

Acronyms or abbreviations of titles

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
ACU	Australian Catholic University
Adelaide	The University of Adelaide
AEI	Australian Education International
ALA	Australian Leadership Awards
AMC	Australian Maritime College
ANU	Australian National University
APA	Australian Postgraduate Award
AQF	Australian Qualifications Framework
ARIA	Accessibility/Remoteness Index of Australia
AUQA	Australian Universities Quality Agency
AUSSE	Australasian Survey of Student Engagement
AVCC	Australian Vice-Chancellors' Committee
Ballarat	University of Ballarat
Canberra	University of Canberra
CEQ	Course Experience Questionnaire
Charles Darwin	Charles Darwin University
CSU	Charles Sturt University
COAG	Council of Australian Governments
CPI	Consumer Price Index
CQU	Central Queensland University
Curtin	Curtin University of Technology
Deakin	Deakin University
DEEWR	Department of Education, Employment and Workplace Relations
DEST	Department of Education, Science and Training
DFAT	Department of Foreign Affairs and Trade
DIISR	Department of Innovation, Industry, Science and Research
EAG	Education at a Glance
Edith Cowan	Edith Cowan University
ESOS	<i>Education Services for Overseas Students (ESOS) Act 2000</i>
EFTSL	Equivalent full-time student load
EU	European Union
FEE-HELP	see Glossary
Flinders	The Flinders University of South Australia

GDP	Gross Domestic Product
Go8	Group of Eight
Griffith	Griffith University
HDR	Higher Degree by Research
HECS	Higher Education Contribution Scheme
HECS-HELP	see Glossary
HEIF	Higher Education Indexation Factor
HELP	Higher Education Loan Program, see Glossary
HESA	<i>Higher Education Support Act 2003</i>
HILDA	Household, Income and Labour Dynamics of Australia
IELTS	International English Language Testing System
IGS	Institutional Grants Scheme
ISCED	International Standard Classification of Education
ISCs	Industry Skills Councils
JCU	James Cook University
La Trobe	La Trobe University
LSAY	Longitudinal Survey of Australian Youth
Macquarie	Macquarie University
MCD	Melbourne College of Divinity
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCVTE	Ministerial Council for Vocational and Technical Education
Melbourne	The University of Melbourne
Monash	Monash University
MTAWE	Male Total Average Weekly Earnings
Murdoch	Murdoch University
NARA	National Audit and Registration Agency
NATSEM	National Centre for Social and Economic Modelling
NCVER	National Centre for Vocational Education Research
Newcastle	University of Newcastle
New England	University of New England
NISC	National Industry Skills Committee
NQC	National Quality Council
NSOC	National Senior Officials Committee
OECD	Organisation for Economic Co-operation and Development
OS-HELP	see Glossary
PISA	Programme for International Student Assessment
PIT	Parental Income Threshold

QA	Quality Assurance
QUT	Queensland University of Technology
R&D	Research and Development
RIGB	Research Infrastructure Block Grants
RMIT	RMIT University
RTS	Research Training Scheme
SES	Socio-economic status
Southern Cross	Southern Cross University
SSR	Student-staff ratios
Sunshine Coast	University of the Sunshine Coast
Swinburne	Swinburne University of Technology
Sydney	The University of Sydney
TAFE	Technical and Further Education, see Glossary
Tasmania	University of Tasmania
TER(s)	Tertiary Entrance Rank(s)
UK	United Kingdom
UniSA	University of South Australia
UNSW	University of New South Wales
UQ	The University of Queensland
USA	United States of America
USQ	University of Southern Queensland
UTS	University of Technology, Sydney
UWA	The University of Western Australia
UWS	University of Western Sydney
VET	Vocational Education And Training
VET FEE-HELP	see Glossary
VU	Victoria University (p. 34)
Wollongong	University of Wollongong
YA	Youth Allowance

Glossary and definitions

Actual prices – Actual prices are prices in nominal value. Nominal value is the value of grants expressed in money of the day.

Attainment – The OECD definition for educational attainment is: ‘Educational attainment is expressed by the highest completed level of education, defined according to the International Standard Classification of Education (ISCED)’ (OCED 2007b). Attainment in this document, therefore, refers to the completion of a qualification.

Community engagement – See ‘Third stream activities’.

Commonwealth supported place – A higher education place which is funded by the Commonwealth Government through the Commonwealth Grant Scheme. Previously called a ‘HECS’ place.

Equivalent full-time student load (EFTSL) – One EFTSL is a measure of the study load, for a year, of a student undertaking a course of study on a full-time basis.

FEE-HELP – see Higher Education Loan Program below.

Full time equivalent (FTE) – A member of staff who at a reference date has a full-time work contract in respect of their current duties has an FTE of 1.00. The FTE for a member of staff who at a particular reference date has a fractional full-time work contract in respect of their current duties (i.e. is working a fraction of a normal full-time working week) will be less than 1.0.

Globalisation – The OECD definition of globalisation is: ‘The process of globalisation can be defined as “the widening, deepening and speeding up of worldwide interconnectedness” (Held et al., 1999) and the emergence over the last three decades of “complex electronically networked relations between institutions and between people, creating an open information environment and synchronous communications in real time” (Marginson, 2004)’ (OECD 2008a, vol. 2, p. 235).

Higher education – Education involving qualifications under the Australian Qualification Framework at associate degree and above, as well as diploma and advanced diploma qualifications accredited under higher education arrangements.

Higher Education Contribution Scheme (HECS) – The system introduced in 1989 which required higher education students in places subsidised by the Commonwealth Government to make a contribution to the cost of their course, underpinned by income contingent loans. ‘HECS’ places are now called Commonwealth supported places for which there is a ‘student contribution amount’ with loans and discounts for up front payment under HECS-HELP.

Higher education institutions – Refers to all institutions offering accredited higher education qualifications. This includes both public and private and self-accrediting and non-self-accrediting institutions.

Higher Education Loan Program (HELP) – A program to help eligible students pay their student contributions (HECS-HELP), tuition fees (FEE-HELP) and overseas study expenses (OS-HELP) through loans that are repaid through the taxation system (through either compulsory or voluntary repayments). HECS-HELP also covers the discount that Commonwealth supported students receive if they pay student contributions up front. There are bonuses for voluntary repayments.

Income contingent loan – A loan for which repayments are not required unless a person's income reaches a certain threshold and with repayments that vary according to income above that threshold. HELP loans (and previously HECS and loans under other schemes that have been subsumed by HELP) have income contingent repayment arrangements.

Internationalisation – The OECD definition of internationalisation is: '... the process of internationalisation relates to "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education" (Knight, 2003)' (OECD 2008a, vol. 2, p. 236).

Knowledge transfer – See 'Third stream activities'.

Low socio-economic status (SES) students – The Index of Education and Occupation from the latest available Australian Bureau of Statistics (ABS) Socio-Economic Indexes for Areas (SEIFA) is used. The Index value for each postcode is used to identify a postcode nationally as low (bottom 25 per cent of the population), medium (middle 50 per cent) or high (top 25 per cent). The number of students from a low SES background is then calculated by summing the number of students whose home postcodes as reported by university enrolment data are low SES postcodes.

OS-HELP – see Higher Education Loan Program above.

Post-secondary education – all education and training undertaken after secondary schooling, including vocational education and training, higher education and adult and community education.

Productivity – Productivity is defined as the ratio of output to input for a specific production situation. Productivity changes can be caused by either movements in the 'best practice' production technology, or a change in the level of efficiency.

Real terms (Constant prices) – Nominal value is the value of the grants expressed in the money of the day, that is, the actual amount of cash received by the universities each year. Real value is the nominal value adjusted for the effects of inflation so as to show the change in the purchasing power of the funding received. Unless otherwise stated in this paper the index used to calculate constant prices is the Consumer Price Index (CPI) Weighted Average of Eight Capital Cities [Australian Bureau of Statistics Cat No. 6401.0] and the base year is 2006.

Research – See the definition in Appendix VI (National Protocols).

Scholarship – See the definition in Appendix VI (National Protocols).

Sector – Categories of educational activity which are defined in terms of course type and award. Sectors within tertiary education are the higher education sector and the vocational education and training sector.

TAFE institution – A Technical and Further Education (TAFE) institution is a registered training organisation owned and operated by a state government. TAFE institutes deliver the majority of publicly-funded vocational education and training.

Tertiary education – The OECD defines tertiary education as programs at International Standard Classification of Education (ISCED) levels 5B, 5A and 6. Programs below ISCED level 5B are not considered tertiary level (OECD 2008). The OECD definition has been used throughout this report.

Third stream activities – Activities concerned with the generation, use, application and exploitation of knowledge and other university capabilities outside academic environments. In other words, the third stream is about the interactions between universities and the rest of society. Third stream activities are also discussed under the terms ‘community engagement’ and ‘knowledge transfer’.

University – An Australian university is an institution which meets nationally agreed criteria and is established or recognised as a university under state, territory or Commonwealth legislation (*National Protocols for Higher Education Approval Processes*, Section 1.13).

Vocational education and training (VET) – Vocational education and training provides skills and knowledge for work through a national system of public and private Registered Training Organisations. Registered Training Organisations deliver certificates I-IV, VET diplomas and advanced diplomas and VET graduate certificates.

VET FEE-HELP – VET FEE-HELP is an income contingent loan scheme for the Vocational Education and Training (VET) sector that is part of the Higher Education Loan Program (HELP). It is an extension of the higher education FEE-HELP arrangements.

Methodology

Calculation of constant dollars

Unless otherwise stated, amounts in 'constant dollars' are calculated using the Consumer Price Index, Weighted Average of Eight Capital Cities (CPI). The use of the CPI does not constitute a view on the appropriate index for measuring the real value of grants for educational purposes.

Calculation of Commonwealth funding per student place

As stated in the review's Discussion Paper, changes to Commonwealth funding programs and collection of higher education data make it difficult to calculate comparable figures for the amount of Commonwealth funding per student place over an extended period of time. The calculation used for the review's Discussion Paper has also been used for the calculation of funding per student place for 2007 and 2008 in Chapter 4.2 of this report.

The amounts calculated are based on an estimate of Commonwealth Government funding to higher education institutions each year for costs associated with supporting subsidised undergraduate and postgraduate students (including research students) and an estimate of the number of student places occupied by these students. The majority of subsidised students are in Commonwealth supported places (or previously HECS places) or, for higher degree by research students from 2001, in Research Training Scheme places.

In general, research funding has been excluded except if granted for the purpose of research training. Prior to 2001, the Commonwealth included funding for research and research training in operating grants to universities. Estimates of the funding for research in the operating grant, as stated in Commonwealth Budget papers, have been used to remove research funding, except when the funding was for research training.

Some Commonwealth programs for research cannot easily be disaggregated into research training and research components and have been excluded. Similarly, Commonwealth programs for higher education that fund organisations other than higher education institutions have also been excluded, even if higher education institutions receive some funding under the program. The effect is that the total funding is probably lower than would otherwise be the case but not significantly given the scale of the excluded programs. The amount excluded from the calculation in this category in 2006 is around \$35 million.

Commonwealth funding for Australian Postgraduate Awards and other grant scholarships have also been excluded.

Student places have been included in the calculation when the Commonwealth provides funding. All places offered under a particular program are included even if Commonwealth funding was limited to a set number of places. Places are included even if the Commonwealth does not provide the majority of the funding for the place. Student places occupied by overseas students are included if the Commonwealth provided funding (for example, overseas students subject to the overseas student charge which was funded through operating grants until 2000. This excludes all full-fee-paying overseas students).

The methodology used for calculating the grants from 1989 to 2008 is focused on comparability of amounts over that period rather than being a judgment about what should properly be considered 'teaching and learning' grants. Sometimes a program is included in the calculation of the total grant amount primarily because reliable comparison over the extended period of time requires it.

In contrast, when calculating the increased teaching and learning grant there needs to be a judgment about what should be considered for future funding purposes. The calculation of the 10 per cent increase to base funding (Recommendation 26) uses a different set of programs for this reason. The programs included are:

- Commonwealth Grant Scheme (including the regional and enabling loadings)
- Indigenous Support Program
- Workplace Productivity Program
- Learning and Teaching Performance Fund
- Higher Education Equity Support Program
- Higher Education Disability Support Program
- Workplace Reform Program
- Diversity & Structural Adjustment Fund
- National Institutes
- Improving the Practical Component of Teacher Education Initiative.

The panel believes this is a reasonable basis for quantifying the teaching and learning grant but its main concern is that any assessment of the teaching and learning grant be understood more broadly than the Commonwealth Grant Scheme and that increased funding be calculated using a broader range of programs.

Appendix I. Terms of reference

The Review of Australian Higher Education will examine and report to the Hon Julia Gillard MP, Deputy Prime Minister and Minister for Education, Employment, Workplace Relations and Social Inclusion, 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.

It will build on the Rudd Government's key higher education initiatives in progress and the Government's overall economic and social policy settings.

It will be led by an expert panel drawing from the tertiary education sector and wider industry. The Review Panel is to be chaired by Emeritus Professor Denise Bradley AC. It will provide its report on priority action by the end of October 2008, and final report by the end of the year.

In particular, the Review Panel will examine the current state of the Australian higher education system against international best practice and assess whether the education system is capable of:

- contributing to the innovation and productivity gains required for long term economic development and growth; and
- ensuring that there is a broad-based tertiary education system producing professionals for both national and local labour market needs.

The Review Panel will advise Government on possible key objectives for higher education in Australia, starting with the themes below, and how these could be achieved through reform of the sector and changes to regulation and funding arrangements.

Diverse, high performing institutions with a global focus

Developing a diverse, globally focused and competitive higher education sector with quality, responsive institutions following clear, distinctive missions to provide higher education opportunities to students throughout Australia.

Productivity and participation

Enhancing the role of the higher education sector in contributing to national productivity, increased participation in the labour market and responding to the needs of industry. This includes the responsiveness of the sector in altering the course mix in response to student and employer demand and an understanding of trends in the economy, demography and the labour markets served by higher education.

Effective and efficient investment

Improving funding arrangements for higher education institutions as they relate to teaching responsibilities, taking into account public and private benefits and contributions to inform the development of funding compacts between the Australian Government and institutions.

Underpinning social inclusion through access and opportunity

Supporting and widening access to higher education, including participation by students from a wide range of backgrounds.

Enhanced quality and high standards

Implementing arrangements to ensure that quality higher education is provided by public and private providers and that this is widely understood and recognised by clients of the higher education sector.

A broad tertiary education and training sector

Establishing the place of higher education in the broader tertiary education sector, especially in building an integrated relationship with vocational education and training.

Policy linkages

The review will collaborate with and take account of the work of the Review of the National Innovation System and Skills Australia. It will also consult with state and territory tertiary education authorities.

Appendix II. Review process and personnel

Review process

On 13 March 2008, the Deputy Prime Minister and Minister for Education, the Hon Julia Gillard MP, announced a major review of Australia's higher education system to 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.

The purpose of the review was to consider the many issues and challenges facing the Australian higher education sector. The aim was to inform the preparation of the Government's policy agenda for higher education through 2009 and 2010. It was also to help develop a long-term vision for higher education into the next decade and beyond.

The review was led by an Expert Panel, chaired by **Emeritus Professor Denise Bradley AC**. The other members of panel were:

Mr Peter Noonan, Director of Peter Noonan Consulting;

Dr Helen Nugent AO, Non-Executive Director of Macquarie Group, Origin Energy and Freehills. Chairman of Funds SA and Swiss Re Life & Health (Australia); and

Mr Bill Scales AO, Chancellor of Swinburne University of Technology, Chairman of the Port of Melbourne Corporation and Australian Safety and Compensation Council, and Board Member of the Australian Nuclear Science and Technology Organisation.

In April, Professor Bradley wrote to key stakeholders, seeking their preliminary input on the high-level issues to be addressed by the Review. Over 100 responses were received.

A *Discussion Paper*, released in June, initiated the formal consultation and submission process for the review. It is available online at: www.deewr.gov.au/he_review_discussionpaper

National consultations were held in capital cities and several regional areas during June and July. The panel met with a range of stakeholders, including representatives from universities, private higher education providers, student associations, business, state and territory governments and TAFEs. Details of the consultations are provided in Appendix V.

Submissions closed at the end of July. Some 350 submissions were received. The submissions are summarised in Appendix III, and are listed by group in Appendix IV. The submissions are available online at: www.deewr.gov.au/he_review_submissions

Secretariat

The secretariat comprised:

Anne Baly	Secretary
Lin Martin	Senior Adviser (seconded from Deakin University from 4 August 2008 to 31 October 2008)
Fran Wylie	Director
Shane Samuelson	Director (until 19 September 2008)
Paul White	Director (from 1 September 2008)
Marguerite de Sousa	Executive Officer (Sydney)

Bernadine Caruana	Assistant Director
Megan Catlin	Assistant Director
Mathew Pearson	Assistant Director
Susan Aitkin	Assistant Director (from 1 September 2008)
Claire Leach	Assistant Director (from 11 September 2008)
Laura Twible	Administrative Officer
Lianne Oliver	Executive Assistant
Elizabeth Counsel	Administrative Assistant (from 4 June to 24 October 2008).

Consultants

David Phillips and Professor Bruce Chapman (PhillipsKPA Pty Ltd) gave advice to the panel particularly in the areas of institutional and student financing.

Commissioned research

The panel commissioned research on:

Global position of Australian higher education until 2020 – a research-based report on the global positioning of Australian higher education from now until 2020, and the policy implications for Australia.

Professor Simon Marginson, Centre for the Study of Higher Education, University of Melbourne

Institutional revenue streams and cost-revenue dynamics – research and analysis to identify the elements of the internal cost-revenue dynamics of 12 Australian universities and to assess the potential effect of movement in costs or revenue.

PricewaterhouseCoopers

Future demand for higher education – research and analysis on the future demographic demand for higher education to contribute to an informed discussion on the likely quantum and nature of demand for higher education by prospective students over the next decade.

Dr Bob Birrell, Centre for Population and Urban Research, University of Melbourne

Future demand for higher education (demographic and labour market demand) – research and analysis on the future demand for higher education to contribute to an informed discussion on the likely quantum and nature of demand for higher education over the next decade by prospective students and industry.

Access Economics

University student engagement and satisfaction with learning and teaching – this literature review of student engagement and changes in student expectations in the Australian context was provided on a *pro bono* basis.

Professor Geoff Scott, Pro Vice-Chancellor (Quality), University of Western Sydney

Full funding for research – this paper looked at the shift in research co-investment requirements and the effect of current funding arrangements for research.

Dr Thomas Barlow, Thomas Barlow Advisory Services

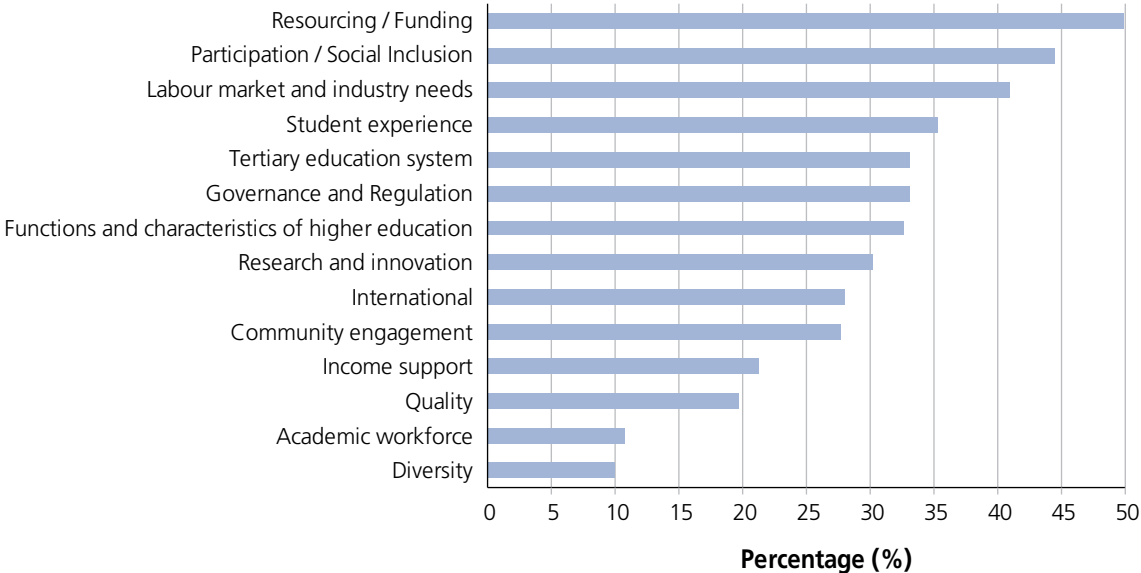
Appendix III. Submissions summary

The *Discussion Paper* elicited more than 350 submissions from individuals and institutions, as well as peak bodies in education, industry and the professions.

The largest percentage of submissions addressed the subject areas of:

- resourcing and funding;
- participation and social inclusion;
- labour market and industry needs; and
- student experience.

Figure 35: Submissions by topic



Source: *Review of Australian Higher Education*

Labour market and industry needs

Submissions identified several impediments to the higher education sector’s ability to innovate in the development of courses and programs. Submissions from both business and industry peak bodies and the higher education sector highlighted the need for information on the future supply of and demand for skills. The lack of information was identified as a key barrier to effective and efficient course and program development.

Higher education providers identified inflexibility in the regulatory and funding regimes as major barriers to course and program innovation. Of particular concern to universities was the perceived barriers to moving Commonwealth supported places between funding clusters and, for non self-accrediting providers, the regulatory burden associated with the accreditation of new courses. The time and cost involved in developing new courses, as well as additional pressure on academic staff, were identified as barriers.

Many submissions emphasised a need for improved communication and collaboration between industry and higher education providers to identify areas of need and develop courses and programs. Business and industry called for greater flexibility and responsiveness in the delivery of courses, for example through short-term courses for upskilling of the existing workforce.

Submissions from business and industry, in particular, discussed the types of skills sought in graduates. Technical skills and generic employability skills (such as communication and language skills) were considered to be of equal importance. Some submissions suggested that many graduates lacked general skills and that greater emphasis was needed in this area in higher education curricula. Coordinated internship programs and increased funding for clinical placements were two suggestions on how to increase such skills.

Higher education's collaboration activities with industry and business were described in many submissions as largely *ad hoc* arrangements. While there was considerable support for a more coordinated national approach to encourage business and industry engagement, submissions did not generally support a central labour force planning model for the allocation of higher education funding.

Participation

A majority of submissions supported a national approach to improving access and success of students from a low socio-economic background and Indigenous participation in higher education. Many respondents suggested national targets should be set and improving participation of these disadvantaged groups should form an integral part of the strategic priorities of higher education providers.

Many submissions suggested that participation of students from a low socio-economic background and Indigenous students would be increased through improved secondary-school outcomes and there was significant support for higher education providers to undertake outreach activities in disadvantaged communities. Many submissions emphasised the importance of raising the aspirations of students at the secondary-school level, particularly for students from families with little or no experience of higher education.

In addition to improving outcomes to enable Indigenous students and students from a low socio-economic background to attend higher education, submissions also stressed that support for such students once they had enrolled in higher education was vital for their retention and success.

Financial hardship was identified as a major barrier to continued participation in higher education. Respondents expressed widespread concern about the income support system, including the age of independence, income and asset tests and the general level of payments. Many submissions suggested payments should be increased to enable students to live above the poverty line. Submissions identified anomalies in the application of the income support system and concerns were expressed about the eligibility criteria for the 'independent living at home' category of Youth Allowance.

Scholarships were considered an important source of financial assistance to students. Suggestions for increased support included expansion and simplification of the current Commonwealth Scholarships program and increasing the number and value of Australian Postgraduate Awards.

A major identified barrier to higher education participation was remoteness. Students who need to move away from home to undertake higher education were identified by submissions as under particular financial pressure and therefore less likely to participate.

The student experience

The student experience was one of the most commonly raised issues in submissions.

Student representative bodies identified a number of factors which they believe adversely affect the student experience. These included financial pressures on students due to the cost of living (particularly accommodation costs) and the expense of textbooks and course materials. The need to meet the costs of study and accommodation was identified as the catalyst for increased hours of paid work. Many submissions acknowledged the benefits for students of undertaking some work during their studies; however, it was suggested that the need to work significant hours each week adversely affected students' performance.

Several submissions highlighted the importance of student welfare and support services and extra-curricular activities. Concern was expressed about the apparent decline of student services and the non-academic aspects of campus life following the introduction of Voluntary Student Unionism. Indigenous centres were considered a vital service and students suggested stabilisation of funding levels and adequate staffing to ensure the continuing provision of services.

Student representative bodies identified accessibility to staff as an important factor in students' learning experience. Submissions suggested that increasing student-staff ratios have led to increased class sizes and staff being less accessible to students outside contact hours. Access to staff was a matter of particular concern for distance and Indigenous students.

Submissions also discussed the role of information and communication technology. While seen as an important adjunct to contact hours and a necessary and useful tool for off-campus students, submissions advocated the use of information and communication technology only as an addition to face-to-face teaching, not as a replacement. Several submissions highlighted the need for effective and reliable information and communication technology infrastructure in higher education institutions, particularly those with regional and multiple campuses.

Indigenous students emphasised the importance of the Indigenous Tutorial Assistance Scheme and called for measures to ensure Indigenous students receive adequate tutorial assistance.

Community Engagement

Response to the issue of community engagement was mixed.

Submissions defined the term 'community engagement' in varying ways. Most definitions suggested that community engagement involved collaborative or two-way relationships with parties external to the higher education provider. Some definitions specified that relationships could be established with community groups, industry, governments and other groups, while others provided a more general definition, suggesting it involved relationships with the host community or region. A number of submissions which sought to define community engagement argued that its purpose was for the mutual benefit of both the provider and the community or group.

Some submissions considered community engagement activities as a natural and integral part of a higher education provider's teaching and research activities. Of these, some considered the level of engagement was an indicator of successful teaching and research.

Alternatively, submissions viewed community engagement as a third and separate core function of higher education. Submissions indicated a perception that most of the higher education providers with specific community engagement programs were those in regional areas and whose local economies depend greatly on their existence. Some submissions emphasised the value of community engagement in the development of each provider's strategic teaching and research priorities.

Opinion differed on whether community engagement should be the basis for a third and separate stream of funding for higher education providers. Of those submissions that supported funding for community engagement activities, some did so on the basis that it was a separate core activity and some stated that higher education's economic and social contribution to regions and communities should be acknowledged through outcomes-based funding. Others supported funding on the basis that community engagement formed an integral part of teaching and research. Submissions that did not support additional funding for such activities suggested that community engagement was a standard element of higher education providers' core activities and as such did not warrant additional financial support.

Role of higher education and VET in tertiary education

Submissions from both vocational education and training providers and higher education providers consistently emphasised the importance of the differing roles and missions of the VET and higher education sectors within tertiary education. VET and higher education were differentiated by submissions on the basis of higher education's emphasis on research and scholarship and VET's emphasis on competency-based assessment.

Most submissions that discussed this issue suggested that better articulation and credit transfer was needed to meet labour market and industry needs (particularly through upskilling and retraining) and to increase participation in higher education. Submissions were generally supportive of a national approach. Articulation from VET to higher education was seen as vital to increasing participation, although several submissions also noted the growing importance of articulation from higher education to VET in order for graduates to gain skills needed in particular workplaces.

Submissions suggested that greater strategic coordination of the VET and higher education sectors was necessary to meet Australia's skills requirements. Several submissions also suggested that economies of scale could be achieved through the sharing of facilities and infrastructure, particularly in regional areas.

Many submissions also discussed the blurring of the boundaries between higher education and VET that had occurred in recent years, particularly at the diploma and advanced diploma levels and through an increase in dual-sector providers. Opinion was divided on whether diploma and advanced diploma qualifications should be classified as higher education courses and funded as such. Some submissions suggested that qualifications were on a continuum and should be funded regardless of the institution in which they are offered, whereas others supported a more distinct institutional boundary between the sectors.

International

In addition to acknowledging the importance of international education as an export industry, a significant number of submissions identified many benefits of internationalisation. They included increases to Australia's skills base, greater global awareness among Australian graduates, increased international research collaboration and improved international business and diplomatic relationships.

The government's role in international education was seen to be primarily one of quality assurance, which was considered vital to the maintenance and continued growth of the industry. Many submissions also discussed the role of government in the promotion and marketing of Australian higher education to potential international students.

Submissions emphasised the importance of attracting to Australia international students undertaking higher degrees by research. Several suggested government scholarships should be introduced or Australian Postgraduate Awards extended to international students to encourage young researchers to Australia.

Submissions highlighted the benefits to Australian students of undertaking part of their study overseas and supported greater financial assistance to students for this purpose. Financial hardship was identified as the main reason students do not take up opportunities to study overseas. This was particularly the case for students from a low socio-economic background or those living away from home. In addition to the costs of travel, submissions indicated that students are deterred by the need to resign from their casual or part-time jobs with no guarantee of employment upon return to Australia.

Resourcing

Funding was the most frequently addressed topic in submissions. There was strong support for an increase in overall funding for the higher education sector.

Funding levels and indexation arrangements were not believed to reflect the real costs faced by universities, particularly salary costs and the costs associated with operating multiple and regional campuses. While submissions acknowledged that a decrease in reliance on government funding as a source of revenue had encouraged universities to become more efficient and innovative in their operations, it was suggested that efficiency gains had been all but exhausted and the sector was now at a tipping point.

Submissions identified several negative unintended consequences of the current higher education funding arrangements. They included increased student-staff ratios, casualisation of the academic workforce, difficulty in attracting and retaining staff and under-investment in infrastructure. Many submissions also expressed concern about cross-subsidisation within universities, particularly the use of international student fees to subsidise the teaching of domestic students and the use of teaching grants to fund research.

Concern was frequently expressed by higher education providers about the number of small funding programs and the negative effects of competitive funding. Submissions described the current multiplicity of funding programs as inefficient, costly and creating additional and unnecessary regulation. There was considerable support for the continuation and extension of formula-driven funding models.

It was generally agreed that current funding arrangements were unsustainable and would not provide Australia's higher education system with the resources needed to remain globally competitive.

Submissions varied in their proposed funding models for higher education. However, there was considerable support among business and industry groups and the higher education sector for a new model to give primacy to demand from students. The main reason for support of a model driven by student demand was to increase flexibility. Current funding arrangements, including volume and price caps for each funding cluster, were considered by higher education providers to be unnecessarily rigid.

Some submissions suggested the removal of price caps for student contributions. Many submissions that took this approach suggested a gradual removal, with careful consideration of the possible price implications of low market competition in some regions.

Of submissions that supported a student-demand-driven or otherwise substantially deregulated funding model, many suggested that the Government should fund areas of national priority or where social or national benefits of particular courses or activities were not reflected in market outcomes. Areas proposed for separate government investment included areas of skills shortage, high-cost courses, and specific funding for increasing the numbers of students from a low socio-economic background and Indigenous participation.

The level and indexation of core funding was a main topic of concern for universities. Many suggested indexation of core funding to the Consumer Price Index or other indices to take into consideration movements in costs, particularly wages. Many suggested a base level of core funding linked to a percentage of Gross Domestic Product or calculated on comparison with competitor nations.

Many universities and private higher education providers expressed concern about anomalies within the current Higher Education Loan Program, such as the availability of FEE-HELP to private higher education providers. A number of private higher education providers advocated that funding should be uniform across the sector through the extension of Commonwealth Supported Places (and HECS-HELP) to their institutions. Several submissions suggested that the current income contingent loans be replaced by a single loan type.

Private higher education providers suggested their contribution to the sector should also be acknowledged through eligibility for infrastructure and other funding pools.

Many submissions advocated the distribution of funding, or a portion of it, based on performance against outcome targets and the provider's mission. Most submissions addressing this issue envisioned that the establishment of targets and missions could be achieved through a compacts process.

National innovation system

Submissions generally supported the current block grant arrangements for research funding and advocated increases to funding levels to cover the full cost of research. Submissions also called for increased research infrastructure funding.

Some submissions supported the concentration of research in a small number of universities, but others suggested that high-quality research should be funded regardless of its location.

Private higher education providers advocated the extension of eligibility for research funding to all higher education providers with research capacity.

Governance and regulation

A major theme of submissions was excessive or inefficient regulation.

Private higher education providers consistently expressed concern regarding the length of time, cost and complexity of course accreditation processes. There was generally considered to be fragmentation and duplication of regulatory and reporting requirements between the states and the Commonwealth. This was of particular concern to dual-sector providers and those operating across several jurisdictions, many of whom expressed concern about inconsistent application of mutual recognition in different states. Many submissions suggested that a clearer definition of the respective roles of the states and Commonwealth was needed.

Private higher education providers argued that current regulatory requirements prevented diversity and innovation in curricula. They highlighted the difficulties in benchmarking proposed new courses against existing courses in self-accrediting institutions.

Submissions from across the higher education sector supported the streamlining of current reporting requirements and accreditation processes, with nationally consistent standards of accreditation and quality assurance applying to all higher education providers. There was considerable support for an independent 'buffer body' to carry out these functions.

Submissions generally did not support the introduction of teaching only universities and were of the view that the term 'university' should only be available to institutions which conduct research. Several submissions supported access to a modified form of university title for self-accrediting institutions which, although having significant scholarship activities, did not meet the research requirements of the National Protocols for a full university title.

The Australian Universities Quality Agency (AUQA) audit process was generally believed to be valuable and useful to higher education providers in improving their quality assurance processes. However, there was support for greater focus on outcomes measures within Australia's quality assurance regime. Many self-accrediting providers believed that, although student satisfaction surveys were useful indicators, the introduction of measurable benchmarks and outcomes would better assist quality improvement.

Concern was expressed regarding the ability of the current Australian Qualifications Framework (AQF) to adapt to new and diverse qualifications and to changes in international standards. Submissions suggested amendments to the AQF to ensure greater clarity and less complexity.

Several submissions also called for review of the *Education Services for Overseas Students (ESOS) Act 2000* and accountability requirements to provide a more coherent regulatory framework.

Appendix IV. Submissions list

Note: These public submissions are listed in alphabetical order. Submissions with multiple authors are listed under the name of the first author. The submissions below are posted on the Review of Australian Higher Education page of the website of the Department of Education, Employment and Workplace Relations. Search by the submission number.

The web address is: www.deewr.gov.au/he_review_submissions

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Association of Consulting Engineers Australia	241
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Australian and New Zealand Association of Theological Schools, The	96
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Australian Collaboration Education Network	302
Australian College of Theology Limited	94
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Australian Council for Educational Research	311
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Australian Council of Deans of Education Inc	250
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Australian Council of Engineering Deans	97
Australian Council of Pro Vice Chancellors and Deans of Health Sciences	276
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Federal Council of the Isolated Children's Parents' Association of Australia	16
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Financial Management Association of Australia	336
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Appendix V. Attendance at consultations

Notes:

1. As not all participants signed the attendance sheets, the lists below are not exhaustive.
2. The panel or its chair also met with various other people during the course of the review including:
Mr Philip Bullock, Chair of Skills Australia;
Mr Phillip Clark AM, Chair of the Higher Education Endowment Fund Advisory Board;
Dr Terry Cutler, Chair of the Review of the National Innovation System; and
Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd.
3. The discussions held in these sessions helped to inform the views of the panel and, while notes were taken, there was no formal record kept of these discussions.

Sydney: 18–20 June 2008

State government representatives

Name	Organisation
Chris Burvill	Department of Education and Training, NSW
Sarah Dudgeon	Department of Education and Training, NSW
Martin Graham	Department of Education and Training, NSW
Megan Jones	Department of Education and Training, NSW
Leslie Loble	Department of Education and Training, NSW
Marie Persson	Department of Education and Training, NSW
Andrew Rolfe	Department of Education and Training, NSW
Graham Wood	Department of Education and Training, NSW

Universities

Name	Institution
Professor Carol Armour	The University of Sydney
Nicola Best	Southern Cross University
Professor Peter Booth	University of Technology, Sydney
Mark Burdack	Charles Sturt University
John Cameron	Australian Catholic University
Professor Stuart Campbell	University of Western Sydney
Margaret Connolly	University of Technology, Sydney
Jason Coombs	University of New South Wales
Professor Greg Craven	Australian Catholic University
Professor Merlin Crossley	The University of Sydney
Professor Stephen Crump	University of Newcastle
Professor Anne Cusick	University of Western Sydney
Professor Mitchell Dean	Macquarie University
Fleur Edwards	Australian Catholic University

Katy Fernandez	The University of Sydney
Victoria Finlay	University of New South Wales
Professor Barry Glover	University of Newcastle
Professor Lyn Gorman	Charles Sturt University
Professor Ian Goulter	Charles Sturt University
Professor Fred Hilmer	University of New South Wales
Damien Israel	University of Wollongong
Professor William MacGillivray	Southern Cross University
Professor Gabrielle McMullen	Australian Catholic University
Professor Ross Milbourne	University of Technology, Sydney
Professor Don Nutbeam	University of Sydney
Chris Patton	University of New England
Professor Alan Pettigrew	University of New England
Professor Jim Piper	Macquarie University
Professor Janice Reid	University of Western Sydney
Adrian Robinson	University of New England
Professor Steven Schwartz	Macquarie University
Professor Geoff Scott	University of Western Sydney
Colin Sharp	Charles Sturt University
Aden Steinke	University of Wollongong
Professor Gerard Sutton	University of Wollongong
Dr Peter Tannock	University of Notre Dame Australia
Caroline Trotman	University of Technology, Sydney
Eve Woodberry	University of New England

Peak bodies

Name	Organisation
Peter Burn	Australian Industry Group
Alan Finch	Council of Private Higher Education Inc
The Hon Patricia Forsyth	Sydney Chamber of Commerce
Megan Lilly	Australian Industry Group
Kara Martin	Council of Private Higher Education Inc
Adrian McComb	Council of Private Higher Education Inc
Dr Brian Millis	Council of Private Higher Education Inc
Kathy Rankin	NSW Business Chamber

Student associations

Name	Organisation
Phuong Au	Arc Representative Council, UNSW
Elise Auriac	QUT Student Guild
Kate Barnsley	Sydney University Postgraduate Representative Association
David Barrow	National Union of Students
Phil Betts	Macquarie University Postgraduate Representative Association
Michael Bonning	Australian Medical Students Association

Kobie Howe	University of Canberra Students Association
Kate Laing	University of Sydney SRC
Beth Maloney	Newcastle University Students Association
Angus McFarland	National Union of Students
Eric Pang	National Liaison Committee
Jamila Rizvi	ANU Students Association

Professional bodies

Name	Organisation
Professor Ken Buckle	Australian Institute of Food Science and Technology
Jim Callan	Australian Market and Social Research Society
Dr Maria Craig	Australasian Paediatric Endocrine Group
Helga Diamond	Advertising Federation of Australia
Dr Sharyn Eaton	Chiropractors' Association of Australia (National)
Ruth Ferra	Taxation Institute of Australia
Annie Gibbins	Australian Orthopaedic Association
Liz Hammer	National Herbalists Association of Australia
Dr Dennis Mather	Australian Institute of Nuclear Science and Engineering
Dennis Sligar	Royal Australia & NZ College of Ophthalmology for Eye Surgeons
Maria Spies	Institute of Internal Auditors

Private providers

Name	Institution
Helen Batey	Blue Mountains Hotel School
Guy Bentley	Blue Mountains Hotel School
Jenny Bridge	Australian Institute of Music
Dr George Brown	Think: Colleges Pty Ltd
Rev Dr Peter Carblis	Tabor College NSW
Dr Maggie Christensen	Nature Care College
Dr John Cox	Avondale College
Andrew Dawkins	Sydney Institute of Business Technology
Adrian Deans	College of Law
Dr Scott Dickson	Australian College of Physical Education
James Fitzgibbon	Tabor College NSW
Rev Dr John Fleming	Campion College
Gary Greig	Australian College of Applied Psychology
Dr Phil Hamdorf	Australian College of Physical Education
Tony Heywood	Campion College
Alan Hohne	Moore Theological College
Jonathon Howe	Raffles College of Design and Commerce
Bruce Hunter	Australian Film Television and Radio School
Sonia Jeffars	Sydney Institute of Business Technology
Professor Zbys Klich	SAE Institute
James Langridge	ITC Education Ltd

Dr Raffaele Marcellino	Australian Institute of Music
George Markakis	JMC Academy
Matthew Mellsop	Australian College of Applied Psychology
Ass. Professor Gerard Moore	Sydney College of Divinity
Jane Mourao	Raffles College of Design and Commerce
Janet Olliver	Think: Colleges Pty Ltd
Peter Ryan	SAE Institute
The Rev. Dr Bill Salier	Moore Theological College
Dr Diane Speed	Sydney College of Divinity
Ian Tobin	ITC Education Ltd
Robyn Tudor	JMC Academy
Ian Tudor	Whitehouse Institute of Design, Australia
Dr Ken Wade	Australian College of Theology
Dr Vivienne Watts	Avondale College

Melbourne: 23–25 June 2008, 16 July 2008

State government representatives

Name	Organisation
The Hon Jacinta Allan, MP	Minister for Skills and Workforce Participation, Victoria
Philip Clarke	Skills Victoria, Dept Innovation, Industry & Regional Development
Professor Peter Dawkins	Department of Education and Early Childhood Education, Victoria
Sandy Forbes	Department of Planning and Community Development, Victoria
Katy Haire	Department of Premier and Cabinet, Victoria
Rick Johnson	Department of Treasury and Finance, Victoria
Steve Kozel	Department of Human Services, Victoria
Kim Little	Department of Premier and Cabinet, Victoria
George McLean	Department of Education and Early Childhood Education, Victoria
Howard Ronaldson	Dept of Innovation, Industry and Regional Development, Victoria
Brendan Sheehan	Dept of Innovation, Industry and Regional Development, Victoria
Kim Sykes	Department of Human Services, Victoria

Universities

Name	Institution
Professor Jim Barber	RMIT University
Professor David Battersby	University of Ballarat
Michael Beaton-Wells	The University of Melbourne
Professor Mary Ann Bin-Sallik	Charles Darwin University
Professor Tim Brown	La Trobe University
Dr Rob Brown	Victoria University
Professor Richard Carter	Victoria University
Professor Ian Chubb	Australian National University
Professor Paul Clark	Southern Cross University, Universities Australia
Professor Peter Coaldrake	Queensland University of Technology, Universities Australia

Professor Edwina Cornish	Monash University
Joseph Costigan	Open Universities Australia
Professor Kerry Cox	Edith Cowan University
Professor Glyn Davis	University of Melbourne
Professor David de Vaus	La Trobe University
Professor Marcia Devlin	Deakin University
Professor Susan Elliott	University of Melbourne
Michael Gallagher	Group of Eight
Professor Margaret Gardner	RMIT University
Professor Helen Garnett	Charles Darwin University, Universities Australia
Graeme Gower	Edith Cowan University
Stuart Hamilton	Open Universities Australia
Dr Rebecca Harris	Universities Australia
Professor Richard Henry	University of New South Wales
Darren Holland	University of Ballarat
Conor King	Victoria University
Professor Richard Larkins	Monash University, Universities Australia
Professor Daryl Le Grew	University of Tasmania, Universities Australia
Professor Garry Marchant	Bond University
Ian Marshman	University of Melbourne
Lin Martin	Deakin University
Professor Fred McDougall	The University of Adelaide
Jill Milroy	University of Western Australia,
Andrew Norton	The University of Melbourne
Professor Stephen Parker	University of Canberra
David Pitt	Monash University
Professor Belinda Probert	La Trobe University
Professor Boni Robertson	Griffith University
Professor Wayne Robinson	University of Ballarat
Professor Alan Robson	The University of Western Australia
Peter Rodely	Universities Australia
Professor John Rosenberg	Deakin University
Valerie Runyan	University of Ballarat
Gary Shipp	Charles Sturt University
Professor Adam Shoemaker	Monash University
Fiona Simpson	Open Universities Australia
Andrew Simpson	Deakin University
Dr Michael Spence	The University of Sydney
Professor Hal Swerissen	La Trobe University
Professor Roger Thomas	University of Adelaide
Professor Paul Thomas	University of the Sunshine Coast
Professor Sally Walker	Deakin University
Dr Julie Wells	RMIT University
Professor Sue Willis	Monash University

Dr Glenn Withers	Universities Australia
Professor Ian Young	Swinburne University of Technology

Peak bodies

Name	Organisation
John Van Beveren	Australian Council for Private Education and Training
Professor Mary Ann Bin-Sallik	Indigenous Higher Education Advisory Council
Neil Edwards	Australian Council for Private Education and Training
Patrick Coleman	Business Council of Australia
Graeme Gower	Indigenous Higher Education Advisory Council
Jenny Hayes	Australian Council for Private Education and Training
Professor Jeannie Herbert	Indigenous Higher Education Advisory Council
Paul Large	Indigenous Higher Education Advisory Council
Jill Milroy	Indigenous Higher Education Advisory Council
Professor Boni Robertson	Indigenous Higher Education Advisory Council
Professor Mark Rose	Indigenous Higher Education Advisory Council
Gary Shipp	Indigenous Higher Education Advisory Council
Andrew Smith	Australian Council for Private Education and Training
Professor Roger Thomas	Indigenous Higher Education Advisory Council
Dr Maggie Walter	Indigenous Higher Education Advisory Council

Student associations

Name	Organisation
Peter Boyle	La Trobe University Students Representative Association
Libby Buckingham	University of Melbourne Student Union
Caspar Cumming	Swinburne Student Union
Nadike Edirisinghe	Victoria University Students Association
Cayla Edwards	Deakin University Student Association
Lavina Emmett-Grey	Adelaide University Union
Anthony Fricker	Monash Postgraduate Association
Graham Hastings	National Union of Students
Mathew Hilakari	Monash Student Association
Tom Morgan	Swinburne Student Union
Katherine Nix	Bendigo Student Association
Nigel Palmer	Council of Australian Postgraduate Associations
Joseph Provenzano	Flinders University Postgraduate Student Society
Leslie Anne Schmidt	Monash University Gippsland Student Union
Lachie Slade	Wodonga Student Association
Sharon Smith	National Union of Students
Rob Stephenson	Bendigo Student Association
Collette Swindells	Curtin Student Guild
Michelle Tatyzo	Flinders University Student Council
Tony Williams	University of Melbourne Postgraduate Association

Vocational education and training providers

Name	Institution
Maxine Degraaff	Gippsland TAFE
Mary Favaone	Holmesglen Institute of TAFE
Neil Fernandes	Central TAFE Perth
Louise Palmer	Swinburne University of Technology
Martin Riordan	TAFE Directors Australia
Christine Robertson	RMIT University
V Simmons	Chisholm Institute of TAFE
Greg Waddell	Kangan Batman Institute of TAFE
David Williams	Victorian TAFE Association
Susan Young	Victoria University

Professional associations

Name	Organisation
Joy Acquaro	Law Institute of Victoria
Caroline Armstrong	CPA Australia Ltd
Marie Atherton	Speech Pathology Australia
Emile Badawy	Australian Institute of Radiography
Richard Blythe	Royal Australian Institute of Architects
Peter Chaffey	Office of Knowledge Capital, Melbourne City Council
David Collier	Australian Institute of Radiography
Tricia Hughes	Australian Association of Massage Therapists
Carolyn Hughes	Australian Institute of Refrigeration Air Conditioning and Heating
Bo Li	The Australian Psychological Society
Professor Lyn Littlefield	The Australian Psychological Society
Julie McCormack	Law Institute of Victoria
Dr Mel Miller	Royal Australasian College of Physicians
Dorothy Morgan	National Institute of Accountants
Michael Nazzari	The Institute of Chartered Accountants
Leanne Percy	Australian Institute of Management
Ian D Rae	Royal Australian Chemical Institute
Helen Steel	Office of Knowledge Capital, Melbourne City Council
Spero Tsindos	Australian Naturopathic Practitioners Association
Dr Peter White	Royal Australian and New Zealand College of Obstetricians

Private providers

Name	Institution
Elizabeth Anderson	Melbourne College of Divinity
Dr Paul Beirne	Melbourne College of Divinity
Assoc Professor Meeuwis Boelen	Northern Melbourne Institute of TAFE
Dr Coral Brown	Cairnmillar Institute
Jennifer Burrows	Box Hill Institute
Professor Peter Carpenter	Melbourne College of Divinity
Dr Angelo Cettolin	Harvest Bible College
Prof. Nicodemos Charalambous	Oceania Polytechnic Institute of Education
Robert Close	Melbourne Institute of Business and Technology
Dr Greg Cusack	Monash College
Rev Dr John Capper	Tabor Victoria
Dr John Duncan	Melbourne Institute of Business and Technology
Mary Faraone	Holmesglen Institute of TAFE
Tony Hudson	Marcus Oldham College
Dr Ern Knoop	Australian Guild of Music Education
Dr Warren Lett	The Melbourne Institute for Experiential Creative Arts Therapy
Vanessa Los	William Angliss Institute of TAFE
Bruce MacKenzie	Holmesglen Institute of TAFE
John Miles	Marcus Oldham College
Jo Mithen	Monash College
Stephen Nagle	Holmes Institute
Bernadette Norton	Australian Guild of Music Education
Jennifer Oliver	Box Hill Institute
Rev Dr Frank Rees	Melbourne College of Divinity
Dr Peter Schmidt	Holmes Institute
Professor Raymond Stebbins	Australian Academy of Design
Dr Robert Treseder	Australian Academy of Design

Perth: 3–4 July 2008

State government representatives

Name	Organisation
The Hon Mark Gowan, MLA	Minister for Education and Training, WA
David Lloyd	Department of Education Services, WA
Alan Marshall	Department of Education Services, WA
Robert Player	Department of Education Services, WA
Richard Strickland	Department of Education Services, WA
Terry Werner	Department of Education Services, WA

Universities

Name	Institution
Les Ammon	Curtin University of Technology
Ian Callahan	Murdoch University
Prof. Brenda Cherednichenko	Edith Cowan University
Professor Kerry Cox	Edith Cowan University
Peter Curtis	The University of Western Australia
Professor Jane den Hollander	Curtin University of Technology
Professor John Finlay-Jones	Edith Cowan University
Peter Glasson	University of Notre Dame Australia
Professor Celia Hammond	University of Notre Dame Australia
Rob McCormack	The University of Western Australia
Professor Mark McKenna	University of Notre Dame Australia
Gaye McMath	The University of Western Australia
Professor Arshad Omari	Edith Cowan University
John Pike	Murdoch University
Professor Robyn Quin	Curtin University of Technology
Professor Jim Reynoldson	Murdoch University
Professor Margaret Seares	The University of Western Australia
Dr Peter Tannock	University of Notre Dame Australia
Professor Jan Thomas	Murdoch University
Dr Melinda Thompson	Curtin University of Technology

Peak bodies and professional associations

Name	Organisation
Paul Flatau	Murdoch Business School
Anne Griffiths	Australian Chamber of Commerce and Industry
Janis Lake	Engineers Australia
Tony Noonan	MacMahon Contractors
Laura Price	Australian Chamber of Commerce and Industry
Sandra Robinson	Skills Strategies International
Don Sanders	Australian Petroleum Production and Exploration Association
Sean Wrigley	Australian Chamber of Commerce and Industry

Student associations

Name	Organisation
Nik Barron	UWA Student Guild
Gina Barron	UWA Student Guild
Paul Buisse	National Australian Pharmacy Students Association
Shane Cucow	ECU Student Guild
James Henderson	Notre Dame Student Association
Manish Jhowry	Curtin International Students
Magdeline Lum	Murdoch Postgraduate Students Association

Amy McAlpine	ECU Postgraduate Students Association
Clare Middlemas	Murdoch Student Guild
Gillianne Nichol	Murdoch University regional representative
Eden Ridgeway	National Union of Students
Glen Stasiuk	Murdoch University Indigenous rep
Collette Swindells	Curtin Student Guild

Vocational education and training and private providers

Name	Institution
Lynette Farrell	Swan TAFE
Kim Wood	Swan TAFE
Andrew Crevald	Perth Institute of Business and Technology
Lina Ridley	Perth Institute of Business and Technology
Dr Maria Fiocco	Curtin International College

Brisbane: 7 July 2008

State government representatives

Name	Organisation
The Hon Rodney Welford, MP	Minister for Education and Training and Minister for the Arts
Ian Hawke	Department of Education, Training and the Arts, Qld
Ian Kimber	Office of Higher Education Qld
Linda Schlanger	Department of Education, Training and the Arts, Qld
Dick Steel	Department of Primary Industries and Fisheries, Qld
Greg Thurlow	Office of Higher Education, Qld
Carol Webb	TAFE Queensland
Karen Wharton	Department of Tourism, Regional Development and Industry, Qld

Universities

Name	Institution
Professor Graham Baker	University of Southern Queensland
John Clarke	University of Southern Queensland
Professor Peter Coaldrake	Queensland University of Technology
Rennie Fritschy	Central Queensland University
Professor David Gardiner	Queensland University of Technology
Professor Debra Henly	Bond University
Professor Greg Hill	University of the Sunshine Coast
Professor Michael Keniger	The University of Queensland
Professor Jennelle Kyd	Central Queensland University
Margaret Lavery	The University of Queensland
Professor Alan Lawson	The University of Queensland
Professor Lynne Hunt	University of Southern Queensland
Professor Garry Marchant	Bond University

Colin McAndrew	Griffith University
Professor Marilyn McMeniman	Griffith University
Dr Gavin Moodie	Griffith University
Professor Raoul Mortley	Bond University
Mark Nugent	University of the Sunshine Coast
Professor Ned Pankhurst	Griffith University
Lindsay Parker	The University of Queensland
Dr Neil Peach	University of Southern Queensland
Professor Arun Sharma	Queensland University of Technology
Scott Sheppard	Queensland University of Technology
Professor Rod Simpson	University of the Sunshine Coast
Professor Robert Stable	Bond University
Dr Lawrence Stedman	Queensland University of Technology
Peter Sullivan	University of the Sunshine Coast
Jim Tolhurst	Central Queensland University
Ken Window	Central Queensland University

Peak bodies

Name	Organisation
Professor John Hay	Australian Learning and Teaching Council
Professor Richard Johnstone	Australian Learning and Teaching Council

Vocational education and training and private providers

Name	Institution
Dr Les Ball	Brisbane College of Theology
Linda Brown	Metropolitan South Institute of TAFE
Dr Terry Clark	Southbank Institute of Technology
Faye Crane	Christian Heritage College
Mike Diezmann	Brisbane North Institute of TAFE
John Feenie	Australian College of Natural Medicine & College of Natural Beauty
Cameron Lloyd	Shafston Institute of Technology
Dr Brian Millis	Christian Heritage College
Ann Poiner	Queensland Institute of Business and Technology
Mark Shoring	Australian College of Natural Medicine & College of Natural Beauty
Heather Tinsley	Queensland Institute of Business and Technology
Robyn Tyler	Southbank Institute of Technology

Darwin: 8 July 2008

Universities

Name	Institution
Claire Baxter	Charles Darwin University
Dr Sharon Chirgwin	Batchelor Institute of Indigenous Tertiary Education
Professor Joe Fraser	Batchelor Institute of Indigenous Tertiary Education
Peter Garrigan	Batchelor Institute of Indigenous Tertiary Education
Professor Jeannie Herbert	Batchelor Institute of Indigenous Tertiary Education
Martin Heskins	Batchelor Institute of Indigenous Tertiary Education
Graham Pegg	Charles Darwin University
Professor Adrian Walter	Charles Darwin University
Professor Bob Wassen	Charles Darwin University

Territory government representatives

Name	Organisation
Margaret Banks	Department of Employment, Education and Training, NT
Ken Davies	Department of Employment, Education and Training, NT
John Hassed	Department of Employment, Education and Training, NT
Kim Jenkinson	Department of Employment, Education and Training, NT

Adelaide: 15 July 2008

State government representatives

Name	Organisation
The Hon Dr J. Lomax Smith, MP	Minister for Education, SA
Jan Andrews	Department of Education and Children's Services, SA
Elaine Bensted	Dept of Further Education, Employment, Science & Technology, SA
Brian Cunningham	Dept of Further Education, Employment, Science & Technology, SA
Craig Fowler	Dept of Further Education, Employment, Science & Technology, SA
Jo Hoiles	Department of Health, SA
Dr Sophia Matiasz	Dept of Further Education, Employment, Science & Technology, SA
Dr Susie O'Connor	Department of Premier and Cabinet, SA
Robyn Parkes	Department of Health, SA
Richard Symonds	Dept of Further Education, Employment, Science & Technology, SA
Rosemary Whitten	Department for Families and Communities, SA

Universities

Name	Institution
Professor Mike Brooks	The University of Adelaide
Paul Duldig	The University of Adelaide
Professor Dean Forbes	Flinders University
Professor TK Lim	Carnegie Mellon University

Hayden MacGinnes	Carnegie Mellon University
Professor Caroline McMillen	University of South Australia
Professor James McWha	The University of Adelaide
Karyn Moore	Carnegie Mellon University
Dr Sally Nimon	University of South Australia
Professor Andrew Parkin	Flinders University
Peter Prest	University of South Australia
Professor Rick Russell	The University of Adelaide
Professor Hilary Winchester	University of South Australia

Vocational education and training and private providers

Name	Institution
Sally Dukic	Adelaide Central School of Art
Ursula Franck	Australian Lutheran College
Dr Stephen Haar	Australian Lutheran College
Peter Miller	Navitas, South Australia
Dr Don Owers	Tabor College Adelaide
Malcolm Raedel	Navitas, South Australia
Dr Stephen Spence	Tabor College Adelaide
Associate Professor Rod Taylor	Adelaide Central School of Art

Hobart: 17 July 2008

State government representatives

Name	Organisation
Mike Brough	Skills Tasmania
Rob Dobson	Skills Tasmania
Terry Macarthur	Department of Premier and Cabinet, Tasmania
John Smyth	Department of Education, Tasmania
Keith Thompson	Skills Tasmania
Rob Thompson	Department of Education, Tasmania

Universities

Name	Institution
Paul Barnett	University of Tasmania
Professor Gail Hart	University of Tasmania
Professor Daryl Le Grew	University of Tasmania
Aileen Lyle	Tabor College Tasmania
John Morse	Tabor College Tasmania
Professor Malek Pourzanjani	University of Tasmania

Canberra: 24–25 July 2008

Territory government representatives

Name	Organisation
Andrew Barr, MLA	Minister for Education and Training
Ross Hughes	ACT Department of Education and Training

Universities

Name	Institution
David Akers	The Australian National University
Andrew Bailey	University of Canberra
Professor Michael Barber	Flinders University
Professor George Cho	University of Canberra
Professor Ian Chubb	The Australian National University
Professor Peter Coaldrake	Queensland University of Technology
Lenore Cooper	Innovative Research Universities Australia
Professor Elizabeth Deane	The Australian National University
Professor Margaret Gardner	RMIT University
Professor Sandra Harding	James Cook University
Professor Paul Johnson	La Trobe University
Professor Carole Kayrooz	University of Canberra
Professor Peter Lee	University of South Australia
Professor Ross Milbourne	University of Technology, Sydney
Professor Ian O'Connor	Griffith University
Anne Randell	Innovative Research Universities Australia
Professor Nick Saunders	University of Newcastle
Vicki Thompson	Australian Technology Network
Professor John Yovich	Murdoch University

Peak bodies

Name	Organisation
Mary Hicks	Australian Chamber of Commerce and Industry
Caroline Ostrowski	Association of Consulting Engineers Australia
Dr David Woodhouse	Australian Universities Quality Agency

Student associations

Name	Organisation
Graham Hastings	National Union of Students
Liz Larbalestier	National Union of Students
Angus McFarland	National Union of Students
Lucy Saunders	National Union of Students
Sheena Watt	National Union of Students

Professional bodies

Name	Organisation
Maurice Allen	Engineers Australia
Kandie Allen-Kelly	Australian Association of Social Workers
Ian Argall	Australian Higher Education Industrial Association
Emeritus Professor Alan Bradley	Engineers Australia
Dr John Aspley Davis	ACT Veterinary Sciences Board
Dr John Bell	Australian Academy of Technological Sciences and Engineering
Levinia Crooks	Australasian Society for HIV Medicine
Dr Kevin Doyle	ACT Veterinary Association
Malcolm Farrow	Professions Australia
Christine Harding	Architects Accreditation Council of Australia
Dr Lindsay Heywood	National Accreditation Authority for Translators and Interpreters
Sue Hutley	Australian Library and Information Service
Andrew McCredie	Australian Services Roundtable
Professor Ross Milbourne	Australian Higher Education Industrial Association
Robin Parisotto	Australian Pharmacy Council
Belinda Russell	Australian Medical Association
Terry Sanders	Australian Institute of Quantity Surveyors
Professor Dick Smallwood	Australian Medical Council
Leanne Wells	Australian General Practice Network
Rachel Yates	Australian General Practice Network

Vocational education and training providers

Name	Institution
Deb Daly	TAFE Directors Australia
Martha Kinsman	TAFE Directors Australia
Kaye O'Hara	Canberra Institute of Technology
Martin Riordan	TAFE Directors Australia

Townsville: 28 July 2008

Name	Organisation
John Bearne	Townsville Enterprise
Tricia Brand	James Cook University
Professor Chris Cocklin	James Cook University
Trevor Cowling	Roberts Nehmer McKee
Dr Felicity Croker	Northern Area Health Service
Robyn Dyer	Great Barrier Reef Institute of TAFE
Professor Sandra Harding	James Cook University
Peter Mellor	Department of Tourism, Regional Development and Industry
Dr Ian Poiner	Australian Institute of Marine Science
Don Pollock	North Queensland Area Consultative Committee

Kiel Shuttleworth	James Cook University Student Association
Professor Ian Wronski	James Cook University

Albury/Wodonga: 7 August 2008

Name	Organisation
Graham Allan	Bendigo Health
Stuart Baker	Albury City Council
Dr Craig Beverly	Department of Primary Industries
Jack Chubb	Murray Catchment Management Authority
Sue Clarke	Primary Care Partnership, Loddon
Dr Lin Crase	La Trobe University
Ian Crossley	Albury High School
David Ensor	La Trobe University
Professor David Finlay	La Trobe University
Dr Arthur Fraunfelder	Hume Animal Hospital
Professor Ben Gawne	Murray Darling Freshwater Research Centre
Professor Ian Goulter	Charles Sturt University
Peter Harper	Border Dental Study Group
Professor Terry Hillman	Regional Advisory Board Wodonga
Professor Paul Johnson	La Trobe University
David Jones	City of Greater Bendigo
Angela Killingsworth	Catholic College Wodonga
Tony Kolbe	Centre for Public Health
Bob Laing	City of Greater Shepparton
Professor Lorraine Ling	La Trobe University
Robert Logan	Riverina Institute of TAFE
Melissa Lucus	Albury Base Hospital
Professor John Martin	La Trobe University
Virginia Mitsch	South West Brain Injury Rehabilitation Service
Peter O'Neill	Trinity Anglican College
Fabian Reid	Regional Advisory Board Bendigo
John Riddiford	North East Catchment Management Authority
Peter Ryan	Goulburn Ovens Institute of TAFE
Andrew Saxby	Hume Building Society
Brian Smith	Wodonga Institute of TAFE
Joy Stocker	Riverina Institute of TAFE
Lynda Summers	Murray Regional Development Board
Professor Hal Swerissen	La Trobe University
Professor Gail Whiteford	Charles Sturt University

Appendix VI. National Protocols

Requirements for approval and accreditation under the National Protocols for Higher Education Approval Processes

Under the National Protocols there are five separate Protocols that set out nationally agreed criteria and processes for higher education approvals as follows:

- Protocol A relates to all higher education institutions;
- Protocol B relates to the registration of non self-accrediting higher education institutions and the accreditation of their higher education course/s;
- Protocol C relates to awarding self-accrediting authority to higher education institutions other than universities;
- Protocol D relates to establishing Australian universities; and
- Protocol E relates to overseas higher education institutions seeking to operate in Australia.

Protocol A – All higher education institutions

An institution involved in Australian higher education delivery must meet the following criteria:

- A1.** is a legal entity which has been established or recognised by or under an Australian legislative instrument;
- A2.** contributes to the goals of higher education in Australia as set out in the Part 1 (Introduction) of the National Protocols;
- A3.** has a clearly articulated higher education purpose that includes a commitment to and support for free intellectual inquiry in the institution's academic endeavours;
- A4.** delivers teaching and learning that engage with advanced knowledge and inquiry;
- A5.** has governance arrangements, quality assurance processes and a staffing profile appropriate to its goals and academic purposes;
- A6.** has sound financial and business management practices and sufficient financial and other resources to sustain the delivery of the institution's programs into the future;
- A7.** where it offers Australian higher education qualifications, complies with the AQF higher education titles and descriptors;
- A8.** its academic staff are active in scholarship that informs their teaching, and are active in research when engaged in research student supervision;
- A9.** provides sufficient support and infrastructure for effective student learning;
- A10.** provides for protection of students in the event of closure of the entity or any of its courses.

Protocol B – Non self-accrediting higher education institutions

In addition to meeting the nationally agreed general criteria for higher education delivery in Protocol A, a non self-accrediting higher education institution will meet the following criterion:

- B1.** has delivery arrangements, including matters of institutional governance, facilities, staffing and student services, that are appropriate to higher education and enable successful delivery of the course/s to achieve outcomes at the level proposed.

In addition to meeting the nationally agreed general criteria for higher education delivery in Protocol A, a higher education course delivered by a non self-accrediting institution will meet the following criterion:

- B2.** is comparable in requirements and learning outcomes to a course at the same level in a similar field at Australian universities.

Protocol C – Self-accrediting authority

In addition to meeting the nationally agreed general criteria for higher education delivery in Protocol A, a higher education institution with self-accrediting authority will meet the following criteria:

- C1.** demonstrates effectiveness and equivalence to existing Australian self-accrediting higher education institutions in:
 - governance and decision-making;
 - teaching, learning, scholarship and, if relevant, research;
 - compliance with the National Protocols;
- C2.** has effective and comprehensive structures and processes to set standards for AQF qualifications equivalent to Australian and, where relevant, international standards;
- C3.** has quality assurance processes and systems consistent with those in existing Australian institutions with self-accrediting authority;
- C4.** demonstrates commitment to quality assurance and continuous quality improvement in the provision of higher education, including arrangements for external benchmarking of teaching and learning and underpinning quality systems.

Protocol D – Australian universities

In addition to meeting the nationally agreed general criteria for higher education delivery in Protocol A, an Australian university will meet the following criteria:

- D1.** demonstrates a culture of sustained scholarship which informs teaching and learning in all fields in which courses are offered;
- D2.** undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those fields in which Research Masters and PhDs or equivalent Research Doctorates are offered;
- D3.** demonstrates commitment of teachers, researchers, course designers and assessors to free inquiry and the systematic advancement of knowledge;
- D4.** demonstrates governance, procedural rules, organisational structure, admission policies, financial arrangements and quality assurance processes which are underpinned by the values and goals of universities and which ensure the integrity of the institution's academic programs.

In addition:

- Institutions with an unmodified university title will:
 - D5.** deliver AQF higher education qualifications across a range of broad fields of study (including Research Masters and PhDs or equivalent Research Doctorates in at least three broad fields of study) and sets standards for those qualifications which are equivalent to Australian and international standards.
- Institutions with a university college title will meet the following criterion at the point of establishment and build towards meeting criterion D5 for operating with an unmodified university title no more than five years after that:
 - D6.** delivers AQF higher education qualifications across a range of broad fields of study (including up to Masters coursework degrees in at least three broad fields of study and Research Masters and PhDs or equivalent Research Doctorates in at least one broad field of study) and sets standards for those qualifications which are equivalent to Australian and international standards.
- Institutions with a specialised university title will:
 - D7.** deliver AQF higher education qualifications (including Research Masters and PhDs or equivalent Research Doctorates) in one or two broad fields of study only and sets standards for those qualifications which are equivalent to Australian and international standards.

Protocol E – Overseas higher education institutions

In addition to meeting the nationally agreed general criteria for higher education delivery in Protocol A, an overseas higher education institution will meet the following criteria to gain approval to operate in Australia:

- E1.** is legally established in one or more overseas countries;
- E2.** demonstrates that the institution and the courses to be offered are of an appropriate standard and standing;
- E3.** offers courses that have been properly accredited either through appropriate, authorised self accreditation or by an overseas accreditation authority that, in the opinion of the Australian jurisdiction's decision-maker, has appropriate standing and authority;
- E4.** has arrangements for delivery within Australia, including the arrangements for academic oversight and quality assurance proposed by the overseas institution, that are at least comparable to those of equivalent Australian higher education institutions;
- E5.** if it has local partners or agents, they have appropriate standing;
- E6.** has appropriate financial and other arrangements to permit the successful delivery of the course/s in Australia.

Definitions

Research comprises creative work and artistic endeavours undertaken systematically in order to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications. Research is characterised by originality and includes creative activity and performance. It has investigation as a primary

objective, the outcome of which is new knowledge, with or without a specific practical application, or new or improved materials, products, devices, processes or services. Research ends when work is no longer primarily investigative.

There are three broad types of research activity:

- Basic research is experimental and theoretical work undertaken primarily to acquire new knowledge without a specific application in view. It consists of pure basic research which is work undertaken to acquire new knowledge without looking for long term benefits other than advancement of knowledge and strategic basic research which is work directed into specific broad areas in the expectation of useful discoveries thus providing the broad base of knowledge necessary for the solution of recognised practical problems.
- Applied research is original work undertaken primarily to acquire new knowledge with a specific application in view. It is undertaken either to determine possible uses for the findings of basic research or to determine new ways of achieving some specific and predetermined objectives.
- Experimental development is systematic work, using existing knowledge gained from research or practical experience that is directed to producing new materials, products or devices, to installing new processes, systems and services, or to improving substantially those already produced or installed.

Scholarship in relation to learning and teaching involves:

- demonstrating current subject knowledge and an ongoing intellectual engagement in primary and allied disciplines, and their theoretical underpinnings;
- keeping abreast of the literature and new research, including by interaction with peers, and using that knowledge to inform learning and teaching;
- encouraging students to be critical, creative thinkers and enhancing teaching understanding through interaction with students;
- engaging in relevant professional practice where appropriate to the discipline;
- being informed about the literature of learning and teaching in relevant disciplines and being committed to ongoing development of teaching practice; and
- focusing on the learning outcomes of students.

Appendix VII. Income support programs

Table 15: Characteristics of student income support programs, 2008

Characteristics	Youth Allowance (students)	Youth Allowance (other)	Austudy	ABSTUDY
Maximum benefit	\$355.40 per fortnight (16-24 years, away from home) \$465 per fortnight (Single with children)	\$355.40 per fortnight (16-24 years, away from home) \$465 per fortnight (Single with children)	\$355.40 per fortnight (single) \$465 per fortnight (Single with children) \$390 per fortnight (partnered with children)	\$394.40 per fortnight (partnered with children) \$472.80 (partnered no children)
Age criterion	16-24	16-20	25+	21+
Eligibility conditions	Full time Education, Training or apprenticeship studies, also can be awarded to masters by coursework students	Part-time study Engaged in job search Other workforce participation	Full time Education, training or apprenticeship, Masters by coursework students	Full-time education, training or apprenticeship Indigenous Australian
Means tested	Parental Income Threshold (PIT), the family assets test and the Family Actual Means Test, Assets must be less than \$547,000 Personal income threshold	Parental Income Threshold (PIT), the family assets test and the Family Actual Means Test Assets must be less than \$547,000 Personal income threshold	Personal income threshold only Student Income Bank assists student to accumulate shortfalls in income earned against future earnings which may exceed the weekly threshold	Parental Income Threshold (PIT), the family assets test and the Family Actual Means Test
Independence criterion	Age 25 or demonstrated independence through family circumstances or earnings over 18-month period	Age 25 or demonstrated independence through family circumstances or earnings over 18-month period	Automatic because of age of eligibility	Age 25 or demonstrated independence through family circumstances or employment or earnings over 18-month period
Allowed earnings	\$236 per fortnight	\$236 per fortnight	\$236 per fortnight	\$236 per fortnight

Characteristics	Youth Allowance (students)	Youth Allowance (other)	Austudy	ABSTUDY
Indexation of payments	Consumer Price Index (CPI)	0 since 1993	CPI	CPI
Indexation	Parental Income Threshold is indexed by Consumer Price Index annually. The base was last reviewed In 1993		Personal income threshold not indexed since 1993	PIT is indexed by CPI annually. The base was last reviewed in 1993
How and when PIT last indexed	Parental Income Threshold is indexed by Consumer Price Index annually. The base was last reviewed In 1993		Personal income threshold not indexed since 1993	PIT is indexed by CPI annually. The base was last reviewed in 1993
Other benefits	Rent assistance based on circumstances Health care card Fares allowance Remote area allowance Advance payments	Rent assistance based on circumstances Health care card Fares allowance Remote area allowance Advance payments	Rent assistance based on circumstances Health care card Fares allowance Remote area allowance Advance payments	Rent assistance, Remote area allowance, Pharmaceutical allowance, Crisis and bereavement payments, Pensioner Education Supplement, travel expenses Incidentals allowance

Appendix VIII. Income support – indicative costs

Table 16: Estimated costings of suggested income support changes

Option	Description	Estimated cost over 4 years	Estimated customer impact (initial year - assumed implementation date of 1 January 2010)	Comments
1a	Increase Parental Income Test threshold to \$35,000 and introduce 20% family taper	\$782m	About 29,000 current Youth Allowance (YA) customers would receive a higher payment, and a further 28,000 current Family Tax Benefit Part A customers would move to Youth Allowance.	Includes all Youth Allowance Assumes 20% family taper is equivalent to 15% per child taper
1b	Increase Parental Income Test threshold to \$40,000 and introduce 20% family taper	\$1,022m	About 29,000 current Youth Allowance customers would receive a higher payment, and a further 40,000 current Family Tax Benefit Part A customers would move to Youth Allowance.	Includes all Youth Allowance Assumes 20% family taper is equivalent to 15% per child taper
1c	Increase Parental Income Test threshold to \$42,559 and introduce 20% family taper	\$1,172m	About 29,000 current Youth Allowance customers would receive a higher payment, and a further 49,000 current Family Tax Benefit Part A customers would move to Youth Allowance.	Includes all Youth Allowance Assumes 20% family taper is equivalent to 15% per child taper
2	Change the indexation of the Parental Income Test base to Male Total Average Weekly Earnings (MTAWE).	\$109m	Based on existing Parental Income Test (PIT) threshold. Does not include any adjustment should a change to the Parental Income Test be considered.	Does not factor in increasing eligibility due to this measure as this assumes that Male Total Average Weekly Earnings maintains the existing level of eligibility within the community. The degree to which existing estimates might include an adjustment for declining eligibility has not been considered.
3	Increase Youth Allowance Personal Income Test threshold to \$400 per fortnight	\$421m	About 60,000 current Youth Allowance and Austudy customers would receive a higher payment, and an additional 5,000 would qualify for payment.	Maintain 50% taper after income free area, with 60% taper cutting in at free area plus \$80 Does not include an estimate of behavioural change

Option	Description	Estimated. cost over 4 years	Estimated customer impact (initial year - assumed implementation date of 1 January 2010)	Comments
4	Index Personal income test by Male Total Average Weekly Earnings	\$40m	This would benefit about 65,000 Youth Allowance and Austudy customers annually	
5	Reduce the age of independence to 22 years	\$349m	About 10,000 current Youth Allowance customers would receive a higher payment, and a further 54,000 students would become eligible for Youth Allowance.	Costings and customer impacts are for full-time students only, that is, they do not include estimates of increased uptake by apprentices
6	Extend eligibility to all masters by coursework programs	\$186m	An additional 5,925 students would receive support	Costing includes Youth Allowance for full-time students, Austudy and Rent Assistance
7	Remove independence earnings criterion	-\$1,670m (savings)	About 27,000 prospective Youth Allowance claimants would not qualify for payment and a further 7,000 current Youth Allowance recipients would not become eligible for a higher rate.	Includes all Youth Allowance Remove independence criterion recognising earnings of 75% of the maximum National Training Wage Award rate in 18 months since leaving school. Remove the independence criterion recognising having worked part-time for at least 15 hours a week for at least two years since leaving school. Assumes grandfathering of current customers qualifying under this criterion.

NOTE:

These costing estimates are indicative and relate to income support impacts only. They do not take account of additional administrative costs (that is, implementation and ongoing service delivery costs). They are issued on the basis of providing an appreciation of the magnitude that might be implied by adopting particular options.

Option 1 (involving sub-options 1a, 1b and 1c) provides a rough estimation of the interaction between raising the Parental Income Threshold and adopting a family-based taper. However, it is important to note that there is no estimation of the interactions between this option and the other options listed or between any of the other options provided.

Appendix IX. Indicative costs of proposals

Table 17: Indicative costs of proposals

	2009-10 \$ million	2010-11 \$ million	2011-12 \$ million	2012-13 \$ million	4-year total \$ million	Recommendation	Chapter
Increasing the base							
Overall package for teaching and learning - Increase grant by 10 per cent	-250	-500	-520	-540	-1,810	26	4.2
The estimate of the 10 per cent is based on 'teaching and learning' programs as listed in the 'Methodology' section in the Appendices.							
Growth in the system							
Demand-driven entitlement system for domestic undergraduate students	0	-70	-340	-720	-1,130	29	4.2
The cost of the demand-driven system has been estimated to take into account the attainment target set out in Recommendation 2. The cost has been estimated on staggered growth in graduates over the next decade. Detailed macroeconomic modelling would be required to accurately predict the likely pattern of future graduates. Growth within the current Commonwealth Grant Scheme over enrolment targets is not included in the cost.							
Teaching and nursing							
Changes to maximum student contribution amounts for nursing and teaching	-10	-20	-30	-30	-90		36 4.2
The cost of this measure is based on teaching and nursing units of study being subject to the higher Band 1 maximum student contribution amount from 2010. The new rate would apply only to commencing students.							
Changes to loan repayments to provide incentives re labour market needs	0	-10	-30	-50	-90		
The cost for this measure is based on the extension of the current HECS-HELP benefit for maths and science graduates to teaching and nursing graduates.							
Changes to loan fee for FEE-HELP	5	10	10	10	35	37	4.2
The cost of changes to the loan fee is based on an increased loan fee from 2010 for applicable fee-paying students and the removal of the loan fee for OS-HELP loans.							
Sub – total	-5	-90	-390	-790	-1,275		

Other measures		Recommendation					Chapter	
		2009-10 \$ million	2010-11 \$ million	2011-12 \$ million	2012-13 \$ million	4-year total \$ million		
Revised Higher Education Indexation Factor (HEIF)	-70	-200	-350	-520	-1,140	27	4.2	The cost for the new HEIF is based on the Labour Price Index [Professional] (LPI) replacing the Safety Net Adjustment in the calculation of Higher Education Indexation Factor (HEIF) in 2010. A nominal 4 per cent rate has been used for the LPI.
New advisory/regulatory/QA architecture	-20	-50	-60	-60	-190	20	4.1	The cost of new regulatory body is indicative and based on it having a role for the entire tertiary sector. The staffing levels estimated are based on regulatory, research and compliance roles.
Additional funding for Structural adjustment	-30	-100	-50	-50	-230	38	4.2	The cost of this measure is based on the assumption of additional structural adjustment funding being needed for changes arising from adoption of the report recommendations. The amounts shown here are additional to existing funding which together with this totals over \$400 million over four years. The amounts are indicative only. The actual amounts and timing of funding will depend on possible future sector rationalisation.
Regional provision fund			-40	-80	-120	16	3.7	The cost for this measure is indicative only. The proposal is timed to commence at the completion of the current regional loading program.
Matching fund for philanthropy		-40	-80	-80	-200	39	4.2	Costs for this measure are based on recommendations of the Business, Industry and Higher Education Collaboration Council.
Subsidies for international HDR students	-10	-20	-40	-50	-120	13	3.6	The cost for this measure has been estimated using the Commonwealth Grant Scheme funding clusters but a different calculation of subsidies may need to be provided during implementation.
Implementation funding	-25	-50	-40	-15	-130	41	4.2	Costs for this measure are an indicative estimate of assistance to higher education providers to implement the proposed reforms and additional resourcing for government departments.
Sub – total – Other measures	-155	-460	-660	-855	-2,130			

	2009-10 \$ million	2010-11 \$ million	2011-12 \$ million	2012-13 \$ million	4-year total \$ million	Recommendation	Chapter
Sub - total for teaching and learning	-410	-1,050	-1,570	-2,185	-5,215		
Income support reform	-80	-150	-150	-150	-530	5	3.3 See Appendix VIII for details.
Total	-490	-1,200	-1,720	-2,335	-5,745		

Table 18: Indicative commitment to equity and performance funding

	2010 \$ million	2011 \$ million	2012 \$ million	2013 \$ million	4-year total \$ million	Recommendation	Chapter
Identified funding							
Supporting social inclusion (4 per cent of base)	230	250	290	310	1,080	31	4.2 The amount of the 4 per cent funding is calculated using the revised total grant for teaching and learning.
Performance based funding (2.5 per cent of base)	140	160	180	200	680	32	4.2 The amount of the 2.5 per cent funding is calculated using the revised total grant for teaching and learning.

References

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