

Ensuring the welfare and support of international students

Greg Whateley

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The teaching and learning of international students in Australia are not only big business – but also comes with significant responsibility.

The **HESF Threshold Standards** ensure that ALL students (including international) are supported with a quality framework ensuring that the reputation of the Australian Higher Education system is maintained.

See – What are the Threshold Standards and why are they important -

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In addition, the **National Code of Practice for Providers of Education and Training for Overseas Students** has in place 11 standards and some 184 sub-standards that are designed to ensure the *welfare and support* of international students specifically.

See – [National Code of Practice for Providers of Education and Training to Overseas Students 2018 - Department of Education, Australian Government](#)

The standards in brief

Standard 1 sets out that registered providers must uphold the integrity and reputation of Australia's education industry by ensuring the marketing of their courses and services is not false or misleading.

Standards 2 ensures registered providers recruit responsibly and ensure that overseas students are appropriately qualified for the course they are seeking to enrol in. Overseas students must have sufficient information to enable them to make informed decisions about studying with their chosen registered provider.

Standard 3 outlines the obligations and rights of both registered providers and overseas students must be clearly set out in a formal written agreement between the two parties.

Standard 4 acknowledges Education agents are an important part of the international education sector in Australia. Registered providers must ensure that their education agents act ethically, honestly and in the best interest of overseas students and uphold the reputation of Australia's international education sector.

Standard 5 reiterates that the Australian Government is committed to ensuring the safety and wellbeing of younger overseas students.

Standard 6 notes that overseas students require certain support services as they are living and studying in an unfamiliar environment. Registered providers are responsible for providing access to certain services to ensure the mental and physical wellbeing of their overseas students.

Standard 7 iterates that registered providers must not knowingly enrol an overseas student wishing to transfer from another registered provider's course prior to the overseas student completing six months of their principal course of study, except in certain circumstances.

Standard 8 ensures overseas students must make satisfactory course progress and, where applicable, attendance as a condition of their student visa.

Standard 9 notes that an overseas student's enrolment can be deferred, suspended or cancelled. This may be initiated by either the overseas student for compassionate and compelling circumstances, or the registered provider for an overseas student's breach of visa conditions, failure to pay fees, misbehaviour, or other condition listed in a registered provider's policy. Registered providers must manage the enrolment of overseas students and maintain up-to-date enrolment information in the Provider Registration and International Student Management System (PRISMS) database.

Standard 10 insists that registered providers need to have an 'internal' complaints-handling and appeals process in place. Professional, timely, inexpensive and documented complaints-handling and appeals processes ensure that grievances between overseas students and registered providers can be heard and addressed.

Standard 11 demands that registered providers must meet the requirements for Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration. Noting that only full-time courses can be registered on CRICOS. Registered providers must also ensure the ESOS agency approves and has up-to-date information on specific aspects of the registered provider's operations and any registered courses.

A collective support mechanism and network

The Standards (along with the extensive range of sub-standards) work towards creating an important student *support mechanism* – that further endorses and underlines the mandatory HESF – and at the same time develops a vital *network* of standards and support mechanisms for providers as they continue to do the important work of educating international students.

Emeritus Professor Greg Whateley is an independent consultant with the Australian Guild of Education (AGE) in Melbourne

