

## **Objective 1**

### **1. Are there further reforms governments should consider that will improve the quality and integrity of the sector?**

1. Strengthen accreditation standards
2. Ensure transparent and robust oversight mechanisms
3. Foster international collaboration for curriculum development
4. Implement measures to prevent academic fraud

### **2. What more can providers do to improve the integrity of the international education sector?**

1. Maintain transparent and ethical marketing practices.
2. Provide comprehensive support services to students
3. Foster a culture of academic honesty.

## **Objective 2**

### **1. What factors should inform government's approach to allocating international student enrolments across sectors, providers, and locations in Australia?**

Aligning enrollments with industries experiencing growth worldwide will improve Australia's reputation as a world leader in education.

Supporting enrollments from a wide range of countries and backgrounds will foster a rich multicultural environment beneficial for both local and international students.

### **2. What considerations for government should inform the overall level of international students in Australia?**

1. Capacity of Provider
2. Global Competition
3. Economic impact of international students in Australia in terms of growth, revenue, tourism, and multicultural diversity.

### **3. How will this approach to managing the system affect individual providers?**

This approach may assist in streamlining the quality of providers and weed out unscrupulous providers.

### **4. Should sectors other than higher education and vocational education and training, such as schools, ELICOS and non-award be included in approaches to manage the system for sustainable growth?**

There should be a holistic approach towards sustainable growth for international education, including private providers, ELICOS and TAFE.

All different sectors involved in International education represent Australia's international education system and s

### **5. How should government determine which courses are best aligned to Australia's skills needs?**

1. Consult and Engage with Industry.

2. Benchmark the Australian education system against international standards.
3. Establish feedback mechanisms to gather input from graduates, employers, and other stakeholders on the relevance and effectiveness of educational programs.
4. Assessments of labour market trends, industry growth projections, and skills shortages to identify areas of high demand.

#### **6. How should government implement a link between the number of international students and an increased supply of student housing?**

1. Consider factors such as enrollment projections, demographic trends, and housing preferences of international students.
2. Provide financial incentives, grants, or low-interest loans to developers and investors willing to undertake student housing projects.
3. Consult and communicate with local communities and residents to address concerns and build support for student housing developments.

#### **7. What transition arrangements would support the implementation of a new approach?**

### **Objective 3**

#### **1. What are the barriers to growth in offshore and transnational delivery of Australian education and training?**

1. Tailoring curriculum, teaching approaches, and assessment methods to accommodate diverse cultural and linguistic environments.
2. Adhering to regulatory requirements and standards in both Australia and the host country can be complex and costly. Differences in education regulations, accreditation processes, and visa requirements may create barriers to entry.
3. Maintaining academic integrity across offshore programs.
4. Establishing and maintaining physical infrastructure, such as campuses or learning centres, in offshore locations can be costly and logistically challenging.
5. Competing with local and international educational entities in offshore territories presents challenges for Australian institutions striving to distinguish themselves and appeal to prospective students.
6. Political instability, economic downturns, and changes in government policies in host countries can create uncertainty and disrupt operations.

#### **2. Where can government direct effort to support transnational education?**

1. Offer incentives for institutions to engage in international education activities.
2. Facilitate partnerships and networking opportunities between Australian institutions and their international counterparts.
3. Foster collaboration on curriculum development, joint research projects, and faculty mobility programs to enrich the educational experience and promote cross-cultural understanding.