprehensively investigated the development history of China's "Study in China" policy since the establishment of the People's Republic of China from the perspectives of "era" and "connotation." The results showed that the source countries of students have diversified from a single country to multiple countries, the study direction has shifted from science to humanities, and the cultural background of foreign students has changed from ordinary students to non-university students. The values of universities have also evolved from "strengthening the new regime - fulfilling international responsibilities - promoting social openness - promoting internationalization of universities." Based on this, this paper discusses some issues that currently exist in China's policies for international students studying in China, such as strengthening understanding and awareness of students and improving student work systems[4]. Chen Yu traced the evolution of management systems in teaching, ideology, and daily life and summarized the characteristics of

the evolution of international student management systems from "multi-party cooperation" to "centralized and unified." From a management perspective, it has transitioned from government-led to university autonomy. In terms of management methods, there is a greater emphasis on collaboration and building a team that upholds the rule of law. Li Xiaohong and Peng Wenqiu studied the positive adjustments made by international students during their development in China, the rapid development after "joining the world," and the three stages after the implementation of the "Belt and Road" strategy. They analyzed the characteristics of each stage. Overall, the number of international students has steadily increased since the reform and opening-up era. The management system for students has become more standardized, and teaching quality has significantly improved. The structure and level of student majors have gradually improved, but there is still a certain gap compared to students in advanced countries[5].

4. Conceptual Definitions and Theoretical Foundations

4.1. Definition of Key Concepts

The term "studying abroad" refers to pursuing education in a foreign country other than one's own. Individuals who study in a foreign country are called international students or study abroad students. In our country, for the purpose of distinction, studying is usually divided into two categories: "studying abroad" and "studying in China." "Studying abroad" refers to Chinese individuals seeking further education overseas, while "studying in China" refers to foreigners studying within the territory of China. Foreign individuals studying in China are referred to as "international students." The Ministry of Education, Ministry of Foreign Affairs, and Ministry of Public Security jointly issued the "Regulations on the Management of Higher Education Institutions Accepting Foreign International Students," which clearly defines "foreign students" as foreign individuals holding foreign passports who register for academic and non-academic education in domestic higher education institutions.

4.2. Theoretical Foundations

4.2.1. Policy Implementation Theory

(1) Concept of Policy Implementation

Policy implementation refers to the organizational structure established by policy implementers to achieve policy objectives, utilizing policy resources and tools, and employing interpretation, experimentation, supervision, and other methods to transform policy intentions into real effects. Policy implementation not only examines the effectiveness of policies but also improves them to better address issues. It is a crucial stage in policy implementation[6].

(2) Factors Influencing Policy Implementation

Smith was the first researcher to study the elements and processes of policy implementation. Based on this, he constructed a theoretical model of policy implementation and proposed that "the form of the policy, the structure and personnel of the implementing agency, the organizational or institutionalization level of the target group, differences in previous policies and policy environment are all factors that need to be considered and determined in the process of policy implementation. These are important factors affecting the success or failure of policy implementation." It can be seen that the effectiveness of policy implementation is influenced

by many factors, which can be categorized as the factors of the policy itself, the implementing entities, the target objects, and the environmental factors of policy implementation. The object elements of public policy implementation mainly refer to the goals and effects of public policy implementation. The success or failure of policy implementation is closely related to the complexity of the problems it aims to solve. The more complex the issue, the more difficult the implementation, for example, politically sensitive policies, conflicting economic interests, creative reforms, comprehensive policies involving multiple aspects, etc. The environmental elements of policy implementation are various external conditions that affect the implementation of public policy. The development and changes in policy environment will inevitably lead to corresponding developments and changes.

4.2.2. Cross-cultural Management Theory

Cross-cultural refers to the connection between one's own communicative rules, habitual concepts, and action patterns and those of the other party during the communication process. Cross-cultural management originated from ancient international trade activities and has developed in the fields of multinational business operations and other economic management areas. Cross-cultural management refers to the management of people and things with different cultures in different cultural environments. After World War II, cross-cultural management became a new research field. Cross-cultural management is an emerging discipline in the context of economic globalization. It integrates theories and methods from disciplines such as anthropology, sociology, and management, aiming to eliminate conflicts between different cultures and enhance overall organizational effectiveness by effectively utilizing the value of human resources. The management of international students in universities is a new management concept proposed in response to the trend of internationalization in higher education in China. It involves controlling cultural conflicts arising from different cultural backgrounds and formulating a reasonable cultural integration strategy, which makes campus culture diverse and embodies a modern and international management approach[7].

4.2.3. Cultural Conflict and Cultural Integration

"Cultural conflict" mainly manifests as opposition and rejection between two cultures. "Cultural integration" refers to the blending and absorption of various cultures. In the context of globalization, national boundaries have become increasingly blurred, and the intensification of communication among different ethnic groups has led to clashes between various cultures. How can we effectively handle and integrate cultures in different cultural environments? American anthropologist Edward T. Hall divided culture into formal standards, informal norms, and technical standards and classified them accordingly. Formal norms represent fundamental values and understandings of things held by individuals, and cultural conflicts arising from them are difficult to resolve. Informal norms are customs and habits formed through long-term interactions. Technical standards refer to the knowledge and skills mastered by humans through learning, and the resulting cultural conflicts can be resolved through continuous learning. Therefore, when implementing cross-cultural management in universities, it is necessary to first determine which culture is causing the conflict and then identify the type and degree of the conflict. Targeted cross-cultural training should be provided to address different cultural conflicts, including understanding and

comprehension of culture and language, sensitivity training in cultural aspects, handling cross-cultural communication and conflicts, simulation exercises, etc. This enhances people's adaptability and responsiveness to various cultures. By identifying cultural differences, sensitivity to culture can be enhanced, and through cross-cultural training, adaptability to culture can be improved. Through this process, individuals with different cultural backgrounds can gradually develop a common understanding of culture and then construct a shared cultural management concept based on needs, strengthen ownership awareness, and reduce cultural conflicts[8].

5. The Implementation Effectiveness and Issues of Fine Management Policies for International Students in China

5.1. Insufficiently Scientific Training Programs and Unreasonable Course Offerings

Among international students studying in China, universities should develop professional training plans that are suitable for students according to teaching requirements and educational objectives. The "Study in China Program" explicitly states that the goal is to cultivate a large number of high-quality international students who have a deep understanding of China. Therefore, during the implementation process, some universities have formulated specialized training plans for international students based on factors such as their educational background, disciplines, and majors, while neglecting the development of comprehensive training programs. In terms of course offerings, some courses still adhere to traditional methods and lack teaching approaches that suit the characteristics of international students themselves. Results from a questionnaire survey conducted among teachers indicate that 84.21% of them believe it is necessary to adjust the format of the course content, while only 1.53% of teachers think that the textbooks they use are suitable for international students and do not need to be replaced. It can be seen that adjustments need to be made in the teaching content, format, and selection of textbooks for certain majors.

5.2. Weaknesses in Teaching Staff and the Need for Improvement in Teaching Quality

First, due to the cross-cultural characteristics of students, instructors not only need to possess good language communication skills but also must have an international mindset and a high level of competence. However, because schools lack effective incentives and training for teachers of international students, teachers show little interest in teaching international students and some even exhibit a sense of exclusion. Second, some teachers with higher levels of research expertise have lower proficiency in English, resulting in differences in language understanding among students and affecting the effectiveness of teaching. Third, conflicts in classroom interactions caused by cultural differences and the tardiness or absence of some international students make classroom organization more difficult for teachers. Fourth, most international students come from regions such as Africa, the Middle East, and Southeast Asia, and they generally have a significant gap in overall competence compared to international students from Europe

and America. Moreover, communication in English is challenging. This has a significant impact on the development of our country's high-level teaching staff and the improvement of teaching quality for international students.

5.3. The Operation of Teaching Models is Severely Hindered, and the Teaching Management Mechanisms Need Improvement.

Firstly, with the deepening of China's education system reform, the number of international students coming to China has been increasing every year. However, compared to the number of Chinese students, they still represent a very small proportion. Secondly, Chinese universities started formal recruitment of international students relatively late, and their management work lags behind. There is a lack of experience in managing international students in China. Currently, most universities adopt the following management methods for international students: the International Exchange and Cooperation Office or the International Student Management Office supervise the coordination of teaching and daily management of international students in China, and assign educational and training tasks to the departments of each university, which are handled by their respective support departments. However, due to difficulties in language communication, poor learning attitudes of students, a lack of international perspectives among some teachers, and a lack of incentives for international student teachers at schools, there is insufficient motivation for auxiliary staff to carry out teaching management. Furthermore, because many universities do not establish a dedicated teaching management department for international students in each college, responsibilities and authority are unclear in the management of international students, resulting in a lack of communication and coordination among various departments. When problems arise concerning international students in China, there is a tendency to pass the buck, leading to communication difficulties and posing significant obstacles to the management of international students' teaching. Lastly, some universities still consider foreign students as a special group and exclude them from the main education system of the university. They do not incorporate them into the overall teaching plan. As a result, the management of international students' teaching in China cannot be integrated with the management of Chinese students [9].

5.4. The Related Management System and Mechanisms Need Improvement.

Firstly, in recent years, due to insufficient understanding of policies and unclear responsibilities, some universities and functional departments are unwilling and afraid to manage issues related to international students in China. This has led to a situation where the management of international students in China is partially out of control. In addition, the mechanism for handling online public opinion is not well-developed, which has resulted in a worsening situation and negative impacts both domestically and internationally. Secondly, in the management of international students in China, in addition to formulating corresponding measures, monitoring and assessing risks for international students in China is also necessary. Therefore, most universities have established emergency plans for international students in China. However, due to the infrequent use of these plans, some leaders did not

consider local realities when formulating the plans. As a result, the emergency plans for international students in some universities are full of loopholes, lacking practicality. Thirdly, due to the lack of experience in handling emergencies among management personnel and poor participation and cooperation among relevant departments, some sudden incidents involving international students in China have not been properly handled, leading to adverse consequences. Finally, the "Management Measures for the Enrollment and Education of International Students in Schools" also stipulates that each university in China should have counselors responsible for providing basic psychological counseling to international students. Although psychological counseling for international students is more challenging than for regular students, the completeness of the psychological counseling system in Chinese universities is far from sufficient. Through research, it has been found that most universities do not have dedicated psychological counseling institutions for international students in China. Some universities have counseling offices for international students, and these counselors have strong skills in psychological counseling but lack proficiency in multilingual and cross-cultural communication. From the above points, it can be seen that the management system and mechanisms for international students in Chinese universities are still insufficient and need continuous improvement[10].

6. Strategies for Optimizing the Implementation of Refined Management Policies for International Students in China

6.1. Emphasizing the Diverse Objects of Policy Implementation and Driving the Refinement of Policy Execution Through Management

6.1.1. Strengthen Policy Promotion and Education Management for International Students in China

As the number of international students in China continues to increase, their linguistic, cultural, and institutional differences pose challenges and variability in managing these students. Therefore, ensuring comprehensive understanding of national policies and regulations among international students in China is a necessary means to ensure the correct implementation of policies and regulations. In response to this, the government can enhance the promotion of management policies to international students in China. In addition to traditional methods, online promotion should also be actively developed, disseminating relevant policies in a way that is appealing and easily accessible to the public, thus expanding the channels for policy dissemination. Universities should fully utilize their educational guidance role and provide detailed explanations of Chinese policies, laws and regulations, as well as the school's rules and regulations during the process of educating international students upon enrollment. This will enhance their understanding of national policies, establish a prerequisite for international students' study and life in China, and establish a sound policy consultation mechanism and channels for student-policy and information exchange.

6.1.2. Conduct Theoretical Research on the Implementation of Management Policies for International Students in China

To address the gap between theoretical understanding and practical implementation of management policies for international students in China, it is crucial to conduct comprehensive research on this topic. While domestic scholars have primarily focused on policies related to international students, there is a clear need for deeper insights into the implementation of these policies. Research should empirically investigate the current status of policy implementation, considering the unique cross-cultural characteristics of international students in China and the evolving Chinese context. By examining challenges, experiences, and lessons learned from past practices, researchers can provide valuable theoretical support for the formulation and implementation of national management policies for international students. This research should encompass various dimensions, such as policy implementation strategies, institutional capacity building, stakeholder engagement, monitoring and evaluation mechanisms, and fostering cross-cultural understanding and support. Examining strategies adopted by educational institutions, local governments, and relevant agencies will help identify effective approaches and best practices. Assessing institutional resources and capabilities will highlight areas requiring additional support for managing international students effectively. Exploring stakeholder roles and responsibilities will promote collaboration and communication in the implementation process, while monitoring and evaluation mechanisms will ensure continuous improvement of policies based on evidence-based findings. Additionally, understanding the cultural challenges faced by international students and promoting cultural competence among university staff and local communities will foster a supportive and inclusive environment. Through such comprehensive theoretical research, a holistic understanding of the implementation of management policies for international students in China can be achieved. This knowledge will serve as a foundation for evidence-based policymaking, enhancing the management system for international students and ultimately improving their educational experiences. Moreover, it will contribute to mutual understanding and cooperation between countries.

6.1.3. Strengthen Professional Skills Training for Administrators of International Students in China

International students studying in China come from diverse linguistic and cultural backgrounds. Both government administrators and university staff need to improve their professional qualities, especially those who are part-time administrators and teachers. In this regard, the Ministry of Education can hold management seminars to provide professional skills training for international student administrators from various departments. This will facilitate experience sharing, problem-solving, and mutual learning among different departments, aiming to enhance the professional skills of administrators and ensure well-organized and coordinated collaboration. Universities can also conduct cross-cultural skills training for student administrators to improve their professional competence and quality. Moreover, sending some teachers to other institutions for exchange and learning can be planned. Additionally, recruiting competent faculty members with international perspectives and establishing specialized positions in each

college can provide a talent reserve to improve the efficiency and service quality for students' work.



Figure 1. Come to China for student training

6.2. Building a Flexible and Shared Policy Implementation Environment to Refine Management and Facilitate Policy Execution Channels

6.2.1. Strengthen Policy Learning and Create an Enabling Implementation Environment

The policy implementation environment has a significant impact on the execution of policies. Therefore, every policy implementing entity should, in accordance with policy requirements, adopt various flexible approaches and methods to select suitable policy measures based on different circumstances and timeframes, while complying with regulations, in order to achieve policy objectives. Firstly, understanding the policy is the first step in policy implementation, which is crucial. Local governments and universities should enhance research on the management policies for international students in China, and grasp the purpose of China's management policies for international students, such as adhering to the principle of educational openness and pursuing convergence in the management and services for domestic and international students. In the process of implementing the management policies for international students, policy implementers should first change their mindset. They need to expand the international student management work in terms of both quantity and quality during the period of improving quality and efficiency, and abandon the outdated notion of "treating all students equally". Instead, they should assess the implementation effectiveness of policies with the goal of improving the quality of international students in China. It can be seen that only by achieving ideological consensus in the management of international students in China, can the management policies for international students be effectively implemented. Secondly, after understanding the policy intentions of managing international students and clarifying specific implementation measures, various methods and tools can be flexibly employed to implement these policies in practical work. Therefore, before formulating policy implementation measures, local governments and universities must conduct thorough investigations and research, and develop feasible implementation methods based on local or school-specific conditions. Lastly, when the policy environment changes, appropriate adjustments should be made to the implementation methods of the policies. All organizational work should be done well to provide a favorable environment

for the better implementation of management policies for international students.

6.2.2. Emphasis on Policy Experimentation and Experience Summarization

Taking into consideration local characteristics and the development of universities, we can select appropriate regions or institutions based on different policy objectives for international student management, such as the "Demonstration Base for International Students' Experiences in Chinese Culture and Cultural Exchange," "Demonstration Base for International Students in Science and Technology Culture," and "Base for the Inheritance of Traditional Chinese Medicine Culture." This approach not only showcases regional characteristics but also expands the attractiveness to students. It also allows for pilot testing and experience summarization in the implementation of international student management policies. If the experiments are successful, they can be scaled up. If they fail, the policies can be modified based on the experience gained. Therefore, by focusing on policy experimentation and being adept at summarizing experiences, we can minimize detours in policy implementation.

6.2.3. Establish an Information Platform for Data Sharing

With the rapid development of China's overseas education, the management of international students has become increasingly important. To meet the needs of international students, we need to utilize information technology to construct an efficient management platform for international student information in China. This platform should facilitate data correlation and sharing, thereby enhancing the flexibility, implementation methods, and efficiency of international student management policies. Firstly, continuous improvement and promotion should be carried out for the information management system of international students. Relevant data should be updated in real-time. Secondly, according to the actual situation and management needs in China, various levels of query permissions should be established to enable information sharing among different departments. The establishment of an international student information management system can reduce repetitive reviews of international students' qualification proofs, understand the development status of international students, reduce the burden on relevant departments, and enhance cooperation and governance capabilities among departments. Thirdly, the government can also establish a unified platform for international student applications based on their own national conditions and regional characteristics. This platform can further improve the information on school management philosophy, curriculum settings, scholarships, and timely updates on policies regarding studying in China. It also provides webpages in multiple languages for the convenience of international students and their parents. This platform addresses the current confusion and difficulties in searching for enrollment information, as well as the issue of low professional standards caused by separate enrollment efforts by various domestic universities. Finally, all universities should adhere to the work principles of "expansion, strengthening, optimization, and standardized management to ensure quality." They should construct a comprehensive management system that supports the campus work of international students, integrating various information and planning various tasks comprehensively. This system should cover the entire process of international student management,

from enrollment and registration to graduation and departure, aiming to enhance the level of international student management.

6.3. Strengthening the Implementation of Policy Texts for Effective Education Management

6.3.1. Establish Sound Management Systems and Clarify Division of Responsibilities

Currently, the management of international students in China is primarily under the unified administration of the national education authorities, which exercise macro-level regulation. It is necessary to strengthen the education management of foreign students studying in China. The recruitment of students is undertaken by various universities. As the number of international students continues to increase, the government has issued a series of policies and regulations regarding the management of international students. However, the existing regulations are still inadequate in ensuring the quality and standards of international students. Therefore, it is essential to further improve the relevant laws and regulations concerning international students, enhance various management systems, determine the responsibilities of each department, and refine their respective duties to avoid passing the buck. Currently, the low educational level of students is influenced by factors such as their weak academic backgrounds. To improve the quality of international students in China, strict scrutiny must be conducted at the source. On one hand, the education authorities can formulate unified international student admission rules that align with the country's needs and the interests of the general public, while taking into account the knowledge backgrounds of international students from different countries. These rules should be standardized to expand enrollment at the cost of lowering the quality of international students. On the other hand, universities should revise their management systems for international students according to the actual development conditions of international students within their respective countries. This will not only provide them with a platform for learning and communication but also ensure the integrity and scientificity of the systems. Establishing unified evaluation criteria, a clear system of rewards and punishments, and an accountability mechanism during implementation are also necessary. Furthermore, enhancing the transparency of information during the implementation of policies for international students in China will strengthen supervision over the management work and facilitate a better understanding of studying abroad in China. Additionally, incentive systems should be established for international students. For example, offering course subsidies to international students and making teaching international students a criterion for year-end evaluation.

6.3.2. Improve Related Policies and Standardize Management Processes

The management of international students studying in China involves a complex, sensitive, and wide-ranging group. The policies for managing international students are closely related to other policies. Therefore, by improving the relevant policies for international students in China, the implementation of these policies can be better carried out. Firstly, the issue of international students' visas needs to be addressed. The temporary blockade caused by the COVID-19 pandemic has had a significant impact on the growth of the

student population. Secondly, the coordination between student visas for studying and working in China is also a major concern. In order to better implement the "Study in China" program, it is necessary to promptly improve and perfect policies related to the entry and management of foreigners, and continually increase the number of international students in China. Furthermore, in recent years, the issue of "super-national treatment" for international students has sparked considerable debate and wide public attention. To address this, the country needs to quickly improve the implementation guidelines and policies for punishing illegal activities committed by international students in China. This will ensure that relevant government personnel can follow standardized procedures when dealing with illegal cases, thus ensuring the legitimacy of policy implementation and reducing difficulties and biases faced by law enforcement officers. Lastly, in accordance with the requirements of the "Management Measures for International Students' Work-Study Programs in Higher Education Institutions," local detailed rules and management measures for internships and work-study programs should be formulated as soon as possible to address any shortcomings and enhance the standardization of work-study programs.

6.3.3. Highlighting Local Policy Characteristics based on Regional Differences

As one of the "Four Ancient Civilizations," China's long history and splendid culture have attracted many international students to study in China. Therefore, each university can take advantage of local cultural resources, such as traditional Chinese culture, unique tourist attractions, and advanced scientific technology, to develop its own specialty programs. Based on the needs of international students, corresponding courses should be designed, appropriate teaching materials and culturally knowledgeable teachers should be selected to make the subject more attractive and improve the international competitiveness of Chinese universities. At the same time, local governments can highlight their own policy characteristics based on local conditions while adhering to the national policies for managing international students. For example, local scholarships can be increased based on the scale of international student development, and employment and entrepreneurship policies can be formulated specifically for outstanding international students. In addition, enrollment strategies with a certain degree of flexibility can be developed based on China's cultural features to provide theoretical and practical references for universities to develop their own enrollment strategies that are suitable for their own needs.

7. Conclusion

Strengthening the precision management of international students in universities is an important measure to improve student management. The purpose of studying the implementation of precision management policies for international students is to provide reference for the formulation and implementation of international student

management policies under new circumstances, thereby improving the management system and level of international students in China. The Chinese Ministry of Education should seize the opportunity to prepare fully for the development of education. However, this article also has its shortcomings, such as insufficient depth of analysis and the need for further theoretical improvement. Finally, due to limitations in my knowledge and abilities, the discourse in this paper may not be comprehensive and well-structured, and I welcome any criticisms and guidance.

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