



UNIVERSITIES
AUSTRALIA

DISCOVER LEARN LEAD

Submission to Review of Education Services for
Overseas Students (ESOS) Act 2000

October 2009

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Introduction

Universities Australia is the industry peak body representing Australia's 39 universities in the public interest, both nationally and internationally. Universities Australia welcomes the opportunity to provide a submission to the Review of the Education Services for Overseas Students (ESOS) Framework.

The internationalisation of Australia's universities has played out over the last half century. The history of international education in universities started in 1950 following the meeting of Commonwealth foreign ministers in Colombo, Ceylon (now Sri Lanka) and recommended the creation of a scheme under which bilateral aid could flow to developing countries in South and Southeast Asia. Australia's universities then opened their doors to thousands of Colombo Plan students. This period of aid based delivery of education is characterised as the first wave of internationalisation.

With the passing of legislation in the mid 1980s allowing universities to enrol full fee international students, education moved from a sole focus on aid to include a heavy focus on trade as well. Many students continued to come to Australia to study on a variety of scholarships during this period. The twenty-five years of this period of internationalisation has saw education become one of Australia's largest exports and a significant source of revenue (on average 15%)¹ for universities.

Universities Australia considers that universities are now on the cusp of a third wave of internationalisation. This involves the development of engagement strategies that enable universities to fully engage in a global knowledge economy.

This third phase will continue to involve the education of international students both in Australia and offshore. It is predicted that a change will be seen in the mix of students with a move away from the mass provision of limited discipline education towards higher quality provision across multiple and varied disciplines.

It is further predicted that in this third wave universities will seek to broaden the diversity of their student cohort in terms of disciplines studied, country of origin and level of study. There will be a strong focus on increasing the proportion of high quality international higher degree research students through the extension of scholarships, and promotion of the quality education system available to such students.

This phase is also characterised by ever greater levels of international collaboration in international research and teaching with partner universities, research institutions and governments offshore. It will be a period of enhanced academic to academic research collaboration and shared teaching, particularly shared doctoral supervision. This greater collaboration will also be seen in the efforts by universities to assist in regional development through partnership with regional universities, participation in development projects and the continued education of scholarships students for the later benefit of their home countries.

Importantly, this phase sees an increased international education experience for Australian students. This will be possible through a genuine internationalisation of the curriculum, and an increase in opportunities for study abroad experiences through either study, internships or volunteering opportunities. This aspect of the third phase will require collaboration with government to enable more students to access an international education opportunity regardless of financial status.

¹ Stephen Connolly, "Lessons from the Past", Campus Review, 3 August 2009

Universities Australia considers that many universities are already cresting this third wave of internationalisation while others are just beginning to approach it. What is clear though is that for this new phase of international education to be allowed to flourish and deliver its benefits to Australian universities and the nation, a reputation for quality in education and research will be essential.

Research by Australian Education International² (AEI) has shown that the quality of an education system is the single most important consideration for international students when choosing where to study. Quality and a reputation for quality are essential for international education in Australia to prosper.

Internationally, Australia's universities have a reputation for quality. The Lisbon Council in a year long project ranking national university systems found Australia to have the best university system in the world³.

A reputation for quality is essential for the ongoing viability of international education and research in Australia, but it is a delicate and vulnerable thing, easily damaged by the actions of a few. The ESOS Framework is a principle facet of Australia's quality reputation and it is essential that it be upheld. The situation facing Australian education over the last six to twelve months has the capacity to inflict long-term damage on our quality reputation.

The ESOS Framework is a strong and comprehensive set of legislative instruments. The regulations set out in the framework are ample and appropriate. The ESOS Framework is in itself not broken but it is clear that there is scope for improvement.

What began as serious concerns about student safety, particularly involving Indian students in key metropolitan areas in Australia, has grown to a much larger list of concerns about the quality of education being provided to some groups of students and the nature of the international student experience being offered to them.

The Issues Paper *Review of Education Services for Overseas Students (ESOS) Act 2000* released in late September 2009 provides the opportunity for the situation to be reviewed at the highest level.

Universities Australia is concerned to ensure that this Review not result in the imposition of further levels of regulatory burden on universities who manifestly comply with their existing responsibilities but rather, for it to maintain a focus on where risk has been evident in relation to poor compliance with and enforcement of the existing regulations.

This submission has been prepared in consultation with the Deputy/Pro Vice-Chancellors – International of our member universities and addresses each of the four areas identified in the issues paper, making recommendations as appropriate.

² Australian Education International, Study In Australia Brand Evaluation, 2006

³ University Systems Rankings: Citizens and Society in the Age of Knowledge, Lisbon Council 2009

Recommendations

1. Increase the enforcement of compliance with existing ESOS National Code requirements relating to the provision of accurate information and management of agent relationships.
2. Establish and maintain a register of accredited/recognised agents.
3. Establish a peak body for Australian education agents (globally) via seed funding.
4. Exempt fully controlled university entities from compulsory membership of a Tuition Assurance Scheme.
5. In the event of mass closures, governments (state and federal) contribute to the cost of placing students or refunding fees.
6. All State Departments of Education to finance an Education Ombudsman to manage the external complaints process.
7. Require providers to report students at the conclusion of internal appeals processes, with students able to access external appeals processes and advise DIAC of outcomes.
8. Retain the restriction on transfer within 6 months/one study period.
9. Enable providers to grant leave to transfer at any point.
10. Enable students to appeal to an external body a providers' decision regarding transfer within the restricted period.
11. That consideration is given to allowing transfer within visa class within the restricted period (managed by DIAC).
12. That consideration is given to the role of TEQSA in supporting the ESOS framework.
13. Recognise fulltime study at seventy-five per cent load for international students to equate with domestic students.
14. Review the visa penalty for lack of academic progress to create a closer alignment with average domestic student penalties.
15. Maintain the ESOS Framework to ensure the unique needs of international students are met in legislation.
16. Revise Part B of the National Code to explicitly state roles and responsibilities of various governments including measures to enforce appropriate resourcing of responsible departments.
17. Review the initial registration requirements to ensure greater demonstration by providers of quality and financial viability
18. Adopt a risk management approach to ESOS compliance and enforcement activity, including ongoing monitoring of high risk and new providers as a condition of registration.
19. Enhance compliance against existing requirements.
20. Review the financial requirements of student visas.
21. Establish and publicise a facility for reporting unethical or non-compliant practices.
22. Only those providers demonstrating a commitment to quality education and enhancement of the student experience should receive registration and re-registration under ESOS.

Response to discussion questions

Supporting the Interests of Students

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?

Under existing National Code requirements all education providers are required to provide accurate and reliable information to prospective and current students at various stages in their engagement with the provider. This information should be made available in hard copy and on the provider's website. The information can also be provided face-to-face in pre-departure briefings as well as during Orientation Week activities. Enforcement of compliance with this National Code requirement is needed to ensure false information is not made available to vulnerable students.

As the majority of prospective international students are not based in Australia when making decisions on where and what to study, many students rely on the assistance of education agents to inform their choices and manage the application and visa processes on their behalf. The processes involved in coming to Australia to study are complex and the education agents provide a useful service. Australian providers also rely on education agents to promote their education offerings and the Australian Government is served in the promotion of Australia as a study destination by the activities of education agents.

Education providers should ensure their agents are well informed, are adequately briefed and equipped up-to-date hard copy information in their offices. Given the important and often central role agents play in the initial stages of a student's engagement with Australia, it is essential that the information agents provide is accurate and reliable. Some form of regulation of the activities of agents offshore is required though it is recognised that it is difficult for the government to regulate activities occurring offshore.

The existing National Code relies upon providers to only work with ethical agents, but it has become apparent that this system has failed with increasing reports of agents providing false and misleading information about education providers, cost of living and job opportunities. This is a compliance matter with existing ESOS regulations needing to be enforced.

Options for enhanced regulation could include the establishment of a register of agents maintained and administered by AEI containing information on agents with in-country government accreditation, who have completed an approved training course, are a member of a genuine agents association with appropriate codes of conduct, or where such options do not exist, agents have a record of providing reliable service. AEI in tandem with the Department of Immigration and Citizenship (DIAC) could also develop an accreditation system for offshore education agents that allows for a simple, annual reaccreditation process.

It is clear through the recent amendments to the ESOS Act that the government is taking steps to improve the regulation of education agents. However, consideration should be given to implementing the still relevant recommendation of the 2005 ESOS evaluation report commissioned by the government which is outlined below.

'The Australian government provides seed funding for creation of a peak body of Australian education agents (with overseas membership). The body would be charged with building a professional membership and developing mechanisms for self-regulation based on a code of

professional conduct, and running continuing professional development activities for agents in collaboration with the Australian government and education providers'.⁴

AEI also has a role in ensuring that accurate information is accessible to prospective students. Currently AEI fulfils this responsibility through maintenance of the *Study in Australia* website among many other initiatives.

Universities Australia believes it is timely for this website to be reviewed to assure the accuracy and appropriateness of the information and to possibly provide specific state/city based information on living expenses, the availability of accommodation, employment opportunities and safety issues.

AEI is also well placed to work with DIAC on providing accurate and timely information on student visa obligations and studying in Australia to prospective students during the visa application process. This process could require students (and where they are less than 18 years of age, their parents) to indicate that they have read and understood the information provided.

Recommendation:

- **Increase the enforcement of compliance with existing ESOS National Code requirements relating to the provision of accurate information and management of agent relationships.**
- **Establish and maintain a register of accredited/recognised agents.**
- **Establish a peak body for Australian education agents (globally) via seed funding.**

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

The Tuition Assurance Scheme (TAS) and ESOS Assurance Fund are important pillars in the ESOS Framework, serving to protect the investment of international students. They are however, reactive instruments that only come into play once a provider has defaulted.

The Australia government could better protect international students by reducing the likelihood of provider closure through the enforcement of stricter standards in the registration of new providers. The registration process should include a thorough due diligence process and demonstration of financial viability prior to registration to protect both students and the reputation of the industry as a whole. Ongoing monitoring of high risk providers or new providers can serve to avert the potential crisis of provider default at a later stage.

As Table A and B providers, almost all universities are not required to participate in the TAS process. It is highly unlikely that a university would be in default. For ethical as well as reputation management reasons, a university would simply teach out any program or make available suitable alternative arrangements, such as credit transfer in a discontinued program to an equivalent course with full credit. Universities Australia considers that given the low level of risk of closure, fully controlled entities of Table A universities should also be exempt from membership of a Tuition Assurance Scheme.

⁴ Phillips KPA and LifeLong Learning Associates 2005, Evaluation of the Education Services for Overseas Students Act 2000, Published June 2005, Department of Education, Science and Training.
http://www.dest.gov.au/NR/rdonlyres/BCE952F7-57F0-4D3C-ADE4-5795781B5C96/6117/ESOS_Evaluation_Report_web_postproof_v2.pdf

The current re-registration process and targeted audits in some jurisdictions raises the possibility of a considerable number of provider closures in the near future. This is essential as unless there is a public 'clean-up' of the known rogue elements in the industry it would be difficult to generate any good will or faith in the system.

The Tuition Assurance Schemes may well be unable to cover the costs associated with mass closures as they were not established for such purposes. Furthermore, it is likely that due to over-enrolment and therefore proportional under-payment to the TAS by those providers most likely to face closure, the Schemes may not be sufficiently resourced to meet the needs of all students.

While closures are absolutely necessary this will result in a large number of students calling on the appropriate TAS or ESOS fund to either place them in a suitable alternative course, or to refund their fees. Given that much of the blame for the current situation with regard to the activities of low quality and unethical providers is the result of failure by both State and Federal governments to enforce compliance with existing standards, it is appropriate that responsibility rests with government for reimbursing some of the costs associated with placing the likely large number of students soon to be without a course.

Recommendation:

- **Consider exempting fully controlled university entities from compulsory membership of a TAS.**
- **In the event of mass closures, governments (state and federal) contribute to the cost of placing students or refunding fees.**

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

At present the external mechanisms for student complaints (to be used only once internal appeals mechanisms have been exhausted) are not nationally uniform. In those states where an Education Ombudsman is available to hear complaints (in Western Australia this is the State Ombudsman) the process is clearly understood and well managed. Where such clear external complaints mechanisms are not available, the situation appears to be less satisfactory.

Universities Australia considers that a State Education Ombudsman (operating from nationally consistent guidelines) should be available for students to access where a suitable body is not provided by the education provider.

It is appropriate that internal systems for complaints and appeals be the same for international and domestic students. In this area there is concern regarding the twenty day limit for international students to access the appeals process. Some universities consider this period to be excessive with ten days considered preferable as it can lead to negative outcomes for students due to further delays in re-commencing studies (either at the university or elsewhere) following resolution of the process. Due to possible visa consequences resulting from the outcome of any complaints or appeals process it is important that both internal and external systems are transparent and operate in an efficient and timely manner.

In relation to reporting, it would be more appropriate and straightforward for providers to report a student when their own internal appeals process is complete, rather than at the end of an external process over which they have no control. Students could then be given the opportunity to present evidence to DIAC that an external appeal had been lodged, and DIAC would be able to make a considered decision on visa cancellation on the basis of the information provided.

Recommendation:

- All State Departments of Education to finance an Education Ombudsman to manage the external complaints process.
- Require providers to report students at the conclusion of internal appeals processes, with students able to access external appeals processes and advise DIAC of outcomes.

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

While it is clearly important that international students' consumer rights are not unduly removed, the restrictions on provider transfer serve a useful purpose in stabilising the industry and protecting students from unethical agents and providers.

It is necessary for students to be able to transfer out of a course that fails to meet their expectations with regard to quality, but this is not always the cause of students seeking a transfer. Rather they have been approached (poached) by an agent or alternative provider offering reduced tuition, a quicker path to permanent residency or a cut of the agents commission should they transfer. Such transfers are not always in the interest of the student and cause considerable difficulties with regard to resourcing in universities should large numbers of students transfer out.

There needs to be reasonable protection against poaching in the interests of:

- Students who are vulnerable and often naïve while adapting to life in a new country;
- Ethical providers who have incurred expense in recruiting and allocating resources for students, and
- Ethical agents who have assisted in the student recruitment process.

A restriction of some kind (six months as is the case now, or one study period/semester) seems a reasonable compromise. This allows the student an opportunity to transfer should the program prove inappropriate for them, while also acting to inhibit the abuse of the system by some agents and providers. The study period/semester length restriction may also allow students ease of transfer between providers to enable them to begin with an alternate provider in a timely manner.

An alternative is to allow transfer between providers where the student is not changing visa class, for example within higher education providers, but to require principal provider approval for a transfer to another visa class within the restricted period. The involvement of DIAC in a management role would be essential to ensure an ordered and secure process if this were to proceed.

Providers should be able to allow their students to transfer at any point, and students should have access to an external appeals body should they feel that a provider is unreasonably restricting their transfer within the first period. At present there is a lack of clarity in the process. While the standard mandates that students cannot transfer for six months, providers must provide valid reasons as to why students cannot transfer prior to this, should the student lodge an appeal if a request to transfer is refused. A transparent statement on process is necessary.

Recommendation:

- Retain the restriction on transfer within 6 months/one study period.
- Enable providers to grant leave to transfer at any point.
- Enable students to appeal to an external body a providers' decision regarding transfer within the restricted period.
- That consideration is given to allowing transfer within visa class (managed by DIAC) within the restricted period.

Delivering quality as the cornerstone of Australian education

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

ESOS generally integrates well with the current framework for quality assurance for universities. The National Protocols for Higher Education require self-accrediting institutions to comply with the ESOS Act including registration of programs offered to international students on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). In addition, the National Protocols require self-accrediting institutions to be subject to a national quality review and audit. The Australian University Quality Agency (AUQA) reviews institutions' adherence to standards including the Australian Qualification Framework and ESOS. The second cycle of AUQA audits has focussed on international activities as a key theme with ESOS as a national standard and external reference point. This structure integrates ESOS as a key component in the quality assurance framework for higher education.

The establishment of the Tertiary Education Quality and Standards Agency (TEQSA) and Ministerial Council for Tertiary Education and Employment (MCTEE) offers an opportunity to review and refine the contribution of ESOS to the quality assurance framework.

While ESOS is integrated within the quality assurance of higher education providers, there is a need for greater coherence between legislative frameworks both at the Commonwealth and State levels to eliminate inconsistencies. For example, the Social Security Act defines full time study as seventy-five per cent equivalent full-time load (EFTL) and yet ESOS determines full time study in relation to the registered course duration on CRICOS, or one hundred per cent EFTL.

Whereas domestic students are able to manage their full time study loads flexibly, international students who face the same and additional challenges are forced to enrol in the one hundred per cent EFTL unless specific circumstances apply, such as compelling or compassionate circumstances. This in effect places a higher expectation on the academic performance of an international student compared to that placed on domestic students who are able to reduce their enrolment load to seventy-five per cent and still be considered full time. In addition, the current requirement for international students to be enrolled in the one hundred per cent load disadvantages international students who are able to achieve pass grades compared to those who fail. Students who fail have the opportunity to access an intervention strategy and thereby reduce their enrolment load whereas an international student who is passing is not able to reduce their study load so as to improve their grade point average (GPA). It would be appropriate and equitable for international students to have access to the same flexibility as their domestic student colleagues in managing their study through the equal recognition of seventy-five per cent EFTL as equivalent to full time study.

Recommendation:

- That consideration be given to the role of TEQSA in supporting the ESOS framework.
- Recognise fulltime study at seventy-five per cent load for international students to equate with domestic students.

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

The needs of international students differ to other students because they are studying in a foreign country, usually in a second language, and often without access to family or social networks in Australia. They are also more vulnerable as they choose their education provider and program without having the opportunity to see what is being offered first hand.

The financial burden on international students is also much greater. Safe, affordable accommodation remains a key issue for international students and due to a diminished social support system, reliance on university support programs is greater.

In many ways the decisions international students make with regard to accommodation, education and employment carry a possible visa outcome. This can leave them vulnerable to extortion from unethical agents, providers and employers. Most significantly, international students have their studies directly linked to a student visa, which has several requirements to remain legally in Australia such as maintaining satisfactory academic progress and completing studies within the minimum course duration. The consequences of failing to meet progression requirements impact more significantly on international students. A domestic student may have a one-year study suspension imposed for failing to meet course progression requirements. In contrast, an international student who fails in a similar way to meet course progression requirements is penalised with mandatory visa cancellation and a three-year exclusion from Australia, which means they are excluded from returning to studies for a significantly longer period than for a local student. The cost and social impact to an international student is significantly higher than the impact on a local student. This Review presents an opportunity to give consideration to revising the visa penalty to more closely align to the penalty applied to domestic students.

International students will also serve as ambassadors for Australian education on their return home, so positive and rewarding experiences are vital for the ongoing sustainability of the system.

Given the needs of international students are uniquely different from local students, additional regulation is required as outlined in the ESOS Act and National Code.

Recommendation:

- **Review the visa penalty for lack of academic progress to create a closer alignment with average domestic student penalties.**
- **Maintain the ESOS Framework to ensure the unique needs of international students are met in legislation.**

Effective Regulation

vii. Is ESOS compliance and enforcement adequate?

It is manifestly apparent that there has been insufficient ESOS compliance and enforcement in high risk areas of the industry and that this is directly responsible for many of the problems arising over the last six to twelve months.

When negotiating with government during the most recent review of the ESOS Act and its National Code, Universities Australia (then the Australian Vice-Chancellors' Committee) argued strongly for a transparent and accountable division of government responsibilities to be included in the National Code. Part B of the National Code is supposed to list the roles and responsibilities of State and Federal governments however, it lacks any enforcement measures or obligations on governments to meet their stated obligations. Given the lack of enforcement of regulatory obligations in the legislation or its instruments, the regulatory functions of a number of key states have been under resourced and therefore ineffective.

Further to this it appears the requirements for initial registration are too low, allowing new providers with dubious claims to quality to quickly and easily establish themselves in the market. It is difficult to remove a providers' CRICOS registration, therefore it is necessary for the initial requirements for registration to be substantially more rigorous.

The re-registration process proposed in the Amendment to the ESOS Act currently before the Senate needs to enforce the closure of those providers clearly in breach of their ESOS obligations. While these closures will no doubt cause some short term pain to the TAS system and possibly also the ESOS Assurance Fund, it is absolutely necessary for the sustainability of an industry of genuine import to the long term productivity and growth of the nation.

Recommendation:

- **Revise Part B of the National Code to explicitly state roles and responsibilities of various governments including measures to enforce appropriate resourcing of responsible departments.**
- **Review the initial registration requirements to ensure greater demonstration by providers of quality and financial viability.**

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?

Strengthening registration requirements is essential for the long term viability of the industry. A risk managed approach to ESOS compliance and enforcement action would direct attention to those institutions with a higher risk profile. A high risk profile could be characterised by:

- A high proportion of students from a single source country;
- Provision of only limited education programs linked to future migration outcomes;
- A rapid increase in enrolments in the recent period;
- Previous breaches of the National Code;
- A history of visa fraud in visa applications.

Registration requirements must be strengthened and a risk management approach taken to monitoring high risk and new providers. A higher level of scrutiny should be required as a condition of registration. Ongoing training and provision of advice to new providers may assist in preventing closures and ensure more positive outcomes for providers and students.

The most important outcome of this review would see the government target high risk providers and courses and take action against those deemed non-compliant.

Recommendation:

- **Adopt a risk management approach to ESOS compliance and enforcement activity, including ongoing monitoring of high risk and new providers as a condition of registration.**

ix. What should be the balance between a focus on inputs and prescription versus outcomes?

Beyond the need for refining the National Code in a few specific areas, the current regulations are appropriate and recognised as among the world's best practice. The question of inputs and outcomes is not key, as what is required is consistent enforcement of compliance with existing regulation by high risk providers.

Additional regulation is not required. The likely outcome of additional regulatory requirements is that those already complying will (likely at significant extra cost) continue to comply. Those who are not complying with existing regulations are unlikely to comply with any new regulations.

Educational quality should be measured in terms of standards and graduate outcomes. It is time for focus to move away from the size of the international education industry as an export, to a broader focus on the student experience and quality of outcomes for graduates.

Recommendation:

- **Enhance compliance against existing requirements.**

x. How can ESOS better support Australia's student visa program?

Despite the requirements for demonstrated financial ability before a visa is granted, large numbers of international students are unable to meet their financial obligations on arrival.

As a consequence many work more hours than they should and so fail to achieve their education potential. They can face considerable stress and leave themselves vulnerable to exploitation by unethical employers, agents and providers. This is one more indicator of the need for stronger financial controls in the student visa system. At present the demonstrated financial requirement for a student visa is set at A\$12,000. It is appropriate that this figure be reviewed to check its effectiveness in ensuring students have adequate financial provisions for their period of study in Australia.

There is a lack of information in ESOS and indeed elsewhere on reporting unethical practices. A public awareness approach to publishing provisions to report unethical and non-compliant activity (anonymously if appropriate) is necessary so that students do not feel their visas may be at risk if they speak out.

Recommendation:

- **Review the financial requirements of student visas.**
- **Establish and publicise a facility for reporting unethical or non-compliant practices.**

Sustainability of the education sector

xi. What role should ESOS have in supporting the ongoing sustainability of the international education sector given the challenges it faces into the future?

It is critical that Australia regain and then maintain its position of strength in having a transparent regulatory framework that supports students studying at all levels of education in Australia. ESOS should remain the mandated best practice it is.

Government is a partner in the education sector as well as the compliance authority. ESOS already requires providers to be proactive and this requirement should extend to government as a partner in the sector.

The ramifications for deliberate unethical practice and non-compliance must be suitably effective (including closures) and must be made public. Confidence in the system will not be rebuilt in Australia or overseas unless low quality providers are publicly removed.

As outlined in the introduction to this submission, Australia's universities are moving towards a third wave of internationalisation. Central to the new phase is ensuring high quality educational outcomes and enhancing the student experience. A rounded student experience requires attention to providing accurate information, orientation, cultural information, English language enhancement, integration into the campus and wider communities, and support with accommodation, employment and safety issues. If this ongoing sustainability of the international education industry in Australia is to be secured, along

with Australia's reputation for quality, only providers with a demonstrated commitment to quality education and enhancement of the whole student experience should be able to register or re-register to provide courses to international students. In this manner ESOS plays a critical role in supporting, regulating and sustaining the industry.

Recommendation:

- **Only those providers demonstrating a commitment to quality education and enhancement of the student experience should receive registration and re-registration under ESOS.**

Contact

Universities Australia welcomes the opportunity to discuss this submission with members of the Inquiry. Please feel free to contact Dr Glenn Withers, Chief Executive Officer, Universities Australia on 02 6285 8104 for further comment as required.