

HIGHER EDUCATION REPORT

2008



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The *Higher Education Report 2008* is part of a suite of publications which report on the Australian higher education sector in 2008.

Analysis of 2008 student, staff and financial data is published separately and available at www.deewr.gov.au/HigherEducation/Publications/Pages/Publications.aspx

The *Higher Education Report 2008* provides:

- an overview of the higher education sector and its major achievements in 2008;
- details of funding allocations under the *Higher Education Support Act 2003* (HESA); and
- an overview of program outcomes (including the allocation of places).

This publication relates only to higher education matters which fall within the Department of Education, Employment and Workplace Relations (DEEWR) and does not include information on areas which belong to the Department of Innovation, Industry, Science and Research (DIISR).

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Key features of the sector in 2008

In 2008:

- The Australian higher education system comprised 39 universities (with 37 public institutions and 2 private); 1 Australian branch of an overseas university; 4 other self-accrediting higher education institutions; and non self-accrediting higher education institutions accredited by State and Territory authorities, numbering around 150 as listed on State and Territory registers.¹ These include several that are registered in more than one State and Territory.

The non self-accrediting higher education institutions form a very diverse group of specialised, mainly private, bodies that range in size and offer courses in areas such as business, information technology, theology, natural therapies, hospitality, health, law and accounting.

- 771,932 domestic students and 294,163 international students undertook higher education at Australian higher education providers. Within this combined group of domestic and international students:
 - 743,720 students were undertaking undergraduate study (e.g. Bachelors degree);
 - 289,258 students were undertaking postgraduate study (e.g. Masters degree) and of these 50,074 were undertaking postgraduate study by research; and
 - 33,117 students were undertaking enabling programs or non-award units of study (those not leading to a higher education award).
- Around 655,000 students were assisted in meeting the cost of their higher education place through discounts and loans under the Higher Education Loan Program (HELP) (HECS-HELP and FEE-HELP).
- 10 non self-accrediting higher education providers were newly approved to offer FEE-HELP to students.
- Publicly funded higher education providers received, on average, around 58 per cent of their operating revenue from Australian Government grants and payments on behalf of students who take out HELP loans or receive discounts for up front payments.
- Over 101,000 people (fulltime equivalent) were employed by the major higher education providers, which had close to \$18.4 billion in total revenue.

Review of Australian Higher Education and other major developments

The *Higher Education Report 2008* provides an overview of higher education policy and programs relating to the 2008 calendar year. The information contained within is largely historical, reflecting policy developments and funding outcomes for the higher education sector in 2008.

In early 2008, the Government commissioned two comprehensive reviews in relation to the higher education and research sectors. In responding to the Review of Australian Higher Education and the Review of the National Innovation System, the Government's policy and program agenda has been shaped for the decade ahead.

¹ The Australian Qualifications Framework (AQF) register is at www.aqf.edu.au/register.htm

In the 2009-10 Budget, in responding to the above-mentioned reviews, the Government announced a significant reform package valued at over \$5 billion over four years for higher education and research. Reforms include revised indexation (\$578 million over four years), performance funding (\$206 million over four years), increased funding for equity programs (\$433 million over four years), the introduction of a student centred funding system (\$491 million over four years) as well as the establishment of the Tertiary Education Quality and Standards Agency (TEQSA) (\$57 million over four years).

These developments and other 2009-10 Budget initiatives will be discussed in more detail in the *Higher Education Report 2009*.

Review of Australian Higher Education

On 13 March 2008 the Australian Government announced a Review of Australian Higher Education (the Review) to examine the future direction of the higher education sector, its fitness for purpose in meeting the needs of the Australian community and economy and options for ongoing reform. The Review informed the preparation of the Government's policy agenda for higher education for the decade ahead.

An expert panel, chaired by Emeritus Professor Denise Bradley AC, was established to examine and advise on how to progress a number of key objectives for higher education.

The terms of reference included:

Diverse, high performing institutions with a global focus – developing a diverse, globally focussed 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 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.

Membership of the Review Panel consisted of:

Emeritus Professor Denise Bradley AC;

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 2008 the panel sought preliminary input from key stakeholders addressing high level issues in the context of the broad terms of reference. The preliminary input assisted with the development of the discussion paper.

On 10 June 2008 the Deputy Prime Minister, the Hon Julia Gillard and Professor Bradley jointly released the Review Panel's discussion paper. The discussion paper included a call for submissions to be made by 31 July 2008.

During June and July 2008 the expert panel of the Review invited public discussion on the future policy directions of higher education. The Review provided its final report to the Government on 17 December 2008. The following research was commissioned for the Review, and is referenced in the final report:

Global position of Australian Higher Education until 2020

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

Higher Education in Australia: Demand and Supply Issues

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

Future Demand for a Higher Education

Access Economics

University Student Engagement and Satisfaction with Learning and Teaching

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

Full Funding for Research

Dr Thomas Barlow, Thomas Barlow Advisory Services

These research reports are available at:

<http://www.deewr.gov.au/HigherEducation/Review/Pages/Research.aspx>

The final report can be accessed at:

www.deewr.gov.au/HigherEducation/Review/Pages/ReviewofAustralianHigherEducationReport.aspx

After the release of the final report, the Australian Government consulted widely across stakeholder groups, holding various roundtable meetings. Stakeholder groups who attended these meetings included:

Peak bodies

Universities Australia, National Union of Students, Council of Private Education, Australian Universities Quality Agency, National Tertiary Education Union, Council of Australian Postgraduate Associations, Community and Public Sector Union, Skills Australia (Observer)

Unaligned universities

Australian Catholic University, Bond University, Central Queensland University, Charles Darwin University, Charles Sturt University, Edith Cowan University, Melbourne College of Divinity, Southern Cross University, University of Ballarat, University of New England, University of Notre Dame, University of Tasmania, University of the Sunshine Coast, University of Wollongong, Batchelor Institute of Indigenous Tertiary Education, Deakin University, University of Canberra, University of Southern Queensland, University of Western Sydney, Victoria University, Macquarie University, Swinburne University of Technology

Australian Technology Network

University of Technology Sydney
Curtin University of Technology
RMIT University
Queensland University of Technology
University of South Australia
Australian Technology Network representatives

Innovative Research Universities Australia

James Cook University
Griffith University
University of Newcastle
La Trobe University
Flinders University
Murdoch University
Innovative Research Universities Australia representatives

Group of Eight Universities

University of Western Australia
Australian National University
The University of Melbourne
University of Queensland
University of New South Wales
Monash University
Adelaide University
The University of Sydney
Group of Eight representatives

VET Peak Bodies

Australian Council of Private Education and Training

TAFE Directors Australia

Group Training Australia

NSW Business Chamber (representing the Australian Chamber of Commerce and Industry)

Business Council of Australia

Australian Industry Group

Australian Education Union

The Government's full response to the Review was outlined in the 2009-10 Budget.

These reforms will appear in the *Higher Education Report 2009*, and further information can be accessed from: www.deewr.gov.au/HigherEducation/Pages/TransformingAustraliasHESystem.aspx.

2008-09 Budget

The *Education Revolution* 2008-09 Budget package, valued at approximately \$1.8 billion for higher education, consisted of the following elements:

- The Education Investment Fund (EIF), subsuming the Higher Education Endowment Fund (HEEF), to transform higher education, vocational education and training and research. The EIF is a major component of the Government's Education Revolution and is about building a modern, productive Australian economy to meet the challenges of the future.
- \$238.6 million over four years for 29 000 new National Priority Scholarships and 15 000 new National Accommodation Scholarships, to improve access to higher education places, including Indigenous students and students from regional and remote areas.
- \$249 million over four years for new Commonwealth supported places to replace full-fee paying places for domestic undergraduate students at public universities, to ensure students gain access to higher education on merit and not on their ability to pay.
- \$99.5 million over four years to provide a single cohort of 90 Commonwealth supported nursing places in the second semester 2008 and a further 1,170 ongoing nursing places to commence from 2009 (eligible applications were received for 1,134 places).
- An additional 500 new Commonwealth supported early childhood education places commencing in each of 2009, 2010 and 2011, at a cost of \$53.9 million over four years.

Other components of the Budget included the following:

- \$562.2 million over four years to encourage students to study mathematics and science. From 1 January 2009, the maximum annual student contribution amount for mathematics and science was reduced to the lowest national priority rate for new students.
- \$63.6 million over four years to reduce compulsory Higher Education Loan Program (HELP) repayments for mathematics and science graduates who take up related occupations including teaching these subjects in secondary schools and primary school teaching.
- \$18.6 million for the University of Notre Dame Australia to provide 130 additional places for Commonwealth supported students in the national priority areas of nursing, education and medicine. The Government committed \$11.1 million for the new places over four years and \$7.5 million in capital funding.

- \$49.5 million over four years to support James Cook University to establish a new school of dentistry in Cairns. This will support 60 new commencing Commonwealth supported dentistry places, capital works and clinical outreach.

Legislation

Legislation enacted in 2008, Legislative Instruments Tabled in Parliament in 2008 and Determinations Registered in 2008 can be found in Appendices C, D and E.

Legislation and guidelines can be accessed from www.comlaw.gov.au.

Funding under the *Higher Education Support Act 2003* (HESA)



Funding under the *Higher Education Support Act 2003* (HESA)

1.1 Overview of Australian Government Funding

Most Australian Government funding for the higher education sector is administered under the *Higher Education Support Act 2003* (HESA). Other funding is provided through annual appropriations.

Government funding for higher education non-research operating resources is provided largely through the Commonwealth Grant Scheme (CGS). The CGS provides for a specified number of 'Commonwealth supported places' each year, for which students pay a student contribution.

Other funds for the sector are provided through a range of grants, including for quality, equity, research and research training, collaboration, National Institutes, workplace productivity, learning and teaching performance, superannuation and capital projects. These 'other grants' are made under the provisions set out in Division 41 of HESA.

Funding is also provided to assist higher education students through the Higher Education Loan Program (HELP). The Government, through HELP, assists eligible students in meeting the costs of their higher education places (student contributions or tuition fees). In 2008, the Government supported higher education providers in assisting around 655,000 students in meeting the cost of their higher education place through discounts and loans under HELP (HECS-HELP and FEE-HELP). HECS-HELP assists domestic students in Commonwealth supported places, providing a loan for student contributions or a 20 per cent discount for upfront payments of \$500 or more. FEE-HELP assists domestic students to pay their tuition fees at approved higher education providers. In addition, OS-HELP assists Commonwealth supported undergraduate students to undertake part of their study towards their Australian course at an overseas higher education institution.

Additional funding is provided to the sector through a range of programs designed to help students from disadvantaged backgrounds. These programs include the Commonwealth Scholarships Program (CSP), the Higher Education Equity Support Program (ESP) and the Higher Education Disability Support Program (DSP). The CSP was introduced in 2004 to assist domestic students from low socio-economic backgrounds, particularly those from regional and remote areas and Indigenous students, with costs associated with higher education. Scholarship funding is provided under Division 46 of HESA.

Table 1 shows the expenditure on higher education programs administered through the Department of Education, Employment and Workplace Relations for 2008.

Table 1: Expenditure on higher education programs, 2008

Program	\$m
Commonwealth Grant Scheme	
Commonwealth Grant Scheme ^a	3,737.316
Enabling Loading	13.182
Regional Loading	30.526
Medical Student Loading	10.589
Sub-total Commonwealth Grant Scheme	3,791.613
Other Grants	
Capital	
Capital Development Pool (including special projects)	120.451
Diversity and Structural Adjustment Fund	
Collaboration and Structural Reform Fund	0.611
Diversity and Structural Adjustment Fund	49.379
Equity Programs	
Higher Education Disability Support Program ^b	6.378
Higher Education Equity Support Program	11.474
Indigenous Support Program	34.059
Learning and Teaching	
Learning and Teaching Performance Fund	83.395
Improving the Practical Component of Teacher Education	18.020
National Institutes	
National Institutes	172.605
Quality, Promotion, Open Access	
Australian Learning and Teaching Council	22.041
Australian University Quality Agency	1.190
Graduate Skills Assessment ^b	0.361
Graduate Careers Council	0.623
Open Learning Initiative ^c	0.242
Superannuation	
Superannuation Grants	120.387
Workplace Productivity	
Workplace Reform Program	49.102
Workplace Productivity Program	28.349
Transitional Costs Program	
Transitional Costs Program	48.399
Sub-total Other Grants	767.066
Scholarships	
Commonwealth Accommodation Scholarships	68.202
Commonwealth Education Costs Scholarships	49.633
Commonwealth Indigenous Staff Scholarships	0.170
Indigenous Access Scholarships	4.325
Sub-total Scholarships	122.331

Program	\$m
Other Funds (2008-09 funding)	
National Centre of Excellence for Islamic Studies ^d	0.500
Enhanced Connectivity with University Student Records Systems ^d	0.453
VSU Transition Fund for Sporting and Recreation Facilities ^d	21.403
Support for Small Businesses on Regional University Campuses ^d	0.539
Framework for Online Learning Program ^d	3.198
Higher Education Contribution to Australian Education International ^d	6.082
Indigenous Higher Education Advisory Council ^d	0.223
School of Fine Furniture (University of Tasmania) ^d	0.032
Education Investment Fund (formerly the Higher Education Endowment Fund)	77.763
Sub-total Other Funds	110.193
Total Funding	4,791.203

Source: DEEWR

a Commonwealth Grant Scheme expenditure for 2008 includes the repayment of two advances and adjustments for over and under enrolments in 2007. The expenditure does not include \$15.3million in advances paid in 2008 from future years CGS grants.

b Does not include adjustment to prior year's funding effected in 2008

c Paid in January 2009

d Financial year programs funded under the Annual Appropriation Act for 2008-09

Note: Table 1 does not include expenditure related to the Higher Education Loan Program (see 1.5.2)

Funding for the Away from Base program and Indigenous Tutorial Assistance Scheme is provided under the Indigenous Education (Targeted Assistance) Act 2000. Funding details for these programs are published in the National Report to Parliament on Indigenous Education and Training.

1.2 Commonwealth Grant Scheme

1.2.1 Overview of the Commonwealth Grant Scheme

The Commonwealth Grant Scheme (CGS) supports the provision of undergraduate and some non-research postgraduate higher education places.

Higher education providers listed in Table A of HESA receive CGS funding. Table B providers and other providers approved under HESA may receive CGS funding for courses of study in designated national priority areas.

\$3.8 billion was provided in 2008 under the CGS (including regional loading, enabling loading and medical student loading).

Each higher education provider receiving funds under the CGS must enter into a funding agreement with the Australian Government. In 2008, 43 higher education providers received funds under the CGS. 12 providers entered into a one year funding agreement and 31 providers entered into a three year 2008-2010 funding agreement.

The amount the Government provides for each Commonwealth supported place (equivalent full-time student load (EFTSL)) varies according to the funding cluster in which a unit of study is classified. The rate for each funding cluster is specified in HESA and Table 2 shows the Commonwealth contribution for each of the funding clusters in 2008.

Table 2: Commonwealth contribution amounts for 2008 for an equivalent full-time student load

Cluster	Discipline	Commonwealth contribution \$
1	Law, Accounting, Administration, Economics, Commerce	1,674
2	Humanities	4,647
3	Mathematics, Statistics, Behavioural Science, Social Studies, Education, Computing, Built Environment, other Health	8,217
4	Clinical psychology, allied health, foreign languages, visual and performing arts	10,106
5	Nursing	11,280
6	Engineering, science, surveying	14,363
7	Dentistry, medicine, veterinary science, agriculture	18,227

By funding providers according to the discipline mix they actually deliver, at rates set out in legislation, the CGS ensures that all providers are funded for student places on the same, transparent basis.

In addition to the funding cluster rate, higher education providers may also receive regional loading (Section 1.2.6), enabling loading (Section 1.2.7) and/or medical student loading (Section 1.2.8) as part of the CGS Basic Grant.

In 2008, the Australian Government agreed to fund a total of 433,771 Commonwealth supported places at eligible higher education providers. Table 3 shows the agreed number of Commonwealth supported places and the CGS amount for these places for each higher education provider for 2008. The CGS payment includes, where applicable, regional loading, enabling loading and medical student loading.

Table 3: Agreed number of Commonwealth supported places and CGS amount by provider, 2008

Higher education provider	Number of places (EFTSL)			
	Undergraduate	Postgraduate non-research	Total	Total CGS (\$m)
Avondale College	544	24	568	5.1
Charles Sturt University	10,553	594	11,147	103.2
Macquarie University	10,300	508	10,808	72.1
Southern Cross University	5,699	119	5,818	47.6
The University of New England	6,604	1,167	7,771	62.2
The University of New South Wales	15,815	779	16,594	147.3
University of Newcastle	13,692	218	13,909	129.4
The University of Sydney	21,376	705	22,081	208.4
University of Technology Sydney	12,656	648	13,304	104.2
University of Western Sydney	18,610	1,115	19,725	150.2
University of Wollongong	9,014	349	9,363	80.4
Deakin University	14,144	352	14,496	118.0
La Trobe University	14,112	870	14,982	124.6
Monash University	20,569	1,442	22,011	192.6
Royal Melbourne Institute of Technology	13,224	529	13,753	127.9
Swinburne University of Technology	5,886	25	5,911	49.0
University of Ballarat	3,410	217	3,627	32.5
The University of Melbourne	17,365	1,836	19,202	181.5
Victoria University	9,443	838	10,281	79.0
Tabor College - Victoria	0	15	15	0.1

Higher education provider	Number of places (EFTSL)			
	Undergraduate	Postgraduate non-research	Total	Total CGS (\$m)
Central Queensland University	6,107	193	6,300	53.9
Christian Heritage College	155	0	155	1.2
Griffith University	17,800	606	18,406	153.3
James Cook University	8,032	468	8,500	86.2
Queensland University of Technology	19,716	958	20,674	162.7
The University of Queensland	19,612	224	19,836	191.2
University of Southern Queensland	7,581	451	8,031	68.1
University of the Sunshine Coast	3,672	190	3,862	37.8
Curtin University of Technology	13,541	239	13,780	127.4
Edith Cowan University	9,844	804	10,648	89.0
Murdoch University	7,430	215	7,645	66.3
The University of Notre Dame Australia	2,118	6	2,124	22.5
The University of Western Australia	10,593	561	11,154	104.2
Tabor College - Adelaide	150	0	150	1.2
The Flinders University of South Australia	7,953	325	8,278	73.0
The University of Adelaide	9,636	323	9,959	96.0
University of South Australia	13,878	680	14,558	122.9
University of Tasmania	10,516	563	11,079	109.3
Batchelor Institute of Indigenous Tertiary Education	484	14	498	5.2
Charles Darwin University	2,831	261	3,092	31.1
The Australian National University	6,212	163	6,374	52.8
University of Canberra	4,914	533	5,447	41.7
Australian Catholic University	7,212	646	7,858	66.2
Total	413,000	20,771	433,771	3,778.6

Note: CGS amounts include enabling loading, regional loading and medical student loading. They do not include any adjustments to 2008 CGS grants in relation to enrolments in 2007 or repayments of advances.

Table 4 shows the number of Commonwealth supported places each provider delivered in 2008.

Table 4: Actual number of Commonwealth supported places and CGS adjustment amounts by provider, 2008

Higher education provider	Number of places (EFTSL)	Funding adjustment in 2009 in relation to over or under enrolment in 2008 (\$)
Avondale College	556	-80,723
Charles Sturt University	11,551	3,153,168
Macquarie University	11,050	1,077,602
Southern Cross University	5,783	-12,838
The University of New England	7,386	-2,487,824
The University of New South Wales	18,291	7,367,363
The University of Newcastle	14,706	6,469,681
The University of Sydney	22,207	1,185,752
University of Technology, Sydney	14,076	5,210,624
University of Western Sydney	20,130	0
University of Wollongong	9,715	369,243
Deakin University	15,735	5,900,141

Higher education provider	Number of places (EFTSL)	Funding adjustment in 2009 in relation to over or under enrolment in 2008 (\$)
La Trobe University	15,401	1,015,083
Monash University	22,597	3,832,772
Royal Melbourne Institute of Technology	14,403	5,710,057
Swinburne University of Technology	6,398	2,447,575
University of Ballarat	3,578	286,798
Tabor College - Victoria	7	-64,368
The University of Melbourne	19,188	440,700
Victoria University	10,224	-1,865,840
Central Queensland University	5,556	-2,156,472
Christian Heritage College	156	0
Griffith University	18,247	-731,496
James Cook University	7,632	-3,446,164
Queensland University of Technology	21,578	5,770,841
The University of Queensland	19,795	0
University of Southern Queensland	7,607	-534,436
University of the Sunshine Coast	3,631	-1,442,048
Curtin University of Technology	14,035	612,459
Edith Cowan University	10,544	0
Murdoch University	7,201	-2,650,638
The University of Notre Dame Australia	2,058	-791,491
The University of Western Australia	11,159	-163,748
Tabor College - Adelaide	159	0
The Flinders University of South Australia	8,434	1,786,226
The University of Adelaide	10,269	2,650,057
University of South Australia	14,651	605,308
University of Tasmania	10,223	-4,373,870
Batchelor Institute of Indigenous Tertiary Education	430	-206,842
Charles Darwin University	3,087	0
The Australian National University	6,626	1,989,127
University of Canberra	5,588	339,488
Australian Catholic University	7,895	0
Total	439,538	37,211,267

1.2.2 Conditional increases in Commonwealth Grant Scheme

Effective from 1 January 2008, the 7.5 per cent increase in the CGS funding previously conditional on compliance with the National Governance Protocols (NGPs) and the Higher Education Workplace Relations Requirements (HEWRRs) was incorporated into the CGS base funding cluster rates (total shown in Table 2) subject to ongoing compliance.

All eligible higher education providers were found compliant with the NGPs and HEWRRs in 2007 and therefore all providers retained this component of their funding in 2008.

On 4 September 2008 the Parliament passed legislation to remove the NGPs and the HEWRRs as a condition of funding.

1.2.3 Funding agreements

Higher education providers receiving funds under the CGS in 2008 entered into a funding agreement with the Australian Government for either one year for 2008 or three years for 2008-2010.

The agreements set out the number of Commonwealth supported places providers were funded to offer in each of the seven funding (or discipline) clusters, as well as any conditions attached to the grant. Through annual funding agreement discussions with the Australian Government, providers were able to request changes to the profile of their Commonwealth supported places across the funding clusters in response to changes in student demand and the institution's educational focus.

1.2.4 Allocation of new places

From time to time, the Commonwealth may decide to make available new Commonwealth supported places.

In 2008, the Australian Government allocated a single cohort of 90 new Commonwealth supported nursing places to commence in second semester 2008 and 1824 new places, to commence in 2009:

- 1,134 new Commonwealth supported nursing places¹;
- 500 new Commonwealth supported early childhood education places;
- 60 new Commonwealth supported dentistry places for James Cook University; and
- 130 new Commonwealth supported places for the University of Notre Dame Australia in medicine, nursing and education.

Table 5 shows the allocation of these new places at each higher education provider.

Table 5: New Commonwealth supported places allocated in 2008 for commencement in 2008 and 2009

Higher Education Provider	Allocation of new places (EFTSL)
Avondale College	5
Charles Sturt University	110
Macquarie University	20
Southern Cross University	120
University of Newcastle	50
The University of Western Sydney	65
University of Wollongong	115
Deakin University	55
Holmesglen Institute of TAFE	40
La Trobe University	70
Monash University	95
RMIT University	15
University of Ballarat	40
Victoria University	85
Christian Heritage College	25
Griffith University	50
Queensland University of Technology	60
James Cook University	60
Curtin University of Technology	70
Edith Cowan University	70

¹ 1094 nursing places were allocated in September 2008 and 40 places were allocated in April 2009.

Higher Education Provider	Allocation of new places (EFTSL)
The University of Notre Dame Australia	200
The University of Western Australia	50
The Flinders University of South Australia	70
University of South Australia	80
Batchelor Institute of Indigenous Tertiary Education	45
Charles Darwin University	35
University of Canberra	69
Australian Catholic University	145
Total	1,914

1.2.5 National priority places

National priority places are Commonwealth supported places in national priority areas. Higher education providers that are not listed on Table A of HESA may be allocated Commonwealth supported places only in national priority areas.

The CGS Guidelines specify the following as national priorities:

- increasing the number of persons undertaking teaching and nursing courses of study;
- supporting a number of persons undertaking teaching courses at Avondale College;
- supporting a number of persons undertaking teaching and information and communications technology courses of study at the University of Notre Dame Australia (UNDA);
- supporting a number of persons undertaking medical courses at the UNDA; and
- supporting a number of Indigenous students undertaking courses of study at the UNDA.

1.2.6 Regional loading

The regional loading provides additional funding under the CGS to providers with regional campuses to assist them to meet the higher costs associated with these campuses. In 2008 the Government provided \$30.5 million in regional loading.

In 2008, the amount of regional loading payable to a higher education provider was determined by its share of total regional loading paid in 2006 (indexed). The amount of regional loading paid to each higher education provider in 2008 is set out in Table 6.

1.2.7 Enabling loading

Enabling loading provides additional funding towards the costs associated with offering preparatory courses to students, with the aim of enabling them to undertake a course that leads to a higher education award.

Enabling loading is intended to compensate providers for not being able to charge student contributions for students in Commonwealth supported enabling courses. In 2008, the amount of the enabling loading for each place (EFTSL) was \$3,180 and total funding was \$13.2 million.

The amount of enabling loading paid to each higher education provider in 2008 is set out in Table 6.

1.2.8 Medical student loading

Medical student loading provides additional funding to providers with Commonwealth supported places in a medicine course of study, completion of which would allow provisional registration as a medical practitioner by an authority of a state, a territory or the Commonwealth.

In 2008, the amount of the medical student loading for each (EFTSL) place was \$1,133 and total funding was \$10.6 million. The amount of medical student loading paid to each higher education provider in 2008 is set out in Table 6.

Table 6: CGS loadings allocated to higher education providers in 2008

Higher Education Provider	Regional Loading (\$)	Enabling Loading (\$)	Medical Student Loading (\$)
Avondale College	0	0	0
Charles Sturt University	1,834,882	427,660	0
Macquarie University	0	0	0
Southern Cross University	1,218,967	182,054	0
The University of New England	1,926,585	121,138	67,980
The University of New South Wales	0	47,700	1,160,192
University of Newcastle	49,614	2,915,653	450,934
The University of Sydney	8,302	57,431	884,873
University of Technology, Sydney	0	384,050	0
University of Western Sydney	0	316,160	226,600
University of Wollongong	1,117,111	200,804	163,152
Deakin University	583,684	0	135,960
La Trobe University	1,012,994	12,720	0
Monash University	194,948	93,909	1,010,636
Royal Melbourne Institute of Technology	31,142	0	0
Swinburne University of Technology	0	0	0
University of Ballarat	1,328,909	33,520	0
The University of Melbourne	42,422	0	1,058,222
Victoria University	0	466,958	0
Tabor College Victoria	0	0	0
Central Queensland University	1,852,701	1,038,266	0
Christian Heritage College	0	0	0
Griffith University	0	0	402,215
James Cook University	4,251,078	135,150	678,690
Queensland University of Technology	32,203	0	0
The University of Queensland	100,197	0	1,143,197
University of Southern Queensland	1,434,642	1,345,930	0
University of the Sunshine Coast	1,095,343	627,948	0
Curtin University of Technology	219,033	336,087	0
Edith Cowan University	177,249	824,810	0
Murdoch University	214,139	246,781	0
The University of Notre Dame, Australia	64,280	17,490	359,161
The University of Western Australia	48,201	156,214	993,641
The Flinders University of South Australia	21,438	0	384,087

Higher Education Provider	Regional Loading (\$)	Enabling Loading (\$)	Medical Student Loading (\$)
Tabor College Adelaide	0	0	0
University of Adelaide	70,754	89,832	643,544
University of South Australia	92,958	626,458	0
University of Tasmania	5,353,723	1,049,609	462,264
Batchelor Institute of Indigenous Tertiary Education	1,025,662	501,049	0
Charles Darwin University	4,943,046	903,564	0
The Australian National University	0	0	363,693
University of Canberra	0	23,055	0
Australian Catholic University	179,793	0	0
Total	30,526,000	13,182,000	10,589,041

1.3 Other Grants

Funds are also provided to the higher education sector through a range of grants for specific purposes under Part 2-3 Other Grants of HESA. Eligibility for grants under this part is outlined in the Act. This excludes funding available through the Department of Innovation, Industry, Science and Research (DIISR). Grants include:

Item	Purpose of Grant	Programs/initiatives
1.	Grants to promote equality of opportunity in higher education	Higher Education Disability Support Program Higher Education Equity Support Program Indigenous Support Program
2.	Grants to promote the productivity of higher education providers	Workplace Productivity Program Workplace Reform Program
3.	Grants to enhance learning and teaching in higher education	Learning and Teaching Performance Fund
4.	Grants to support national institutes specified in the Other Grants Guidelines for the purposes of this item	National Institutes
5.	Grants to support the capital development projects of higher education providers	Capital Development Pool
6.	Grants to assist with the cost of higher education providers' superannuation liabilities	Higher Education Superannuation Program
9.	Grants to foster collaboration and reform in higher education	Collaboration and Structural Reform Fund
9A	Grants to support diversity and structural reform	Diversity and Structural Adjustment Fund ^b
11.	Grants for activities that: a Assure and enhance the quality of Australia's higher education sector; or c Support open access to higher education across Australia	a. • Australian Learning and Teaching Council • Australian Universities Quality Agency • Australian Graduate Survey • Graduate Skills Assessment c. • Open Learning Initiative

^a Formerly Chapter 9a of the Other Grants Guidelines.

^b Includes commitments under the subsumed Collaboration and Structural Adjustment Fund – formerly Chapter 9 of the Other Grants Guidelines

The Other Grants Guidelines contain requirements on grants payable to higher education providers and other eligible bodies for a variety of purposes. The Other Grants Guidelines are available at www.comlaw.gov.au.

1.3.1 Equity

Grants to promote the equality of opportunity in higher education are paid through the Indigenous Support Program, the Higher Education Disability Support Program and the Higher Education Equity Support Program.

Indigenous Support Program

The Indigenous Support Program (ISP) operates under the *Higher Education Support Act 2003* (HESA). It provides additional funding to eligible higher education providers to assist in meeting the specific needs of Indigenous students and to advance the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP).

Grants are allocated to higher education providers to support activities such as the establishment of Indigenous Education Units, study skills assistance, personal counselling and cultural awareness activities. To be eligible to receive ISP grants in any one year, Table A higher education providers must demonstrate to the Department that they have:

- implemented strategies for improving the access, participation, retention and success of Indigenous Australian students;
- worked to increase the participation of Indigenous people in their decision-making processes; and
- an Indigenous employment strategy.

Eligible providers are allocated ISP funds according to objective indicators of actual performance using the Department's annual higher education student statistical collection.

The following formula is used to distribute funds:

- student participation (measured in equivalent full time student units) – 50%;
- student progress (weighted by student load) – 35%; and
- number of award courses completed – 15%.

Reporting on the expenditure of the funds by higher education providers must include the amount provided to an Indigenous education unit. Providers' annual Indigenous Education Statements are examined to provide evidence of these initiatives.

Table 7: Indigenous Support Program allocations, 2008

Institution	\$000
Australian Catholic University	1,321
Australian National University	369
Batchelor Institute of Indigenous Tertiary Education ^a	2,497
Central Queensland University	804
Charles Darwin University	750
Charles Sturt University	1,196
Curtin University of Technology	2,478
Deakin University	1,173
Edith Cowan University	828
Flinders University of South Australia	520
Griffith University	1,384
James Cook University ^b	1,758

Institution	\$000
La Trobe University	406
Macquarie University	698
Monash University	441
Murdoch University	481
Queensland University of Technology	1,630
RMIT University	273
Southern Cross University	738
Swinburne University of Technology	78
University of Adelaide	583
University of Ballarat	101
University of Canberra	311
University of Melbourne	886
University of New England	738
University of New South Wales	620
University of Newcastle	1,694
University of Queensland	785
University of South Australia	1,219
University of Southern Queensland	680
University of Sydney	1,506
University of Tasmania	1,170
University of Technology, Sydney	1,301
University of the Sunshine Coast	185
University of Western Australia	703
University of Western Sydney	1,064
University of Wollongong	564
Victoria University	126
Total	34,059

Source: DEEWR

- (a) Allocations for Batchelor Institute of Indigenous Tertiary Education from this program have been separately determined as part of an agreement to maintain a total funding package for this institution at 1998 levels. The allocation was re-weighted in 2005 based on Batchelor's share of total EFTSL, to reflect changes both in the share of EFTSL across the sector since 1988 and to allocate to Batchelor a relative share of additional funding provided for the ISP from 2005.
- (b) The allocation for James Cook University includes an additional allocation for undergraduate places on Thursday Island which is determined separately as part of an agreement to maintain funding at a rate negotiated in 2001 for these places.

Higher Education Disability Support Program

The Disability Support Program (DSP) provides funding to eligible higher education providers to undertake activities that assist in removing barriers to access for students with a disability. In 2008, \$6.378 million was available through this program to higher education providers listed in Table A of HESA.

The program consists of three² components: Additional Support for Students with Disabilities (ASSD), Performance-based Disability Support funding and the Australian Disability Clearinghouse on Education and Training (ADCET).

The ASSD initiative provides funding to higher education providers to assist with the cost of providing educational support services and equipment to students with a disability. This component recognises that while higher education providers are responsible for meeting the needs of students with a disability, the provision of support for some students with high-cost needs is a significant cost to higher education providers.

In 2008, approximately \$5.1 million was allocated to higher education providers under the ASSD component. This included funding for alternative format materials, such as Braille and audio tapes, for students with vision impairments; sign interpreting services for hearing impaired students; and the purchase of equipment, such as voice recognition software and electric scooters for students with mobility difficulties.

The second component of the DSP, Performance-based Disability Support funding, aims to further encourage higher education providers to implement strategies to attract and support students with a disability. Funding for this component comprises that amount of funding which remains after allocations for the ASSD and ADCET components have been made to eligible higher education providers. Funding allocations are based on the number of students with a disability enrolled at each higher education provider, as well as the retention and success of those students. Approximately \$1.3 million was allocated under this component in 2008.

The third component of the DSP is funding for ADCET, a website providing information and other resources designed to promote inclusive teaching and learning practices for people with a disability. The website is currently hosted by the University of Tasmania and can be found at: www.adcet.edu.au.

Details of funding allocations for 2008 under the DSP are provided in Table 8.

² In 2008, the Regional Disability Liaison Officer (RDLO) component of the DSP was replaced by the new National Disability Coordination Officer (NDCO) program. Funding has been provided for a national network of NDCO officers who will offer information, coordination and referral services for people with a disability who are interested in, or enrolled in, post-school education and training. The NDCO program is administered by the Industry Skills Development Group and is not funded by the DSP.

Table 8: Higher Education Disability Support Program allocations, 2008

Higher Education Provider	Additional Support for Students with Disabilities (\$)	Performance-Based Disability Support (\$)	Total (\$)
Charles Sturt University	96,334	43,935	140,269
Macquarie University	337,973	36,899	374,872
Southern Cross University	121,001	19,980	140,981
University of New England	57,805	32,957	90,762
University of New South Wales	153,155	45,249	198,404
University of Newcastle	86,482	51,182	137,664
The University of Sydney	129,927	29,896	159,823
University of Technology, Sydney	321,028	32,516	353,544
University of Western Sydney	453,289	55,370	508,659
University of Wollongong	101,438	64,680	166,118
Deakin University	187,739	29,465	217,204
La Trobe University	532,023	55,919	587,942
Monash University	201,719	60,400	262,119
Royal Melbourne Institute of Technology	144,726	45,173	189,899
Swinburne University of Technology	97,443	16,067	113,510
The University of Melbourne	241,237	47,869	289,105
University of Ballarat	64,932	7,459	72,391
Victoria University	104,236	15,087	119,323
Central Queensland University	1,399	33,807	35,206
Griffith University	153,077	47,056	200,133
James Cook University	22,142	26,691	48,833
Queensland University of Technology	172,011	61,305	233,316
The University of Queensland	89,136	38,829	127,965
University of Southern Queensland	136,392	27,681	164,073
University of the Sunshine Coast	99,404	9,845	109,249
Curtin University of Technology	24,418	25,583	50,001
Edith Cowan University	44,074	16,728	60,802
Murdoch University	373,326	27,329	400,655
The University of Western Australia	124,263	28,542	152,805
The Flinders University of South Australia	26,294	38,457	64,751
The University of Adelaide	28,138	30,877	59,015
University of South Australia	60,797	72,450	133,247
University of Tasmania	98,554	45,493	144,047
Batchelor Institute of Indigenous Tertiary Education	34,144	3,367	37,511
Charles Darwin University	37,218	8,597	45,815
The Australian National University	62,387	35,654	98,041
University of Canberra	103,071	17,703	120,774
Australian Catholic University	22,198	20,399	42,597
ADCET			
Grant to University of Tasmania			51,000
Total	5,144,930	1,306,496	6,502,426

Source: ASSD – application-based reimbursement; Performance based funding - formula-derived result based on the Higher Education Student Statistics Collection, 2006.

NOTE: 2008 Performance-based funding includes unspent 2007 funds from the RDLO which were returned to the Department and added to the funds available for DSP in 2008.

Higher Education Equity Support Program

Providers are required to use Equity Support Program (ESP) funds for equity initiatives which target disadvantaged students and encourage sustainable improvements in access, participation, retention and success for students from low socio-economic backgrounds, students from regional and remote areas, students with a disability and students from non-English speaking backgrounds. In addition, providers may implement measures that assist in overcoming educational disadvantage associated with gender. Providers may tailor their programs to address specific disadvantage, as appropriate to the demographics of their student population and catchment area.

Allocations under the ESP, available to Table A providers, are based on enrolments, retention and success of students from low socio-economic status (SES) backgrounds, with a weighting to low SES students from regional and remote backgrounds.

To be eligible for funding, providers must fulfil the following eligibility criteria:

- run outreach programs to attract disadvantaged students to higher education;
- offer specialised support for disadvantaged students to assist their progression through higher education;
- administer application and selection processes for the Commonwealth Scholarships; and
- provide institutional equity scholarships to complement the Commonwealth Scholarships.

Table 9 sets out the ESP funding by higher education provider for 2008.

Table 9: Higher Education Equity Support Program allocations, 2008

State/Higher Education Provider	\$
New South Wales	
Charles Sturt University	874,036
Macquarie University	76,429
Southern Cross University	300,596
University of New England	516,917
University of New South Wales	142,575
University of Newcastle	434,856
The University of Sydney	203,365
University of Technology, Sydney	118,338
University of Western Sydney	264,534
University of Wollongong	201,469
Victoria	
Deakin University	361,203
La Trobe University	505,743
Monash University	476,213
Royal Melbourne Institute of Technology	242,179
Swinburne University of Technology	102,344
The University of Melbourne	262,062
University of Ballarat	145,177
Victoria University	210,338

State/Higher Education Provider	\$
Queensland	
Central Queensland University	685,210
Griffith University	371,515
James Cook University	399,060
Queensland University of Technology	447,809
The University of Queensland	544,516
University of Southern Queensland	594,346
University of the Sunshine Coast	86,235
Western Australia	
Curtin University of Technology	270,042
Edith Cowan University	241,579
Murdoch University	227,009
The University of Western Australia	104,314
South Australia	
Flinders University of South Australia	262,022
The University of Adelaide	200,925
University of South Australia	552,941
Tasmania	
University of Tasmania	705,390
Northern Territory	
Batchelor Institute of Indigenous Tertiary Education	34,945
Charles Darwin University	53,390
Australian Capital Territory	
The Australian National University	65,812
University of Canberra	56,154
Multi-state	
Australian Catholic University	132,412
Total	11,474,000

Source: Formula-derived result based on the Higher Education Student Statistics Collection (DEEWR).

1.3.2 Productivity

Grants to promote the productivity of higher education providers are paid through the Workplace Productivity Program (WPP) and the Workplace Reform Program (WRP).

Workplace Productivity Program

The WPP was a competitive grants program open to higher education providers listed in Table A of the *Higher Education Support Act 2003* (HESA). The program commenced in 2006 and aimed to improve the efficiency, productivity and performance of universities.

84 projects were funded under two competitive funding rounds held in 2006 and 2007, with 3 additional projects funded outside the rounds. Total funding for the 87 projects was \$140 million.

Following the Australian Government's commitment to abolish Australian Workplace Agreements (AWAs), the WPP guidelines were repealed and the Department worked collaboratively with universities to remove any reference to AWAs or 'direct relationships between employers and employees' in funding agreements.

There was no reduction in funding following these changes.

The Government has accepted the recommendation of the Review of Australian Higher Education that the WPP be discontinued.

Table 10: Workplace Productivity Program Allocations, 2008

Grant Recipient	Project Title	Funding provided in 2008 \$
New South Wales		
Charles Sturt University	Electronic Information Management Program	848,543
	Workplace Productivity Renewal and Reform	331,448
	Unified Session Model	549,000
Macquarie University	Academic Repositioning Project	450,000
	Expense Management System	210,000
Southern Cross University	Integrated Workforce Strategy Project	260,606
	New Business Model for the Delivery of Student Services	198,580
University of Newcastle	Australian National Higher Education Benchmarking Program	1,730,114
	HR Services Management System	163,800
University of New England	Strategic Business Development	1,698,829
University of New South Wales	Finance Productivity and Performance Program	494,000
	Centralised Childcare Operating Model	200,000
The University of Sydney	Performance Management and Balanced Scorecard Project	877,500
	Performance Aligned Remuneration Program	541,700
University of Technology Sydney	Performance Management Framework Blueprint	476,108
University of Western Sydney	An Agenda for Reform and Sustainability	301,500
	Our People 2015	575,734
University of Wollongong	Workforce Planning Model	505,000
Victoria		
Deakin University	Financial Management Improvement Project	1,050,000
	Improving Productivity Through Workplace Reform	644,017
La Trobe University	Business Improvement Program	605,568
Monash University	Higher Degree Research Admissions Improvements	551,267
	Restructuring Support Service Delivery - Shared Services Model	643,609
	Strategic Review of Monash Sport	120,000
RMIT	Improved Strategic Resource Management and Cost Reduction	566,666
Swinburne University of Technology	People, Productivity and Performance	630,167
	Centralising the Application Management System	275,825
	Structural Reform of Swinburne's Degrees and Academic Calendar	260,800
University of Ballarat	Financial Management Systems	15,000
	Human Resource Management Systems	80,000
The University of Melbourne	Curriculum Reform under the Melbourne Model	750,000
	Transforming University Programs	140,000
	LH Martin Institute for Leadership and Governance	2,500,000
Victoria University	Building Workforce Capacity	672,042

Grant Recipient	Project Title	Funding provided in 2008 \$
Queensland		
Central Queensland University	HR Systems and Processes Renewal	369,556
Griffith University	Accelerating Workplace Reform`	389,937
Queensland University of Technology	Financial Management Improvement Initiative	190,000
	Mobile Workplace Productivity	130,000
	Standards for the Professional Practise of HR	562,871
The University of Queensland	Financial Transformation Project	650,000
University of Southern Queensland	An Integrated Dashboard for Universities	345,926
University of the Sunshine Coast	Administrative Productivity Improvement Plan	676,087
Western Australia		
Edith Cowan University	Human Capital Planning and Performance Management	265,000
Murdoch University	Governance and Operational Efficiency Reform Program	505,162
University of Western Australia	Organisational Renewal and Productivity Program	474,843
South Australia		
The University of Adelaide	Support Service Excellence Program	600,000
Flinders University	Enhanced Electronic Data Management	221,250
University of South Australia	Alternative Pay and Career Structures for Academic and Professional Staff(an ATN project originally through RMIT)	487,409
	Efficiency and Governance of Corporate Services	660,307
Tasmania		
University of Tasmania	Collaborative Medical School Benchmarking	115,000
Northern Territory		
Charles Darwin University	Reforming HR Practices	584,581
Batchelor Institute of Indigenous Tertiary Education	Student Services Reform	210,314
Australian Capital Territory		
The Australian National University	Enabling Workplace Flexibility	500,000
University of Canberra	Re-making UC Systems and Processes	633,334
Total funding provided in 2008		28,489,000

Workplace Reform Program

The WRP commenced in 2000 and offered higher education institutions additional funding equivalent to two per cent of the salary component of the operating grant, conditional on reforms being implemented in management, administration and workplace practices.

In December 2003, the program was discontinued. Universities whose application for second round funding was received by DEST before 31 December 2003, and which were subsequently successful in obtaining that funding, received the funding on a permanent basis. This removed the potential need for universities to reapply for funding under WRP in future years, as previously envisaged under the program. Part of the WRP funding was rolled into the CGS from 2005. The remainder continued to be paid as a supplement to the CGS funding.

In 2008, higher education providers received \$49.1 million under the WRP.

1.3.3 Learning and teaching

Grants to enhance learning and teaching in higher education were paid through the Learning and Teaching Performance Fund (LTPF).

Learning and Teaching Performance Fund

The LTPF rewarded universities for excellence in learning and teaching for undergraduate students. In 2008, 23 universities shared in \$83.4 million from the fund.

Universities were assessed using a performance indicator model. The indicators included nationally comparable measures of student satisfaction, graduate outcomes and student success. These were derived from the Course Experience Questionnaire, the Graduate Destination Survey and student statistics collected by the Australian Government.

Table 11: Learning and Teaching Performance Fund Allocations, 2008

University (in alphabetical order)	University Grant (\$)	Science, computing, engineering, architecture and agriculture (\$)	Business, law and economics (\$)	Humanities, arts and education (\$)	Health (\$)	Total (\$)
Curtin University of Technology	500,000					500,000
Deakin University	1,000,000					1,716,927
Edith Cowan University	1,000,000	583,416				1,583,416
La Trobe University	500,000					500,000
Monash University	1,000,000	3,161,023	2,764,288	2,425,983	1,202,912	10,554,205
Murdoch University	1,000,000		688,881			1,688,881
Southern Cross University	1,000,000	324,867	886,664			2,211,531
Swinburne University of Technology	1,000,000	1,151,933	754,322	712,837		3,619,091
The Australian National University	1,000,000	855,404	967,588	1,202,912		4,025,905
The Flinders University of South Australia	500,000					500,000
The University of Adelaide	500,000					500,000
The University of Melbourne	1,000,000	2,687,161	2,529,841	2,146,983		8,363,985
The University of New England	1,000,000	520,605			87,352	1,607,956
The University of New South Wales	1,000,000	3,216,530	2,235,795	2,601,270	455,748	9,509,344
The University of Queensland	\$500,000					500,000
The University of Sydney	1,000,000	2,195,187	1,465,114	4,048,709		8,709,900
The University of Western Australia	1,000,000	1,379,222	920,553	1,098,616	399,948	4,798,340
University of Ballarat	1,000,000			432,961	226,121	1,659,082
University of Canberra	1,000,000		763,378		166,085	1,929,463
University of Tasmania	1,000,000	1,445,248	660,251			3,105,498
University of Technology, Sydney	1,000,000	2,372,082	2,951,846	1,539,027	536,381	8,399,334
University of the Sunshine Coast	1,000,000		192,524	324,282		1,516,807
University of Wollongong	1,000,000	1,613,524	1,548,667	1,481,620	252,414	5,896,225

Source: DEEWR 2008

1.3.4 National Institutes

The National Institutes program provides funding to the Australian National University, the University of Tasmania (for the Australian Maritime College) and Batchelor Institute of Indigenous Tertiary Education in recognition of their national role in particular areas of higher education.

The Australian Government provided \$172.6 million in 2008 under the National Institutes program (\$165.8 million to the Australian National University, \$4.6 million to University of Tasmania (for the Australian Maritime College Institute) and \$2.2 million to Batchelor Institute of Indigenous Tertiary Education).

1.3.5 Capital development

Grants to support the capital development projects of higher education providers are funded under the Capital Development Pool (CDP) program. Some additional capital projects are funded separately as special capital projects under *Higher Education Support Act 2003* or under the *Annual Appropriations Act*.

Capital Development Pool

The Capital Development Pool (CDP) was established in 1994 to assist higher education providers with specific capital projects. The Australian Government considers higher education providers' applications for funding assistance on a competitive basis. It obtains the views of state and territory governments on the relative merits of project proposals.

The focus of the program is to encourage:

- development of, or on, new campuses in suburban growth corridors and regional centres;
- capital developments that assist higher education providers to establish or expand provision of courses identified by the government as discipline areas of national importance;
- communications and information technology infrastructure projects which improve the cost-effectiveness and quality of educational delivery;
- the building or major refurbishment of capital infrastructure for student amenities;
- the rebuilding or restoration of campus facilities in circumstances which are, in the view of the Minister, special and extraordinary; and
- capital developments which the Minister considers are priorities for particular higher education providers.

In November 2008 the Australian Government opened a selection process for CDP funding in 2010 and 2011. In 2008 an additional objective was added to the program to encourage and support the building or major refurbishment of capital infrastructure for student amenities. The 2008 CDP round will make \$71.565 million available to eligible higher education institutions, comprising \$22.965 million available for 2010 and \$48.6 million for 2011. The announcement of successful applicants from the 2008 CDP round is anticipated in 2009.

CDP projects that commenced in 2008 include:

- a new building for the Faculty of Engineering, Computing and Mathematical Science at the University of Adelaide's North Terrace Campus;
- an Allied Health Complex at the Casuarina Campus of Charles Darwin University;
- Deakin Geelong Health Precinct at the Geelong Waterfront Campus of Deakin University;

- a student accommodation upgrade at the University of New England;
- a new science and engineering building at Murdoch University;
- specialist teaching laboratories, ICT infrastructure and facilities for the Faculty of Science, Health and Education at the University of the Sunshine Coast; and
- a multi-purpose teaching building, lecture theatre and computer teaching facilities at the Ourimbah Campus of the University of Newcastle.

Table 12 sets out CDP funding allocations for 2008 and also includes total project funding where projects are allocated funding over multiple years.

Table 12: CDP allocations by institution, 2008

Higher Education Provider	Project	2008 \$m	Total Project Allocation ¹
Bond University	Clinical Education and Research Centre	0.500	2.542
Charles Sturt University	Clinical Science Teaching Facilities at Orange Campus to support Rural Pathways Program	1.300	3.546
Charles Sturt University	Veterinary Science Facilities, Wagga Wagga Campus	2.497	4.539
Charles Darwin University	Allied Health Infrastructure - Casuarina Campus	1.300	6.567
Curtin University of Technology	Resources and Chemistry Precinct Building	5.202	7.244
Deakin University	Renovation of the Dennys Lascelles Building	1.300	5.668
Edith Cowan University	Nursing Facilities, Health and Wellness Building	2.601	5.367
Griffith University	Science and Engineering Building - Gold Coast Campus	1.300	6.567
James Cook University	Pharmacy Teaching Facility	2.000	6.021
Monash University	Frankston Regional Aquatic Health and Wellness Centre	3.001	5.145
Monash University	Nth Victorian Regional Medical Education Network	3.000	9.828
Murdoch University	Science and Engineering Building	1.300	3.546
Queensland University of Technology	Teaching and Learning Spaces at Caboolture campus	2.601	4.601
Swinburne University of Technology	Advanced Technology Building - Hawthorn Campus	1.300	3.546
The Flinders University of South Australia	Faculty of Health Sciences Building - Bedford Park Campus	0.300	2.546
The Flinders University of South Australia	Science Innovation Learning Centre	2.181	3.242
The University of Adelaide	Engineering building	1.300	3.546
The University of Newcastle	Teaching and Learning Centre, Port Macquarie Campus	3.610	3.610
The University of Newcastle	New Clinical Science and Medical Building	1.300	3.546
The University of Newcastle	Multi Purpose (Sports Science) Building	2.081	3.102
The University of New England	Mary White College	0.600	2.539
The University of Notre Dame Australia	Building for education, nursing and medicine programs	1.040	1.040
The University of Western Australia	Podiatric Medicine Training Centre	2.601	2.601
University of Ballarat	Building integrated library and information services	2.965	2.965
University of South Australia	Building 3A, City West Campus	2.601	2.601
University of South Australia	Redevelopment of facilities at Mt Gambier Campus	1.658	1.658
University of Southern Queensland	Building 2 - Springfield Campus	1.300	6.046
University of Southern Queensland	Wine Science Laboratory, Stanthorpe	1.737	1.737
University of Tasmania (previously Australian Maritime College)	Upgrade to the Integrated Marine Simulator	3.912	3.912
University of Tasmania	Community Learning Centre, Cradle Coast Campus	2.081	2.081

Higher Education Provider	Project	2008 \$m	Total Project Allocation ¹
University of Technology, Sydney	Anatomy Laboratory	0.900	0.900
University of the Sunshine Coast	Stage VI Campus Development - Health & Sports Centre	2.081	4.203
University of the Sunshine Coast	Stage VII Campus Development - Health & Sports Centre	1.300	3.546
University of Western Sydney	Nursing Development Hubs	1.300	3.546
Victoria University	Health Precinct - St Albans campus	1.300	6.567
Victoria University	Footscray Park Campus Redevelopment	2.601	2.601
Sub Total CDP (excluding Special Projects)		69.951	

Source: DEEWR

¹ Total Project Allocation includes total funding for a particular project over multiple years where applicable

Additional capital projects

In addition to the capital works funded through the competitive CDP process, Table 13 lists CDP special projects that received funding allocations under HESA from the Australian Government in 2008.

Table 13: Additional CDP special projects funded under HESA, 2008

Higher Education Provider	Project	2008 \$m	Total Project Allocation*
James Cook University	Dental School	33.000	33.000
University of Notre Dame Australia	Infrastructure for Teacher Education, Fremantle and Sydney campuses	7.500	7.500
University of Western Sydney	Library redevelopment, Penrith Campus	4.000	7.000
University of Western Sydney	Medical School	6.000	25.000
Sub Total CDP Special Projects		50.500	

Source: DEEWR

*Note. Total Project Allocation includes total funding for a particular project over multiple years where applicable

Table 14 sets out allocations made for special infrastructure projects in 2008 under the *Annual Appropriations Act*.

Table 14: Capital projects funded under the Annual Appropriations Act, 2008

Higher Education Provider	Project	2005-06 \$m	2006-07 \$m	2007-08 \$m	2008-09 \$m
The University of Adelaide	Veterinary Science School			15.0	
University of Notre Dame Australia	Darlinghurst campuses		1.8	0.2	
The University of Melbourne, (project partners are Griffith University and University of Western Sydney)	National Centre for Excellence for Islamic Studies ^a		1.5	2.0	0.5
University of New South Wales (project partners are The University of Melbourne and Swinburne University of Technology)	Centre for Social Impact ^b			12.5	
The University of Melbourne	Public Policy Institute			15.0	
Total		171.5	10.5	16.5	0.5

Source: DEEWR

*Note Total Project Allocation includes total funding for a particular project over multiple years where applicable

^a Funding helped establish physical and academic infrastructure.

^b Funding contributed towards an endowment fund for the Centre.

1.3.6 Higher Education Superannuation Program

The Australian Government provides supplementation funding to eligible higher education providers to cover certain superannuation expenses incurred for staff who are members of identified state emerging cost superannuation schemes. A proportion of the funding is recovered from the relevant states under cost-share arrangements.

In 2008, \$120.4 million has been paid to higher education providers. The recovery from the states was \$27.1 million.

1.3.7 Collaboration, Structural Adjustment and Diversity

Grants to foster collaboration and reform in higher education were paid through the Collaboration and Structural Reform Fund (CASR). CASR was subsumed by the new Diversity and Structural Adjustment Fund (Diversity Fund) on 1 January 2008. The Diversity Fund honoured CASR commitments that extended beyond 31 December 2007.

Collaboration and Structural Reform Fund

The Collaboration and Structural Reform Fund (CASR) provided funding for projects that aimed to improve the quality of higher education in Australia by facilitating structural reform in the higher education sector and by fostering collaboration between higher education and other education and training providers, business, industry, professional associations, and local communities and reform of course structures and delivery modes. Approximately \$52.3 million was allocated over 2005 to 2010. In August 2008, the department completed a review of the operation of the Collaboration and Structural Reform Fund. The review report, and other information about CASR, is available by following the CASR link at:

www.deewr.gov.au/dsa.

Diversity and Structural Adjustment Fund

The objective of the Diversity Fund was to promote structural reform by eligible higher education providers that supports greater specialisation among providers, more diversity in the higher education sector and better responsiveness to labour markets operating in the local or national interest. Over \$200 million was allocated to the Diversity Fund over four years (2008-2011) with a competitive funding round held in 2008.

On 11 December 2008, the Minister for Education, Julia Gillard, announced the successful projects for the Diversity Fund 2008 competitive funding round. The full list of successful projects are available at **www.deewr.gov.au/dsa**.

1.3.8 Quality

Grants for activities that assure and enhance the quality of Australia's higher education were paid to the Australian Learning and Teaching Council, the Australian Universities Quality Agency, Graduate Careers Australia and the Australian Council for Educational Research.

Australian Learning and Teaching Council

The Australian Learning and Teaching Council (ALTC) promotes and enhances learning and teaching in Australian higher education institutions through a suite of grants, fellowship and awards programs. In 2008, the ALTC received around \$22 million from the Australian Government, which was its only source of funding.

In 2008, the ALTC's activities included:

- managing a major competitive grants scheme for innovation in learning and teaching;
- liaising with the sector about options for articulating and monitoring academic standards;
- improving assessment practices;
- facilitating benchmarking of effective learning and teaching processes at national and international levels;
- developing mechanisms for dissemination of good practice;
- managing a program for international experts in learning and teaching to visit Australian higher education providers and the development of reciprocal relationships with international jurisdictions; and
- coordinating the Australian Awards for University Teaching.

Australian Universities Quality Agency

The Australian Universities Quality Agency (AUQA) was established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2000 as an independent national body.

AUQA is responsible for the following:

- conducting periodic quality audits of Australian universities and other higher education institutions and State and Territory accreditation authorities;
- publishing reports revealing the outcomes of these audits;
- commenting on the criteria for the accreditation of new universities and non-university higher education awards, as a result of information obtained during the audits of higher education providers and State and Territory accreditation processes; and
- reporting on the relative standards and international standing of the Australian higher education system and its quality assurance processes obtained during the audit process.

Universities and agencies are asked to indicate how they intend to address the recommendations made in the audit report and are expected to report on their progress at a later stage. Should a higher education provider or agency receive a negative audit report, it is the responsibility of the governing body of that institution or agency, and if required the relevant government, to determine appropriate action.

The Australian Government funds 50% of AUQA's core operating grant, the States and Territories contribute the other half, and higher education providers/accreditation authorities also pay a fee for audit.

Since the first round of audits commenced in 2002, around ten higher education providers/accreditation authorities have been audited per year with the final first cycle audits occurring in 2007. The second cycle of audit commenced in 2008 with a stronger focus on academic risk, outcomes and standards.

A total of \$650,000 was allocated to AUQA in 2008 annual operational funding.

AUQA also received funding from the Australian Government in 2009 to conduct a project to develop ways of measuring and reporting on standards of academic achievement. The project's aim is to contribute to the higher education system's common understanding of and description of standards relating to academic achievement. The project is due for completion in December 2009.

AUQA hosts a national forum on quality annually. The Australian Universities Quality Forum (AUQF) was held in Canberra from 9 - 11 July 2008 with the theme 'Quality & Standards in Higher Education: Making a Difference'.

AUQA – offshore auditing

In 2005, the Australian Government provided additional funds to increase AUQA's offshore auditing activities and to assist AUQA in the development of bilateral relationships with overseas quality agencies. This additional funding has enabled AUQA to strengthen its focus on the quality of transnational education through activities such as increasing the number of overseas visits and enhancing training activities to support audit directors in this area.

\$490,000 was allocated to AUQA in 2008 for this purpose.

Graduate Careers Australia

Graduate Careers Australia is receiving \$1.93 million over the period 2007-09 to conduct the annual Australian Graduate Survey, comprising the Course Experience Questionnaire, the Graduate Destinations Survey and the Post-Graduate Research Experience Questionnaire. The Australian Graduate Survey provides valuable information about graduates' satisfaction with their learning experiences and their employment and further study outcomes. This is used in policy-making and to inform the higher education sector's understanding of some aspects of its effectiveness.

Australian Council for Educational Research

The Australian Council for Educational Research (ACER) developed and administers the Graduate Skills Assessment (GSA) test. The GSA is a test of student's generic skills that can be assessed at university entry and exit level. The GSA provides an objective measure of the generic skills of graduates in the areas of critical thinking, problem solving, interpersonal understanding and written communication. ACER was eligible to receive up to \$88,500 in 2008. The GSA was funded on a per test basis.

1.3.9 Open access

Grants for activities that support open access to higher education are paid through the Open Learning Initiative and the Framework for Open Learning Program (FOLP).

Opening Learning Initiative – Administrative payment to Open Universities Australia

The Australian Government provides financial assistance to Open Universities Australia for administration costs relating to FEE-HELP. The payment is made in arrears. The 2007 payment of \$216,005 was paid in 2008. The 2008 payment of \$241,595 was paid in January 2009.

Framework for Open Learning Program

The Framework for Open Learning Program (FOLP) is a discretionary grants program funded under the Annual Appropriations Act 2008-2009. FOLP promotes the uptake of Information and Communications Technology (ICT) in education and training to meet the challenges of the 21st century information economy. Projects funded under FOLP demonstrate the Australian Government's leadership in the educational use of ICT to enhance student learning outcomes through lifelong learning.

The program underpins Australia-wide cross-sectoral cooperation, through funding and other arrangements to enable all key stakeholders to undertake collaborative ICT work relevant to the education and training sector. FOLP is the only funding source for cross-sectoral ICT in education priorities.

Priorities are in accordance with the Joint Ministerial Statement for ICT in Australian Education (2008- 11).

In the 2008-2009 Budget a total funding of \$3.230 million was provided.

1.3.10 Transitional Costs Program

The Transitional Costs Program assists providers with the transitional costs associated with changes to funding arrangements for accounting and related disciplines from 2008.

The Program compensates providers for receiving a lower Commonwealth contribution amount under the Commonwealth Grant Scheme (CGS) for accounting and related disciplines from 2008 and not being able to charge continuing students a higher student contribution amount to make up the difference between the new and old CGS amounts. The program began in 2008 and will cease at the end of 2012. A total of \$48.4 million was provided to eligible providers under the program in 2008.

1.4 Scholarships

1.4.1 Commonwealth Learning Scholarships

The Commonwealth Scholarships program provides assistance to students from low socio-economic status backgrounds, especially Indigenous students and students from regional and remote areas, with costs associated with higher education. The program has two key components. *Commonwealth Education Costs Scholarships* (CECS) which assist students with general education costs and in 2008 were valued at \$2,162 a year for up to four years. *Commonwealth Accommodation Scholarships* (CAS) which assist students from regional and remote areas who have to move to attend higher education with their accommodation costs, and in 2008 were worth \$4,324 a year for up to four years.

In 2008 the Commonwealth Scholarships program was expanded to:

- Introduce two new scholarships for students studying two-year associate degrees; and
- Provide annual funding for 1,000 Indigenous Access Scholarships (IAS) to assist Indigenous Australians wishing to access higher education, particularly those who need to relocate from regional and remote areas. An IAS is valued at \$4,080 in 2008. In addition, the Australian Government broadened the CECS and CAS scholarship types to provide up to one year's assistance to Indigenous students to undertake a higher education enabling course, in preparation for enrolling in an undergraduate program.

The Australian Government allocates funding for Commonwealth Scholarships annually to higher education providers who determine their own application and selection processes in line with broad Government Commonwealth Scholarship guidelines.

All Commonwealth Scholarships are indexed annually and are not treated as income for Social Security pensions and allowances, or for ABSTUDY.

Approximately \$122 million was allocated to eligible providers for Commonwealth Scholarships in 2008.

Table 15: Number of new scholarships allocated under the CS, 2008

Higher Education Provider	CECS	CAS	IAS
New South Wales			
Avondale College	6	4	1
Charles Sturt University	184	232	20
Macquarie University	86	30	13
Southern Cross University	183	197	14
University of New England	141	95	20
University of New South Wales	158	105	22
University of Newcastle	442	176	65
The University of Sydney	249	159	40
University of Technology, Sydney	158	103	48
University of Western Sydney	339	40	24
University of Wollongong	141	93	18
Victoria			
Deakin University	211	103	34
La Trobe University	261	202	13
Monash University	274	177	9
Royal Melbourne Institute of Technology	209	120	7
Swinburne University of Technology	72	47	2
The University of Melbourne	246	166	20
University of Ballarat	58	64	9
Victoria University	187	57	4
Queensland			
Christian Heritage College	6	2	0
Central Queensland University	268	93	52
Griffith University	306	216	65
James Cook University	216	220	45
Queensland University of Technology	294	267	71
The University of Queensland	326	359	28
University of Southern Queensland	179	129	36
University of the Sunshine Coast	114	54	24
Western Australia			
Curtin University of Technology	311	199	50
Edith Cowan University	183	106	15
Murdoch University	165	90	32
The University of Notre Dame Australia	20	11	8
The University of Western Australia	208	174	41
South Australia			
Tabor College, Adelaide	4	2	0
Flinders University of South Australia	155	103	15
The University of Adelaide	185	115	46
University of South Australia	295	156	30
Tasmania			
University of Tasmania	364	378	28

Higher Education Provider	CECS	CAS	IAS
Northern Territory			
Batchelor Institute of Indigenous Tertiary Education	160	96	24
Charles Darwin University	123	30	20
Australian Capital Territory			
The Australian National University	73	82	13
University of Canberra	77	63	18
Multi-state			
Australian Catholic University	142	38	16
Total	7779	5153	1060

Source: Formula-derived result based on the Selected Higher Education Student Statistics, various years (DEEWR) and competitive bid processes.

Table 16 sets out the funding provided to higher education providers for Commonwealth Scholarships in 2008. The grant amount includes funding for scholarships allocated in previous years.

Table 16: Total Commonwealth Scholarships funding for 2008

Higher Education Provider	\$
New South Wales	
Avondale College	103,532.00
Charles Sturt University	3,856,452.00
Macquarie University	1,252,950.00
Southern Cross University	2,632,062.00
University of New England	2,241,438.00
University of New South Wales	2,627,948.00
University of Newcastle	5,025,924.00
The University of Sydney	4,288,296.00
University of Technology, Sydney	2,887,530.00
University of Western Sydney	3,559,282.00
University of Wollongong	2,218,144.00
Victoria	
Deakin University	2,994,722.00
La Trobe University	4,249,482.00
Monash University	4,332,614.00
Royal Melbourne Institute of Technology	2,789,434.00
Swinburne University of Technology	1,054,568.00
The University of Melbourne	3,692,140.00
University of Ballarat	1,305,814.00
Victoria University	2,241,018.00
Queensland	
Christian Heritage College	34,592.00
Central Queensland University	3,948,096.00
Griffith University	5,339,414.00
James Cook University	4,490,304.00
Queensland University of Technology	6,153,024.00
The University of Queensland	6,889,948.00
University of Southern Queensland	3,270,970.00
University of the Sunshine Coast	1,563,756.00

Higher Education Provider	\$
Western Australia	
Curtin University of Technology	4,945,266.00
Edith Cowan University	3,345,278.00
Murdoch University	2,286,074.00
University of Notre Dame Australia	272,622.00
The University of Western Australia	2,891,400.00
South Australia	
Tabor College Adelaide	30,268.00
Flinders University of South Australia	2,404,808.00
The University of Adelaide	2,758,298.00
University of South Australia	4,500,450.00
Tasmania	
University of Tasmania	6,221,890.00
Northern Territory	
Batchelor Institute of Indigenous Tertiary Education	2,065,340.00
Charles Darwin University	1,054,500.00
Australian Capital Territory	
The Australian National University	1,339,430.00
University of Canberra	1,158,764.00
Multi-state	
Australian Catholic University	1,777,584.00
Total	122,160,286.00

Source: Formula-derived result based on the value of CECS and CAS in 2008.

1.4.2 Indigenous Staff Scholarships

The Indigenous Staff Scholarships Program rewards Indigenous staff (academic or general) who have actively encouraged Indigenous students to participate in higher education and complete their courses. The scholarships enable Indigenous staff of eligible higher education providers to take one year of leave from their employment to undertake full-time higher education study in their chosen academic or professional area. This recognises their commitment to assisting students in higher education and enhances their own academic and professional standing.

Applicants for Indigenous Staff Scholarships are considered by the Indigenous Higher Education Advisory Council, which advises the Minister for Education, Employment and Workplace Relations on who should receive a scholarship under this program.

Five Indigenous Staff Scholarships are awarded annually. In 2008 each provided \$11,300 (indexed annually) to cover tuition fees and/or student contribution amounts for that year, and a non-taxable stipend of \$22,700 for each scholarship holder (indexed annually).

Table 17: 2008 Indigenous Staff Scholarships allocations

	\$ per person	No.	Total \$
Stipend	22,700	5	113,500
Course Fees	11,300	5	56,500
Total	34,000	5	170,000

Source: Commonwealth Scholarships guidelines

1.4.3 International Scholarships

Endeavour Awards

The Endeavour Awards is the Australian Government's internationally competitive, merit-based scholarship program providing opportunities for citizens of the Asia-Pacific and Middle East, Europe and the Americas to undertake study, research and professional development in Australia. Awards are also available for Australians to do the same abroad.

The Endeavour Awards aim to:

- Develop ongoing education, research and professional linkages between individuals, organisations and countries
- Provide opportunities for high achieving individuals to increase their skills and enhance their global awareness
- Contribute to Australia's position as a high quality education and training provider, and leader in research and innovation
- Increase the productivity of Australians through an international study, research or professional development experience.

Available Awards include:

- Endeavour Postgraduate Awards
- Endeavour Australia Cheung Kong Research Fellowships
- Endeavour Research Fellowships
- Endeavour Executive Awards
- Endeavour Vocational Education and Training (VET) Awards
- Endeavour Europe Awards
- Endeavour Research Fellowships for Indigenous Australians

Further information is available through the Endeavour Awards website at www.endeavour.deewr.gov.au.

Endeavour Language Teacher Fellowships

The Endeavour Language Teachers Fellowships are for Australian language teachers to undertake a language and cultural program in the country of the language that they teach. Eligible languages are those from the region that are in the top 10 taught at Australian schools.

Table 18: Endeavour Research Awards offered for 2008

Award Type	Incoming Endeavour Awards (International)	Outgoing Endeavour Awards (Australian)	Value of individual Awards in A\$
Endeavour Postgraduate Awards	103	n/a	160 000
Endeavour Research Fellowships	156	32	25 000
Endeavour VET Awards	34	n/a	125 000
Endeavour Australia Cheung Kong Awards	12	8	25 000
Endeavour Executive Awards	65	10	25 000
Endeavour Europe, Turkey & Malaysia Awards	21	2	50 000
Endeavour Research Fellowships for Indigenous Australians	n/a	2	25 000
Total	391	54	

Source: DEEWR internal administrative data, 2008

1 Universities will manage their IPRS allocation: the number of awards they are able to offer will depend on their tuition fees

International Student Exchange Programs

The Australian Government encourages young Australians to immerse themselves into social and academic cultures of other countries and provides opportunities for international students, particularly from the region, to study in and experience Australia. It also seeks to support Australian higher education providers in further developing and diversifying their linkages with counterpart institutions overseas.

In recognising the enduring benefits of undergraduate student exchanges, the Australian Government has been funding Australian higher education providers to subsidise the costs to students participating in student exchanges since 1993.

The department administers funding for a number of ongoing student exchange programs. These programs support the government's objective of building international linkages between Australian and overseas institutions and enriches the experience of students.

The International Student Exchange Program is made up of three individual programs: the Endeavour Student Exchange Program (ESEP); the Endeavour Cheung Kong Student Exchange Program (ECKSEP); and the Australian University Mobility in Asia and the Pacific (UMAP) Student Exchange Program. These programs promote diversification within the international education market, in terms of countries of origin and fields of study.

The programs provide funding to Australian higher education institutions to support Australians studying overseas (ESEP, ECKSEP, UMAP) and international students studying in Australia on exchange (ESEP, ECKSEP).

The key features of the International Student Exchange Programs are tuition fee waiver and credit transfer.

Table 19: International Student Exchange Subsidies offered for 2008

Award Category	Subsidies for international students for in-Australia study	Subsidies for Australian students for overseas study	Value of individual subsidy in AUD \$
Endeavour Student Exchange Program	240	206	5,000
Australian University Mobility in Asia and the Pacific (UMAP) Program	N/A	323	5,000
Endeavour Cheung Kong Student Exchange Program	100	100	5,000
Total	340	629	

Source: DEEWR internal administrative data

Award Category	Staff visit Subsidies	Value of staff subsidy in AUD \$
Endeavour Student Exchange Program	24	1,500
Australian University Mobility in Asia and the Pacific (UMAP) Program	22	1,500
Endeavour Cheung Kong Student Exchange Program	N/A	N/A
Total	46	

Australian-American Fulbright Commission

The Fulbright Commission is a non-profit organisation in Australia, established through a treaty between the Australian and United States Governments in 1949. The Fulbright awards allow Australians and Americans to participate in educational and cultural exchange programs.

For 2008, AUD \$820,000 was provided by the Australian Government for the Fulbright Awards.

General Sir John Monash Postgraduate Student Awards

The General Sir John Monash Foundation was incorporated as a not-for-profit organisation in December 2001, to establish and run the General Sir John Monash Awards, which aspire to become Australia's most prestigious scholarships for post-graduate overseas study. Through the Higher Education Innovation Program (HEIP), the Collaboration and Structural Reform Fund and the new Diversity and Structural Adjustment Fund, the Australian Government is providing AUD \$10.5 million to the Foundation, comprising \$700,000 towards its administrative costs, \$4.8 million to directly fund the initial Awards (2004-2007), and a further \$5 million contribution to the Foundation's endowment fund.

1.5 Regional Higher Education

1.5.1 Regional Higher Education Providers

There is no definition of a regional university in Australia although a number of universities situated outside the major metropolitan centres at times form an informal grouping known as regional universities. Some of these regional universities have centres or campuses in the major cities, often to attract international students. The situation is further complicated by the large number of metropolitan universities that have one or more campuses or centres located in regional areas.

There are many situations in which regional university campuses or centres share facilities with TAFE institutions. Some of these shared campuses or precincts have been effective in broadening educational opportunities in regional areas in cost effective ways. Many of these regional campuses and centres have also been very effective in developing strong links with local government and regional development organisations.

The most successful universities in regional areas are those that develop strong relationships with their communities and build positive community attitudes to education as a long-term goal. Many universities in regional areas have missions that are closely linked to their regions and this link is enshrined within the legislative acts under which they operate. The governing bodies of these universities also have strong regional membership.

Australia has been a leader in the provision of distance education to serve regional communities. Distance education has been offered through traditional universities all of which also undertake research and cater for internal, campus-based students. For example, the University of New England in the regional centre of Armidale (approximately 500 km from Sydney) was founded in 1938 as a university college of the University of Sydney. It became a fully independent university in 1954 and commenced external or distance teaching in 1955. Still today, over 75% of its students study by distance. Other major providers of distance education are Charles Sturt University, Deakin University and the University of Southern Queensland. Although some regional universities specialise more in distance education and have the majority of their students studying through this mode, the introduction of e-learning has meant

all universities offer at least some courses through forms of electronically supported distance delivery or flexible delivery. Funding for internal and external students is identical and in Australia qualifications awarded for distance education have the same status as qualifications awarded for on-campus study.

1.5.2 Support for Regional Higher Education Students

- The Australian Government recognises that students from rural and remote areas face additional costs to go to university. The Commonwealth Scholarships program, introduced in 2004, assists students from low socio-economic status backgrounds, including Indigenous students and students from regional and remote areas, with the costs associated with higher education.
- The Higher Education Equity Support Program (ESP) assists universities to deliver equity programs for designated student groups, including those from regional and remote areas. The ESP provides funding to eligible higher education providers to remove barriers to access for disadvantaged students, including students from regional and remote areas, and to promote equality of opportunity in higher education.
- The package, A Better Future for Indigenous Australians, contained in the 2007-08 Budget, provides additional support and improved access to school and tertiary education for Indigenous students. The Budget provides increased education and training funding to support Indigenous education, particularly to support Indigenous students living in remote communities where secondary education and training choices are limited. The Budget included \$63.5 million over four years for the expansion of the Indigenous Youth Leadership Program and the Indigenous Youth Mobility Program. In addition \$27.7 million has been provided to give up to 1,000 disadvantaged Indigenous higher education students per year access to a one-off payment of \$4000 to assist with their university costs (Indigenous Access Scholarship, refer. 1.4.1) This payment is aimed particularly at those who need to relocate from rural and remote areas to take up a university undergraduate or enabling course. Funding of \$3.0 million has also been provided for enhancements to ABSTUDY.

1.5.3 Future Policy Directions: Regional Higher Education Provision

The 2008 Review of Australian Higher Education (the Bradley Review) identified a number of challenges to be addressed if higher education in regional Australia is to play a significant role in the Australian Government's vision of a stronger and fairer Australia underpinned by a high quality higher education sector.

As part of its *Transforming Australia's Higher Education System* reform agenda, the Australian Government has committed to examining the cost of providing higher education in regional Australia, including the role of Regional Loading.

The Department of Education, Employment and Workplace Relations (DEEWR) has commenced this work which will build on previous studies and reports and will include state/territory based consultations with the higher education sector, state and local government representatives and other stakeholders. As part of the consultations, an issues paper will be released on the Department's website at www.deewr.gov.au.

The Department will also commission research on patterns of provision including best practice and the cost of providing quality higher education in regional Australia. A high level Reference Group on Regional Provision has been established by the Department to provide critical guidance to the Department throughout the review. Members include Professor Richard Larkins AO, Professor Ian Goulter, Professor

Sandra Harding, Ms Virginia Simmons and Ms Paddi Creevey. Members have expertise in regional higher education, vocational education and training and the post-compulsory education needs of regional communities.

The review will examine issues affecting higher education provision in regional Australia alongside consideration of other elements of the higher education reform package, in particular participation and attainment targets, student centred funding, infrastructure funding, income support, structural adjustment and tertiary pathways.

The results of the consultations, submissions and research will inform the Government's future policy on regional provision.

1.6 Support for Students

1.6.1 Overview

Australian citizens, New Zealand citizens and the holders of an Australian permanent visa are classified as 'domestic students'. Since 1989, Australian students in Australian Government funded higher education places have generally been required to contribute to the costs of their education originally through the *Higher Education Contribution Scheme* (HECS), with access to an Australian Government loan for assistance.

Australian Government funded higher education places are called Commonwealth supported places (formerly known as HECS places). The Australian Government allocates a number of Commonwealth supported places to providers each year. It is the responsibility of higher education providers to allocate Commonwealth supported places and they are required to do so on merit. Most domestic undergraduate students undertake their higher education in a Commonwealth supported place.

Other students undertake their higher education in a fee paying place.

In 2005, the *Higher Education Loan Program* (HELP) replaced HECS. The previous arrangements for loans were expanded to further assist fee paying students under FEE-HELP (formerly the Postgraduate Education Loan Scheme (PELS), the Bridging for Overseas-Trained Professionals Loan Scheme (BOTPLS) and the Open Learning Deferred Payment Scheme (OLDPS)). OS-HELP was also introduced for eligible Commonwealth supported students.

Data at 30 June 2008 indicated that since 1989, around 2.3 million students had been able to access higher education opportunities through Australian Government funded loans and over \$22.1 billion had been loaned to those students. Around 963,000 people had repaid their debt. The average repayment time was 7.6 years.³

³ Data in this paragraph has been provided by the Australian Taxation Office.

Table 20: Accumulated HELP debts 1989-90 to 2008-09^(a)

Year	Voluntary repayments by students \$m	Repayments through tax system \$m	Accumulated HELP debt as at 30 June ^(a) \$m
1988-1989	1	9	216
1989-1990	2	28	673
1990-1991	6	49	1,190
1991-1992	12	57	1,749
1992-1993	11	72	2,321
1993-1994	19	133	2,932
1994-1995	16	169	3,354
1995-1996	32	218	3,958
1996-1997	58	262	4,504
1997-1998	67	472	4,922
1998-1999	72	497	5,526
1999-2000	80	532	6,229
2000-2001	97	586	7,162
2001-2002	134	612	8,104
2002-2003	137	638	9,164
2003-2004	156	701	10,185
2004-2005 ^b	193	666	11,371
2005-2006	137	800	12,779
2006-2007	158	921	14,425
2007-2008	184	1,158	16,113
2008-2009 ^c	196	1,286	18,052

Source: Australian Taxation Office and Department of Education, Employment and Workplace Relations (DEEWR) estimates

- a The total accumulated HELP debt includes the compulsory repayments made in relation to that income year. This table displays a record of repayments and debt, on an accrual basis, so that figures presented are comparable from year to year. The actual outstanding HELP debt for a particular year detailed above may be different to that published in the Annual Report for that year because the Annual Report is based on estimated compulsory repayments and estimated first half year debt.
- b Before 2005, debts were incurred under the HEFA. From 1 January 2005, debts are incurred under HESA and are known as HELP debts. Debts incurred under HEFA included HECS, Postgraduate Education Loans Scheme (PELS), Bridging for Overseas-Trained Professionals Loan Scheme (BOTPLS) and Open Learning Deferred Payment Scheme (OLDPS) debts. All previous debts under these schemes became HELP debts on 1 June 2006. HELP debts incurred since 1 January 2005 include HECS-HELP, FEE-HELP and OS-HELP debts, and from January 2009 VET FEE-HELP.
- c The amounts for 2008-09 are a combination of actuals and estimates:
 – Voluntary repayments and debts for 2nd half 2008 are actuals;
 – Compulsory repayments through PAYG and 1st half 2009 debts are DEEWR estimates.

Commonwealth supported students

Commonwealth supported students are generally required to contribute to the cost of their higher education through a student contribution. The Australian Government pays a Commonwealth contribution to higher education providers for each Commonwealth supported place through the Commonwealth Grant Scheme.

In 2008, over 440,900 students (expressed in EFTSL) were in Commonwealth supported places.⁴ Of that number, over 20,600 were students in postgraduate Commonwealth supported places (see Table 24).

Australian citizens, New Zealand citizens and holders of a permanent visa are eligible for a Commonwealth supported place.

⁴ Includes work experience in industry (WEI) load. WEI load is excluded from the Commonwealth supported category for some funding purposes.

Student contributions

Since 2005, universities have been able to set student contributions up to a maximum level set by the Australian Government which varies by discipline. The maximum annual student contribution amounts in each band are indexed annually.

In 2008 the maximum student contribution amount for units in accounting, administration, economics and commerce was increased to the same rate as for law, medicine, dentistry and veterinary science. Transitional arrangements were put in place for students who commenced their course before 2008 and did not complete it before the end of 2007 (pre-2008 students). The arrangements for pre-2008 students apply until the end of 2012.

Table 21 sets out the student contribution bands and ranges.

Table 21: Student contribution bands and ranges for 2008

Student Contribution Band	Student Contribution Range (per EFTSL)		
	Students commencing on or after 1 January 2008	Pre-2005 HECS ^a students who began their course on or after 1 January 1997	Pre-2005 HECS ^a students who began their course before 1 January 1997
Band 3 (law, dentistry, medicine, veterinary science) (accounting, administration, economics, commerce)	\$0 – \$8,499 \$0 – \$8,499 ^b	\$0 – \$6,798 \$0 – \$5,807	\$0 - \$3,061 \$0 - \$3,061
Band 2 (mathematics, statistics, computing, built environment, health, engineering, science, surveying, agriculture)	\$0 – \$7,260	\$0 – \$5,807	\$0 - \$3,061
Band 1 (humanities, behavioural science, social studies, foreign languages, visual and performing arts)	\$0 – \$5,095	\$0 – \$4,077	\$0 - \$3,061
National priorities (education, nursing)	\$0 – \$4,077	\$0 – \$4,077	\$0 - \$3,061

Source: HESA

- a All pre-2005 student arrangements ended on 31 December 2008 regardless of whether a person completed their course.*
- b Students who commenced their course after 1 January 2005 but before 1 January 2008 may be eligible for a maximum student contribution amount for Accounting, Administration, Economics and Commerce units of \$7,260 (the band 2 rate). This amount applies to Commonwealth supported students who commenced a course of study before 1 January 2008 and are covered by the saving provision in Schedule 7 of the Higher Education Legislation Amendment (2007 Budget Measures) Act 2007.*

Student Learning Entitlement

On 1 January 2005, all eligible students received a Student Learning Entitlement (SLE) giving them access to seven years of equivalent full-time study in a Commonwealth supported place. Additional SLE is also provided to eligible students enrolling in an undergraduate course that is longer than six years, an honours course, a graduate entry bachelor degree or a postgraduate course. Students also accrue lifelong SLE to encourage lifelong learning. Students must have sufficient SLE to cover the units of study in which they wish to enrol as a Commonwealth supported student.

Domestic fee-paying students

Where a domestic student is not Commonwealth supported, higher education providers may charge tuition fees under the conditions described below. Providers determine their own fee levels for domestic fee-paying students. For units of study in which Commonwealth supported students are enrolled, fee-paying students must be charged an amount equal to or more than the student contribution amount for Commonwealth supported students for that unit.

In 2008, providers were able to offer fee paying places for domestic students once all of their allocated Commonwealth supported places had been filled in the relevant funding cluster.

Table 22 shows the number of domestic full fee-paying students by course level for all providers. This table also includes students undertaking units access to which was provided by Open Universities Australia (OUA), for which tuition fees are also charged.

Domestic undergraduate fee-paying students

Between 1998 and 2008, public universities (Table A providers) were able to offer full fee paying undergraduate places to domestic students over and above Commonwealth supported places with certain restrictions.

In 2008, the Australian Government introduced legislation to phase out domestic fee paying undergraduate places at Table A providers. From 1 January 2009, Table A providers are no longer able to offer full fee paying places to domestic students commencing an undergraduate course of study except where a student:

- accepted a full fee paying place in a course of study prior to 2009 and deferred enrolment to 2009 or a later year;
- transfers from one course of study as a full fee paying student to another course of study at the same level at the same provider without completing the original course of study;
- undertakes a unit on a cross-institutional basis and the unit is not a compulsory part of the student's course of study;
- commences a course of study as an overseas student and becomes a domestic student;
- has advised the appropriate officer of the provider in writing that he/she does not wish to be Commonwealth supported; or
- is not eligible for a Commonwealth supported place, on the basis that:
 - Student Learning Entitlement has been consumed;
 - enrolment is in a full fee summer or winter school; and
 - enrolment is in an employer reserved place.

Students who were enrolled in full fee paying places prior to 2009 may continue to be enrolled as full fee paying students. This does not preclude universities from transferring students to Commonwealth supported places under their own policies.

Undergraduate fee paying places can be offered at Table B providers, Table C providers and other approved higher education providers, without the above conditions. All providers may offer full fee paying places in postgraduate courses and enabling courses.

In 2008, thirty eight Table A providers enrolled 11,979 domestic undergraduate full fee-paying EFTSL (including in employer reserved places).

Domestic postgraduate fee-paying students

Domestic postgraduate coursework students usually pay tuition fees. Most domestic postgraduate research students study in a place provided under the Research Training Scheme (RTS) and are exempt from the payment of tuition fees. Postgraduate research students who are not in an RTS place are charged tuition fees.

In 2008, thirty eight Table A providers enrolled 38,057 postgraduate full fee-paying domestic EFTSL in research and coursework degrees.

Open Universities Australia

Students who undertake units through OUA pay tuition fees determined by OUA.

Table 22: Domestic full fee-paying students (EFTSL) by course level, Table A, B, C, private providers and OUA, 2008

	Undergraduate award course	Postgraduate award course	Enabling, non-award course	Total
Table A	11,979	38,057	2,090	52,126
Table B	5,200	1,045	308	6,553
Table C	0	20	0	20
Private providers	13,384	3,194	83	16,661
OUA	0	0	8,838	8,838
Total	30,563	42,316	11,319	84,198

Source: Selected Higher Education Student Statistics

1.6.2 Higher Education Loan Program (HELP)

For higher education students, HELP consists of HECS-HELP for eligible Commonwealth supported students, FEE-HELP for eligible domestic fee-paying students and OS-HELP for eligible Commonwealth supported students who wish to undertake some of their course overseas.

The Australian Government pays the amount of the HELP loan direct to a student's higher education provider. People who have taken out a HELP loan are not required to make repayments of their HELP debt until their income reaches the minimum threshold for compulsory repayment, which was \$41,595 in 2008-09 (Table 23). This repayment threshold is indexed annually in line with the movement in average weekly earnings. People may also make voluntary repayments towards their HELP debts. Voluntary repayments of \$500 or more attract a 10 per cent bonus.

Table 23: HELP 2008-09 repayment thresholds and repayment rates

For repayment income in the range:	Percentage rate to be applied to repayment income:
Below \$41,595	Nil
\$41,595 - \$46,333	4%
\$46,334 - \$51,070	4.5%
\$51,071 - \$53,754	5%
\$53,755 - \$57,782	5.5%
\$57,783 - \$62,579	6%
\$62,580 - \$65,873	6.5%
\$65,874 - \$72,492	7%
\$72,493 - \$77,247	7.5%
\$77,248 and above	8%

Source: HESA

Table 24: Actual Student Load (EFTSL) for All Students by Liability Status, Full Year 2008

Liability Status	Total Postgraduate	Bachelor	Other Undergraduate	Sub-total Other Undergraduate ^a	Undergraduate Cross Institution Programs	Total Undergraduate	Enabling and non-award courses	Total
Commonwealth supported students								
Student Contribution liable								
Pre-2005 HECS student - liability deferred	256	34,567	70	115	139	34,821	1	35,077
Pre-2005 HECS student - paid up-front with discount	127	8,227	22	51	31	8,309	0	8,436
Pre-2005 HECS student - paid up-front without discount	7	269	0	0	1	270	0	276
2005 onwards student - deferred all or part through HECS-HELP	13,093	293,080	1,177	2,343	675	296,097	8	309,199
2005 onwards student - paid full contribution up-front with HECS-HELP discount	5,909	64,012	443	1,035	142	65,190	1	71,100
2005 onwards student - paid up-front without HECS-HELP discount	1,078	9,022	41	81	11	9,115	0	10,193
Sub-total	20,469	409,177	1,754	3,626	999	413,801	11	434,282
Student Contribution exempt								
Pre-2005 merit-based equity scholarship holder	0	3	0	0	0	3	0	3
Exemption scholarship holder	86	951	2	16	0	968	1	1,055
Enrolled in an enabling course	0	0	0	0	0	0	4,972	4,972
Work Experience in Industry, student contribution cannot be charged ^b	72	542	0	5	0	548	0	620
Sub-total	158	1,496	2	21	1	1,519	4,973	6,650
Total Commonwealth supported	20,627	410,673	1,756	3,647	1,000	415,320	4,985	440,931
Domestic fee-paying students^c								
FEE-HELP								
Pre-2005 PELS	728	0	0	0	0	0	0	728
Deferred all or part of award or enabling course tuition fee	20,751	15,340	2,427	2,931	64	18,335	328	39,414
Deferred all or part of Employer reserved place tuition fee ^d	3	3	0	1,511	0	1,514	1	1,518

Liability Status	Total Postgraduate	Bachelor	Other Undergraduate	Sub-total Other Undergraduate ^a	Undergraduate Cross Institution Programs	Total Undergraduate	Enabling and non-award courses	Total
Deferred all or part of BOTP tuition fee	0	0	0	0	0	0	91	91
Sub-total	21,483	15,342	2,427	4,442	64	19,848	421	41,751
Paid tuition fee up-front with no FEE-HELP assistance								
Paid full award or enabling course tuition fee	19,610	8,795	823	1,048	34	9,877	247	29,735
Paid full tuition fee for Employer reserved place ^d	914	1,372	77	429	0	1,800	52	2,767
Paid full BOTP tuition fee	2	1	0	0	0	1	2	5
Sub-total	20,527	10,167	900	1,476	34	11,678	301	32,506
Tuition fee exempt								
Exemption scholarship holder	2,356	60	0	1	0	60	0	2,417
Work Experience in Industry, tuition fee cannot be charged	24	25	0	0	0	25	0	48
Sub-total	2,380	84	0	1	0	85	0	2,465
Total Domestic fee-paying	44,389	25,594	3,327	5,920	98	31,611	722	76,722
Other domestic students								
Non-award students	9	71	152	156	0	227	1,793	2,030
RTS students	22,718	0	0	0	0	0	0	22,718
Total Other Domestic	22,728	71	152	156	0	227	1,793	24,749
Overseas								
Total Overseas fee-paying students	70,880	123,103	13,138	13,844	297	137,245	7,324	215,448
Total EFTSL	158,624	559,440	18,373	23,567	1,395	584,403	13,506	757,850

(a) Includes Other Undergraduate and Associate Degree.

(b) Work experience in industry load is excluded from the Commonwealth supported category for some funding purposes.

(c) Includes Commonwealth supported students who may be undertaking a fee-paying unit (for example, during summer school). Excludes students undertaking units through OUA.

(d) Employer reserved places have their entry restricted under an arrangement with an employer or industry body.

Note 1: Tables may not add due to rounding.

HECS-HELP

HECS-HELP assistance helps eligible Commonwealth supported students pay their student contributions. HECS-HELP provides an interest free, income contingent loan from the Australian Government or a 20 per cent discount if a student pays all, or at least \$500, of their student contribution up-front.

In 2008, of students required to pay student contributions, approximately 79.3 per cent (in EFTSL terms) took out a HECS-HELP loan for all or part of their student contribution. 18.3 per cent paid their student contribution up-front with HECS-HELP discount. The remaining 2.4 per cent paid their student contribution up-front with no HECS-HELP assistance.

In terms of EFTSL, the number of students receiving HECS-HELP assistance increased by around 2.3 per cent to 423,812 between 2007 and 2008.

Table 25 provides a breakdown of student contribution liabilities for Commonwealth supported students and the type of HECS/HECS-HELP assistance accessed by students.

Table 25: Student contribution (HECS) liabilities and assistance accessed

Year	Total students' liabilities \$m	Deferred under HECS/HECS-HELP loan \$m	Up-front payments made to institutions \$m	Up-front discount ^a \$m
1989	505	411	80	14
1990	578	475	87	15
1991	682	548	114	20
1992	785	633	129	23
1993	816	639	133	44
1994	869	664	156	48
1995	885	668	164	53
1996	957	719	179	58
1997	1,191	895	220	76
1998	1,374	1,049	246	79
1999	1,534	1,188	263	83
2000	1,639	1,275	277	87
2001	1,753	1,367	295	91
2002	1,864	1,450	317	98
2003	1,907	1,470	334	103
2004	1,919	1,457	350	112
2005 ^b	2,042	1,561	391	89
2006 ^b	2,244	1,726	425	94
2007 ^b	2,449	1,895	454	99
2008 ^b	2,650	2,062	484	104

Note: including variations to data submitted in later years

Note figures may not total due to rounding.

a The up-front discount represents the amount paid by the Australian Government to higher education providers on behalf of students paying up-front.

b The figures represent advance payments to providers including the effect of any reconciliation adjustments determined by 3 July 2009.

FEE-HELP

FEE-HELP offers eligible students an income contingent loan to pay their undergraduate or postgraduate tuition fees in courses at universities or other approved higher education providers. FEE-HELP can cover all or part of a student's tuition fees.

From 1 January 2008, the general FEE-HELP limit was \$81,600 for all courses except medicine, dentistry and veterinary science which was \$102,000.

There is a loan fee of 20 per cent for FEE-HELP loans for undergraduate courses of study. The FEE-HELP limit does not include the loan fee. The 20 per cent FEE-HELP loan fee does not apply to postgraduate courses, bridging studies for overseas-trained professionals, enabling courses or units of study undertaken directly with Open Universities Australia.

In 2008, approximately 66.3 per cent of domestic undergraduate full fee paying students at Table A and Table B providers took out a FEE-HELP loan for all or part of their tuition fees.

In 2008, approximately 46.4 per cent of domestic postgraduate full fee paying students⁵ at Table A and Table B providers took out a FEE-HELP loan for all or part of their tuition fees.

Table 26 shows FEE-HELP liability data for 2008 by level of course for all providers and OUA. For 2008, based on data submitted by providers and OUA (subject to revisions), the Australian Government's FEE-HELP loan payments totalled \$633.201 million to providers and OUA on behalf of students who had elected to take out a FEE-HELP loan for all or part of their tuition fees. This benefited 48,312 EFTSL.

Table 26: FEE-HELP liability by course level, 2008

	FEE-HELP student load ^a	FEE-HELP liability
Undergraduate	19,848	\$272,071,083
Postgraduate	21,482	\$317,207,085
Enabling and Non Award Courses	420	\$4,950,941
Open Universities Australia Units	6,679	\$40,440,060
Total	48,429	\$634,669,169

a Students enrolled in a cross-institutional course are counted once for each of the providers at which they are enrolled

Total may be different to sum of parts due to rounding

OS-HELP

The OS-HELP loan scheme provides loans to eligible undergraduate Commonwealth supported students who wish to undertake some of their Australian course of study overseas. The loan may assist students with travel, accommodation and other overseas expenses. OS-HELP is intended to encourage more Australian students to undertake part of their study overseas and to increase the accessibility of overseas study to students who may not otherwise have sufficient financial means to take up such opportunities. In 2008, eligible students who were selected by their higher education provider to receive a loan were able to borrow up to \$5,299 per six month study period for one or two study periods over their lifetime. OSHELP loans attracted a 20 per cent loan fee, which was included in the OS-HELP debt incurred. From 1 January 2010, students who receive an OS-HELP loan will no longer incur a 20 per cent loan fee.

⁵ Students enrolled in postgraduate research and postgraduate coursework degrees in the same year are counted twice.

Table 27 shows the number and amount of loans distributed to eligible students in 2008.

Table 27: OS-HELP loan distribution by higher education provider, 2008 ^a

Higher education provider	OS-HELP loans	\$
New South Wales		
Avondale College	1	5,299
Charles Sturt University	6	30,299
Macquarie University	76	385,870
Southern Cross University	26	130,000
The University of Sydney	63	318,915
University of Newcastle	57	293,259
University of New England	28	138,000
University of New South Wales	90	453,634
University of Technology, Sydney	163	833,087
University of Western Sydney	26	130,196
University of Wollongong	111	545,000
Victoria		
Deakin University	106	544,385
La Trobe University	111	566,068
Monash University	177	881,389
Royal Melbourne Institute of Technology	54	271,739
Swinburne University of Technology	50	264,950
The University of Melbourne	100	488,000
University of Ballarat	1	5,000
Victoria University	61	300,000
Queensland		
Christian Heritage College ^b	0	0
Central Queensland University ^c	0	0
Griffith University	79	386,196
James Cook University	6	30,419
Queensland University of Technology	32	161,371
The University of Queensland	128	625,000
University of Southern Queensland	3	9,393
University of the Sunshine Coast	37	187,954
Western Australia		
Curtin University of Technology	37	184,733
Edith Cowan University	4	19,000
Murdoch University	22	114,186
The University of Notre Dame Australia ^c	0	0
The University of Western Australia	22	109,485
South Australia		
Tabor College (Adelaide) ^b	0	0
The Flinders University of South Australia	25	114,995
The University of Adelaide	106	535,665
University of South Australia	41	204,743

Higher education provider	OS-HELP loans	\$
Tasmania		
University of Tasmania	53	261,749
Northern Territory		
Batchelor Institute of Indigenous Tertiary Education ^b	0	0
Charles Darwin University ^b	0	0
Australian Capital Territory		
The Australian National University	57	284,423
University of Canberra	28	139,196
Multi-State		
Australian Catholic University	12	62,538
Total	1999	10,016,136

a Data are provided for calendar year 2008 based on actual loans reported by providers as at 14 August 2009.

b These providers did not request any OS-HELP loans in 2008, or revised their allocation to zero loans.

c These higher education providers requested OS-HELP loans in 2008 but did not distribute any loans to students.

HELP debts⁶

As at 30 June 2008, there were around 1.31 million persons with a HELP debt, totalling around \$16 billion with the average debt being around \$12,000.

Table 28 shows the breakdown of the outstanding HELP debt by size and Table 29 shows the breakdown of the outstanding HELP debt by state and territory.⁷

Table 28: Breakdown of outstanding HELP debt as at 30 June 2008

Range of loan balances	Number of persons
\$1,000 and under	49,108
\$1,000.01 to \$2,000	69,788
\$2,000.01 to \$4,000	142,503
\$4,000.01 to \$6,000	138,895
\$6,000.01 to \$8,000	131,262
\$8,000.01 to \$10,000	103,680
\$10,000.01 to \$12,000	103,151
\$12,000.01 to \$14,000	107,839
\$14,000.01 to \$16,000	96,388
\$16,000.01 to \$18,000	85,208
\$18,000.01 to \$20,000	64,380
\$20,000.01 to \$30,000	166,941
\$30,000.01 to \$40,000	39,528
\$40,000.01 to \$50,000	10,406
Over \$50,000	5,293

Source: Australian Taxation Office

Due to reporting timeframes, this information does not include debts incurred in the first half of 2008 or compulsory repayments relating to the 2007-08 income year.

⁶ On 1 June 2006, all HECS debts (including debts incurred under HECS, PELS, BOTPLS, and OLDPS) became, along with any new HECS-HELP, FEE-HELP and OS-HELP debts, accumulated HELP debts.

⁷ Data provided by the Australian Taxation Office.

Table 29: State and Territory breakdown of outstanding HELP debt as at 30 June 2008

State/Territory	HELP debt amount	Persons with a debt
Australian Capital Territory	\$391,289,053	30,632
New South Wales	\$4,419,721,633	360,607
Northern Territory	\$101,509,912	10,374
Queensland	\$3,012,504,997	248,962
South Australia	\$1,074,772,683	88,738
Tasmania	\$302,515,794	26,610
Victoria	\$4,186,588,472	329,579
Western Australia	\$1,427,866,810	119,639
Other	\$909,309,342	98,244
Total	\$15,826,078,695	1,131,385

Source: Australian Taxation Office

Due to reporting timeframes, this information does not include debts incurred in the first half of 2008.

Data does not include unmatched records.

This data is based on the residential address postcode of each client. If the residential address postcode is blank or invalid, then the postal address postcode is used.

'Other' clients include those overseas or where the postal address postcode is invalid or incomplete.

Address data is based on the latest information provided to the Australian Tax Office by the taxpayer or their agent and may no longer be current and may differ from where a client once resided.

The amount of outstanding debt, repayments and debt not expected to be repaid for each financial year 1988-89 to 2008-09 are set out below. Figures for 2008-09 are DEEWR estimates.

Table 30: Accumulated HELP debts and debt not expected to be repaid 1989-90 to 2008-09^a

Year	Voluntary repayments \$m	Compulsory repayments through tax system \$m	Accumulated HECS/HELP debt ^a \$m	Debt expected not to be repaid ^b \$m	Proportion of total HELP debt ^c %
1988-1989	1	9	216	N/A	N/A
1989-1990	2	28	673	N/A	N/A
1990-1991	6	49	1,190	N/A	N/A
1991-1992	12	57	1,749	N/A	N/A
1992-1993	11	72	2,321	386	16.6%
1993-1994	19	133	2,932	438	14.9%
1994-1995	16	169	3,354	541	16.1%
1995-1996	32	218	3,958	687	17.4%
1996-1997	58	262	4,504	607	13.5%
1997-1998	67	472	4,922	700	14.2%
1998-1999	72	497	5,526	953	17.2%
1999-2000	80	532	6,229	1,124	18.0%
2000-2001	97	586	7,162	1,397	19.5%
2001-2002	134	612	8,104	1,723	21.3%
2002-2003	137	638	9,164	2,019	22.2%
2003-2004	156	701	10,185	2,055	20.2%
2004-2005 ^d	193	666	11,371	2,166	19.0%
2005-2006	137	800	12,779	2,496	19.5%
2006-2007	158	921	14,425	2,964	20.5%
2007-2008	184	1,158	16,113	3,698	22.9%
2008-2009 ^e	196	1,286	18,052	4,258	23.6%

Source: Australian Taxation Office / DEEWR

- (a) The total accumulated HELP debt includes the compulsory repayments made in relation to that income year. This table shows repayments and debt on an accrual basis, so that figures presented are comparable from year to year. The actual outstanding HELP debt for a particular year may be different to that published in the Annual Report for that year because the Annual Report is based on estimated compulsory repayments and estimated first half year debt.
- (b) 'Debt not expected to be repaid' arises from the income contingent nature of HELP repayments and debt being written off upon death of a debtor. The estimated provision for the amount of HELP debt not expected to be repaid is determined by a preliminary actuarial assessment accounting for compulsory (PAYG) repayments when they are credited against individuals' outstanding debts. The actual amount is determined once a full dataset is available for the financial year. The income repayment threshold was \$41,595 in 2008-09.
- (c) Debt not expected to be repaid as a percentage of estimated net outstanding debt taking account of PAYG receipts over the course of the financial year that have not yet been allocated against individual debtors' obligations.
- (d) Before 2005, debts were incurred under the HEFA. From 1 January 2005, debts are incurred under HESA and are known as HELP debts. Debts incurred under HEFA include HECS, PELS, BOTPLS and OLDPS debts. All previous debts under these schemes became HELP debts on 1 June 2006. HELP debts incurred since 1 January 2005 include HECS-HELP, FEE-HELP and OS-HELP debts, and from 2009 VET FEE-HELP.
- (e) The amounts for 2008-09 are a combination of actuals and estimates:
 - Voluntary repayments and debts for 2nd half 2008 are actuals.
 - Compulsory repayments through PAYG and 1st half 2009 debts are DEEWR estimates.

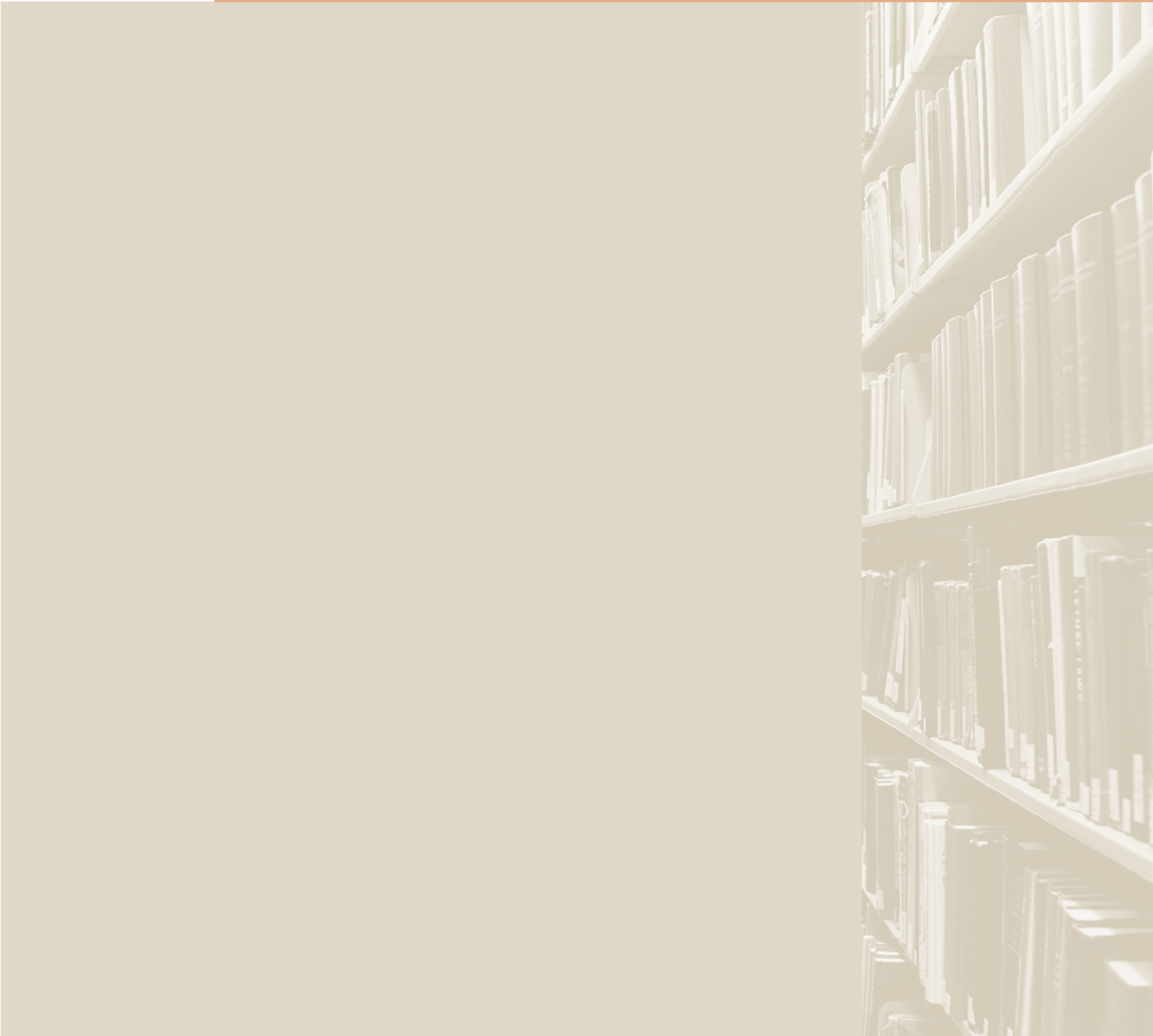
1.6.3 Going to Uni website and Course Information System

The Going to Uni website (www.goingtouni.gov.au) provides a range of material about undertaking higher education study in Australia and includes links to the Course Finder system and *myUniAssist*.

The Course Finder (www.goingtouni.gov.au/CourseFinderDisclaimer.htm) provides a source of nationally comparable information about courses, cut-off scores, indicative costs, eligibility requirements and more, for all higher education providers who receive Commonwealth assistance. The site was developed in close consultation with the higher education sector and further enhancements have occurred over time. The site was launched in December 2004. In the last twelve months over 845,000 visitors have made use of this information to help inform themselves about higher education choices.

Students receiving Australian Government assistance, such as a Commonwealth supported place, or assistance under HELP or a Commonwealth Learning Scholarship are allocated a unique number, called the Commonwealth Higher Education Student Support Number (CHESSN). Using this number and other details, students can access their entitlement usage through *myUniAssist* (<https://www.goingtouni.gov.au/myuniassist/forms/logon.aspx>).

To help manage these new entitlements, higher education providers are sent an alert when students approach their entitlement limits. In 2008, 247,799 CHESSNs were allocated, bringing the total number of CHESSNs allocated to 1,753,438.



2.1 Infrastructure

2.1.1 Education Investment Fund

As part of the 2008-09 Budget, the Government committed to transform Australia's higher education and vocational education and training (VET) institutions with the new Education Investment Fund (EIF), subsuming the former Higher Education Endowment Fund (HEEF). The key priorities of the EIF will be capital expenditure and renewal and refurbishment in universities and vocational institutions as well as in research facilities and major research institutions.

On 12 December 2008 the Prime Minister announced funding of \$580 million for 11 successful projects from EIF Round 1, as part of the \$4.7 billion Nation-building Package. The projects span the teaching, learning and research spectrum, as well as a variety of disciplinary areas ranging from education and creative arts to medical research, engineering and science. The successful projects are summarised below.

Table 31: EIF Round 1 successful projects

Institution	Project	EIF funding \$m
University of Sydney	The Centre for Obesity, Diabetes and Cardiovascular Disease	95.00
University of Melbourne	The Peter Doherty Institute for Infection and Immunity	90.00
Macquarie University	The Hearing Hub	40.00
RMIT	The RMIT Design Hub	28.60
University of NSW	The Energy Technologies Building	75.00
University of Canberra	The International Microsimulation Centre: National Centre for Social and Economic Modelling	11.00
University of South Australia	The Materials and Minerals Science Learning and Research Hub	40.00
University of Queensland	World-class Veterinary Science Facilities - Gatton Campus	47.20
University of Wollongong	SMART Infrastructure	35.00
University of Adelaide	The Institute for Photonics and Advanced Sensing	28.76
Monash University	The New Horizons Centre at Clayton Campus	89.90
Total		580.46

2.1.2 Teaching and Learning Capital Fund (TLC) for Higher Education

The Teaching and Learning Capital Fund (TLC) for Higher Education was announced by the Prime Minister on 12 December 2008 as part of the \$4.7 billion nation-building infrastructure package to support Australia's economy. The TLC is a one-off capital injection of \$500 million to eligible higher education institutions across Australia to target new infrastructure as well as the upgrading of existing facilities.

The TLC will revitalise universities by developing teaching and learning spaces that are physically and technologically appropriate for 21st century approaches to tertiary education. Funding will be distributed among universities through grants taking into account each university's share of total domestic students. Projects will encompass critical infrastructure such as lecture theatres, tutorial rooms, auditoria and performance spaces, laboratories, libraries and student study spaces, as well as world class information and communications technology infrastructure and vital student amenities.

All TLC grants will be made from 1 July 2009 to enable institutions to commence projects as soon as possible. Institutions will be encouraged to put forward capital works projects which can proceed quickly so as to accelerate the benefits of capital spending by responding to immediate areas of demand, stimulating the economy and boosting national productivity.

2.1.3 Better Universities Renewal Funding

The Better Universities Renewal Funding (BURF) was announced in the 2008-09 Budget as a one off \$500 million initiative of the Australian Government. The Australian Government decided that immediate access to capital funding was required to renew universities' infrastructure.

Funding has been provided for campus renewal, to improve higher education institutions' infrastructure for teaching, learning and research and to enhance the student experience through improved student amenities.

BURF funding was made available to Higher Education Providers in June 2008. DEEWR has implemented this initiative and funding agreements have been finalised with institutions.

Under each funding agreement, funding was provided for one or more of the following priority areas:

- information and communications technology;
- laboratories;
- libraries and student study spaces;
- teaching spaces; and
- student amenities.

Under the funding agreement, all institutions submitted a Schedule of Works plan for projects that aligned with one or more of the priority areas. All Schedules have been approved.

All of the BURF funding must be expended by 30 June 2011.

Details of the BURF funding allocations to Higher Education Providers are available at: www.deewr.gov.au/highereducation/programs/burf/Pages/default.aspx.

2.2 Private Higher Education Providers

2.2.1 Approval of private higher education providers

In 2008, DEEWR continued to assess applications from non self-accrediting higher education institutions wishing to become approved higher education providers under HESA in order to offer students FEE-HELP. These providers are often referred to generically as 'private providers'. Two providers supported by the Australian Government, the Australian Film, Television and Radio School (a self-accrediting institution) and

the National Institute of Dramatic Art (a non self-accrediting institution), have also been approved to offer FEE-HELP.

Higher education providers listed on Table A or B of HESA are already approved to offer FEE-HELP.

Approved higher education providers, including private providers, are able to offer their eligible Australian students access to FEE-HELP. Approved higher education providers may also be allocated Commonwealth supported places in areas of national priority (nursing and teaching).

In 2008, a total of 10 applications from non self-accrediting higher education institutions seeking to offer FEE-HELP were assessed and approved (Table 32).

In 2008, four approved non self-accrediting higher education providers were allocated National Priority Places which provide Australian Government grants for student places in areas of national priority (currently teaching and nursing). These providers were Avondale College, Christian Heritage College and Tabor College Adelaide and Tabor College Victoria.

Non self-accrediting providers approved under HESA offer a variety of higher education courses, including education, theological training, design, arts management, dramatic arts, business, architecture, natural therapies, hospitality, health, law, accounting, music, multi-media studies, youth work, counselling, information technology, viticulture, applied aquaculture and equine studies.

A list of approved higher education providers, including non self-accrediting providers approved under HESA, can be found at www.goingtouni.gov.au.

More information on FEE-HELP is provided in Section 1.6.2 of this report. National Priority Places have also been described in Section 1.2.5 of this report.

More information on becoming an approved higher education provider is available at:

www.dest.gov.au/sectors/higher_education/programmes_funding/forms_guidelines/higher_education_providers.htm#Approval_as_a_Higher_Education_Provider.

Table 32: Higher Education Providers approved under HESA during 2008 ^a

Australian Academy of Design Inc
Carrick Higher Education Pty Ltd
Cengage Education Pty Ltd
Gestalt Therapy Brisbane Pty Ltd
Harvest West Bible College Inc
ICHM Pty Ltd
Leo Cussen Institute
QANTM Pty Ltd
Sarina Russo Schools Australia Pty Ltd
Whitehouse Institute Pty Ltd

Source: DEEWR internal administrative data, 2008

^a Includes higher education providers for which instruments of approval were tabled in 2007 and had their 15 day joint Parliamentary disallowance period expire in 2008. For a list of instruments of approval tabled in 2008, see Appendix D.

2.2.2 Auditing of non self-accrediting higher education providers

In 2008, DEEWR continued to put in place the proposed arrangements for the quality audit of non self-accrediting higher education providers approved under HESA. In 2008, providers were able to choose to have a quality audit conducted by either AUQA or by a state or territory higher education accrediting authority, in the latter case to be conducted concurrently with the provider's re-approval process.

2.3 Quality

2.3.1 National Protocols for Higher Education Approval Processes

The National Protocols regulate the recognition of new universities and self-accrediting higher education institutions, the operation of overseas universities in Australia and the accreditation of courses offered by non self-accrediting higher education institutions. The protocols were reviewed in 2004 and revised Protocols and new National Guidelines were approved by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in October 2007. States and territories are responsible for the administration of the Protocols in their jurisdictions and the revised Protocols have been implemented by legislative change throughout 2008.

The revised National Protocols include a number of new provisions, which will allow more diverse types of higher education institutions to develop in Australia, including:

- Specialist universities: high quality higher education institutions meeting the same requirements as other universities, with the exception of breadth of fields of study. They will be required to offer courses including research masters and doctorates, and undertake research activity, in one or two fields of study only.
- Self-accrediting institutions other than universities: selected non self-accrediting providers, usually with a strong track record in reaccreditation, will be able to seek authority to accredit their own courses.
- University colleges: this title will be protected under the revised National Protocols, reserved for use by new universities, which at point of establishment, need only undertake research and research training in one field. It may also be used by provisionally approved 'greenfield' institutions based on a plan, which would normally be mentored by an existing university.
- Overseas institutions: clearer rules around entry and their use of university title will assist more overseas institutions to establish a presence here and offer their own qualifications, thereby increasing choice for students.

The revised National Protocols apply to both new and existing institutions. Compliance is regularly assessed through the standard quality assurance processes that apply to each institution.

The National Protocols can be found at: www.mceetya.edu.au/mceetya/default.asp?id=15212.

In 2007 MCEETYA asked the Joint Committee on Higher Education (JCHE) to conduct an inquiry into the desirability of a national higher education accreditation agency. The inquiry objective was to contribute to an informed discussion by Ministers and officials on ways to promote greater national consistency in recognition and accreditation, including models for a national accreditation agency. The report was finalised in mid 2008 and referred to the Review of Australian Higher Education for consideration. The Government accepted the Review's recommendation that a national agency be established and on

4 March 2009 the Hon Julia Gillard MP, Minister for Education, announced the establishment of the Tertiary Education Quality and Standards Agency (TEQSA).

2.3.2 Australian Higher Education Graduation Statement

The Diploma Supplement is a European initiative, as part of the Bologna Process, which aims to describe a higher education qualification in an easily understandable way and relate it to the higher education system within which it was issued.

The Diploma Supplement is a valuable tool for achieving transparency, recognition and mobility of qualifications. There is widespread and increasing use of the Diploma Supplement across Europe, much of which is driven by students and other stakeholders, who recognise its value in describing qualifications in a way that is clear to potential employers and other higher education institutions.

On 7 September 2006 the Australian Government, as part of its response to the Bologna Process, announced that it would provide \$400,000 for a consortium of universities to develop a single agreed template for an Australian Diploma Supplement, to be called the Australian Higher Education Graduation Statement (AHEGS).

The successful consortium, announced on 10 January 2007, represented 14 universities led by the University of New England, the Australian National University and the University of Melbourne.

The project aimed to develop an agreed template for an Australian Diploma Supplement and to make recommendations on detailed implementation and management strategies. It was envisaged that the AHEGS would take the form of documentation issued to graduates by awarding institutions in addition to the degree or diploma and would describe the nature, context, content and status of a graduate's qualification.

The consortium's final report, *Proposal for an Australian Higher Education Graduation Statement*, was publicly released on 2 May 2008. The full report can be found at: www.dest.gov.au/sectors/higher_education/publications_resources/profiles/proposal_for_an_australian_higher_education_graduation.htm

The AHEGS has the potential to make Australian awards better understood internationally, thus enhancing the international mobility of Australian graduates and Australia's competitiveness in the international higher education export market.

AHEGS will be given to graduates in addition to their academic transcripts, and will provide information on the qualification the graduate has obtained, academic achievements, the awarding institution and the Australian Higher Education System.

Twenty-seven universities received \$100,000 each in December 2008 to assist them with implementation of the Graduation Statement:

- Australian Catholic University
- Australian National University
- Charles Darwin University
- Charles Sturt University

- Curtin University of Technology
- Deakin University
- Edith Cowan University
- Griffith University
- James Cook University
- Monash University
- Murdoch University
- Queensland University of Technology
- Swinburne University of Technology
- The University of Melbourne
- The University of New South Wales
- The University of New England
- The University of Newcastle
- The University of Queensland
- The University of Western Australia
- University of Ballarat
- University of Canberra
- University of South Australia
- University of Tasmania
- University of Technology, Sydney
- University of Western Sydney
- University of Wollongong
- Victoria University

2.4 Collaboration

2.4.1 Business, Industry and Higher Education Collaboration Council

The Business, Industry and Higher Education Collaboration Council (BIHECC) was established in 2004. BIHECC's role was to advise the Minister for Education on ways to increase collaboration between the higher education sector and other public and private business, industry, community and educational organisations. Publicly released reports from BIHECC are available at www.dest.gov.au/highered/bihecc.

BIHECC was dissolved by the Minister for Education in February 2009. Business and industry collaboration with universities is being promoted through the Government's response to the Bradley Review as part of the 2009-10 Budget.

2.5 Indigenous Education

2.5.1 Indigenous Higher Education Advisory Council

The Indigenous Higher Education Advisory Council (IHEAC) provides policy advice to the Minister for Education, Employment and Workplace Relations on improving outcomes in higher education for Indigenous students and staff relating to their participation, progression and retention both in study and employment.

IHEAC, in its second term, focused on providing input to the Bradley Review of Australian Higher Education to ensure Indigenous people and issues were represented in this process. IHEAC also made a submission to the Henry Review of Australia's future tax system. IHEAC also worked on a number of other initiatives – including embedding Indigenous cultural competency across the higher education sector, developing a National Indigenous Higher Education Workforce Strategy, examining Indigenous student finances and scoping the possibility of an Indigenous Learned Academy and Indigenous Centre for Researcher Development.

Professor Roger Thomas of the University of Adelaide was the Chair of the second Indigenous Higher Education Advisory Council.

2.5.2 2008 IHEAC Stakeholders' Forum on Indigenous Higher Education: Our Place in the Education Revolution

The IHEAC Stakeholders' Forum on Indigenous Higher Education: Our Place in the Education Revolution was held in Canberra on 14 August 2008. The purpose of the Forum was to identify key issues and recommendations for submission to the Review of Australian Higher Education, maintaining the Council's commitment to consultation and partnership with Indigenous centres and staff in universities and sector stakeholder groups.

Over 80 delegates from 31 universities and a number of professional organisations attended the Forum, including Heads and Directors of Indigenous centres, leading Indigenous academics and researchers and Indigenous professional staff including Indigenous student support centre staff. The Stakeholders' Forum showcased the depth of knowledge, skills, expertise, experience and commitment of Australia's Indigenous higher education community.

The main themes covered at the Forum were:

- Students (access, participation, retention, outcomes and finances)
- Research and Innovation
- Resourcing and Productivity

Council members and Forum delegates celebrated achievements in the Indigenous higher education sector. Guest of honour Professor Richard Larkins AO, Chair of Universities Australia and Vice-Chancellor of Monash University, presented recipients of the Indigenous Staff Scholarships and Neville Bonner Memorial Scholarship with their awards, and Council members presented five Elders awards.

IHEAC reports and information about the Council, including achievements since its establishment, can be viewed at: www.deewr.gov.au/IHEAC.

2.5.3 *Indigenous Education (Targeted Assistance) Act 2000*

The Australian Government provides supplementary funding to support improvements in education outcomes for Indigenous Australians under the *Indigenous Education (Targeted Assistance) Act 2000*. Detailed information concerning these programs is published each year in the National Report to Parliament on Indigenous Education and Training which are available at: www.dest.gov.au/sectors/indigenous_education/publications_resources/#National_Report_to_Parliament_on_Indigenous_Education_and_Training_2005.

Programs which provide assistance to support Indigenous Australian students enrolled in and undertaking university studies include:

2.5.4 *Away from Base for 'mixed-mode' delivery*

Away from Base for 'mixed-mode' delivery (AFB) provides funding to eligible institutions to cover travel costs including fares, meals and accommodation, for students studying approved 'mixed-mode' courses when they are required to travel away from their permanent home for a short period of time to undertake approved activities.

'Mixed-mode' study is a form of tertiary education where students undertake accredited courses of study through a combination of distance education and 'residential' periods of intensive face-to-face teaching. This mode of study allows students to complete courses in their home communities with occasional time on campus, and is well-suited for some Indigenous students.

2.5.5 *Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS TT)*

The Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS TT) program provides funding for supplementary tuition to support eligible Indigenous students studying university award level courses at eligible ITAS funded institutions and is available for subjects in a student's formal education program. It is not usually available for basic literacy, numeracy, enabling and bridging courses.

ITAS TT aims to improve the educational outcomes of Indigenous students in tertiary courses to the same levels as those for non-Indigenous Australians.

2.6 **International Higher Education**

2.6.1 *Key achievements*

- International education contributed an estimated \$15.5 billion to the Australian economy in 2008 and saw 543,898 student enrolments in 2008. Nearly 34 per cent of international students in Australia study at our 39 universities or independent higher education institutions.
- The international education industry was Australia's largest service export industry and third largest export industry behind coal and iron ore in 2008.
- Higher education institutions were supported by this Department to understand and apply improved regulatory standards applying to teaching international students.
- AusLIST— the Australian list of providers and their courses around the world, was launched in August 2008.
- Interaction with the higher education sector was extended to include Pro and Deputy Vice-Chancellors responsible for research in Australian universities.

2.6.2 Australian Education International and its focus on higher education

Australian Education International (AEI) is the international arm of DEEWR. AEI provides its services through the International Group based at DEEWR's National Office and through its International Network, extending to 19 economies across the world. AEI has 25 offices and is also represented in a further nine European and two Latin American locations.

The aim of AEI is to encourage and facilitate Australia's international education and training engagement in line with the national interest to realise the intellectual, social, cultural, economic and security benefits from internationalisation.

This is achieved by:

- creating the environment for a successful sector through government-to-government cooperation, underpinning the quality of education and training services delivered to international students, increasing market access for Australian providers, and assisting systemic reform;
- achieving greater diversity of students from a broad range of countries and in the modes of education delivery and range of subjects being offered; and
- coordination of government support in partnership with the Australian education and training industry.

2.6.3 Funding of international education

During 2008-09, the Government provided \$39.571 million for programs administered by AEI to promote and support Australia's international education sector.⁸

2.6.4 Education Services for Overseas Students (ESOS)

The Education Services for Overseas Students (ESOS) legislative framework provides nationally consistent standards for the conduct of providers of education and training to international students and provides financial and tuition assurance to these students. Information on the legislation and the National Code 2007, which sets out the standards and other requirements for providers, can be found at <http://aei.gov.au/ESOS>.

The ESOS website provides comprehensive information to international education providers about their responsibilities under the ESOS legislative framework. It also helps overseas students to understand how the ESOS framework protects their rights and the fees that they have paid for their study, as well as their responsibilities under the legislation. Publications about aspects of ESOS and other support resources can also be downloaded from this website.

DEEWR continues to provide additional support to providers in applying the National Code with good practice workshops and a provider and student information service available through the ESOS Helpline and Mailbox. The Department expanded its helpline for international students to provide a dedicated hotline to enable students to register their complaints. Students can anonymously raise concerns which will be collated and published on www.studyinaustralia.gov.au.

⁸ Includes: funding for international awards and scholarships; increasing the profile of Australia's international sector; strengthening regional links; supporting the international recognition of Australian professional qualifications and skills; and the recognition of overseas professional qualifications and skills in Australia.

Monitoring and compliance visits were conducted with education providers across all sectors, including higher education, to help providers strengthen their systems for supporting and monitoring the academic progress of international students in line with student visa requirements. Providers are also monitored for their provision of other support services to international students as required under the National Code.

2.6.5 Transnational Quality Strategy (TQS)

The Transnational Quality Strategy (TQS) establishes a quality assurance framework for offshore delivery of Australian transnational education and training.

In August 2008, the Hon Julia Gillard MP, Minister for Education, launched AusLIST, the Australian list of institutions and courses worldwide. Consistent with the general principle on which the TQS is based, a key eligibility criterion for institutions applying for listing in AusLIST is a commitment by the institution to deliver courses offshore to a comparable standard as onshore in Australia. Listing is also contingent on The Australian institution and any partner.

As at the end of June 2008, AusLIST included details of 23 Australian higher education institutions delivering a total of 384 courses in 22 countries around the world.

From 2009, the higher education statistical collection will include three additional data elements on transnational education which will increase the data available on the scale and scope of transnational activity by Australian universities.

2.6.6 Country Education Profiles

The Country Education Profiles (CEP) Online is subscription based qualifications recognition tool supporting mobility through quality and consistent decision making. CEP online provides guidance on the comparability of overseas educational qualifications for 119 countries using the Australian Qualifications Framework as its benchmark. It provides guidelines for many higher education, technical and vocational and post secondary qualifications. It also includes lists of recognised education institutions in that particular country. CEP Online is used by universities and other education institutions as part of admission decisions. An Australian Country Education profile is also available.

2.7 Higher Education Information Management System (HEIMS)

The *Our Universities: Backing Australia's Future* reforms introduced a fundamental change to the way the higher education sector was funded and to the entitlements and loans available to students from January 2005. There was a requirement to build a new and sophisticated Higher Education Information Management System (HEIMS) to enable the implementation and ongoing management of the reforms.

The HEIMS system underwent regular development throughout 2008 to further improve the quality, timeliness and management of information collected from providers. HEIMS now enables students accessing the *myUniAssist* site on Going to Uni (www.goingtouni.gov.au/myuniassist/forms/logon.aspx) to view a summary of their Student Learning Entitlement (SLE) as well as detailed information on their Commonwealth scholarships, FEE-HELP and OS-HELP entitlements.

2.8 VSU Transition Fund

Voluntary Student Unionism (VSU) Transition Fund for Sporting and Recreational Facilities

The Voluntary Student Unionism Transition Fund for Sporting and Recreational Facilities (VSU Transition Fund) was established in 2006 to assist universities to adjust to the introduction of voluntary student unionism, which resulted from the commencement of the *Higher Education Support Amendment (Abolition of Compulsory Up-front Student Union Fees) Act 2005*.

A key policy objective of the fund has been to assist universities in the provision of sporting and recreational infrastructure in areas with restricted access to alternative facilities. A total of 51 projects were funded across 27 universities, with a total value of \$85 million, under two competitive funding rounds held in 2006 and 2007. All funding for the VSU Transition Fund is fully committed.

Table 33: Voluntary Student Unionism (VSU) Transition Fund for Sporting and Recreational Facilities - funding provided in 2008

Higher Education Provider	Project Name & Campus	Funding (\$)
New South Wales		
Charles Sturt University	All weather running track - Bathurst campus	900,000
	New soccer field and gym - Orange campus	14,000
	Sport and recreation facilities - Dubbo campus	1,000,000
University of New England	New multi-purpose hall and refurbished gym - Armidale campus	350,000
	Upgrade of swimming pool - Armidale campus	1,000,000
	Construction of club house and amenities block - Armidale campus	1,000,000
University of Western Sydney	Sports precinct – Penrith campus	1,050,000
	Health and fitness centre - Hawkesbury campus	475,000
	Wellness Centre - Campbelltown campus	475,000
University of Wollongong	Multi-purpose indoor sports facility	800,000
	Village green, oval development project – Wollongong campus	1,000,000
Victoria		
Deakin University	Improvement and extension of sporting facilities – Warrnambool campus	454,000
La Trobe University	Upgrade of sports centre and main oval – Bundoora campus	500,000
	Gymnasium/fitness facility – Wodonga campus	300,000
Monash University	Sports and recreation facility - Gippsland campus	1,300,000
RMIT	Upgrade of playing fields – Bundoora campus	433,334
University of Ballarat	Development of sport and recreation facilities - Ballarat campus	1,397,606
University of Melbourne	Upgrade of facilities – Dookie and Creswick campuses	350,000
Victoria University	Sport and recreation facility - St Albans campus	1,200,000
Queensland		
Central Queensland University	Synthetic running track, gymnasium upgrade and storage facilities – Rockhampton campus	681,803
	Tennis court upgrades - Rockhampton, Mackay and Bundaberg campuses	304,761
Griffith University	Multi-purpose sports precinct - Mt Gravatt campus	1,530,074
James Cook University	New fitness facility - Townsville campus	3,000,000
	Amphitheatre - Cairns campus	600,000
Queensland University of Technology	Development of sport and recreation facilities - Caboolture campus	300,000
The University of Queensland	Sports Centre - Gatton campus	1,400,000

Higher Education Provider	Project Name & Campus	Funding (\$)
University of Southern Queensland	Outdoor multi-use court facilities - Wide Bay campus	63,750
	Outdoor practice facilities - Springfield campus	100,000
	Sportsfield Masterplan - Toowoomba campus	1,371,000
South Australia		
Flinders University	Expand fitness centre - Adelaide campus	245,848
Northern Territory		
Charles Darwin University	Sport and recreation precinct - Casuarina campus	2,500,000
Western Australia		
Curtin University of Technology	Sport and recreation facilities - Muresk campus	946,668
Edith Cowan University	Sport and recreation centre - South West campus, Bunbury	925,000
The University of Notre Dame	Sport and recreation facility - Broome campus	750,000
Tasmania		
University of Tasmania	Refurbish sport and recreation facility - Hobart campus	1,327,673
	Expansion of sports facility - Launceston campus	800,165
	Upgrade of recreational facilities - Launceston campus	215,000
Total		31,060,682

2.9 Support for Small Businesses on Regional University Campuses Program

The Support for Small Businesses on Regional University Campuses Program was announced in the 2006–07 Budget to complement the VSU Transition Fund. The program assisted higher education providers to encourage and support small businesses to establish operations on regional campuses to provide services for students.

Funding of \$2.6 million for 11 projects at seven universities was allocated in the first round. Funding of \$1.7 million for nine projects at five universities was allocated in the second and final round. No new projects will be funded and final payments for projects will be made in 2010.

Table 34: Allocation of funding under the Support for Small Businesses on Regional University Campuses Program – Second Round Funding (commencing in 2007-08)

Higher Education Provider	Project Name & Campus	Allocation
New South Wales		
University of Wollongong	Internet services – Wollongong campus	\$280,455
	Library café – Wollongong campus	\$180,000
Victoria		
La Trobe University	Café/Bookshop – Shepparton campus	\$500,000
The University of Melbourne	Establishing a variety of business outlets – Dookie campus	\$45,000
Tasmania		
University of Tasmania	Café – Cradle Coast campus	\$60,000
	Healthcare/sports rehabilitation facilities – Launceston campus	\$106,000
	Healthcare/sports rehabilitation consulting room – Hobart campus	\$71,000
Northern Territory		
Charles Darwin University	Extension to the Medical Centre – Casuarina campus	\$100,000
	Student accommodation services – Alice Springs campus	\$400,000
Total		\$1,742,455

2.10 National Centre of Excellence for Islamic Studies

The National Centre of Excellence for Islamic Studies officially opened on 23 October 2007. The Centre is hosted by the University of Melbourne in collaboration with the University of Western Sydney and Griffith University.

The Centre offers university accredited teaching and research programs in Islamic studies. A new undergraduate Islamic studies program was offered from 2008. In November 2008 the Centre held an international conference 'Challenges to Social Inclusion in Australia: The Muslim Experience'. Further information about the Centre is available at www.nceis.unimelb.edu.au.

Australian Government funding includes:

- \$4 million for academic and physical infrastructure;
- \$595,000 to help the Centre establish and maintain a sustainable university partnership with the community. The resulting body includes Australian Muslim community leaders, academics and Australian Government representation; and
- 40 new commencing student places under Commonwealth Grant Scheme appropriation.

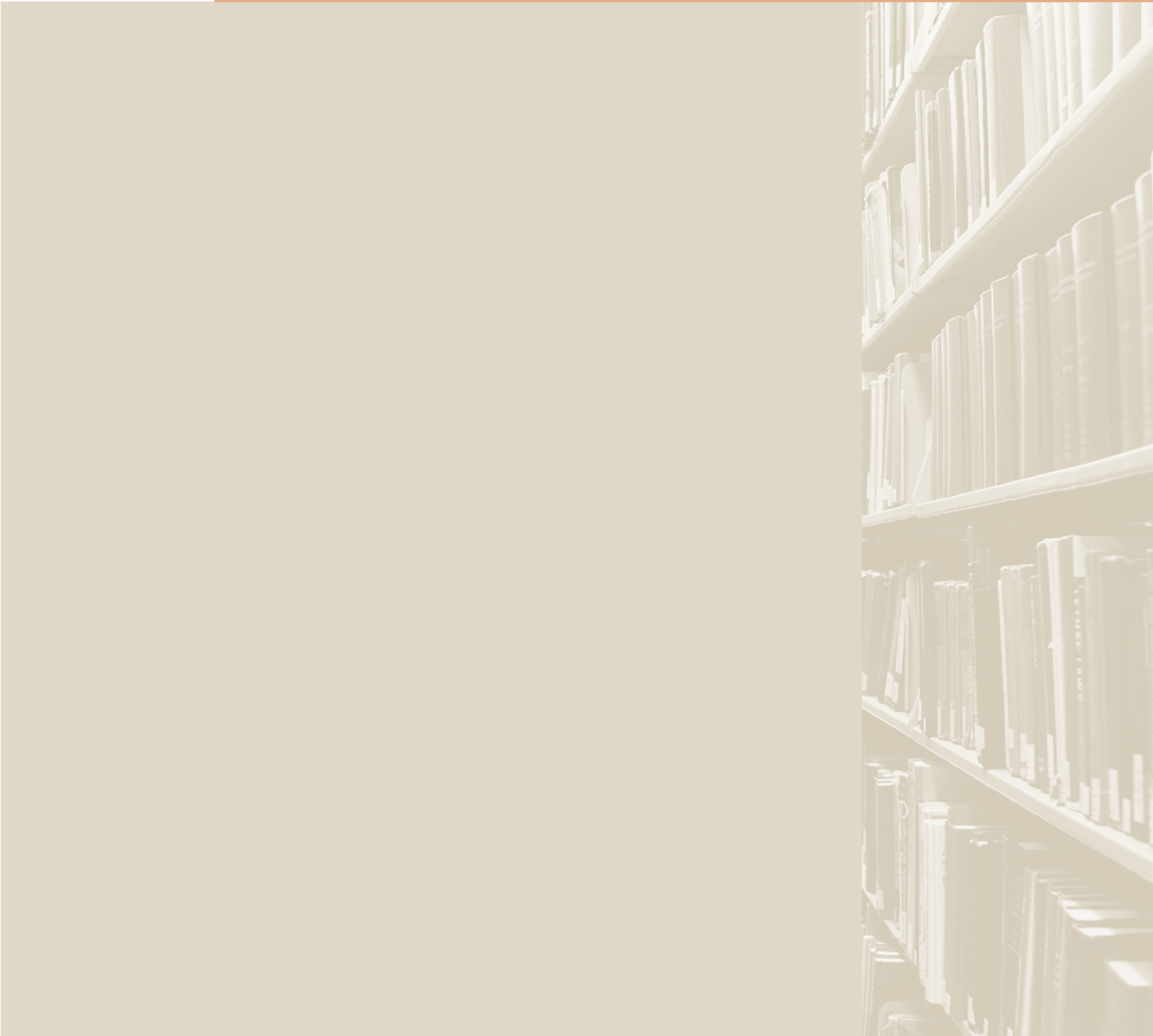
The Centre is an Australian Government supported initiative under the Council of Australian Government's National Action Plan to Build on Social Cohesion, Harmony and Security.

2.11 Centre for Social Impact

The Centre for Social Impact officially opened on 15 July 2008. The Centre was established by the University of New South Wales, Swinburne University of Technology and the University of Melbourne. In September 2009 the University of Western Australia became the fourth university in the Centre partnership.

The Centre aims to build the capacity of Australia's not-for-profit sector, philanthropic endeavour and the development of social responsibility in the corporate sector. Further information about the Centre is available at www.csi.edu.au.

In 2007-08, the Australian Government provided the Centre with \$12.5 million towards an endowment fund to assist in its establishment and ongoing work. The Centre is expected to raise matching funding of at least \$12.5 million via bequests, donations and other non-Commonwealth government sources.



3.1 Institution Assessment Framework

The annual Institution Assessment Framework (IAF) has been the Australian Government's primary accountability mechanism for universities and other higher education institutions listed on Table A of HESA.

In 2008, the IAF process was conducted in cooperation with the Department of Innovation, Industry, Science and Research (DIISR).

Much of the information for the IAF process is collected from public sources such as annual reports, audited financial statements and university websites, and from data routinely supplied to the Departments through student and staff statistical collections and research data collection. Some information on planning, capital management, Indigenous education and equity issues was collected from universities specifically for the IAF assessments.

A number of indicators and measures have been derived from this information and are used in assessing higher education providers' performance in four key areas:

- organisational sustainability – to verify that the provider is in a sound financial situation and is well governed and managed, so that it will be able to continue delivering programs for the Australian Government;
- achievements in higher education provision – to measure the extent to which it has contributed to meeting the Australian Government's higher education objectives;
- quality – to gain assurance that its educational provision is of a high standard; and
- meeting legislative requirements – to confirm that the provider has met its obligations under legislation and guidelines.

An assessment portfolio was produced for each provider, showing the institutions' performance over a period of time, as well as comparisons with the sector average and with a cohort of higher education institutions.

Senior officers of DEEWR and DIISR visited 21 Table A providers for bilateral discussions centred on the 2008 assessment portfolio. Departmental officers usually visit each Table A provider every two years. More information on the IAF can be found at www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/institution_assessment_framework.htm.

4

Appendices



Appendix A—Abbreviations

ACER	Australian Council for Educational Research
ADCET	Australian Disability Clearinghouse on Education and Training
AEI	Australian Education International
AEP	National Aboriginal and Torres Strait Islander Education Policy
ALTC	Australian Learning and Teaching Council
AQF	Australian Quality Framework
ASSD	Additional Support for Students with Disabilities
AUQA	Australian Universities Quality Agency
AUQF	Australian Universities Quality Forum
AVCC	Australian Vice-Chancellors' Committee
AWAs	Australian Workplace Agreements
AWE	Average weekly earnings
BIHECC	Business, Industry and Higher Education Collaboration Council
BOTP	Bridging Courses for Overseas Trained Professionals
BOTPLS	Bridging for Overseas-Trained Professionals Loan Scheme
BURF	Better Universities Renewal Funding
CAS	Commonwealth Accommodation Scholarship
CASR	Collaboration and Structural Reform Fund
CDP	Capital Development Pool
CECS	Commonwealth Education Costs Scholarships
CEP	Country Education Profiles
CEQ	Course Experience Questionnaire

CGS	Commonwealth Grant Scheme
CHESSN	Commonwealth Higher Education Student Support Number
CLS	Commonwealth Learning Scholarships
CPI	Consumer Price Index
DIISR	Department of Innovation, Industry, Science and Research
Diversity Fund	Diversity and Structural Adjustment Fund
DSP	Higher Education Disability Support Program
ECKSEP	Endeavour Cheung Kong Student Exchange Program
EFTSL	Equivalent Full-time Student Load
EIF	Education Investment Fund
ESEP	Endeavour Student Exchange Program
ESOS	Education Services for Overseas Students
ESP	Higher Education Equity Support Program
FOLP	Framework for Open Learning Program
FRLI	Federal Register of Legislative Instruments
GCA	Graduate Careers Australia
GDS	Graduate Destination Survey
GSA	Graduate Skills Assessment test
HECS	Higher Education Contribution Scheme (replaced by HELP in 2005)
HEEF	Higher Education Endowment Fund
HEFA	<i>Higher Education Funding Act 1988</i>
HEIF	Higher Education Indexation Factor
HEIMS	Higher Education Information Management System
HEIP	Higher Education Innovation Program
HELP	Higher Education Loan Program
HEP	Higher Education Provider
HESA	<i>Higher Education Support Act 2003</i>
HEWRRs	Higher Education Workplace Relations Requirements
IAF	Institution Assessment Framework

IAS	Indigenous Access Scholarships
ICT	Information and Communications Technology
IHEAC	Indigenous Higher Education Advisory Council
IPRS	International Postgraduate Research Scheme
ISP	Indigenous Support Program
ISSP	Indigenous Staff Scholarship Program
JCHE	Joint Committee on Higher Education
LTPF	Learning and Teaching Performance Fund
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NGPs	National Governance Protocols
OLDPS	Open Learning Deferred Payment Scheme
PELS	Postgraduate Education Loan Scheme
RDLO	Regional Disability Liaison Officer
RRMA	Rural, remote and metropolitan areas classification
SES	Socio-economic status
SLE	Student Learning Entitlement
SNA	Safety Net Adjustment
TAFE	Technical and Further Education
TAR	Tuition Assurance Requirement
TEQSA	Tertiary Education Quality and Standards Agency
TLC	Teaching and Learning Capital Fund for Higher Education
TQS	Transnational Quality Strategy
UA	Universities Australia (formerly the AVCC)
UCC	Universities Chancellors Council
UMAP	Australian University Mobility in Asia and the Pacific Program
VET	Vocational Education and Training
VSU	Voluntary Student Unionism

**VSU
Transition
Fund**

Voluntary Student Unionism Transition Fund for Sporting and Recreational Facilities

WPP

Workplace Productivity Program

WRP

Workplace Reform Program

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Appendix C - Legislation Enacted in 2008

Nation-building Funds Act 2008 (received Royal Assent on 18 December 2008)

An Act about the Building Australia Fund, the Education Investment Fund and the Health and Hospitals Fund. The Minister, together with Senator the Hon Kim Carr, Minister for Innovation, Industry, Science and Research, as the 'Education Investment Fund (EIF) designated Ministers', have powers to make decisions in accordance with this Act, including to recommend to the Minister for Finance and Deregulation the authorisation of payments in relation to the creation or development of higher education, vocational education and training and research infrastructure.

Nation-building Funds (Consequential Amendments) Act 2008 (received Royal Assent on 18 December 2008)

The Act amends the *Nation-building Funds Act 2008* to repeal the Higher Education Endowment Fund Act 2007 and amends the Future Fund Act 2006.

Same-Sex Relationships (Equal Treatment in Commonwealth Laws – General Law Reform) Act 2008 (received Royal Assent on 9 December 2008)

The Act eliminated discrimination against same-sex couples and the children of same-sex relationships in a wide range of Commonwealth laws. The Act amended the definition of 'overseas student' in the *Higher Education Support Act 2003* to clarify that the definition does not include de facto partners of New Zealand consular representatives and their dependent relatives, as well as the spouses of those representatives.

Higher Education Support Amendment (Removal of the Higher Education Workplace Relations Requirements and National Governance Protocols Requirements and Other Matters) Act 2008 (received Royal Assent on 20 September 2008)

The Act amended the *Higher Education Support Act 2003* to repeal section 33-17 which imposed a requirement that higher education providers meet the Higher Education Workplace Relations Requirements and the National Governance Protocols as a condition of receiving part of their Commonwealth Grant Scheme funding.

Statute Law Revision Act 2008 (received Royal Assent on 3 July 2008)

The Act made a minor technical amendment to the provisions of the *Higher Education Support Act 2003* concerning use of personal information (section 179-10) that did not alter the effect of the provisions.

Higher Education Support Amendment (2008 Budget Measures) Act 2008 (received Royal Assent on 25 June 2008)

The Act gave effect to measures in the 2008-09 Budget. The Act made provision for additional funding under the Commonwealth Grant Scheme and Commonwealth Scholarships; changes to student contribution amounts for mathematics and science students; a condition of funding for Table A higher education providers that they do not enrol fee paying domestic undergraduate students except in certain limited circumstances; and a new HECS-HELP benefit. The Act also updated appropriations.

Higher Education Support Amendment (VET FEE-HELP Assistance) Act 2008 (received Royal Assent on 20 March 2008)

The Act amended the VET FEE-HELP Assistance Scheme provisions of the *Higher Education Support Act 2003* to enable the Scheme to be implemented consistent with the original policy intent.

The amendments broaden the guidelines-making powers, to provide VET FEE-HELP assistance for full-fee-paying students in Diploma, Advanced Diploma, Graduate Certificate and Graduate Diploma courses that are accredited as VET qualifications and where credit toward a higher education award is available for Diploma and Advanced Diploma courses. The amendments also extend all the relevant FEE-HELP provisions that apply to higher education students in employer reserved places to eligible VET students under similar arrangements between providers and employers or industry bodies.

Appendix D – Legislative Instruments Tabled in Parliament in 2008

Higher Education Support Act 2003 Guidelines

- *HECS-HELP Benefit Guidelines (21/11/2008)*. Registered on Federal Registrar of Legislative Instrument (FRLI) on 11 December 2008 (F2008L04659).
- *Commonwealth Scholarships Guidelines (Education) 2008* (DEEWR). Registered on FRLI on 5 December 2008 (F2008L04582).
- *Commonwealth Scholarships Guidelines (Research) 2008* (DIISR). Registered on FRLI on 5 December 2008 (F2008L04396).
- *Other Grants Guidelines (Education) 2008* (DEEWR). Registered on FRLI on 26 November 2008 (F2008L04362).
- *Other Grants Guidelines (Research) 2008* (DIISR). Registered on FRLI on 26 November 2008 (F2008L4398).
- *VET Administration Guidelines (22/05/2008)*. Registered on FRLI on 4 June 2008 (F2008L01958).
- *VET Provider Guidelines (22/5/2008)*. Registered on FRLI on 4 June 2008 (F2008L01957).
- *VET FEE-HELP Guidelines (22/05/2008)*. Registered on FRLI on 3 June 2008 (F2008L01952).

Higher Education Providers Approved in 2008 ⁹

Instruments approving the following institutions as higher education providers under the *Higher Education Support Act 2003* came into effect after completion of the 15-day Parliamentary disallowance period:

- Australian Academy of Design Inc
- Carrick Higher Education Pty Ltd
- Cengage Education Pty Ltd
- Gestalt Therapy Brisbane Pty Ltd
- Harvest West Bible College Inc
- ICHM Pty Ltd (International College of Hotel Management)
- Leo Cussen Institute
- QANTM Pty Ltd
- Sarina Russo Schools Australia Pty Ltd
- Whitehouse Institute Pty Ltd

⁹ Includes higher education providers for which instruments of approval were tabled in 2008 and had their 15 day joint Parliamentary disallowable period expire in 2008 and 2009.

VET Provider Approvals Tabled in 2008:

- Higher Education Support Act 2009 – VET Provider Approval (No.1) (F2008L03660)
- Higher Education Support Act 2009 – VET Provider Approval (No.2) (F2008L03661)
- Higher Education Support Act 2009 – VET Provider Approval (No.3) (F2008L03663)
- Higher Education Support Act 2009 – VET Provider Approval (No.4) (F2008L03668)
- Higher Education Support Act 2009 – VET Provider Approval (No.5) (F2008L03777)
- Higher Education Support Act 2009 – VET Provider Approval (No.6) (F2008L03789)

Other instruments

- Revocation of Approval as a Higher Education Provider (No. 1 of 2008). This instrument revokes the HEP approval of the Gestalt Association of Queensland Incorporated, whose incorporation as an association under the *Associations Incorporation Act 1981* (Qld) (“the Queensland Act”) has been voluntarily wound up. Registered 19/08/2008.
- List of Grants under Division 41 (09/12/2008) of HESA. This List provides for a list setting out the maximum amounts for each purpose of grant specified in the table in section 41-10 of HESA. Registered 23/12/2008.
- List of Grants under Division 41 (02/01/2008) of HESA. This list sets out the purpose of each grant specified in the table in section 41-10 of HESA, relevant programs and maximum amounts for each program for the 2008 calendar year. Registered 11/01/2008.

Appendix E – Determinations Registered in 2008

Determinations under the *Higher Education Support Act 2003*

Title	Section	Date Registered on FRLI (commenced on following day)
N/A		

Determinations under the *Higher Education Funding Act 1988*

Title	Section	Date Registered on FRLI (commenced on following day)
N/A		

