Q20.

Australian Strategy for International Education consultation submission

Privacy Personal information
Your personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act). Personal information is information or an opinion about an identifiable individual. Personal information includes an individual's name and contact details.
Purpose of collecting your information
We will use the information you have provided to handle your enquiry.
We may need to collect further information from you in order to handle your enquiry. If you do not provide this information to the department, it may affect how we handle your enquiry. In some circumstances, it may mean we are not able to handle your enquiry.
Disclosure of your personal information
Your personal information may be disclosed to other parties where it is necessary to handle your enquiry, where you have agreed, or where it is otherwise permitted under the Privacy Act.
Privacy policy
The department's Privacy Policy, including information about how to make a complaint and access to and correction of your personal information, can be found at https://www.dese.gov.au/privacy or by requesting a copy from the department at privacy@dese.gov.au. To contact the department about your personal information email privacy@dese.gov.au.

Q1. Name *

Joseph PICKERILL

Q2. Organisation *

D2L

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

Senior Director, Strategy & Public Affairs, International

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]

One priority should be disruption. Sounds odd to say that in a time of great disruption already brought by COVID, but is precisely disruption that will help build resilience and a new model for delivery to attract and retain international students. The brick-and-mortar only model of education is expensive, and with technology, a lot of what could have only been done in a physical space can move online. That means setting broad standards or principles to drive the acquisition and adoption of new technologies: what do we want? What do we mean by quality? How do we enable faculty? Attracting international students will mean building an ecosystem that has truly embraced technology. Tech also allows for combined marketing to student source countries because we know that diversifying source countries beyond Australia's traditional reliance on China and India is critical. Developing a world-leading digital student experience in order to attract students in an increasingly competitive market (particularly when attracting remote students) is vital for that but also for retention and connection after studies are completed. Enabling education to serve the national interest for the long term – both in terms of skills development, economic driver and bridge-builder across the Indo-Pacific region.

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]

Go to where they are now. There's definitely appetite for learning right now. According to a recent Prosper Insights & Analytics survey, 56.7% of Generation Z respondents say they're planning on taking a degree or certificate as a consequence of the pandemic. This was a global study but we know anecdotally at least that the number is likely even higher in Australia. There is a tremendous appetite brewing for learning—and young people recognize the benefits that it brings. They also want variation and immediacy, and in this context, that can only happen with a truly immersive technological experience coupled with access to micro-credentials. The latter will help students explore their future ambitions, build skills, gain work experience and build attachments to campuses and countries quicker and easier than making a move now, largely impossible with restrictions. Why not build those connections today and make it easy for them to do so through micro-credentials and auditing courses? Building the environment that responds to how students want to learn now, how they are responding to the pandemic, will be key to attracting the very best to Australian education. This means focusing on student engagement and not just courses, focusing on micro-credentials and not just formal courses, focusing on regular and sustained feedback (frequently and in various formats, video, audio, etc.), and deploying dynamic content, and of course, analytics.

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

Invest in research on the relative effectiveness of new educational models including competency-based education for postsecondary education, credit for prior learning, stackable credentials, work-integrated learning, and embedding of industry certifications into postsecondary education programs to offer more options for quickly training talent and addressing skills shortages as they emerge. Identify ways for sub-national and national education authorities and new learning providers (e.g., employers, third-party companies) to work together and allow for experimentation with new models, while at the same time protecting consumers from potentially fraudulent actors. Coordinate between governments and postsecondary institutions to rapidly scale up proven and promising practices—like embedding industry certifications into degree-based programs—to benefit both employers and students. As the Minister recently said, "Our competitors of the future may not be countries and universities, but companies and start-ups. IBM, Google and Amazon have all introduced their own micro-credentials.", in a much more coordinated and positive way. We need to enable a system that supports pathways for the recognition of prior learning and portability outside the institution where it was achieved. Digital credentials offer one avenue to allow portability across teaching and credential awarding institutions, including non-traditional education providers like developers of Massive Open Online Courses (MOOCs) and bootcamp providers (see In practice). To ensure success, support multi-stakeholder cooperation across institutions, and with employers, to ensure transparency and consistency in the provision of credentials. Look to our competitors for the stipends, bursaries and scholarships used to attract the best and brightest from abroad and add to them. And when they arrive, create an environment that fosters rapid integration by supporting ESL students with specific programming, which can be accelerated before they arrive through online platforms - another tool for recruitment. Course content translation and/or support in foreign languages for students learning remotely will also bridge a number of gaps and create positive sentiment towards Australian education.

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]

See above.

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]

Traditional postsecondary education has offered degree or diploma programs requiring years of commitment to complete, or continuing education programs that may not always prove relevant or beneficial to the workplace. 49 percent of adults D2L surveyed who have recent online learning experience say that the ongoing education and career training courses available to them do not provide them with the skills needed to advance in their careers. 44 percent of adults D2L surveyed agreed that courses available to continue education or training took too long. Institutions are beginning to adapt but need incentives and regulatory flexibilities to accelerate innovation in program offerings, and partnerships with other institutions. And from the Foundation for Young Australian's research piece on the topic: Lack of appropriate education: 50% young people believe they lack the technical skills needed to gain full-time work. The survey also advocates for acceleration in the factors that result in gaining full time work (currently at 2.6 years from full time education to full time work). Developing nationally recognised micro-credential framework that would make it easier for international students to gain employment in Australia after graduating – perhaps with a view to expanding the micro-credential framework internationally, making them even more sought after they leave but also creating future opportunities to return, in-person or virtually, to upgrade those credentials, something much easier to do and more beneficial than acquiring another degree.

Q9.
5 - What are the necessary skills for the future that students should be prepared for? [limit to 500 words]

Provide incentives to consortia of training partners from industry, education, and sector organizations to develop foundational training for nationally in-demand skillsets that can be easily adapted or remain evergreen for workers. Make these programs available for free to jobseekers in need of rapid upskilling, to small and medium-sized enterprises that would otherwise face a cost barrier, and/or to the public to stimulate interest and encourage further training in more complex skills requiring foundational knowledge. With work now increasingly remote, authentic learning requires it also be delivered remotely (i.e. white collar jobs now – and into the future – will be increasingly remote, teachers will need to learn how to educate remotely, doctors and health practitioners will need to be familiar with telehealth, etc.). That calls for a range of skills to brought into a quality digital learning environment, perhaps especially higher order skills (communications, problem solving, collaboration, etc.) or those soft but durable skills so critical to success in a world where technology and therefore the skills required to utilize it change constantly.

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]

See above.

Q11.
6 - How do we create a uniquely Australian education experience? [limit to 500 words]

Focusing on collaboration, community, and camaraderie in the educational experience through dynamic, engaging online platform where students are encouraged to discuss and interact with each other regardless of location. By integrating language packs, translation, short courses (micro-credentials) into the mix, you will create the kind of space where international students are drawn and where the investment in time and money is at a lower threshold. That will spur the collaboration and interest across boundaries necessary to enhance the experience and attract more students from abroad.

Q12.
6.1 - What is our value proposition for both international and domestic students? [limit to 500 words]

See above.

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]

Q14.

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

Make these programs available for free to jobseekers in need of rapid upskilling, to small and medium-sized enterprises that would otherwise face a cost barrier, and/or to the public to stimulate interest and encourage further training in more complex skills requiring foundational knowledge. Highlight the cross-transfer of skills, experience, and ideas. Underscore the benefits international students bring to Australia – both while studying and upon completion. With increasing competition for specialist skills that will drive Australia's future economy, developing a relationship early gives Australian organisations an advantage when recruiting students who develop these skills later in life. There should be no underestimating the power of soft diplomacy in the future and building these bridges is critical to that.

Q15.

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

Q19.

If you wish to upload a documentto support your submission, including a document answering the discussionquestions, 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
- ○ No – don't publish my submission