

Q20.

Australian Strategy for International Education consultation submission

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Q1. Name *

Q2. Organisation *

Q3. Occupation/role at the organisation (if applicable)

Q4. Contact email address *

Q5. Contact phone number

Q6. 1 - What do you see as the key priorities for a new Australian strategy for international education? [limit to 500 words]

Diversification and removal of links between residency outcomes to courses. Making course more intangible for candidates to take skills back home their home countries. This would ensure quality training and also create a better hub for international students to be learning in Australia instead of a residency, work permit driven market.

Q7. 2 - Students should be at the centre of the new Strategy. How can Australian education providers deliver the best possible student experience both now and in the future? [limit to 500 words]

A better review of some irrelevant courses such as leadership management, front management for international students where course suitability has not been investigated by the provider but merely providing parking courses for candidates so they can work in the Australian Labour Market.

Q8. 3 - What changes are needed to make Australia more globally competitive over the next decade? [limit to 500 words]

A better means of setting a quality standard, with quality outcomes for candidates resulting in real jobs in their home countries. Partnerships with Australian Education Providers with foreign educational organisation whereby their home country qualifications can be fine tuned to be market leading when combined with Australian Qualifications.

Q22. 3.1 - Policy and regulatory flexibility are important in enabling providers to innovate. How can we utilise these settings to pursue opportunities, and in what other ways can we work together to ensure Australia remains globally competitive? [limit to 500 words]

Flexibility in allowance for online models of learning, less rigidity with 20 hours per week (something universities don't comply to) but a private provider may lose its registration for. A better more standard approach for learning, whereby visas are not granted because of certain risk factors instead allowing for a free market that is policed and measured on quality outcomes.

Q21.

4 - How can providers, governments and stakeholders work together to achieve diversification opportunities (for example of disciplines, source countries, study destinations and delivery models)? [limit to 500 words]

Creating better partnerships with foreign providers where candidates may have studied and cutting out middle ground vultures (agents), who are no more than glorified travel agents. Allowing candidates to be informed via central databased and linking them to schools based on their education history and needs for future employment in their respective countries.

Q9.

5 - What are the necessary skills for the future that students should be prepared for? [limit to 500 words]

More integration of technology based learning and an integration mathematics as part of entry requirements into most courses, with course specific LLN outcomes prior.

Q10.

5.1 - How can Australia improve employability outcomes for international students, ensuring students have the necessary the skills to compete in a globally competitive labour market? [limit to 500 words]

Making sure the outcomes for the courses are related to home country specifics ie integration of global learning outcomes as part of course delivery and strategy. So whilst teaching WHS in Australia without losing focus of what the candidates requirements will be in their home countries.

Q11.

6 - How do we create a uniquely Australian education experience? [limit to 500 words]

Australian education as the country is, should be about integration of different learning/teaching techniques and also integrating overseas based industries to create and outcome that based on employability throughout the world but yet demonstrating what is Australia best practice.

Q12.

6.1 - What is our value proposition for both international and domestic students? [limit to 500 words]

Value should be job read skills, so many times i have seen accounting graduates that do not know how to use a calculator or IT grads that are not aware of basic computer skills, outcome based assessments post qualifications would be most ideal form of moderation though given the system of education or back that is AQF, if would be best to ensure continuous integration and providers be measured on their local enrolment numbers vs. international enrolment numbers.

Q13.

6.2 - How do we offer an Australian education experience while complementing the value of Australian offshore and online education? [limit to 500 words]

Modifications to be made to training packages for off-shore delivery to ensure that it encompasses some of the shortfalls of being on-shore in Australia, and clear identifiers on Certificates stating the mode or location of delivery, to ensure credibility is there in the assessment modes and methods also all providers to include their assessment modes and methods (summary) on their websites, whereby prospective employers can verify clear learning outcomes and modes / types of assessments.

Q14.

7 - What else should the Council for International Education and the Australian Government consider in developing a new strategy? [limit to 500 words]

Integration and involvement of smaller providers and given them a voice about quality of education and what quality outcomes should be focus on for international graduates.

Q15.

8 - Do you have any additional comments or feedback to share?

Q19.

If you wish to upload a document to support your submission, including a document answering the discussion questions, please upload it here.

Q16.

Do you give the Department of Education, Skills and Employment permission to publish your submission on its website? *

- Yes – publish my submission with my name
- Yes – but keep my name anonymous
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