

MEDIA RELEASE

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IHEA: Enhancing Integrity and Transparency in International Education

As part of its 2025 Federal Election Platform, Independent Higher Education Australia (IHEA) is calling for stronger accountability in the international education sector, urging the next government to improve access to agent performance data and maintain fair commission structures that support student success.

IHEA highlights that international agents play a crucial role in student experience and the overall success of the sector. Therefore, providers require transparent performance data to ensure accountability and protect student interests.

“Currently, information about agent performance is only available to providers with direct links to those agents, making it difficult to evaluate potential partners or identify inappropriate behaviour across the network,” said IHEA CEO, the Hon Dr Peter Hendy.

Improved visibility of agent performance will enable providers to better manage their agent networks and uphold the integrity of international education.

“It is necessary to develop a national dashboard to enhance visibility of agent activity and effectiveness. In addition, PRISMS should be updated to allow broader access to agent performance insights,” Dr Hendy said.

IHEA has also expressed concern regarding the Government’s recent decision to ban all onshore commissions for international education agents.

“The Government’s ban on all onshore commissions is not the solution. It risks disrupting legitimate arrangements without addressing issues such as ‘course hopping’ and may drive student-agent dealings outside the protections of the ESOS Act,” Dr Hendy said.

IHEA supports the existing six-month restriction under the ESOS Act and a targeted ban on commissions for transfers to lower AQF-level courses but opposes broader prohibitions.

“IHEA opposes any blanket ban on agent commissions for onshore transfers, as it overlooks the valuable role agents play in supporting student transitions. We need targeted regulation, not sweeping changes that undermine the support structures students rely on,” Dr Hendy said.

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