

### **2.3 OUTCOME 3: HIGHER EDUCATION – AUSTRALIAN HIGHER EDUCATION INSTITUTIONS PROVIDE HIGH QUALITY TEACHING AND LEARNING FOR ALL STUDENTS, RESEARCH TRAINING FOR RELEVANT STUDENTS AND ENHANCE THE ACCESSIBILITY OF THEIR LEARNING AND RESEARCH**

The Australian Government requires agencies to measure their intended and actual performance in terms of outcomes. Government outcomes are the results, impacts or consequences of actions by the Government on the Australian community. Agencies are required to identify the output groups which demonstrate their contribution to Government outcomes over the coming year.

Each outcome is described below by output groups, specifying the performance indicators and targets used to assess and monitor the performance of the department in achieving government outcomes.

#### **Outcome 3 Strategy**

The Australian higher education system plays a key role in the growing knowledge and innovation based economic wealth of Australia, as well as making a significant contribution to the lives of individual Australians and to the social and cultural landscape of the nation. It encourages our participation in the global community, by educating Australians who can contribute to world affairs and facilitate trade and cultural links with other countries. In 2006, there were nearly 733,400 domestic students and around 250,800 international students studying in Australian higher education institutions.

The Australian Government is the primary source of public funding for Australian universities and self-accrediting institutions under the legislative framework of the *Higher Education Support Act 2003* (HESA).

Publicly funded institutions receive on average approximately 56 per cent of their operating revenue from Australian Government grants and payments on behalf of students who take out loans.

State and Territory governments retain responsibility for the legislative Acts under which most universities are established.

The Government's drive to increase productivity is underpinned by investment in human capital through education, skills and training. A key part of that agenda is the education revolution in which the Australian Government is committed to ensuring that, through higher education, Australians are equipped with the knowledge and skills to make Australia a more productive and prosperous nation.

The effectiveness in achieving the Government's objectives is measured in terms of the numbers of graduates produced by universities as these graduates are necessary for the success of those sectors of the economy dependent on knowledge and innovation services (Table 2.3A refers). These sectors make very large contributions to productivity.

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The Australian Government's policy agenda for higher education through 2009 and 2010 will be developed further over coming months. A Review has been launched recognising the need for longer term, system wide reform to enable higher education to make a major contribution to economic productivity and prosperity. The Review will examine and report on the future direction of the higher education sector, its fitness for purpose in meeting the needs of the Australian community and economy and the options for ongoing reform. A key objective of the Review of Higher Education will be widening access to higher education and improving student support programs so as to promote social inclusion and individual opportunity. The Review will also help to develop a long-term vision for higher education into the next decade and beyond.

The Australian Government also recognises that the participation rate for Indigenous people in higher education is less than that of the non-Indigenous community. The government's Indigenous higher education initiatives recognise Indigenous educational disadvantage and act to promote increased Indigenous access to, participation in and outcomes from higher education.

Pending the development of legislation establishing the Education Investment Fund (EIF), the administered financial schedules in these Portfolio Budget Statements reflect the amounts currently held in the Higher Education Endowment Fund (HEEF). Following the establishment of the EIF the amounts currently held in the HEEF, together with the associated interest and payment flows, will be transferred to the new fund.

Further information is contained in Budget Paper No. 1 and in Budget Paper No. 2.

### Outcome 3 Resource statement

Table 2.3 provides additional detail of Budget appropriations and the total resourcing for Outcome 3.

**Table 2.3: Total resources for Outcome 3**

<b>Outcome 3: Higher Education – Australian higher education institutions provide high quality teaching and learning for all students, research training for relevant students and enhance the accessibility of their learning and research</b>	2007-08 Estimated actual (\$'000)	<b>2008-09 Total estimate of available resources (\$'000)</b>
<b>Administered Items:</b>		
<b>Ordinary Annual Services</b>		
<i>Ordinary Annual Services - Annual Appropriation Bill 1</i>		
Higher Education Special Projects	588,334	<b>30,441</b>
Framework for Open Learning	3,068	<b>3,230</b>
Indigenous Higher Education Advisory Council	284	<b>288</b>
Higher Education Contribution to Australian Education International	5,969	<b>6,082</b>
Superannuation Payments for former Commissioners	79	<b>82</b>
<b>Special Appropriations</b>		
<i>Higher Education Support Act 2003</i>		
Commonwealth Grant Scheme (CGS)	3,595,910	<b>3,922,206</b>
Regional Loading	30,412	<b>30,998</b>
Enabling Loading	13,094	<b>13,459</b>
Workplace Productivity Programme	29,322	<b>28,646</b>
Workplace Reform Programme	48,533	<b>49,619</b>
Capital Development Pool	93,513	<b>102,351</b>
Collaboration and Structural Reform Program	33,921	<b>51,518</b>
Quality Initiatives	24,110	<b>30,140</b>
Learning and Teaching Performance Fund	101,218	<b>91,938</b>
National Institutes	175,659	<b>174,416</b>
Equity Programmes	17,712	<b>17,835</b>
Higher Education Loan Programmes	492,640	<b>550,309</b>
Learning Scholarships	122,326	<b>145,865</b>
Indigenous Support Fund	34,149	<b>34,417</b>
Open Learning Initiative	217	<b>269</b>
Transition Fund - Higher Education	28,439	<b>44,614</b>

**Table 2.3: Total resources for Outcome 3 (cont)**

<b>Outcome 3: Higher Education – Australian higher education institutions provide high quality teaching and learning for all students, research training for relevant students and enhance the accessibility of their learning and research</b>	2007-08 Estimated actual (\$'000)	<b>2008-09 Total estimate of available resources (\$'000)</b>
<i>Student Assistance Act 1973</i>		
ABSTUDY - Tertiary	50,435	<b>50,751</b>
ABSTUDY Student Financial Supplement Loans	7,503	<b>7,979</b>
<i>Social Security Act 1991</i>		
Youth Allowance	971,955	<b>959,045</b>
Austudy	229,309	<b>231,810</b>
Fares Allowance	946	<b>1,090</b>
Student Financial Supplement Scheme - Austudy	22,061	<b>23,484</b>
<b>Special Accounts</b>		
<i>Higher Education Endowment Fund Act 2007</i>		
Higher Education Endowment Fund	-	-
<b>Total Administered</b>	<b>6,721,118</b>	<b>6,602,882</b>
<b>Departmental Outputs:</b>		
Output 3.1 - Policy Services	9,673	<b>9,350</b>
Output 3.2 - Program Management	11,544	<b>11,092</b>
Output 3.3 - Service Delivery	63,739	<b>58,645</b>
Revenue from other sources	650	<b>1,056</b>
<b>Total Departmental</b>	<b>85,606</b>	<b>80,143</b>
<b>Total resources for Outcome 3</b>	<b>6,806,724</b>	<b>6,683,025</b>
	2007-08	<b>2008-09</b>
Average staffing level (number)	194	<b>184</b>

Note: Departmental Appropriation splits and totals, by outcome and output, are indicative estimates and may change in the course of the budget year as government priorities change.

## **Contributions to Outcome 3**

### **Overview of Outputs**

Australia's higher education system currently comprises the following higher education institutions:

- 39 universities, of which 37 are public institutions and 2 are private
- 1 Australian branch of an overseas university
- 3 other self-accrediting higher education institutions (Batchelor Institute of Indigenous Tertiary Education, Melbourne College of Divinity and the Australian Film, Television and Radio School)
- non self-accrediting higher education institutions accredited by State and Territory authorities (around 150 listed on State and Territory registers, including a number that are registered in more than one State or Territory).

All universities are listed on the Australian Qualifications Framework (AQF) register. All approved non self-accrediting higher education institutions and their accredited courses are listed on registers maintained by State and Territory Government accreditation authorities which are linked to the AQF Register.

With the exception of the Australian National University and the Australian Film, Television and Radio School, higher education institutions are established or recognised under State or Territory legislation. Many private institutions are also established under corporations law.

Universities and other higher education institutions offer programs leading to bachelor degrees and a range of postgraduate awards, including higher degrees by research. They also offer some shorter undergraduate and professional development programs.

Responsibility for quality assurance in higher education is shared between the Australian Government, State and Territory Governments, institutions themselves and the Australian Universities Quality Agency (AUQA).

### **Administered activities**

#### *New initiatives*

The department is delivering the following new initiatives to contribute to the successful achievement of the Government's higher education revolution objectives:

- Encouraging students to study the critical disciplines of maths and science. The maximum annual student contribution amount for these disciplines will be reduced to the lowest 'national priority' rate for new students from 1 January 2009.
- Encouraging maths and science graduates to work in related occupations including teaching of these subjects in secondary schools. For eligible graduates compulsory HELP repayments will be reduced on average by around half for a period of up to the equivalent of five years.

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- Phasing out full fee paying places for domestic undergraduate students at public universities to ensure that students are able to enter university on the basis of merit and not ability to pay and providing up to 11,000 new Commonwealth supported places for domestic undergraduate students by 2011 to replace full fee paying places at public universities.
- Providing additional nursing places in a single cohort of 90 additional Commonwealth supported nursing places commencing in second semester 2008, and a further 1,170 additional commencing places from 2009 onwards.
- Providing James Cook University with \$33 million in capital infrastructure, funding of 60 commencing Commonwealth supported places in dentistry each year and funding for clinical training outreach for the University to establish a new School of Dentistry in Cairns.
- Providing 130 additional Commonwealth supported places for nursing (20), teaching (80) and medicine (30) from 2009 for the University of Notre Dame Australia and \$7.5 million in capital infrastructure funding in 2008.
- Doubling the number of Commonwealth Scholarships to 88,000 by 2012 will give more young people from a lower socio-economic status the chance to participate in higher education.

In keeping with its aim to build productive partnerships with universities, the Government has also committed to the introduction of mission-based compacts as a new funding framework. Mission-based compacts are agreements between public universities and the Australian Government, detailing public funding commitments and university obligations. They will be developed collaboratively with each university, to recognise their individual missions and their multiple roles in modern societies, and will include appropriate accountability mechanisms. There will be consultation on compact funding arrangements during 2008, followed by negotiation of compacts in 2009. Compacts will take effect from 2010.

*Funding for higher education*

Targets for administered outputs of the department will support objectives aimed at increasing the supply of graduates in the workforce. From 2007 to 2008, the number of undergraduate and postgraduate Commonwealth supported places will increase. This includes increases to the number of Commonwealth supported medical places which attract medical student loading and the number of Commonwealth supported places which attract enabling loading. The Australian Government's provision of funding in this budget for additional Commonwealth supported places will further increase the number of places available from 2009. The detail of these target indicators is at the Table detailing Performance Information for Administered Outputs.

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Under HESA, the department administers a number of programs and initiatives that fund higher education in Australia:

- *The Commonwealth Grant Scheme (CGS)* – supports the provision of undergraduate and some non-research postgraduate higher education places. The Australian Government provides funding to each eligible higher education institution for an agreed number of Commonwealth supported places in a given year.
- In addition, a higher education institution may receive funding through the regional, enabling or medical student loadings under the CGS.
  - *Regional Loading* – for providers with regional campuses in recognition of the higher costs they face as a result of location, size and history.
  - *Enabling Loading* – for places in courses that prepare a person to undertake a course that leads to a higher education award.
  - *Medical Student Loading* – for Commonwealth supported places in a medicine course of study, completion of which would allow provisional registration as a medical practitioner.
- *Workplace Productivity Program* – is for projects that reform the efficiency and productivity of institutions and contribute to the diversity of the higher education sector.
- *Superannuation Program* – provides assistance to higher education institutions listed at Table A of the HESA to meet certain superannuation expenses.
- *Capital Development Pool* – provides financial assistance to support capital development projects for higher education institutions listed at Table A and Table B of the HESA.
- *Collaboration and Structural Reform Fund* – promotes structural reform in the higher education sector and collaborative activity between universities, business, other tertiary education providers and the wider community. From 1 January 2008 this program was subsumed by the Diversity and Structural Adjustment Fund.
- *Diversity and Structural Adjustment Fund* – promotes structural reform by eligible higher education institutions that support greater specialisation more diversity in the higher education sector and better responsiveness to labour markets operating in the local or national interest. The first competitive funding round will be in 2008, and funding from this program has been provided to support the establishment of the National Centre for Student Equity in Higher Education at the University of South Australia and the Chair in Australian Literature at the University of Western Australia in 2008.
- *Quality Initiatives* – provides operational funding to a range of organisations with responsibility for elements of quality assurance or improvement in higher education, and specific project funding. Organisations in receipt of funding include the Australian Universities Quality Agency, Graduate Careers Australia, Universities Australia, Australian Council for Educational Research and the Carrick Institute for Learning and Teaching in Higher Education.
- *Learning and Teaching Performance Fund* – rewards universities for demonstrating excellence and improvement in learning and teaching for undergraduate students.

*DEEWR Budget Statements – Outcomes & performance – Outcome 3*

- *National Institutes* – funding to the Australian National University, the University of Tasmania (for the Australian Maritime College institute) and Batchelor Institute of Indigenous Tertiary Education in recognition of their national role in particular areas of higher education.
- *Equity Programs (Disability Support Program and Equity Support Program)* – assists eligible higher education institutions to undertake activities that promote equality of opportunity in higher education. In particular, the programs aim to increase the access and participation in higher education of students from low socio-economic/low income backgrounds, students from regional and remote areas, students with a disability and students from non-English speaking backgrounds.
- *Higher Education Special Projects* – provides funds for a number of special projects including capital projects. Projects funded in 2008-09 include:
  - *National Centre of Excellence for Islamic Studies* – funds the establishment of a national centre of excellence for Islamic studies that will offer accredited courses in Islamic studies.
  - *Support for Small Businesses on Regional University Campuses Program* – assists higher education institutions to encourage and support small businesses to establish operations to provide services for students on regional campuses.
  - *Voluntary Student Unionism Transition Fund for Sporting and Recreational Facilities* – provides funding to assist eligible higher education institutions address reduced funding as a result of the introduction of voluntary student unionism.
  - *Capital projects* – funds to assist higher education institutions with special capital projects.
- *Framework for Open Learning Program (FOLP)* – supports projects which catalyse information and communication technology (ICT) developments for the whole of the education and training sector, fostering collaboration and innovation in the educational use of ICT, and promoting national and international engagement in such innovation. Priorities are in accordance with the Joint Ministerial Statement for ICT in Australian Education (2008-11).

### **Support for higher education students, including those with special needs**

The department administers a number of programs (refer to Table 2.3B) aimed at supporting students in or seeking access to a higher education, including:

- *Higher Education Loan Program (HELP)* – The HECS-HELP component provides discounts and loans to eligible students to pay their student contributions (formerly known as 'HECS'). FEE-HELP provides loans for fee paying students to pay all or part of their tuition fees up to a lifetime limit of \$81,600 or \$102,000 (2008 limit, indexed annually) for medicine, dentistry and veterinary science courses. There is a 20 per cent loan fee payable on FEE-HELP loans for undergraduate study. Undergraduate fee paying places for domestic students at public universities will be phased out from 2009.
- The OS-HELP component assists undergraduate students to undertake some of their course of study overseas. Eligible students can receive two OS-HELP loans over their lifetime. A 20 per cent loan fee also applies to OS-HELP loans.
- The income-contingent repayment arrangements under HELP ensure that only those people whose income level reaches the minimum repayment threshold are required to make compulsory repayments. Although HELP debts are indexed, there is no interest charged on HELP loans. The Australian Government bears the deferral costs of the loans and the cost of loans that are never repaid due to low income.
- *Commonwealth Scholarships* – the program provides financial support to eligible undergraduate students and Australian Indigenous students enrolled in eligible enabling courses, to assist with the costs associated with obtaining a higher education. There are three categories of scholarships for 2008, one for general education costs, one for accommodation costs, and an access scholarship for Australian Indigenous students.
  - *Commonwealth Education Costs Scholarships (CECS)* – assist students with general education costs. In 2008 CECS are worth \$2,162\* per year for up to four years, and up to five years for students who are in receipt of an Indigenous Enabling CECS.
  - *Commonwealth Accommodation Scholarships (CAS)* – assist with accommodation costs for students from regional and remote areas who move to undertake higher education and incur accommodation costs. In 2008, CAS are worth \$4,324\* per year for up to four years, and up to five years for students who are in receipt of an Indigenous Enabling CAS.
  - *Indigenous Access Scholarships (IAS)* – from 1 January 2008, funding for 1,000 IAS will be provided annually for a once in a lifetime payment, to assist Indigenous students, particularly those who need to relocate from regional and remote areas, with the costs of accessing higher education. In 2008, IAS is valued at \$4,080\*.

Two additional types of Commonwealth Scholarship will be introduced in 2009, National Priority Scholarships and National Accommodation Scholarships.

- *National Priority Scholarships* – these general education costs scholarships will target undergraduate students enrolling in priority disciplines such as nursing, teaching, medicine, dentistry, allied health, science, engineering and mathematics.
- *National Accommodation Scholarships* – these accommodation scholarships will target students who need to relocate interstate to study specialist courses not available near their home.

\* *All Commonwealth Scholarships are indexed annually.*

- *Indigenous Support Fund* – assists higher education providers to meet the needs of Indigenous students and further the goals of the National Aboriginal and Torres Strait Islander Education Policy. It supports activities aimed at improving the access, participation, success and retention of Indigenous students in higher education.
- *Indigenous Higher Education Advisory Council (IHEAC)* – funding to enable IHEAC to provide policy advice to the Minister for Education, Employment and Workplace Relations and the department on higher education issues as they affect Indigenous Australians. IHEAC will be involved in the Review of Australian Higher Education and will also be undertaking a scoping study into developing an Indigenous learned academy and an Indigenous research centre for excellence.
- *ABSTUDY* - to address the particular educational disadvantages faced by Aboriginal and Torres Strait Islander people by providing support to students and Australian Apprentices to improve access and participation in secondary and tertiary education and training.
- *Youth Allowance* - to provide support for full-time students and Australian Apprentices aged 16-24 years who are in need of financial assistance, to undertake secondary or tertiary education or training.
- *Austudy* – to provide support for students and Australian Apprentices who begin study or training when aged 25 years and over, who are in need of financial assistance, to undertake full-time post-compulsory secondary or tertiary education or training.

## **Departmental outputs**

### **National Protocols for Higher Education Approval Processes**

The National Protocols regulate the recognition of new universities and self-accrediting higher education institutions, the operation of overseas universities in Australia and the accreditation of courses offered by non self-accrediting higher education institutions.

### *DEEWR Budget Statements – Outcomes & performance – Outcome 3*

The Protocols were reviewed in 2004 and, following extensive consultation, revised Protocols and a new National Guidelines were approved by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), in October 2007. The revised Protocols are being implemented by legislative change as required in each jurisdiction. Amendments to the *Higher Education Support Act 2003* in respect of the Australian Government's responsibility for higher education approvals in the External Territories came into effect on 31 December 2007.

Promoting greater national consistency in the application of the Protocols across jurisdictions has also been under discussion following MCEETYA's decision in early 2007 to ask the Joint Committee on Higher Education (JCHE) to conduct an inquiry into the desirability of a national higher education accreditation agency. The inquiry objective is to contribute to an informed discussion by Ministers and officials on ways to promote greater national consistency in recognition and accreditation, by describing and assessing current arrangements in each jurisdiction and canvassing options for improvement, including models for a national accreditation agency. MCEETYA is funding the inquiry and DEEWR is the contracting agency on behalf of the JCHE and MCEETYA. Options are expected to be put to MCEETYA in the second half of 2008.

#### **Enhanced Centrelink Connectivity with University Student Record Systems**

The Government has announced total funding of \$500,000 in 2008-09 to enhance arrangements for the transfer of student enrolment information between universities and Centrelink. This will significantly reduce study related debts for tertiary students as a result of income support overpayment that result from students changing course loads.

In 2008-09, transition to the Skilling Australia for the Future arrangements will be a major focus. The department's priority is to bed down the new training arrangements with a view to increasing participation in training (including through Australian Apprenticeships) by job seekers and existing members of the workforce. The department will monitor take-up of the training places to ensure an emphasis on higher level qualifications and responsiveness to the needs of industry. The department estimates that 110,000 new places will be taken up in 2008.

### Performance information for Outcome 3

Programs and initiatives delivered by DEEWR which contribute to Outcome 3 form part of a wider set of factors that affect that Outcome. The indicators in Table 2.3A provide an indication of the overall trends under Outcome 3.

**Table 2.3A: Effectiveness Indicators for Outcome 3**

<p><i>Higher Education</i></p> <ul style="list-style-type: none"><li>• Trend in number of domestic enrolments (Full Time Equivalents)</li><li>• Trend in number of domestic postgraduate enrolments (Full Time Equivalents)</li><li>• Trend in number of undergraduate completions</li><li>• Trend in number of post-graduate coursework completions</li><li>• Percentage of higher education graduates in full time employment within four months of completion of degree, of those available for work</li><li>• Trend in graduate starting salaries as a proportion of Average Weekly Earnings</li><li>• Trend in number of all Indigenous students by selected higher education course level categories.</li></ul>
<p><i>Student Support</i></p> <ul style="list-style-type: none"><li>• Percentage of the relevant full-time student population receiving support under:<ul style="list-style-type: none"><li>➤ HECS-HELP</li><li>➤ FEE-HELP</li></ul></li><li>• Trend in the number of full-time students receiving income support under:<ul style="list-style-type: none"><li>➤ Youth Allowance</li><li>➤ Austudy</li><li>➤ ABSTUDY</li></ul></li></ul>

**Table 2.3B: Performance information for Administered Outputs**

Performance Measure	2007 Estimate	2007 Estimated actual	2008 Estimate
<b>Higher Education Funding</b>			
<b><i>Commonwealth Grant Scheme (CGS)</i></b>			
Number of Commonwealth supported domestic undergraduate places	>405,000	>407,000	412,000
Number of Commonwealth supported domestic postgraduate coursework places	>16,000	>16,000	>20,000
Number of CGS medical places for which medical student loading is provided	8,429	8,429	9,346
<b><i>Regional Loading</i></b>			
Number of regional campuses under the CGS for which regional loading is provided	85	85	85
<b><i>Enabling Loading</i></b>			
Number of CGS places for which enabling loading is provided	3,859	3,859	4,145
<b><i>Workplace Productivity Program</i></b>			
Number of projects funded	33	33	54
<b><i>Superannuation Program</i></b>			
Number of universities assisted	19	19	19
<b><i>Capital Development Pool and Special Projects</i></b>			
Number of projects funded	47	47	42
<b><i>Collaboration and Structural Reform Program (CASR)<sup>1</sup></i></b>			
Number of projects funded	40	42	26
<b><i>Diversity and Structural Adjustment Fund</i></b>			
Number of organisations assisted	-	-	20

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<sup>1</sup> From 1 January 2008 CASR was subsumed by the Diversity and Structural Adjustment Fund.

**Table 2.3B: Performance information for Administered Outputs (cont)**

Performance Measure	2007 Estimate	2007 Estimated actual	2008 Estimate
<b>Quality Initiatives</b>			
Number of universities rewarded	4	4	4
<b>Learning and Teaching Performance Fund</b>			
Number of universities rewarded	30	30	23
<b>Equity Programs</b>			
Number of Table A higher education providers assisted	39	39	38 <sup>2</sup>
<b>National Institutes</b>			
Number of institutions assisted	3	3	3
<b>Commonwealth Scholarships</b>			
Number of scholarships allocated to higher education providers <sup>3</sup>	31,298	31,298	39,690 <sup>4</sup>
<b>Indigenous Support Fund</b>			
Number of universities receiving funding to support Indigenous students	39	39	39
<b>Indigenous Higher Education Advisory Council</b>			
Number of meetings held each year	3	3	3
<b>Higher Education Special Projects</b>			
Number of university regional campuses receiving funding by the Support for Small Businesses on Regional University Campuses Program	>10	10	15
Number of Commonwealth supported places accessed by students in the National Centre of Excellence for Islamic Studies	40	0	40

<sup>2</sup> From 2008, the Australian Maritime College merged with the University of Tasmania. Hence the reduction of 39 to 38 for the 2008 year.

<sup>3</sup> Includes new and continuing scholarships.

<sup>4</sup> Total includes the new Indigenous Access Scholarships. 1,000 to be allocated for 2008.

**Table 2.3B: Performance information for Administered Outputs (cont)**

<b>Performance Measure</b>	<b>2007 Estimate</b>	<b>2007 Estimated actual</b>	<b>2008 Estimate</b>
Number of projects supported by the Voluntary Student Unionism Transition Fund for Sporting and Recreational Facilities	26	26	42
<b>Framework for Open Learning (FOLP)</b>			
Number of projects funded	11	15	12
<b>Higher Education Loan Program<sup>5</sup></b>			
<ul style="list-style-type: none"> <li>• Domestic higher education students (Equivalent Full Time Student Load) enrolled in award courses in receipt of HELP loans</li> </ul>	>365,000	>370,000	>385,000
<ul style="list-style-type: none"> <li>• Number of OS-HELP loans to assist students to undertake some of their course overseas</li> </ul>	2,702	2,455	2,805
<b>ABSTUDY</b>			
<ul style="list-style-type: none"> <li>• Number of higher education students receiving ABSTUDY during the year<sup>6</sup></li> </ul>	5,000	5,000	-
<ul style="list-style-type: none"> <li>• Number of higher education students in receipt of ABSTUDY as at June<sup>7</sup></li> </ul>	-	4,000	4,000
<b>Youth Allowance</b>			
Number of higher education students in receipt of Youth Allowance as at June <sup>8</sup>	121,000	126,000	126,000
<b>Austudy</b>			
Number of higher education students in receipt of Austudy as at June <sup>8</sup>	18,000	20,000	20,000

<sup>5</sup> Data includes all students in receipt of HECS-HELP loans and FEE-HELP loans, but does not include those receiving other forms of HECS-HELP assistance such as discounts for upfront payments.

<sup>6</sup> In future, numbers of ABSTUDY recipients will be reported as at June each year, rather than on a 'during the year' basis as was formerly the case. The changed arrangement brings reporting in line with that used for Youth Allowance and Austudy.

<sup>7</sup> The 2007 Estimated Actual and 2008 Estimate refers to the points-in-time at June 2008 and 2009 respectively, being the end of their respective financial year.

**Table 2.3C: Performance information for Departmental Outputs**

<b>Performance Indicator</b>	<b>2008-09 Estimate</b>
<b>Program management</b>	
<i>Quality</i>	
Payments are made in accordance with approved timelines	All programs to meet relevant administrative targets set by quality assurance processes in DEEWR
Payments made are based on calculations which are accurate and in accordance with approved guidelines	All programs to meet relevant administrative targets set by quality assurance processes in DEEWR
Timeliness of Parliamentary reports (including interim responses where appropriate) provided to Parliament and its Committees	At least 90 per cent meet deadline
High quality Ministerial replies as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the replies.	<ul style="list-style-type: none"> <li>• Qualitative evaluation of satisfaction using feedback from the Ministers and Parliamentary Secretary to the Secretary.</li> <li>• Analysis of trends over time to monitor percentage delivered within agreed timeframes.</li> </ul>
<b>Policy Services</b>	
<i>Quality</i>	
High quality policy advice as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of policy advice.	Qualitative evaluation of satisfaction and timeliness using feedback from the Ministers and Parliamentary Secretary to the Secretary
High quality research and evaluation reports as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the reports	Qualitative evaluation of satisfaction using feedback to the Secretary from Ministers and Parliamentary Secretary.
Research activities are completed according to plan	At least 90 per cent completed to plan
<b>Service Delivery</b>	
<i>Quality</i>	
Satisfactory services as reported by Centrelink through the timely processing of ABSTUDY, Austudy, Youth Allowance, Assistance for Isolated Children claims	Services provided in accordance with DEEWR-Centrelink Business Partnership Agreement (BPA)