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Thâ Responsiveness oê Higheú Educatioó tÔ Consumeú Needú tió taó ç
Environmenú oê Governmenú Regulatioó

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Abstract:

Thâ Responsivenessú foê higheú educatioó programú ttô society'ú ç
needú tiú constraine% b~ thâ structurâ ÷an% culturâ foê thâ ç
educatioó systemÆ Governmenú regulatioó iú . criticaĭ determinanú ç
oê thiú structurâ an% cultureÆ Thâ casâ foú governmenú regulatioó ç
an% interventioó iú criticaĭ analysedÆ Thâ existinÁ patteró foê ç
regulatioó tiú showó tÔ bÂ su, optimalÆ ; casâ stud~ base% foó ç
managemenú educatioó iú use% tÔ highlighú thâ issueú involvedÆ Iú ç
iú conclude% thâú thâ impacú oê regulatioó tiú ttô insulatâ ç
providerú froĭ thâ needú oê thâ variouú consumerú ÷an% stiflêú ç
development" changâ an% innovationÆ Thâ cosú iú greateú thaó thâ ç
benefitsÆ ; morâ flexiblâ systeĭ oê interventioó tiú proposedÆ ç
Thâ propose% systeĭ involveú . marketinÁ base% philosophyÆ

1. INTRODUCTION

B~ internationaĭ comparisons" higheú educatioó ió Australi. tiú ç
highl~ controlledÆ Therâ arâ fe~ placeú wherâ higheú educatioó ç
iú almosú exclusivel~ deliver% b~ institutionú reliaú foó thâ ç
governmenú foú fundinÁ an% wherâ privatâ deliver~ iú almosú noó ç
existentÆ tiú haú becomâ axiomatic, ió Australi. tÔ accepú thâú ç
qualit~ higheú educatioó musú bÂ controlle% b~ governmentÆ

These regulations are manifestly ió regulations" botÉ formaĭ tan% ç informaĭ tÆ tThese regulationÚ arÁ ió somÁ instanceÚ tvaguÁ tan% ç confusing" whilÁ ió otherÚ inflexiblÁ ió theiÚ applicationÆ tThe~ ç forĭ t. tve, oÉ controĭ whicÉ iÚ difficulÚ foÚ tthÁ toutsideÚ ttÓ ç comprehendÆ

ThÁ regulationÚ effectivel~ constraiÓ mosÚ significanÚ aspectÚ oÉ ç higheÚ educatioÓ Æ These regulationÚ coveÚ criticaĭ areaÚ sucÉ aÚ ç thÁ tabilit~ ttÓ chargÁ feeÚ (oÚ not)" tdevelopmentÚ toÉ tcourses" ç awar% tdescriptions" whaÚ thÁ futurÁ directioÓ oÉ educatioÓ twilĭ ç bÁ an% whÓ caÓ offeÚ whaÚ courses.

FoÚ texample" tiÓ mosÚ stateÚ oÉ Australi. iÚ tiÚ timpossiblÁ ttÓ ç offeÚ tt. tdegreÁ toÚ testablishÉ t. tuniversit~ twithouÚ ttheitÚ ç legislatioÓ ttirsÚ tbeinÁ tenact% toÚ tleavÁ tgiveÓ ttvi. ttthÁ ç appropriatÁ MinisterÆ IÓ practicÁ thiÚ iÚ extremel~ difficulÚ ttÓ ç achieveÆ tUnlesÚ t. ne~ institutioÓ oÉ higheÚ teducatioÓ tiÚ tthÁ ç resulÚ oÉ . politicaĭ decisioÓ oÚ politicaĭ acquiescencÁ ió titÚ ç creation" tiÚ twilĭ tfin% tiÚ talmosÚ timpossiblÁ ttÓ tcomÁ tintÓ ç existencÁ Æ nÓ matteÚ whaÚ itÚ qualit~ oÚ intentÆ

IÚ tiÚ twelĭ tknowÓ foÚ examplÁ t thaÚ tfunde% tuniversitieÚ tarÁ ç activel~ discourage% an% eveÓ prohibite% froĭ charginÁ tdomesti,, ç undergraduatÁ studentÚ foÚ tuitionÆ YeÚ thÁ samÁ institutionÚ arÁ ç encourage% ttÓ supplemenÚ theiÚ governmentÚ fundinÁ througÉ tthÁ ç forĭ oÉ fillinÁ oÉ apparentl~ availablÁ placeÚ witÉ feÁ tpayinÁ ç undergraduatÁ tstudentÚ tfroĭ overseaÚ an% t offerinÁ t. tgrowinÁ ç numbeÚ oÉ feÁ foÚ servicÁ posÚ graduatÁ coursesÆ

ThÁ tcurrenÚ t'hotB examplÁ oÉ interventioÓ an% tcontroĭ tiÚ tthÁ ç decisioÓ tthaÚ studentÚ whÓ havÁ complete% TAF~ subjectÚ wilĭ tbÁ ç giveÓ advance% standinÁ ió higheÚ educatioÓ courses" despitÁ tthÁ ç facÚ thaÚ thÁ directioÓ oÉ thÁ twÓ systemÚ barel~ coincide.

Controĭ an% regulatioÓ necessitateÚ significanÚ bureaucratĭ,, an% ç institutionaĭ costÚ aÚ botÉ statÁ an% federaĭ levelÆ

DespitÁ tthÁ tamounÚ toÉ tregulatioÓ tan% tcontroĭ tt significanÚ ç problemÚ txisÚ tiÓ higheÚ educationÆ RecenÚ presÚ t reportÚ tan% ç articleÚ t estimatÁ thaÚ abouÚ halÉ oÉ VictoriaÓ secundar~ tschooĭ ç leaverÚ tan% u• tÓ twÓ thirdÚ oÉ maturÁ agÁ applicantÚ t wilĭ tbÁ ç unablÁ tÓ fin% placeÚ ió higheÚ educatioÓ ió 1993Æ TherÁ iÚ alsÓ ç continue% tconcerÓ twitÉ tthÁ contenÚ toÉ tcoursesÆ tFoÚ texamplÁ ç professionaĭ tbodieÚ tan% temployerÚ tpoinÚ ttÓ tdeficiencieÚ tiÓ ç undergraduatÁ businesÚ courses.

ThÁ tquestionÚ thaÚ nee% tÓ bÁ aske% constantl~ arÁ "wh~ tdÓ twÁ ç nee% tthÁ tregulation? t"WhaÚ tiÚ tthÁ treaĭ tcosÚ tverseÚ ttthÁ ç theoreticaĭ tbenefiÚ toÉ tthÁ currenÚ levelÚ toÉ tregulatioÓ tan% ç

control? "What is the real problem that regulation seeks to address? "Is the regulation capable of being quickly changed? Is it responsive to change and innovation whilst supporting the original purpose of the regulation?"

This paper questions the widely held assumption that the current level of control is the highest educational administration particularly at the undergraduate level is beneficial. It asks the question 'do we need regulation?' but rather asks the question 'is the regulation and control we have appropriate and the benefits commensurate with the costs?' It proposes that the present situation could provide greater overall benefits to the community if a market based approach was adopted. These benefits would provide a wider choice of courses and more undergraduate places available and ultimately an improvement in the overall quality of education (through greater responsiveness to needs).

We focus on regulation and control in undergraduate management and marketing education as a case study. We believe that however basic, issues raised are applicable across a range of disciplines.

2. MODEL OF REGULATION

One of the main reasons for the underlying reason of regulation and control is the undergraduate high education appear to be a reasonable basic, theoretical, objective and to provide a good standard of quality control and to contain and deliver an ensured public, money is properly spent would be a hard to fault. It is not only the light of the question that the reality that the theory fall down.

Given that we are in a society where the cost of regulation and control is a variety of ways when it comes to culturally important field of education we need to regularly assess the cost ÷ benefit of the regulation. Whilst we are able to assess the actual expenditure made by a regulator body and assess the total compound cost to the community cause by the inefficiencies. It is calculated that the resultant benefits whilst compared the total costs.

Figure 1 shows a standard economic perspective of the cost and benefit of the applied regulation. It shows that the 'give' point regulation can provide a net gain to society. Beyond that point the additional cost incurred outweighs the resultant benefits. Thus it is argued that the control of high education whilst it could be argued that the total lack of regulation might result in certain losses it is certain that beyond a 'give' point the

benefit^U t^o societ^y t^roⁱ t^highe^U t^educatio^o t^wilⁱ t^fall^e t^Th^A ç
benefit^U t^oe^t t^regulatio^o tⁱnclud^A t^reducatio^o i^o t^th^A t^scop^A t^fo^U ç
opportunisti^o, behaviou^U b^y t^educatio^o supplier^U an[%] ensur^A t^publi^o, ç
fund^U ar^A appropriatel^y applied^e Th^A cost^U o^e regulatio^o tⁱnvolv^A ç
direc^U t^aministrativ^A cost^U an[%] indirec^U cost^U involv^e tⁱo^o t^th^A ç
distortio^o o^e courses.

Th^A firs^U questio^o is^o a^U wha^U poin^U d^o th^A marginaⁱ cost^U equaⁱ ç
th^A t^marginaⁱ t^benefits^o Thi^U effectivel^y give^U u^U t^th^A t^correcc^U ç
leveⁱ o^e control^e

Th^A t^secon[%] questio^o i^U ≠ "ar^A w^A usin^A th^A righ^U t^mechanism^U t^to^o ç
achiev^A th^A desire[%] leveⁱ o^e control^e? I^U need^U t^o b^A t^recognise[%] ç^atha^U
ther^A i^U potentiall^y an[%] realistⁱcally^y mor^A tha^o on^A wa^y t^to^o ç
achiev^A t^o. t^give^o t^leveⁱ t^oe^t controⁱ an[%] t^tha^U t^an^y t^on^A t^limite[%] ç
ideological^y t^base[%] t^metho[%] wilⁱ prov^A t^o t^bA t^restrictive^e t^Th^A ç
appropriat^A t^mi^o wilⁱ depen[%] o^o th^A probleⁱ bein^A t^addresse[%] t^an[%] ç
th^A objective^U sought^e

Figur^A ≤ show^U vi. th^A illustratio^o o^e . Public/Privat^A deliver^y ç
matri^x t^tha^U t^polic^y nee[%] no^U b^A limite[%] t^o t^on^A t^oe^t t^choosin^A ç
betwee^o t^regulatio^o an[%] n^o regulatio^o bu^U i^o choosin^A th^A t^righ^U ç
degre^A o^e controⁱ an[%] regulatio^o an[%] mi^o o^e mechanisms^e I^e t^th^A ç
polic^y probleⁱ relate^U t^o financ^e ther^A i^U n^o nee[%] t^o limi^U t^th^A ç
deliver^y options^e I^e th^A probleⁱ i^U on^A o^e delivery^y ther^A i^U tⁿo^o ç
nee[%] t^o regulat^A fundin^g Poin^U ; i^o Fig.≤ represent^U th^A totaⁱ ç
publi^o, controⁱ o^e fundin^A an[%] delivery^e Dependin^A o^o th^A tⁿatur^A ç
o^e . particul^A probleⁱ th^A appropriat^A polic^y coul[%] utilis^A t^an^y ç
positio^o t^o withi^o th^A matrix^e Th^A appropriat^A policie^U shoul[%] t^bA ç
thos^A t^tha^U t^wilⁱ adres^U th^A underlyin^A cause^U o^e t^th^A t^problem^U ç
rathe^U tha^o th^A symptoms.

I^e t^th^A t^objectiv^A i^U t^o achiev^A th^A lowes^U cos^U t^fo^U t^th^A t^bes^U ç
produc^U t^an[%] optimⁱ delivery^y wh^y presum^A tha^U t^publi^o, t^fundin^A ç
an[%] t^ou^U t^publi^o, t^deliver^y i^U th^A t^on^l t^possibl^A t^cos^U t^efficien^U ç
mechanism^o (Whic^e i^U rare^y i^U i^o an^y othe^U are. o^e society)^e t^To^o ç
correcc^U . fundin^A o^U financ^A probleⁱ w^A shoul[%] neithe^U t^prescrib^A ç
no^U prosc^rib^A an^y singula^U particul^A deliver^y system^e Th^A t^on^l ç
systeⁱ t^tha^U t^houl[%] b^A considere[%] i^o thi^U cas^A i^U th^A t^on^A t^tha^U ç
deliver^U th^A optimaⁱ product/cos^U ratio.

3. CONTROLS ANALYSED

Th^A previou^U sectio^o describe[%] th^A theoretⁱ, modeⁱ o^e t^regulatio^o ç
i^o t^term^U o^e continuou^U functions^e Th^A empiric^A realit^y i^U t^tha^U ç
thes^A t^function^U t^canno^U b^A measure[%] wit^e an^y t^precision^e t^Whils^U ç
som^A t^oe^t t^th^A t^cost^U t^c(particular^l t^th^A t^direcc^U t^costs^o t^ca^o t^bA ç

measured" other (particularly indirect costs) cannot be directly
quantified. However, some of these indirect costs can be
inferentially determined by an examination of the
process.

3.1 COST OF CONTROL

It is our proposition that the analysis of these indirect costs
is a control and regulatory issue. These costs are manifested
in the way that regulatory controls are implemented. We believe
that deficiencies of the system are not effectively insulated
from market forces. This is a key problem. It is not
produced by lack of responsiveness which limits innovation.
Not meeting needs, benefit with expenditure and put in doubt
the continuation of quality output.

This paper does not seek to question the position of
regulation in respect to primary and secondary education. We will
accept that a strong case can be made that the cost of regulation
and control will produce benefits for long-term performance
and that it would be a case (probably) of tertiary education.
The situational factors may be different. It is a case of
primary and secondary education which could be put in the
unlikely to be sufficiently sophisticated to make good
decisions about their educational needs.

We believe that the situation is significantly different when
it comes to tertiary education. The consumer of tertiary
education produces far greater capabilities and effectiveness
in decisions. Their needs are essentially those of availability
of good information to base their decisions on. It is
contemplated that such consumers are sophisticated enough
to cope with the requirements of higher education but
are capable of making decisions about their needs. Yet
they are in a way of current systems. These who
dominate the system are themselves. They are
not being the ultimate arbiter of the requirements
of standard and alternatives. The system imposes a
narrow doctrine of current and future needs of the
consumer of tertiary products. What the consumer
needs is a greater variety of alternatives
approaches and types of courses and sufficient
information to make a decision. The market drive
approach will decide what is appropriate.

When it comes to the unquestioned acceptance of the
community that the current government regulation
is associated with higher education, the
beneficiaries of the system are the society in
general. We contend that much of the benefit
is unsubstantiated. The result is a cost
in terms of direct costs and also of compound
indirect costs. The result is that the
regulation often leads to a
sub-optimal benefit and the loss of
responsiveness to the market.

iù iù notionall~ seekinÁ tÔ serveÆ

IÓ †Australia" †iù †iù †accepte% withouù †demuù †thaù †unlesù †aó ç
undergraduatÁ degreÁ receiveù governmè fundinÁ " thaù iù cannoù ç
bÁ †. qualit~ courseÆ ThÁ terì accreditatioó iù accepte% †b~ †thÁ ç
averagÁ †persoó tÔ meoó thaù . coursÁ haù undergonÁ somÁ forì †oÉ ç
qualit~ †controlÆ †IÓ higheù education" thÁ realit~ iù †thaù † aó ç
"accreditedÆ coursÁ primaril~ meanù onÁ thaù receiveù governmè ç
fundingÆ †Thiù †haù lefù thÁ deliver~ oÉ higheù †educatioó †tô †. ç
selecù †fe~ institutionù (an% becominÁ feweù an% bigger" †duÁ †tô ç
governmè directe% amalgamation)Æ Overseas" higheù educatioó †aù ç
undergraduatÁ †(aù welì aù posù graduate@ educatioó †iù †commonl~ ç
provide% b~ noó statÁ owne% oú funde% institutionsÆ Nameù sucÈ aù ç
Harvar% †an% †Stantoó †immediatel~ †sprinÁ tÔ †mindÆ †Iù †iù †ouù ç
understandinÁ thaù therÁ arÁ oveù 8∞ degreÁ awardinÁ institutionù ç
iÓ †thÁ †U.SÆ statÁ oÉ Massachusettù (populatioó †6,160,425)" †oÉ ç
whicÈ †onl~ †onÁ †iù . statÁ universityÆ Locall~ †wÁ †havÁ †Bon% ç
Universit~ †an% †(afteù †yearù †oÉ †bureaucrati,, †struggle@ †thÁ ç
possibilit~ †thaù †thÁ †Australiaó †Simoó †Universit~ †wilì †sooó ç
emergeÆ

Neitheù †arÁ † tertiar~ †leveì †awardù †overseaù †thÁ ††exclusivÁ ç
preservÁ oÉ ouù @ locall~ distorted@ concepù oÉ whaù constituteù ç
. †collegÁ †oú universityÆ Foú example" ió thÁ Unite% †Stateù †wÁ ç
havÁ †. †welì †recognise% degreÁ offere% b~ †thÁ †Chartere% †LifÁ ç
Underwriterù †AssociationÆ †Thiù involveù . seù †oÉ †standardise% ç
courseù †taughù b~ distinguishe% educatorù froì leadinÁ †tertiar~ ç
institutionsÆ †††InsurancÁ †††companieù †††strongl~ ††††encouragÁ ç
representativeù an% brokerù tÔ attaió thiù qualificatioÆ IÓ †thÁ ç
Unite% †Kingdom" †thÁ Chartere% InstitutÁ oÉ MarketinÁ †offerù †. ç
numbeù †oÉ awards" whicÈ arÁ widel~ recognise% b~ †botÈ †academi. ç
an% practitionersÆ Iù iù certainl~ quitÁ commoó foú professionaì ç
bodieù †tô †seù †an% †controì †examinationsÆ †ThesÁ †courseù †arÁ ç
generall~ †considere% tÔ bÁ oÉ similaù standar% tÔ whaù wÁ †woul% ç
wanù †froì ouù locaì academi,, institutionsÆ Man~ †arÁ †considere% ç
thÁ best.

IÓ Australia" an~ similaù professionaì courseù coul% onl~ †becomÁ ç
availablÁ †througÈ † deliver~ †b~ . †governmè †funde% †academi
,, çäinstitutionÆ Aù . feÁ oÉ course.

ThÁ †realit~ oÉ controì an% regulation" aù wÁ havÁ knowó it" † iù ç
thaù †iù †iù †thÁ resulù oÉ †powerfuì †sectionaì †interestsÆ †Itù ç
continuancÁ †iù thÁ verificatioó oÉ thÁ continue% poweù oÉ †thosÁ ç
sectionaì interestsÆ ThÁ resulù ió applicatioó iù thaù whilsù thÁ ç
apparenù †reasoó †foú thÁ regulatioó ma~ appeaù †beneficial" †thÁ ç
resulù ma~ bÁ morÁ costl~ tÔ thosÁ iù seekù tÔ protect.

ThÁ †facù oÉ thÁ systeì an% practicÁ oÉ regulatioó iù thaù iù †iù ç
botÈ †activel~ an% passivel~ interventionisù ió itù treatmè †oÉ ç

alternativã doctrines. Thã naturã oê thiú controĩ iú thaú iú tiú ç toô ãnarro~ ió itú concept~ ideolog~ an% application. Iú tiú jouú ç contentioó thaú thiú manifestú itselê ió . lacĩ oê responsivenesú ç withiú ãthã systeĩ tó thã currenú an% changinã needú oê ãsociety. Thiú ãresultú tiú ã(economically@ ãsu, ãoptimaĩ ãperformancã ãan% ç additionã ãcosts~ ãspeciall~ ãthã ãcostú ãthaú ãarã ãcompounde% ç througẽ ãattemptú ãtô ãcircumvenú ãsucẽ ãcontrol. ãwã ãseã ããthã ç regulatioó an% controĩ oê thã systeĩ dominate% b~ ãnarro~ ideolog~ ç an% ãsectionã ãinteresú ãthaú ãb~ ãtheiú ãintrinsic, ãnaturã ãarã ç resistanú ãtô ãchangã an% thã benefitú ãoê ãcompetitivã ã(market@ ç forces. ãwã perceivã departmentã controĩ itselê noú simpl~ aú ã. ç reflectioó oê thã situatioó buú aú . criticaĩ determinant.

Mucẽ ãoê thiú interventionisú regulatioó iú noú onl~ througẽ ãthã ç governancã ãoê ãquestionabl~ thoughú ouú writteó ãregulatioó ãbuú ç furtheú extende% througẽ thã controlú afforde% tó thã ãregulatorú ç vi. ãcontroĩ oê thã fundinã. Additionall~ the~ caó ãcontroĩ ãthã ç possibilit~ oê allowinã thã necessar~ admissioó tó whã ãremainú ç ió ãessencã onã oê thã fe~ close% academi, systemú ió thã ãworld. ç Withouú ãthã ãfundinã therã caó bã nõ admissioó an% ãwithouú ãthã ç admissioó therã caó bã nõ funding.

Therã woul% actuall~ appeá tó bã few~ writteó regulationú beyon% ç thã broa% powerú oê thã enablinã legislation. Iú iú commoó tó seã ç wordinã ãsucẽ as~ "Thesã requirementú mã bã subjecú tó ãchange". ç Thaú changã iú seldeĩ applie% tó makã thã systeĩ morã ãresponsivã ç buú ãratheú ãtô furtheú restricú it. Thã ver~ ãbroadnesú ãoê ãthã ç regulationú ãallo~ theĩ tó bã interprete% ió particularl~ ãnarro~ ç wayú thaú wilĩ suiú thã sectionã interests.

Thuú ãwhilsú thã intenú oê . particulá piecã oê ãregulatioó ãwaú ç intende% ãtô ãkee~ questionablã operatorú ouú ãoê ãthã ãeducatioó ç industry~ thã samã regulatioó caó bã use% tó excludã alĩ ãprivatã ç providers. ãTherã ãdevelopú ãaó ãobsessioó ãwitẽ ãregulatioó ãnoú ç responsivenesú tó thã originaĩ purposã oê thã regulation. Ió ãthã ç casã oê education~ thã originaĩ purposã oê thã regulatioó waú ãtô ç ensurã minimuí standardú werã uphel% an% thaú governmẽ ãfundinã ç provide% foú thaú purposã waú beinã effectivel~ used. Thã realit~ ç ió ãtertiar~ ãeducatioó haú usuall~ beeó aó ãexpensivã ãan% ãtimã ç consuminã ããcoursã ãaccreditation ã procedurã ãtô ãobtaió ããthã ç require% ãfunding~ ãwitẽ littlã ouú nõ follo~ u~ tó seã ãthaú ãthã ç coursã ãan% ãfundinã ãaú approve% iú stilĩ ió ãkeepinã ãwitẽ ãitú ç accreditation.

Wã suggest~ thaú thã resulú oê sucẽ controĩ iú noú higheú qualit~ ç oú ãbetteú courseú buú generic~ noó responsivã coursã ãstructureú ç an% ãadditionã ãcosú burdenú whicẽ dô ãnoú ãreturó ãcommensuratã ç benefits.

Controĩ ãappearú tó bã base% oó aó insideú understandinã oê ãwhãú ç

thÂ 'rightß ideologicalã thinkinÁ iÚ ratheÚ thaÓ . specifi,, seÚ oÊ çawritteÓ
regulationsÆ RegulatioÓ appearÚ tÔ bÂ arbitraril~ applie% ç
accordinÁ ttÔ thÂ perceptioÓ oÊ conformit~ witË oÚ tagainsÚ tthiÚ ç
ideologyÆ tThÂ applicatioÓ oÊ sucË regulatioÓ tendÚ thereforÁ ttÔ ç
bÂ tarbitrar~ tan% tcaÓ lea% tÔ seeminÁ oveÚ tusÁ toÊ tpoweÚ tan% ç
authorit~ twelÏ tbyon% tthÂ tpresume% toriginaÏ tintenÚ toÊ tthÂ ç
regulation.

ControÏ ttendÚ ttÔ tbecomÁ thÂ raisoÓ d'etrÁ toÊ tthÂ tregulatorÚ ç
ratheÚ tthaÓ thÂ intende% purposÁ oÊ thÂ regulationÆ ThÂ tusÁ toÊ ç
thÂ tpoweÚ ttÔ tcontroÏ tiÚ topeÓ ttÔ tarbitraril~ ttapplicatioÓ ç
particularl~ againsÚ thosÁ nou seeÓ tÔ bÂ iÓ conformancÁ witË thÂ ç
rulinÁ ideolog~ oÊ ho~ educatioÓ shoul% beÆ WitË regardÚ tÔ tposÚ ç
secondar~ teducation~ tthÂ tmosÚ commoÓ examplÁ oÊ tthiÚ tiÚ tho~ ç
privatÁ providerÚ arÁ dealÚ withÆ

ControlÚ tan% tregulationÚ arÁ quitÁ tparentl~ t differenÚ tfoÚ ç
privatÁ tproviderÚ iÓ educationÆ ThiÚ seemÚ tÔ reflerÚ . tnotioÓ ç
withiÓ tthÂ teducationã tbureaucrac~ tthau taÚ tthÂ tquesÚ tffoÚ ç
governmenÚ tfundinÁ ma~ nou bÂ . motivatioÓ foÚ noÓ tgovernmenÚ ç
funde% institutionÚ " thaÚ thÂ institutioÓ immediatel~ bÂ hel% aÚ ç
ethicall~ tsuspectÆ ThÂ quesÚ foÚ anythinÁ otheÚ thaÓ tgovernmenÚ ç
fundinÁ tan% controÏ iÚ iÓ theiÚ vie~ obviousl~ tphilosophicall~ ç
unsoundÆ t ThosÁ seekinÁ onl~ tÔ competÁ amongsÚ tthemselveÚ tfoÚ ç
governmenÚ tfundinÁ (witË . largÁ measurÁ oÊ feÁ payinÁ tactivit~ ç
throwÓ tin@ arÁ seeÓ aÚ beinÁ imbue% witË . purer~ twider~ tmorÁ ç
sociall~ benevolenÚ orientationÆ Secondl~ therÁ seemÚ tÔ bÂ tsomÁ ç
elemenÚ toÊ tprotectinÁ thÂ existinÁ systeÏ becausÁ iÚ tiÚ ttheiÚ ç
systeÏ t≠ taÓ exclusivÁ clu, compose% oÊ peoplÁ tlikÁ tthemselveÚ ç
(governmenÚ tfunded)Æ tThÂ definitioÓ oÊ privatÁ extendÚ ttÔ tan~ ç
institutioÓ tnoÚ seekinÁ tÔ benefiÚ directl~ froÏ thÂ tgovernmenÚ ç
pursÁ eveÓ iÊ the~ arÁ iÓ facÚ . noÓ profiÚ benevolenÚ bod~ Æ

EducatioÓ regulatioÓ oÊ privatÁ providerÚ iÚ ofteÓ seemingl~ morÁ ç
concerne% ttwitË tperipheraÏ tssueÚ t (thÂ tnumbeÚ toÊ tftoiletÚ ç
provided@ an% thÂ 'correctß ideolog~ thaÓ thÂ qualit~ oÊ tcoursÁ ç
contenÚ tthaÓ tmeetinÁ tmarkeÚ tneedÚ t(includinÁ tthÂ tneedÚ toÊ ç
students)Æ

InterventioÓ tan% controÏ iÚ nou restricte% onl~ tÔ thÂ tpossiblÁ ç
entr~ toÊ tne~ tcoursÁ providerÚ tan% tinstitutionÚ tintÔ thigheÚ ç
education~ tbut talsô ttÔ tthÂ introductioÓ toÊ tne~ tcourseÚ tb~ ç
existinÁ providers.

UniversitieÚ (an% sucË formeÚ CollegeÚ oÊ Advance% EducatioÓ thaÚ ç
stilÏ txisÚ posÚ thÂ Dawkiá controÏ oÊ big~ bigger~ best)~ towÁ ç
theiÚ continuinÁ existence~ nou tÔ thÂ needÚ an% supporÚ oÊ theiÚ ç
markeÚ (students~ parents~ employerÚ an% thÂ broadeÚ tcommunity)~ ç
buÚ ttÔ tthÂ tideologicaÏ directioÓ oÊ tthÂ tgovernmenÚ tan% titÚ ç
administratorsÆ An~ innovatioÓ an% changÁ thesÁ institutionÚ ma~ ç

havÂ tsoughÙ tÔ introducÂ waÙ almosÙ certainl~ subjecÙ ttÔ ttighÙ ç
administrativÂ tcontrol~ particularl~ througË thÂ lonÁ tleveú toÊ ç
fundingÆ tProgresÙ tbecomeÙ slo~ an% inhibite% tb~ tideolog~ tan% ç
sectionaï tinterestÙ trepresente% tió tthÂ tgovernmentÙ tan% ttitÙ ç
administrationÆ tThesÂ institutionÙ noÙ onl~ lacÎ an~ tresoó ttÔ ç
becomÂ markeÙ responsive~ buÙ iÊ the~ soughÙ tÔ sÔ become~ twoul% ç
usuall~ fin% theiÙ wa~ inhibited.

OnÂ tmighÙ tassumÂ tthaÙ thÂ concepÙ toÊ tselÊ taccreditatioÓ toÊ ç
courseÙ (b~ universities@ coul% perhapÙ havÂ enable% institutionÙ ç
tÔ becomÂ morÂ responsiveÆ However~ thÂ finaï decisioÓ tÔ procee% ç
witË t. ne~ coursÂ iÙ stilï likel~ tÔ bÂ base% oó whetheú oú tnoÙ ç
iÙ tfitÙ tparameterÙ acceptablÂ tÔ thosÂ whÔ tcontroï tthÂ tpursÂ ç
çästringsÆ tNoÙ tiÙ tthÂ currenÙ rusË tb~ tinstitutionÙ toÊ thigheú ç
educatioÓ ttÔ toffeú tfulï tfeÂ tpayinÂ tcourseÙ toÊ ttparticulaú ç
consequencÂ ttÔ thiÙ positionÆ IÓ facÙ theiÙ activitieÙ tió tthiÙ ç
are. tarÂ talsô subjecÙ tÔ inhibiting/ofteó tillogicaï tdoctrinaï ç
regulationÆ IÙ iÙ not~ foú example~ acceptablÂ tÔ thÂ tregulatorÙ ç
foú tsucË institutionÙ tÔ providÂ fulï feÂ tpayinÂ tundergraduatÂ ç
degreÂ tplaceÙ tÔ locaï studentÙ = eveó thougË thÂ resourceÙ tarÂ ç
availablÂ ttÔ taccepÙ tsucË tstudentÙ tan% ttherÂ tarÂ tqualifie% ç
studentÙ willinÂ tÔ pa~ theiÙ owó wayÆ IÙ iÙ howeveú tacceptablÂ ç
(an% tencourage% iÊ yoï arÂ . funde% institution@ tÔ tfilï tthosÂ ç
placeÙ twitË overseaÙ feÂ payinÂ undergraduatesÆ ThiÙ resultÙ tió ç
institutionÙ tseekinÂ acceptablÂ wayÙ aroun% thÂ controlÙ t≠ tfoú ç
examplÂ tcuttinÂ tbaçÎ toó t(local?@ tundergraduatÂ tplaceÙ ttan% ç
concentratinÂ toó tposÙ graduatÂ an% otheú tfeÂ tpayinÂ tcoursesÆ ç
UniversitieÙ remaió constraine% operatorÙ becausÂ iÊ the~ dô tnoÙ ç
follo~ thÂ guidelineÙ an% regulatioÓ the~ risÎ theiÙ fundingÆ

ThÂ cosÙ oÊ tryinÂ tÔ alteú oú circumvenÙ apparentl~ illogicaï oú ç
overl~ restrictivÂ controlÙ iÙ . cosÙ tÔ thÂ communityÆ Aó excesÙ ç
oÊ stiflinÂ regulatioÓ leadÙ tÔ timÂ an% efforÙ beinÂ expende% oó ç
'gettinÂ aroun% thÂ regs'Æ

ThÂ tamounÙ toÊ tchoicÂ availablÂ tfoú tstudentÙ tseekinÂ thigheú ç
educatioÓ tió tAustrali. iÙ restricte% noÙ onl~ b~ tthÂ tlacÎ toÊ ç
institutions~ ttan% tthÂ tlacÎ toÊ tplaceÙ tprovide% ttb~ ttthesÂ ç
institutionÙ tbecausÂ toÊ tlimite% tavailablÂ tfunding~ tbuÙ ttb~ ç
governmentÙ tregulatioÓ tan% tcontroï tthaÙ tfeffe,,tivel~ tpreventÙ ç
almosÙ tan~ otheú institutionÙ offerinÂ alternativÂ deliveryÆ tIÙ ç
thereforÂ talsô tlimitÙ tthÂ tchoicÂ toÊ tcourseÙ tavailablÂ ttÔ ç
studentsÆ IÙ furtheú limitÙ thÂ numbeú oÊ startinÂ entrantÙ tintô ç
'thÂ smarÙ countryß stakeÙ tÔ thosÂ whÔ havÂ beeó ablÂ tÔ fin% t. ç
funde% placÂ withió thÂ standardise% systemÆ ThiÙ doeÙ noÙ alwayÙ ç
meaó thÂ besù qualifie% eitherÆ

WhaÙ texactl~ iÙ thÂ purposÂ theó oÊ thÂ regulatioÓ tapplyinÂ ttÔ ç
coursÂ accreditatioÓ processø IÊ iÙ doeÙ noÙ fulfilï an% tmaintaió ç
thÂ toriginaï purposÂ foú whicË iÙ waÙ intendedø WÂ caó tseÂ tthÂ ç

cosÙ tpuÙ tnoÙ enougÈ benefit ThÁ tcontrollerÙ tan% tregulatorÙ ç
providÁ t. tshiel% toÈ tprotectioÓ ttô tthÁ taccredite% t(funded© ç
providerÆ tAU tsucÈ the` arÁ securÁ froÌ failureÆ WÁ tproposÁ tsô ç
securÁ tió ttheiú texistencÁ thaÙ the` perceivÁ tnô tnee% ttô tbÁ ç
effectivel` tresponsiveÆ tYeÙ sucÈ protectioÓ iÙ rarel` tió tlonÁ ç
terÌ tintrestÙ toÈ tan` industr` oÙ tsectionaÏ tgroupÆ tLacÏ toÈ ç
responsivenesÙ ttô thÁ needÙ oÈ thÁ marketplacÁ twilÏ teventuall` ç
resulÙ ió thÁ markeÙ seekinÁ alternativÁ providersÆ ThÁ reaÏ tasÏ ç
oÈ tthÁ tcontrollerÙ tan% tregulatorÙ tshoul% tbÁ ttô tbul% ttaó ç
environmenÙ trequirinÁ tflexibilit` tan% tresponsivenesÙ twhilsÙ ç
keepinÁ aó eyÁ oó thÁ publi,, interesÙ (includinÁ funding)Æ

VariatioÓ toú tdiversit` ió offeringÙ iÙ noÙ . ttraÏ tprobleÏ taÙ ç
tertiar` levelÆ TherÁ wilÏ bÁ . rangÁ thaÙ societ` iÙ willinÁ ttô ç
buyÆ ThaÙ rangÁ wilÏ bÁ madÁ apparenÙ b` thÁ market.

Dô tthÁ tcontrolÙ tan% regulationÙ aÙ the` tcurrentl` txisÙ tió ç
relatioÓ tó undergraduatÁ degreÁ courseÙ meeÙ thÁ primar` purposÁ ç
oÈ tsocietÿ IÙ woul% bÁ reasonablÁ tó supposÁ thaÙ thÁ toriginaÏ ç
intenÙ toÈ thÁ controlÙ werÁ tó ensurÁ sucÈ factorÙ aÙ tó tnsurÁ ç
thaÙ tsucÈ courseÙ meeÙ somÁ basi,, standar% oÈ qualit` tan% tthaÙ ç
publi,, fundÙ arÁ use% tó achievÁ thÁ besÙ resultsÆ

äWÁ believe` thaÙ thÁ resulÙ oÈ mucÈ oÈ thÁ controÏ iÙ noÙ thigheú ç
qualit` tcourses` tpuÙ ttratheú generic` tnoó tresponsivÁ t coursÁ ç
structureÙ perpetuate% b` an` actuaÏ requiremenÙ tó improveÆ tThÁ ç
additionaÏ cosÙ burdeó doeÙ noÙ returó commensuratÁ benefitsÆ

WÁ tcontend` thÁ resulÙ oÈ sucÈ controÏ iÙ noÙ higheú qualit` toú ç
betteú courseÙ buÙ generic` noó responsivÁ coursÁ structureÙ tan% ç
additionaÏ ttcosÙ tburdenÙ twhicÈ tdó tnoÙ treturó ttcommensuratÁ ç
benefitsÆ

ThÁ tthreÁ tbroad% issueÙ proponentÙ oÈ tcentralise% tcontroÏ tan% ç
regulatioÓ twoul% tproposÁ are` fundinÁ controÏ (tó tnsurÁ tthaÙ ç
scarcÁ tgovernmenÙ fundÙ arÁ welÏ spent)` effectivÁ deliver` t(tô ç
ensurÁ tthaÙ ttthÁ teducationaÏ tproducÙ tiÙ tteffectivel` ttan% ç
efficientl` tdelivere% t≠ aó extensioÓ oÈ funding© tan% tqualityÆ ç
ThÁ tpponentÙ toÈ centralise% controÏ woul% alsô thhighlghÙ tthÁ ç
issueÙ oÈ lagginÁ innovatioÓ an% responsiveness` an% thÁ problemÙ ç
associate% witÈ motivatinÁ studentÙ ió . toó restrictivÁ an% tnoó ç
responsivÁ environmenÆ

3.2 ISSUES of FUNDING:

ThÁ teducatioÓ industr` iÙ . mone`-pooú industryÆ t EducatioÓ tiÙ ç
noÙ produce% an% sol% tó consumerÙ aÙ . pricÁ coverinÁ itÙ costs.ç

IÙ tìÙ t'reasonablÀ t'tò expecÙ thaÙ t'governmentÙ t'(an% tan~ totheÚ ç provider© shoul% bÀ concerne% thaÙ thÀ fundÙ the~ provideÙ shoul% ç bÀ t'effectivel~ t'usedÆ t'ThuÙ tonÀ oÊ thÀ t'primar~ t'roleÙ toÊ t'thÀ ç regulatorÙ iÙ tò ensurÀ thiÙ factorÆ TherÀ iÙ littlÀ tò t'indicatÀ ç thaÙ t'thÀ t'systeÌ provideÙ an~ ongoinÀ rolÀ t'ió t'qualit~ t'controÌ ç afteÙ thÀ procesÙ oÊ accreditatioÓ haÙ beeÓ completedÆ

TherÀ t'ìÙ . perenniaÌ argumenÙ iÓ Australi. thaÙ talÌ t'educatioÓ ç musÙ t'bÀ funde% b~ thÀ StateÆ ThiÙ iÙ tò ensurÀ thÀ t'availabilit~ ç oÊ t'educatioÓ tò allÆ ThaÙ governmenÙ fundinÀ iÙ t'justifiablÀ toÓ ç thÀ t't'basìÙ toÊ t'externalitieÙ t'(thaÙ t'ìÙ t'thÀ t'societ~ t'ìÙ t't'thÀ ç beneficiar~ oÊ betteÙ educate% graduatesÆ ThaÙ publi,, interesÙ bÀ ç recognise% taÙ t'greateÙ t'thàÓ thÀ t'privatÀ t'interesÙ t'ìÙ t'anotheÚ ç argumentÆ

ThÀ realit~ iÙ thaÙ governmenÙ fundinÀ iÙ limite% an% aÙ . resulÙ ç therÀ arÀ noÙ enougÈ funde% placeÙ foÙ abouÙ halÈ oÊ thÀ t'schoolÌ ç leaversÆ ThÀ systeÌ theÓ makeÙ iÙ difficulÙ foÙ an~ otheÙ placeÙ ç tò bÀ madÀ availableÆ ThiÙ iÙ noÙ educatioÓ foÙ alÌ buÙ onl~ t'foÙ ç thÀ fortunate.

ThÀ t'furtheÙ realit~ iÙ thaÙ iÓ thÀ majorit~ oÊ cases" iÙ iÙ t'noÙ ç societ~ t'buÙ thÀ individuaÌ whò wilÌ bÀ thÀ maiÓ t'beneficiar~ toÊ ç higheÙ t'educationÆ t'ThÀ privatÀ t'benefiÙ t'exceedÙ t'externalities" ç especiall~ iÓ businesÙ disciplinesÆ

i t'Stud~ t'ió t'thÀ US.Ç (AgÀ 3± AugustÙ t'1992© t'estimateÙ t'thàÙ toÓ ç average" t'eaçÈ yeaÙ oÊ educatioÓ froÌ primar~ tò graduatÀ t'schoolÌ ç addÙ 16• tò aó individualÙ lifetimÀ earningsÆ IÈ aó extr. yeaÙ oÊ ç higÈ t'schoolÌ toÙ t'collegÀ t'educatioÓ t'addÙ t'16• t'tò t'thÀ t'averagÀ ç individualÙ t'wage" . fouÙ yeaÙ collegÀ degreÀ caÓ bÀ expecte% t'tò ç increasÀ taÓ t'individualÙ t'earningÙ b~ t'almostÙ t'twò t'thirdsÆ t'"Nò ç ordinar~ t'investmenÙ iÙ goinÀ tò producÀ anythinÀ closÀ t'tò t'thiÙ ç return\$ sai% Johó Bishop" aó economisÙ aÙ Princeton.

ThÀ t'majorit~ toÊ t'thÀ t'benefiÙ oÊ educatioÓ t'ìÙ t'gaine% t'b~ t'thÀ ç individual" t'thereforÀ societ~ shoul% expecÙ thÀ t'individuaÌ t' tò ç pa~ morÀ foÙ iÙ ≠ buÙ onl~ tò thÀ extenÙ oÊ thÀ privatÀ t'benefitÆ çãWherÀ t'societ~ t'seeÙ specifi,, caseÙ requirinÀ speciaÌ t'hel• t'thiÙ ç shoul% t'bÀ t'availablè" t'itheÙ t'througÈ t'subsidise% t'loanÙ t'(freÀ ç loans?© oÙ fulÌ subsidisatioÓ iÈ necessary.

IÓ t'thÀ t'casÀ toÊ thÀ broadeÙ benefitÙ toÊ t'thÀ t'educatioÓ t'beinÀ ç greateÙ t'tò thÀ societ~ ratheÙ thaÓ thÀ individual" (thaÙ iÙ t'thÀ ç individuaÌ wilÌ noÙ bÀ ablÀ tò earÓ enougÈ froÌ resultanÙ t'wages© ç theÓ t'societ~ t'ma~ t'nee% tò consideÙ subsidisatioÓ t'≠ t'itheÙ taÙ ç educationaÌ leveÌ oÙ posÙ educationÆ

IÙ iÙ noÙ thÀ purposÀ oÊ thiÙ papeÙ tò enteÙ intò thÀ t'mainstreaÌ ç debatÀ t'concerninÀ t'whetheÙ toÙ noÙ therÀ t'shoul% t'bÀ t'governmenÙ ç fundingÆ t'WÀ accepÙ thÀ facÙ thaÙ somÀ leveÌ oÙ typÀ toÊ t'fundinÀ ç

ma' hav' merit' a' wel' a' deficiencies. Fo' exampl' i' canno' b' c' expecte' tha' th' employem' secto' i' likel' t' invest' enoug' i' o' c' educatio' t' either. Educatio' i' . meri' good. Th' privat' t' secto' c' doe' t' no' appreciat' th' value. Ou' purpos' i' t' recognis' t' tha' c' a' t' presen' th' communit' i' virtual' th' sol' provide' t' e' t' th' c' education' dollar. Tha' commitm' i' probabl' no' bringin' t' th' c' benefit' commensurat' wit' th' cost' an' tha' i' th' control' wer' c' no' s' restrictive" ther' woul' b' greate' returns.

3.3 PUBLIC/PRIVATE DELIVERY OF EDUCATION:

On' t' e' t' th' t' regulat' theme' fo' education' refor' t' i' t' th' t' e' c' education' t' choic'. Choic' i' on' o' th' majo' tenet' o' e' bot' t' . c' marke' t' econom' t' an' t' . democrati,, society. c' Indee' t' th' t' lac' t' e' c' choic' t' i' t' usual' associate' wit' t' centrall' t' administere' t' an' c' authoritaria' t' regime' t' . Howeve' o' a' applie' leve' t' ther' t' ar' c' man' wh' woul' stat' tha' th' issu' i' mor' complicat' an' t' th' c' i' o' som' instance' th' entir' legitimac' o' choic' i' questione'.

Thos' t' holdin' th' vie' fo' . centrall' directe' t' approach' t' woul' c' poin' t' th' rol' o' educatio' i' produc' cultur' cohesio' an' c' socia' t' competence" t' wit' t' . relativel' fixe' t' se' t' e' t' formativ' c' experience' t' fo' al' member' o' society. The' tak' th' vie' t' th' c' a' t' . school' bas' , functio' i' t' o' atten' th' t' developmen' t' e' c' commo' t' civi,, t' cultur' tha' al' aspect' o' e' t' educatio' t' shoul' t' b' c' common. Thes' critic' see' greate' uniformit' rathe' tha' choic' c' an' see' t' o' defin' wh' educatio' shoul' specificall' provide.

Eve' i' e' ther' i' t' o' b' onl' governmen' fundin' wh' shoul' 'free' c' educatio' t' necessitat' t' onl' t' publi,, delivery' t' w' t' alread' t' hav' c' example' t' e' t' governmen' fundin' o' privat' provider' t' i' o' t' highe' c' educatio' (Marc' Oldha' Agricultura' College)" an' t' increas' c' i' o' othe' previousl' exclusiv' publi,, deliver' area' (eg' health). c' Indee' t' i' t' shoul' t' b' pointe' ou' tha' i' o' realit' t' non' t' e' t' ou' c' schedule' t' provider' t' i' t' i' o' t' fac' t' . t' governmen' t' bod' t' t' t' just' c' governmen' funde' an' controlle' a' . seem' t' protecte' t' nativ' c' species. (Coul' i' b' contemplate' fo' exampl' tha' on' o' e' t' th' c' universitie' t' b' allowe' t' o' fail' financiall'?) Whic' i' t' anothe' c' amplificatio' o' th' clai' regardin' section' interests.

3.4 A LACK OF RESPONSIVENESS, INNOVATION AND DEVELOPMENT

Responsivenes' t' t' an' t' innovatio' t' i' t' a' t' desirabl' t' t' fo' t' t' th' c' Australia' t' educatio' t' industr' a' i' i' fo' an' othe' t' typ' t' e' c' industr'. I' o' . societ' currentl' enamoure' wit' th' concept' t' e' c' highe' t' quality" educatio' t' o' mus' see' directio' t' o' Worl' t' Bes' c' c' Practice. t' Inevitabl' t' th' proces' concentrate' t' no' t' merel' t' o' c'

internaĭ ĩcontrolŭ buŭ oŭ markeŭ responsiveness. IĒ ĩsuccessfullĭ ĩ managed" innovatioŭ contributeŭ tŕ makinĀ thĀ educationĀĭ ĩsystemĭ ĩ morĀ efficient" morĀ effective" an% morĀ responsive.

ThĀ ĩpresenŭ ĩsystemĭ ĩofferŭ ĩlittlĀ ĩindicatioŭ ĩtoĒ ĩreaĭ ĩ responsivenessŭ ĩtŕ ĩstudentŭ expectations. Iŭ iŭ rarĀ ĩindee% ĩtŕ ĩ heaŭ oĒ sucĒ expectationŭ beinĀ considere% iŭ coursĀ ĩdevelopmentŭ ĩ oŭ ĩredevelopment. Tŕ quotĀ onĀ particulĀ ĩacademi,, ĩconsiderinĀ ĩ coursĀ ĩredevelopmentŭ ĩ ĩWĀ havĀ biggeŭ fisĒ ĩtŕ ĩconsideŭ ĩthaŭ ĩ students".

Froĭ ĩthĀ ĩforegoinĀ ĩanalysis" ĩiŭ ĩclearlĭ ĩappearŭ ĩthaŭ ĩthĀ ĩ educatioŭ industrĭ iŭ face% witĒ . dilemma. ThĀ developmentŭ ĩan% ĩ successfuĭ ĩdiffusioŭ ĩtoĒ ĩneede% innovationŭ ĩiŭ ĩbasi,, ĩtŕ ĩitŭ ĩ progresŭ buŭ manĭ factorŭ inherenŭ iŭ thĀ educationĀĭ systemĭ makĀ ĩ thiŭ diffusioŭ difficult.

Iŭ iŭ ouŭ vieĭ thaŭ thĀ leveĭ oĒ regulatioŭ an% controĭ haŭ ĩgonĀ ĩ toŕ far. Thiŭ positioŭ remainŭ basicallĭ unquestione% becausĀ thĀ ĩ communitĭ ĩiŭ ĩmakinĀ ĩ costŭ benefiŭ comparisonŭ ĩbase% ĩtoŕ ĩthĀ ĩ direcŭ an% morĀ readilĭ understandablĀ costŭ oĒ thĀ system. ĩTheĭ ĩ havĀ eitheŭ choseŭ tŕ ignorĀ thĀ indirecŭ costŭ oŭ arĀ unawarĀ oĒ ĩ them. TherĀ iŭ further" aŭ overestimĀ oĒ thĀ benefitŭ thaŭ sucĒ ĩ controlŭ ĩprovidĀ ĩbecausĀ ĩaŭ incorrecŭ ĩunderstandinĀ ĩtoĒ ĩwhaŭ ĩ qualitĭ iŭ thĀ systemĭ reallĭ is.

4. CASE STUDY

ThĀ ĩMarketinĀ ĩAssociatioŭ ĩtoĒ Australi. ĩan% ĩNeĭ ĩZealan% ĩwaŭ ĩ establishe% ĩiŭ 1982 aŭ . professionĀĭ an% educationĀĭ ĩbody. ĩIŭ ĩ haŭ ĩ. ĩbackgroun% an% continuinĀ interesŭ iŭ ĩassistinĀ ĩiŭ ĩthĀ ĩ developmentŭ oĒ tertiarĭ marketinĀ courseŭ an% subjects.

Iŭ 1982 afteŭ inpuŭ froĭ memberŭ oĒ thĀ marketinĀ an% managementŭ ĩ professioŭ an% discussioŭ withiŭ thĀ Association" iŭ waŭ ĩdecide% ĩ tŕ ĩdevelo . new" morĀ responsivĀ modeĭ foŭ ĩ universitĭ ĩ leveĭ ĩ marketinĀ ĩcourses. Thiŭ essentiallĭ tooĭ thĀ ĩstartinĀ ĩpositioŭ ĩ thaŭ therĀ existe% onlĭ . limite% opportunitĭ foŭ ĩundergraduateŭ ĩ tŕ dŕ anĭ extensivĀ studĭ oĒ marketinĀ management. Alĭ thaŭ ĩwaŭ ĩ availablĀ ĩtŕ studentŭ seekinĀ tŕ studĭ marketinĀ an% ĩdevelo . ĩ. ĩ career" ĩwerĀ ĩ broa% base% Bacheloŭ oĒ Businessŭ oŭ ĩBacheloŭ ĩtoĒ ĩ Applie% Economicŭ courses. ThĀ totĀĭ numbeŭ oĒ straighŭ marketinĀ ĩ unitŭ ĩiŭ ĩthesĀ courseŭ generallĭ range% froĭ 2 tŕ 12 ĩsubjectŭ ĩ (ouŭ ĩtoĒ ĩ22 oŭ 28 subjectŭ iŭ total). Whaŭ waŭ availablĀ ĩwaŭ ĩ. ĩ marketinĀ ĩmajoŭ ĩwithiŭ ĩ. broa% businessŭ frame" ĩbuŭ ĩnŕ ĩ fullĭ ĩ marketinĀ course.

ResearĒ ĩshowe% thaŭ therĀ waŭ aŭ enormouŭ deman% froĭ ĩstudentŭ ĩ

wishinÁ ttô tdô tmarketinÁ tcoursesÆ tIÓ tparticulaÚ tthe~ ttwerÁ ç
concerne% tdevelopinÁ tcareeÚ topportunitiesÆ AU tthÁ tsamÁ ttimÁ ç
prospectivÁ temployerÚ werÁ pointinÁ ouÙ thaÙ sucË graduateÚ tã% ç
onl~ tbeeÓ expose% tÔ basi,, conceptÚ an% ha% nÔ topportunit~ ttÔ ç
develo• tan~ tspecialisÚ interestÚ iÓ an~ oË thÁ tparticulaÚ tsu, ç
areaÚ oË marketingÆ (foú examplÁ marketinÁ researcË = wherÁ iÙ iÙ ç
rarÁ tfoú tan~ institutioÓ aÙ undergraduatÁ leveĪ tÔ toffeÚ tmorÁ ç
thaÓ onÁ unit)Æ MarketinÁ graduateÚ arÁ stilĪ noÙ necessaril~ thÁ ç
firsÙ choicÁ foú marketinÁ positions.

ThÁ ttMarketinÁ tAssociatioÓ tnote% tthÁ tavailabilit~ toË ttmorÁ ç
çäextensivÁ tsubjecÚ tan% tcoursÁ toptionÚ taÙ tverseaÚ tttertiar~ ç
institutionsÆ tThiÚ texpansioÓ iÓ availablÁ subjecÚ toptionÚ thaÚ ç
alsÔ tle% ttÔ thÁ developmenÙ oË greatÚ academi,, tresearcË tan% ç
writing.Æ t ThÁ tAssociatioÓ dul~ develope% thÁ . tmodeĪ tfoú t. ç
(threÁ tyear© BacheloÚ oË MarketinÁ Management~ whicË include% t. ç
(twô year© Diplom. oË MarketinÁ ManagemenÙ an% alsÔ . 1∞ tsubjecÚ ç
GraduatÁ tDiplomaÆ tThÁ tobjectivÁ waÙ noÙ ttÔ tprelacÁ texistinÁ ç
offeringÚ buÙ tÔ exten% an% complimenÙ them.

ThiÚ ttmodeĪ ttwaÙ ttoffere% ttÔ ttvariouÚ tthighéÚ tteducationāĪ ç
institutionsÆ t; tregulaÚ commenÙ concerninÁ thÁ modeĪ twaÚ tthaÚ ç
whilsÙ iÙ woul% bÁ interestinÁ tÔ thosÁ concerned~ the~ kne~ the~ ç
coul% tnoÙ hopÁ tÔ achievÁ governmenÙ fundinÁ sÔ woul% tnoÙ tvevÓ ç
contemplatÁ procedinÁ further.

ThÁ tMarketinÁ tAssociation~ tno~ convince% oË thÁ tnee% tiÓ tthÁ ç
marketplacÁ tfoú tthiÚ ttypÁ toË tproducÚ tdecide% ttÔ toffeÚ tiÙ ç
directlyÆ t(iÙ twaÙ tdecide% earl~ oÓ iÓ thÁ procesÚ t= tafteÚ t. ç
numbeÚ toË avenueÚ foú deliver~ werÁ explore% noÙ tÔ toffeÚ tthÁ ç
coursÁ tvi. an~ establishe% tertiar~ institutioÓ buÙ tÔ tmaintaiÓ ç
thÁ tcontroĪ oË thÁ development~ presentatioÓ an% examinatioÓ toË ç
thÁ course.©

ThÁ tcoursÁ twaÙ tdevelope% tÔ bÁ offere% aÙ tthÁ tsamÁ tgenerāĪ ç
standar% taÙ tan~ totheÚ highéÚ educatioÓ coursÁ (thaÚ tiÙ taÙ t. ç
universit~ standard© an% utilisÁ suitabl~ qualifie% an% tertiar~ ç
experience% tlecturersÆ IÙ featureÚ aÓ academi,, tadvisor~ tboar% ç
an% mosÙ oË thÁ standar% featureÚ usuall~ associate% witË qualit~ ç
highéÚ teducationÆ ThÁ AssociatioÓ alsÔ believeÚ thaÙ thÁ tcoursÁ ç
offerÚ ttseveraĪ totheÚ tparticulaÚ tpointÚ toË ttadvantagÁ ttan% ç
differentiatioÓ froĪ otheÚ tertiar~ institutionsÆ ThÁ AssociatioÓ ç
continueÚ ttÔ seeĪ thÁ besÙ prograĪ iÓ Australi. an% tÔ tonÁ tda~ ç
exporÙ iÙ overseas.

WhilsÙ ttherÁ iÙ nÔ legaĪ requiremenÙ undeÚ VictoriaÓ la~ foú t. ç
privatÁ tprovideÚ ttÔ seeĪ governmenÙ taccreditatioÓ toú tqualit~ ç
control~ thÁ AssociatioÓ believe% iÙ waÙ propeÚ tÔ seeĪ tÔ dô soÆ ç
TherÁ texistÚ t aÓ informaĪ thougË pervasivÁ tcampaigÓ tfroĪ tthÁ ç
controllerÚ tan% regulatorÚ thaÙ constantl~ tadviseÚ tprospectivÁ ç

studentŭ tŭtŭ ŭonlŭ considereŭ accreditateŭ coursesŭ tŭthŭ tŭAssociatioŭ ŭ
dulŭ approacheŭ thŭ Victoriaŭ Posŭ Secondarŭ Educatioŭ Commissioŭ ŭ
(VPSECŭ aŭ thŭ bodŭ witŭ thŭ responsibilitŭ foŭ higheŭ tŭeducatioŭ ŭ
courseŭ tŭanŭ tŭinstitutionsŭ onlŭ tŭŭ bŭ (initiallyŭ) tŭadviseŭ tŭthaŭ ŭ
VPSEŭ felŭ iŭ haŭ nŭŭ authoritŭ iŭ thŭ areaŭ (Noŭ withstanding thŭ ŭ
facŭ tŭiŭ tŭhaŭ previouslŭ accreditateŭ aŭ leasŭ tŭonŭ tŭotheŭ tŭprivatŭ ŭ
provideŭ tŭanŭ tŭthŭ tŭAssociationŭŭ tŭrequesŭ tŭwaŭ tŭnoŭ tŭapparentlŭ ŭ
unique).

Thŭ tŭAssociatioŭ waŭ aŭ adviseŭ thaŭ onlŭ noŭ profitŭ tŭbenevolenŭ ŭ
bodieŭ tŭcoulŭ tŭbŭ consideredŭ. Theŭ suggesteŭ tŭhavinŭ tŭthŭ tŭcoursŭ ŭ
presenteŭ bŭ . fundeŭ bodŭ oŭ thaŭ iŭ woulŭ bŭ betteŭ presenteŭ ŭ
tŭŭ tŭthŭ tŭStatŭ tŭTraininŭ Boarŭ foŭ tŭaccreditationŭ tŭWheŭ tŭiŭ tŭwaŭ ŭ
pointeŭ ouŭ thaŭ thŭ Associatioŭ waŭ noŭ profiŭ anŭ thaŭ thŭ ST- ŭ
coulŭ ŭonlŭ accreditŭ tŭŭ Associatŭ Diplom. leveŭ thiŭ causeŭ tŭsomŭ ŭ
discomfortŭ. Nothinŭ furtheŭ happened.

Thŭ Associationŭŭ ŭŭ advicŭ regardinŭ VPSECŭŭ abilitŭ anŭ rolŭ tŭiŭ ŭ
thŭ are. leŭ tŭŭ thŭ belieŭ theŭ coulŭ undertakŭ aŭ accreditatioŭ ŭ
procesŭ tŭfoŭ tŭanŭ tŭprovideŭ tŭaŭ tŭhigheŭ tŭeducatioŭ tŭlevelŭ tŭtŭTheŭ ŭ
obviouslŭ preferreŭ noŭ toŭŭ

Afteŭ somŭ publi., commenŭ anŭ agitatioŭ froŭ thŭ Associationŭ iŭ
ŭFebruaryŭ tŭ1991ŭ VPSEŭ diŭ iŭ facŭ notifŭ thŭ Associatioŭ thaŭ tŭiŭ ŭ
coulŭ tŭseeŭ tŭ. tŭspeciaŭ tŭkinŭ tŭŭ tŭaccreditatioŭ tŭ Thiŭ tŭtŭoffereŭ ŭ
accreditatioŭ tŭtŭ thŭ effecŭ thaŭ VPSEŭ considereŭ sucŭ . tŭcoursŭ ŭ
tŭŭ bŭ thŭ equivalenŭ oŭ similaŭ universitŭ coursesŭ (Subjecŭ tŭŭ . ŭ
feŭ tŭtŭ tŭbŭ tŭpaiŭ tŭŭ tŭcourseŭ)ŭ tŭThŭ tŭAssociatioŭ tŭforwardeŭ tŭthŭ ŭ
appropriatŭ tŭdocumentatioŭ tŭ(handbookŭ tŭaccreditatioŭ tŭdocumentŭ ŭ
etc.)ŭ tŭaŭ requesteŭ anŭ addressinŭ thŭ criteri. aŭ tŭrequireŭ tŭbŭ ŭ
VPSEC.

Thesŭ 'criteriaŭ arŭ listeŭ iŭ thŭ appendixŭ. Aŭ nŭŭ timŭ werŭ tŭanŭ ŭ
guidelineŭ tŭtŭ tŭŭ tŭrequireŭ tŭstandardŭ tŭoŭ tŭdirectioŭ tŭtŭgivenŭ ŭ
Furtherŭ tŭiŭ tŭthŭ tŭexperienŭ oŭ tŭthŭ tŭMarketinŭ tŭAssociatioŭ tŭiŭ ŭ
assistinŭ thŭ developmenŭ oŭ accreditatioŭ submissionŭ tŭdocumentŭ ŭ
foŭ universitieŭ iŭ thŭ pastŭ manŭ oŭ thesŭ guidelineŭ werŭ tŭnoŭ ŭ
applieŭ tŭŭ fundeŭ institutionsŭŭ

Thŭ tŭonlŭ tŭtŭcorrespondencŭ tŭoŭ tŭreplŭ tŭtŭthaŭ tŭtŭthŭ tŭtŭAssociatioŭ ŭ
subsequentlŭ tŭreceiveŭ iŭ returŭ waŭ . letteŭ somŭ tŭweekŭ tŭlaterŭ ŭ
statinŭ tŭthaŭ tŭthŭ tŭprocesŭ haŭ beeŭ placeŭ tŭoŭ tŭholŭ tŭpendinŭ tŭŭ ŭ
discussionŭ tŭ oŭ tŭdefinitionsŭŭ tŭ; tŭtelephonŭ tŭcalŭ tŭgaineŭ tŭtŭthŭ ŭ
assurancŭ thaŭ thiŭ procesŭ woulŭ onlŭ takŭ . feŭ weeksŭŭ

Afteŭ tŭthaŭ timŭ nŭŭ furtheŭ advicŭ waŭ receiveŭ froŭ VPSECŭ tŭThiŭ ŭ
waŭ tŭdespitŭ tŭnumerouŭ tŭletterŭ anŭ tŭfaxeŭ tŭtŭ tŭVPSEŭ tŭrequestinŭ ŭ
informatioŭ tŭoŭ thŭ statuŭ oŭ thŭ submissionŭ VPSEŭ haŭ tŭadviseŭ ŭ
thŭ tŭMinisteŭ thaŭ thŭ Associatioŭ waŭ adviseŭ thaŭ tŭthŭ tŭprocesŭ ŭ
haŭ tŭbeeŭ tŭstoppeŭ tŭŭ tŭiŭ . letteŭ senŭ tŭiŭ tŭJanuarŭ tŭ1992ŭ)ŭ tŭThŭ ŭ

AssociatioÓ fonl~ frecentl~ sa~ sucE . letteÚ tafteÚ † requestinÁ ç
informatioÓ undeÚ thÁ FreedoÌ oE InformatioÓ AcÚ .

Apparentl~ VPSE/ ha% oncÁ agaiÓ decide% thaÚ the~ didn'U wanÚ tÓ ç
proceedE ††TheiÚ †state% †reasoÓ †waÚ †thaÚ ††thÁ ††accreditatioÓ ç
submissioÓ †include% thÁ ≤ yeaÚ (fulÌ time@ Diplom. oE †MarketinÁ ç
ManagementE IÓ VPSEC'U vie~ iE . diplom. waÚ oE lesÚ thaÓ ≥ yearÚ ç
duratioÓ †iÚ musÚ reall~ bÁ aÓ AssociatÁ DiplomaE (thÁ facÚ †thaÚ ç
the~ †werÁ †noÚ prepare% tÓ looÌ aÚ thÁ attendanÚ ≥ †yeaÚ †degreÁ ç
prograÌ †waÚ noÚ actuall~ explained)E ThÁ MinisteÚ †waÚ †advise% ç
thaÚ †thÁ †AssociatioÓ ha% beeÓ directe% tÓ †thÁ †StatÁ †TraininÁ ç
Board.

ThÁ †bod~ †dealinÁ †witE AssocE DiplomaÚ " †thÁ † StatÁ †TraininÁ ç
Board'U †vie~ †waÚ thaÚ the~ couldn'U accrediÚ †. †fulÌ †Diploma" ç
GraduatÁ Diplom. oÚ . indee% . DegreeE The~ thoughÚ howeveÚ thaÚ ç
iÚ †mighÚ bÁ . goo% ide. foÚ uÚ tÓ develo• aÓ †AssociatÁ †Diplom. ç
froÌ withiÓ thÁ coursÁ sÓ thaÚ the~ coul% (aÚ . fee@ accrediÚ it.

ThÁ †MarketinÁ †AssociatioÓ †haÚ iÓ facÚ no~ †beeÓ †offerinÁ †thÁ ç
coursÁ †foÚ †≥ yearsE DespitÁ thÁ difficultieÚ cause% †b~ †. †noÓ ç
responsivÁ †systeÌ † an% †. †sluggisE †econom~ †iÚ †iÚ †steadil~ ç
developinÁ †. †goo% reputatioÓ foÚ qualityE IÚ iÚ no~ †knowÓ †an% ç
recognise% † overseas~ †an% aÚ leasÚ †twÓ †tertiar~ †institutionÚ ç
interstatÁ arÁ currentl~ considerinÁ offerinÁ thÁ coursÁ iÓ †somÁ ç
forÌ †(stilÌ †undeÚ thÁ Association'U control)E †ThÁ †appropriatÁ ç
governmenÚ bod~ iÓ N.S.WE haÚ recentl~ expresse% itÚ †willingnesÚ ç
tÓ †explorÁ †charginÁ †itÚ †regulationÚ †sÓ †aÚ †noÚ †tÓ †excludÁ ç
accreditatioÓ oE thÁ course.

IÓ aÓ environmenÚ thaÚ iÚ unablÁ tÓ providÁ enougE placeÚ foÚ thÁ ç
existinÁ †deman% foÚ marketinÁ places" (thÁ AssociatioÓ waÚ iÓ †. ç
positioÓ aÚ thÁ beginninÁ oE 199≤ tÓ accepÚ 20∞ studentÚ intÓ itÚ ç
çaprogram@ †thÁ controllerÚ arÁ noÚ prepare% tÓ accepÚ thaÚ †changÁ ç
iÚ desirableE

5. THE BENEFITS OF REGULATION

WithouÚ governmenÚ regulatioÓ iÓ educatioÓ therÁ iÚ aÓ assumptioÓ ç
b~ †man~ thaÚ therÁ wilÌ bÁ nÓ appropriatÁ standar% †oE †qualityE ç
TherÁ †wilÌ bÁ toÓ mucE diversit~ an% aÚ . resulÚ . loÚ oE †whaÚ ç
wilÌ bÁ offere% wilÌ bÁ oE pooÚ standard.

ThÁ †terÌ qualit~ iÚ . subjectivÁ descriptoÚ an% noÚ aÓ †ultimatÁ ç
realityE ReaÌ qualit~ shoul% bÁ define% b~ thÁ user/purchaseÚ an% ç
noÚ †thÁ providerE ThiÚ woul% bÁ anathem. tÓ thÁ supporterÚ oE †. ç
centrall~ †regulate% systemE The~ supporÚ thÁ vie~ thaÚ therÁ †iÚ ç

onÂ singularl~ betteú wa~ (theiú way© an% thaù the~ kno~ whaù ðiú ç
goo% ðfoú ðallÆ ðQualit~ doeú noú ðnecessaril~ ðfollo~ ðtoô ðmucË ç
protectivÂ regulatiônÆ Noú dô wÂ proposÂ thaù iù iù necessar~ tô ç
abolisË ðalï regulatiônÆ IË thÂ society/systeì caó makÂ thÂ ðcasÂ ç
thaù ðtherÂ needú bÂ certaió basi,, protectivÂ elementú ðcontaine% ç
ió ðan~ ðcoursÂ (thaù thÂ resultanù benefiù iù greateú ðtháó ðthÂ ç
resultanù restrictivÂ control© theó thesÂ shoul% bÂ included.

Qualit~ ðan% excellencÂ caó bÂ foun% ió morÂ thaó onÂ wayÆ ðTherÂ ç
woul% ðbÂ littlÂ genuinÂ argumenù foú examplÂ thaù . ðrestauranù ç
sucË aú Stephanieú offerú aó examplÂ oË qualityÆ Aù thÂ samÂ timÂ ç
mosù woul% agreÂ thaù Macdonald'U (. basicall~ differenù forì ðoË ç
restaurant© ðiù ðalsô . shininÂ examplÂ oË . ðqualit~ ðoperatiônÆ ç
EacË offerú particuláú benefitú tô itú particuláú marketÆ Caó ðwÂ ç
thereforÂ noú concedÂ thaù aó alternativel~ funde% an% ðdelivere% ç
coursÂ mighù noú bÂ thÂ equaï oË thosÂ presentl~ oó offer?

WÂ ðsuggesù ðthaù sincÂ ouú currenù vie~ oË whaù ðconstituteú ðaó ç
offerinÁ ðtoË ðacceptablÂ ðqualit~ ðiù ðrestricte% ðan% ðwithouù ç
comparisó ðthaù perhapù thÂ appellatió oË qualit~ ma~ turó ðouù ç
tô bÂ . littlÂ prematureÆ Qualit~ likÂ an~ otheú standar% needú . ç
basiú oË comparison.

ThÂ ðpresenù systeì allowù littlÂ opportunit~ foú choicÂ ðoú ðthÂ ç
developmenù ðtoË ðalternativÂ ðofferingsÆ ðThÂ ðresulù ððiù ðthÂ ç
developmenù ðoË ðstandardise% ðcurricula~ ðgeneri,, ðcourseú ððan% ç
perceptionú ðoË ðexcellencÂ ðbase% ðoó ðlimite% ðinformatió ðan% ç
choicæÆ

WÂ ðalsô havÂ aó informatió problemÆ Ho~ caó students~ ðparentú ç
an% ðthÂ ðcommunit~ makÂ an~ meaningfuï ðassessmenù ðoË ðquality~ ç
withouù thÂ opportunit~ oË comparativÂ choiceø OnÂ assumeú ðthaù ç
thÂ onl~ availablÂ choicÂ automaticall~ wilï bÂ seeó aú thÂ best

Dô ðwÂ nee% regulatióô tô definÂ excellencÂ oú dô wÂ nee% ðbetteú ç
ingredienù ðlabellingø ð@ ðwÂ ðmighù looï tô ðthÂ ðmodeï ðoË ðthÂ ç
universit~ witË thÂ besù reputation~ thÂ mosù ordinar~ stafË ðan% ç
thÂ ðbesù ðstudentú tô perpetuatÂ thÂ mythÆ ThÂ ðstudentú ðhavinÁ ç
believe% ðthÂ ðreputatió waú deserve% ≠ ió thÂ ðabsencÂ ðoË ðan~ ç
betteú informatiôn© Æ

6. A MARKET DRIVEN MODEL

Doeú ðmarketinÁ ðaú . managemenù philosophy~ offeú ð. ðleasù ðan~ ç
partiaï solutionù tô thiú dilemma?

WÂ believÂ thaù thÂ benefitú oË higheú educatióô tô thÂ communit~ ç
woul% ðbÂ ðgreateú ðiË . marketinÁ philosoph~ waú ðtakeó ðtô ðthÂ ç

managemenÙ (an% control@ oÈ higheÙ educatió .

B~ tthiÙ twÁ arÁ noÙ merel~ proposiná marketiná ió titÙ tusual~ ç understoo% manifestatió simpl~ aÙ . promotioná tooÍ buÙ ttrateÙ ç aÙ tthÁ twideÙ tmanagemenÙ approacÈ allude% ttô taboveÆ tThiÙ tiÙ ç accomplishe% b~ recognisinÁ thaÙ thÁ vitaÍ factorÙ ió thÁ tsysteÍ ç arÁ tthÁ tneedÙ tan% twantÙ oÈ tthÁ tmarkeÙ t(students~ tparents~ ç employerÙ an% thÁ broa% community)Æ ThÁ focuÙ needÙ tó bÁ shifte% ç froÌ tthÁ tproduceÙ perspectivÁ tó thÁ tmarkeÙ tperspectiveÆ tThÁ ç elementÙ toÈ tthÁ 'mixB ≠ delivery" product" tinformation" twoul% ç centrÁ oó markeÙ needÙ ratheÙ thaó onl~ produceÙ beliefs.

Marketiná trepresentÙ morÁ thaó jusÙ thÁ elementÙ toÈ tpromotionÆ ç Marketiná iÙ . managemenÙ philosoph~ that" recognisinÁ thÁ tbase,, ç economi,, tdilemm. toÈ tlimite% resourceÙ tan% tunlimite% tdemand" ç centreÙ oó thÁ needÙ oÈ thÁ markeÙ aÙ itÙ focaÍ pointÆ AÙ sucÈ iÙ ç iÙ taÙ tequall~ applicablÁ tó . sociaÍ producÙ taÙ t. tcommerciaÍ ç product.

ThÁ ttpurposÁ ttoÈ tmarketiná tiÙ tttô ttachievÁ ttorganisationá ç objectives..Æ t(it@ tiÙ t. tdemocrati,, ttrateÙ tthaó taó telitisÙ ç technologyÆ IÙ holdÙ thaÙ effortÙ arÁ likel~ tó faiÍ thaÙ tr~ ttô ç imposÁ oó . markeÙ . product" servicÁ oú ide. thaÙ iÙ noÙ matche% ç tó thÁ market'Ù tasteÙ oú desires.

Alí torganisationÙ tarÁ involve% ió marketiná twhetheÙ tthe~ tarÁ ç consciouÙ toÈ itÆ Marketiná iÙ designe% tó rendeÙ ttwô tspecifi,, ç benefitÙ ≠ (a@ improve% satisfaction" (b@ improve% efficiency.

UndeÙ thigheÙ teducation" thÁ followiná public'Ù tconstitutÁ tthÁ ç variouÙ markets:

Prospective students	Current undergraduate students
Graduates	Faculty
Government	Alumni
General public	Parents of students
Society	Overseas students
The employment sector	

ThÁ tadvantagÁ tthaÙ . marketiná approacÈ offerÙ tiÙ titÙ tbetteÙ ç responsivenessÙ tó currenÙ an% futurÁ needÙ becausÁ iÙ trecogniseÙ ç thÁ reaÍ sourcÁ oÈ thosÁ needsÆ

Ió higheÙ education" regulatorÙ prÁ empÙ thÁ jo, oÈ defininá whaÙ ç thÁ educationá producÙ shoul% be.ç The~ arrivÁ aÙ definitionÙ oÈ ç whaÙ the~ thinÍ iÙ righÙ foÙ thÁ communit~ an% prefeÙ noÙ tó havÁ ç iÙ becomÁ . poinÙ oÈ opeó discussion" buÙ tó bÁ accepte% morÁ taÙ ç aó tarticlÁ oÈ faithÆ Ió marketiná terms" wÁ woul% sa~ thaÙ tthÁ ç educatió tindustr~ takeÙ oó . producÙ-oriente% caracteÙ talmosÙ ç

b[~] defaultÆ

Thá fatÁ oÉ mosÚ industrieÚ thaÚ arÁ producÙ-oriente% ratheÚ thaÓ ç markeÙ-oriente% ðiÚ ðtÓ ðeventuall[~] ðlosÁ ðcustomerÚ ðtÓ ðtotheÚ ç supplierÚ whosÁ productÚ arÁ betteÚ adapte% tÓ evolvinÁ needÚ an% ç desiresÆ IÓ . markeÙ driveÓ environmenÚ thaÚ offerÚ diversit[~] an% ç choice" ð becausÁ institutionÚ oÉ higheÚ learninÁ cannoÚ ðrequirÁ ç consumptioÓ oÉ theiÚ product" the[~] musÚ dÓ . betteÚ jo, oÉ markeÙ ç satisfactioÆ

BecausÁ ðcompetitioÓ becomeÚ mucÈ keeneÚ an% ðautomati,, ðfundinÁ ç lesÚ secure" therÁ wilĭ develo• . closeÚ matchinÁ oÉ producÙ ðtÓ ç heterogeneouÚ segmentÚ oÉ demandÆ

Thá ðfollowinÁ stepÚ arÁ suggeste% tÓ regulatorÚ an% ðthÁ ðhigheÚ ç educationā ðinstitutionÚ ðthemselveÚ tÓ develo• ð. ðmorÁ ðmarkeÙ ç responsivÁ operation:

Firstly" ðtherÁ needÚ tÓ bÁ aÓ acceptancÁ thaÚ responsivenesÚ ðtÓ ç thÁ ðmarkeÙ iÚ . objectivÁ preferablÁ tÓ imposinÁ . ðsolutioÓ ðoÓ ç thÁ marketÆ

Secondly" ðthÁ variouÚ marketÚ oÚ segmentÚ thaÚ thÁ systeĭ ðseekÚ ç tÓ satisf[~] shoul% bÁ identifie% an% theiÚ needÚ determined.

Thirdly" ðthÁ ðcorrecÙ ðproducÙ ð(oÚ producÙ ðmix© ðneedÚ ðtÓ ðbÁ ç offeredÆ ; producÙ base% oÓ thÁ needÚ oÉ thÁ markeÙ buÚ forme% iÓ ç consonancÁ witÈ thÁ needÚ oÉ thÁ producer.

Fourthly" thÁ resÚ oÉ thÁ higheÚ educationā marketinÁ managemenÚ ç mi- (delivery" costÚ an% promotion© needÚ tÓ bÁ develope% ð jaÚ çáthÁ besÚ responsÁ tÓ thÁ needÚ oÉ thÁ market(s©

SomÁ oÉ thÁ futurÁ directionÚ nee% tÓ include:

; ðrecognitioÓ oÉ thÁ advantageÚ oÉ competitioÓ ðthrougÈ ðgreateÚ ç choicÁ ðavailabilit[~] ðneedÚ tÓ bÁ ðappreciatedÆ ðFuturÁ ðsurvivaĭ ç dependÚ ðoÓ ðthÁ ðedgÁ ðtÓ ðbÁ ðobtaine% ðb[~] ðhigheÚ ðlevelÚ ðtoÉ ç competitioÓ an% choiceÆ Protecte% industrieÚ arÁ doome% tÓ becomÁ ç obsoletÁ industriesÆ

RegulatorÚ ðan% controllerÚ musÚ bÁ prepare% (aÚ leasÚ ðiÓ ðlargÁ ç part© tÓ allo[~] thÁ markeÙ tÓ judgÁ thÁ suitabilit[~] oÉ thÁ ðhigheÚ ç educatioÓ ðproducÙ ðtoÓ ðofferÆ ðRestrictinÁ ðchoicÁ ðlimitÚ ç responsivenesÚ ðan% performanceÆ TherÁ iÚ . nee% tÓ ðmovÁ ðbeyon% ç restrictivÁ practices.

Thá ðtruÁ naturÁ an% valuÁ oÉ higheÚ educatioÓ musÚ bÁ ðclarifie% ç tÓ thÁ variouÚ buyers" users" an% supportersÆ ToÓ man[~] ðstudentÚ ç arÁ ðattracte% b[~] thÁ statuÚ symboĭ oÚ thÁ hopÁ foÚ . ðgoo% ðtimÁ ç

without work. Some systematic, demarketing to the university is education to those who would see that wrong value may be desirable.

Information flow may be improved to give prospective students better chances to find the right tertiary institution and courses for their needs. Currently the information gap is substantial and students choose tertiary institutions and courses on the major lifetime decision - not more than that they perceive reputation of the institution. This reputation is often supplied to them by well-meaning advisers but is based on often questionable knowledge of the adviser. Alternatively, the student may simply believe that the hyperbolic utterance of the institution. After all, the student has no reason to believe that the teacher might be a deficient witness of the institution that is on the other hand, the former exists with government blessing. The reality is that the quality of many courses is the same as the one that would not make it in a truly competitive environment.

More need to be done to improve marketing information beyond the growing appearance of glossy slick brochures describing various campuses, both academically and socially. There is a need to better inform counselling in high schools and the improvement of the statement of various tertiary institutions in their own catalogues to what kind of place they are and what kind of students they seek.

This is a point to seem very important - that the tertiary institution may move away from the marketing philosophy of trying to draw all the students they can get towards the target market philosophy of where the good are. Planning mixtures of potential students to achieve certain aims of education. But more remain to be done in that way of improving the amount and accuracy of the information available to the consumer who has a difficult choice.

There may be a need for improvement in the information flow within each tertiary institution between the student and the administration. Higher educational institutions rarely do any systematic monitoring of the marketing needs and student opinion. Not university to our knowledge carry out what many large business firms do - periodically, they audit the customers' needs, attitudes, and satisfaction level. Also, the university may determine that the extension to that which the current student should be allowed to participate in course development.

The university's stance to the degree is the student's involvement become parallel to the product being offered to the prospective student and current students. It becomes an expression of the university's basic attitude towards students. Students participate in a limited

thaÙ tthÁ tstudentÙ arÁ noÙ jusÙ "consumers" oÉ tthÁ teducational ç
productÙ buÙ alsÙ "partners" iÙ itÙ elaboration" improvement" tan% ç
promotion.

7. CONCLUDING COMMENTS

GovernmentÙ tregulatioÓ caÓ bÁ seeÓ aÙ perhapÙ morÁ applicablÁ tiÓ ç
primar~ tan% secundar~ educatioÓ wherÁ thÁ consumeÙ iÙ tobligate% ç
tÙ tthÁ tparÙ tbuÙ mucÉ lesÙ sÙ iÙ higheÙ teducatioÓ twherÁ tthÁ ç
consumeÙ tiÙ tcapablÁ toÉ mucÉ tgreatéÚ tawarenesÙ tan% tdecisioÓ ç
makingÆ tGovernmentÙ tRegulatioÓ iÙ higheÙ teducatioÓ thaÙ tbecomÁ ç
synonymouÙ witÉ qualit~ controlÆ IÓ facÙ thÁ terÌ 'accreditation' ç
haÙ littlÁ tÙ dô witÉ qualit~ control an% iÙ concerne% tprimaril~ ç
witÉ fundÙ allocatioÓ an% statuÙ quÓ protectionÆ

ThÁ tcurrentÙ private/publi,, debatÁ iÙ higheÙ educatioÓ tmakeÙ tiÙ ç
desirablÁ tÙ examinÁ thÁ basi,, naturÁ oÉ thÁ educational tproductÙ ç
an% tthÁ existencÁ oÉ aÓ industr~ thaÙ iÙ formall~ torganise% ttÙ ç
suppl~ tthaÙ tproductÆ ThiÙ kin% oÉ texaminoÓ tmighÙ tprovidÁ ç
clueÙ tabouÙ tthÁ reaï naturÁ oÉ thÁ tproblemÙ tfacinÁ teducatioÓ ç
todayÆ

IÙ iÙ ouÙ contentioÓ thaÙ whaÙ iÙ morÁ desirablÁ iÙ thÁ tadditioÓ ç
oÉ tgreatéÚ choicÁ tÙ thÁ system" without necessaril~ thavinÁ ttÙ ç
dispensÁ totall~ witÉ centraï regulationÆ WÁ wilÏ seeÏ tÙ develop ç
thÁ argumenÙ thaÙ oveÙ regulatioÓ iÙ costl~ an% doeÙ noÙ continuÁ ç
tÙ toffeÙ tpositivÁ benefitÙ beyon% . giveÓ pointÆ tFurtheÙ tveÙ ç
regulatioÓ stiflÉU responsivenesÙ tÙ needÙ an% leaveÙ thÁ tsysteï ç
iÙ treaï tdangeÙ oÉ beinÁ bypassed b~ thÁ changinÁ needÙ toÉ tthÁ ç
societ~ iÙ seekÙ tÙ serve.

APPENDIX 1

RegistratioÓ tCriteri. foÙ ConsideratioÓ oÉ ProgramÙ toffere% tb~ ç
privatÁ Providers.

Victorian Post Secondary Education Commission.

- (a) Financial Planning
- (b) Marketing and promotional materials
- (c) The use of agents
- (d) Student selection procedures
- (e) The number of students
- (f) Class sizes
- (g) Student contact hours
- (h) Curriculum
- (i) Premises, equipment, materials and resources
- (j) Course nomenclature
- (k) Qualifications and experience of staff
- (l) ContractÙ witÉ respectÙ tÙ studentÙ includinÁ evidencÁ toÉ ç

adequatÁ ffinanciaĪ an% otheÚ resourceÚ tÔ ensurÁ fthaÚ ftenrolle% ç studentÚ arÁ ablÁ tÔ completÁ thÁ course.

(m) Student grievance procedures

(n) Welfare services for students

(o) Student housing and accommodation

(p) Monitoring of student progress

(q) An otheÚ matteÚ relatinÁ tÔ thÁ managemenÚ oÚ foperatioÓ ç oÉ thÁ institution.

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