

i.

How can the quality and accessibility of reliable information be improved? What role can ESOS have in ensuring providers and their agents are held to account for supplying prospective and current international students with accurate and timely information?

1. Make the information widely available to the students, specially can open some centres for the international students in the various parts of the city. Number of centres will be depending on the ratio of student in each state.

2. From those centres, training program will be provided to the agents, charges will apply once they would like to participate in the course. Every agent should have one certified person, probably the owner himself before he or she will run the business.

Other person can be entitled; in that case a separate sheet should be provided showing the organisation chart for realising the strategic importance of that person. Evidence can be collected how he does train the other marketing personnel.

ii.

How should the Australian Government and the international education sector protect international students if a provider closes? How should this be resourced?

1. Depending on the number of student in the CRICOS, a separate fund should be there cash or near cash in the bank. Interest will be obtained by the RTO. There should be hard penalty option as well, if anyone exceeds the CRICOS limit they will be fined as per ratio of the exact tuition fees amount they collect from the students. RTO owner may show a cause that next week my 150 student will be out, that's why I took so many extra. Therefore, if they want, they can take but the money should be given to the government fund.

iii.

Are different mechanisms needed to support international students to resolve complaints effectively? Are additional complaint mechanisms needed?

1. Student should be provided a flow chart on the circumstances, when they can lodge the complaints. Thus, free call centre can assist them to make complaints and intensity of the problem then can be longed by the centre....work like an ombudsman office.

2. At the same time, trainers should have the same option as lot of cases; trainers can be a part of whistle blower/reporting person on the RTO dodgy practices.

For both cases, privacy should be protected for the reporting source, highlighted in the process.

iv.

Should an international student's ability to change their education provider be limited, if so in what way?

1. It should be one year, or up to the qualification. For example, Diploma of management runs for 6 months in most colleges, except 4/5 college who runs it for 9 to 12 months duration in NSW. Any student who will be enrolled must finish their

first qualification. This will assist RTO to save money on new student haunting as well as student will feel that they have to complete otherwise no visa would be granted for further study.

v.

How can the intersection between ESOS and the underpinning education quality assurance frameworks be improved?

1. ESOS should be more linked with the trainer focus. Current practices showed a lot about student centred, but the knowledge delivery part is coming from the Trainer. Therefore, trainer's feedback should have some provision. When trainer's signed the performance checklist for the students based on the AQTF standard 1.3 and 1.4, in that case ESOS should have something to match with the trainer's capability or comments on reporting.

2. I am having experiences in working with not less than 8 RTO's who deals with overseas students. None of the college has any full time trainer(s). All depend on the last moment call to casual trainers'. Based on the CRICOS student capacity, full time trainer should be recruited. In that case, college will feel the responsibility of holding the best and right trainers?

3. Like the job test, trainer should have some numbers from VETAB. So that, only the eligible candidates would be able to study and track trainer's on their workplace. In recent audit experiences of 2 colleges, I found that Auditor's raised a question on trainer's for their long time work i.e. more than 7 hours in 1 college. Every body is working for money, but a tracking number could assist VETAB auditors to find the number of colleges use the same trainer name in the list or its scope of application.

4. Since this sector is full of casuals, and we are contractors, due to future job hope we feel good to use our academic documents for various RTO. Therefore, trainers are not having any money for that, but their papers increase the capitalist wealth.

vi.

Where do international students' needs differ to other students, such that additional or different regulation is required?

Of course, local students are completely different from international students; therefore a separate law should be there. Especially trade qualification student should have different regulation compare to any higher education students. Progress policy should be taken out, reinstate attendance requirement for the vocational level.

University student pay more, they have got a separate attachment and dedication to the study place. But vocational, since the tuition payment is less, therefore dedication level varies. Therefore, separate structure is required for separate level.

vii.

Is ESOS compliance and enforcement adequate?

Yes, I feel that it's adequate, but the sound practice is required.

viii.

Can risk be better addressed through strengthening registration requirements and/or better targeting of compliance and enforcement action? How else can risk be managed?

For registration requirements and/or better targeting of compliance and enforcement action, nothing will work if there is no mechanism to evaluate and monitor activities. I worked for one college 6 months back, when they moved to the re-registration process, divide the classes, recruited new trainer's, and arrange the resources. After they got permission for 5 years, now instead of 35 students, class sizes become 55-60 once again, cutting the trainers' hours in the name of cost cutting. Auditor came to the college, but never feels to talk with the trainers'. Management showed the trainers', who previously known to the auditor. That's how the system works in the registration in the low risk college. Every college is having problems, no body can categorise that this college is low risk compare to that. Once you dig deeper the process, you will know what's going inside. My friend worked in a high risk college, authority sends all the students for excursion. When auditor came second time, before they come college gathered student and mentioned about the potential bad impact on their career, if they speak out. This is how both party manage each other, owner can pursue his or her dodgy practices with the international students.

During the audit period, auditor should mention about the contact email, so that anyone can mail within a specific time period. In that case, actual picture can be explored.