

TAFE Directors Australia

Draft Revised National Code

David Endean

Standards

- Who are they for?
- Part B: Lack of Clarity
- Stated Objectives not met

Transfer between Providers (Standard 7)

- A retrograde step
- No circumstance in which a provider can refuse a student's request
- Lack of clarity: 'No evidence that the transfer will be to the detriment of the student
- How can providers protect their investment in overseas marketing?
- Consumer choice
- No standards for local agents

Expected Duration (Standard 9)

- Unnecessarily restrictive
- Pre-requisites
- Needs to allow for extensions in course duration for academic failure that doesn't constitute unsatisfactory progress

The Attendance Monitoring Regime (Standard 11)

- Cost and complexity
- Why the 80% requirement doesn't work in TAFE Institutes
- Attendance monitoring is important

Implementation

- Difficulties with mid-year commencement
- Capacity for confusion
- Need for a transition period

A Supportive Regulatory Environment

- The economic importance of the international education industry
- The burden of an ever-increasing and invasive bureaucracy
- International education and international trade
- Whole of government approach
- DEST/AEI and the Competency Test