

**HIGHER EDUCATION REPORT**

**2009**



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The *Higher Education Report 2009* is part of a suite of publications which report on the Australian higher education sector in 2009.

Analysis of 2009 student, staff and financial data is published separately and available at <http://www.deewr.gov.au/HigherEducation/Pages/default.aspx>

The *Higher Education Report 2009* provides:

- an overview of the higher education sector and its major achievements in 2009;
- 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 to higher education matters and programs which fall within the Department of Education, Employment and Workplace Relations (DEEWR) and does not include detailed information on programs which are administered by the Department of Innovation, Industry, Science and Research (DIISR).



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## Key features of the sector in 2009

In 2009:

- The Australian higher education system comprised:
  - 40 universities (with 38 public institutions and 2 private);
  - 1 Australian branch of an overseas university;
  - 4 other self-accrediting higher education institutions; and
  - 150 non self-accrediting higher education institutions accredited by state and territory authorities as listed on state and territory registers.<sup>1</sup> 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.
- 813,896 domestic students and 320,970 international students undertook higher education at Australian higher education providers. Within this combined group of domestic and international students:
  - 790,810 students were undertaking undergraduate study (e.g. bachelors degree);
  - 307,973 students were undertaking postgraduate study (e.g. masters degree) and of these 52,685 were undertaking postgraduate study by research; and
  - 36,083 students were undertaking enabling programs or non-award units of study (those not leading to a higher education award).
- Around 693,000 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 57 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 upfront payments.
- 107,221 people (full time equivalent) were employed by the major higher education providers, which had close to \$19.9 billion in total revenue.

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<sup>1</sup> The Australian Qualifications Framework (AQF) register is at [www.aqf.edu.au/register.htm](http://www.aqf.edu.au/register.htm)

# The Australian Government's response to the Review of Australian Higher Education and other key initiatives in 2009

## Overview

In 2008, the final report of the Review of Australian Higher Education (Bradley Review) chaired by Professor Denise Bradley AO, found that the reach, quality and performance of Australia's higher education system is central to the nation's economic and social progress. By building upon this finding, the recommendations of the 2008 Review paved the way for reform and in 2009, the Australian Government responded by announcing a \$5.4 billion landmark reform agenda: *Transforming Australia's Higher Education System*.

Released as part of the 2009-10 Budget package, Transforming Australia's Higher Education System is an unprecedented investment in higher education that aims to transform the scale, potential and quality of the nation's universities. Specifically, the reforms are designed to support high quality teaching and learning, improve access and outcomes for students from low socio economic backgrounds, build new links between universities and disadvantaged schools, reward institutions for meeting agreed quality and equity outcomes, improve resourcing for research and invest in world class tertiary education and infrastructure.

In early 2009, the then Deputy Prime Minister, the Hon Julia Gillard MP articulated a clear vision for the future of Australian higher education at the Universities Australia, Big Skills and Australian Financial Review (AFR) Higher Education Conferences by committing to the following:

- By 2012, all Australian public universities will be funded on the basis of student demand;
- By 2020, 20 per cent of higher education enrolments at undergraduate level should be people from low socio economic backgrounds; and
- By 2025, 40 per cent of all 25-34 years olds will have a qualification at the bachelor level or above.

In order to assist eligible universities to meet participation targets for domestic undergraduate students coming from a low socio economic status (SES) backgrounds, the Government announced, as part of the 2009-10 Budget package, that it will provide \$437 million through the Higher Education Participation and Partnerships Program (HEPPP).

To further support participation, attainment and the quality of teaching and learning, the Government will also provide performance funding to universities as part of the higher education reform package. In 2009, the Department of Education, Employment and Workplace Relations (DEEWR) convened an Indicator Development Group to provide expert advice on a framework of indicators that could be used to negotiate targets with universities for performance funding. The resulting discussion paper was released for comment to the higher education sector, state and territory government agencies and industry bodies in late 2009.

An important feature of the higher education reforms was the establishment of a new relationship between the Government and each university through the introduction of mission based Compacts. Compacts are a joint initiative of the DEEWR and the Department of Innovation, Industry, Science and Research (DIISR). Compacts will facilitate alignment of institutional activity with national priorities and will be used to help set performance targets for each institution.

A discussion paper, *Mission-based Compacts for universities: A framework for discussion*, was released in July 2009. This discussion paper provided a basis for round-table consultations with vice-chancellors and other key stakeholders on the framework for compact development.

In addition to the goal of universities being regulated by clear public interest tests and agreed Compacts, the Government also envisaged a transparent oversight of the higher education system by a new independent national regulatory body. The 2009–10 Budget package supported this vision through the announcement of the Tertiary Education Quality and Standards Agency (TEQSA) to develop a new national quality assurance framework for higher education providers.

Throughout 2009, the Government continued to build on the recommendations of the 2008 Bradley Review by announcing key initiatives in support of the broader reform agenda. In particular, the 2008 Review highlighted the complexity around the provision of regional higher education in Australia. In early 2009, the Government responded by committing to examine the cost of providing quality teaching and research in regional Australia, including consideration of a more logical basis for funding. This commitment was further supported in the 2009–10 Budget package through the announcement of the review of regional loading. In order to support the outcomes of the review, the Government convened the Regional Provision Reference Group to provide high level advice in the development of a regional loading issues paper released on 24 December 2009.

The 2008 Bradley Review also provided the logic for the university and VET sectors to better work together to provide more choice for Australian students through innovative pathways and qualifications of greater depth, breadth and rigor from entry-level course to highly specialised skills. To support this end, the Government announced in early 2009 that it would commission the Australian Qualifications Framework Council to improve access and connectivity between the university and Vocational Education Training (VET) sectors to enable competency-based and merit-based systems to become more student-focused and capable of meeting student demand.

To ensure that student choice is matched by skills demand, the Government announced that the ambit of Skills Australia would expand to encompass the full scope of Australia's labour market needs and will provide advice to Government about the effectiveness of both the university and VET systems in meeting the broad range of Australia's skill needs. Through the *Transforming Australia's Higher Education System* reforms, the Government has sought to create a tertiary education system where qualifications and vocational skills are driven by the right balance between student choice and employment opportunities.

## 2009-10 Budget

The *Transforming Australia's Higher Education System* 2009–10 Budget package, valued at approximately \$5.4 billion for higher education and research over four years, consisted of the following elements:

- **Funding to support low SES participation targets** (\$437 million including \$4 million in Departmental funds) – In 2010, equity funding to support low SES participation targets will be about 2 per cent of teaching and learning grants and will increase to about 3 per cent in 2011. By 2012, equity funding will be broadly in line with the recommendation of the Bradley Review to increase it to 4 per cent of teaching and learning grants. The 2009–10 Budget provided increased funding over four years to deliver a new partnership program worth \$108 million over four years to link universities with schools, vocational education and training providers, adult education and other

community organisations. The aim is to promote leading practice, increase the aspirations of students and success in higher education by people from low SES backgrounds. The 2009–10 Budget also provided increased funding for a loading based on the numbers of low SES students enrolled in institutions at a cost of \$325 million over four years.

- **Reform of student income support** – In March 2009, the Government announced a package of reforms to student income support over four years to respond to the recommendations and findings of the *Bradley Review*. The package of reforms aim to increase access to, and better target, income support for students who need it most, through a fairer and more equitable allocation of existing resources.

The reforms to student income support recognise the importance of ensuring that financial barriers to the participation in education and training by students from low socioeconomic backgrounds, including those from rural backgrounds and Indigenous students, are removed.

Additionally, the reforms align with the Government's education outcome objectives of 40 per cent of all 25 to 34 year olds attaining a qualification at bachelors level or above by 2025 and 20 per cent of higher education enrolments at undergraduate level being people from low socioeconomic backgrounds by 2020.

Elements of the reform package include the payment of the Student Start-up Scholarship to eligible higher education students who receive Youth Allowance, ABSTUDY or Austudy. A new Relocation Scholarship will assist certain Youth Allowance and ABSTUDY recipients at university. Dependent students who have to live away from the family home for study as well as independent students who are disadvantaged by personal circumstances will be eligible for this scholarship.

The current age of independence for Youth Allowance and ABSTUDY is 25 years. The Bradley Review found that the age of independence was high by international standards. The Government is introducing a new initiative that reduces the age of independence to 22 years. This will be phased in so that the age of independence would be reduced to 24 years in 2010, then to 23 years in 2011 and 22 years in 2012.

The Parental Income Test (PIT) threshold for students applying for Youth Allowance or ABSTUDY will be increased to align with Family Tax Benefit—Part A (FTB A). A 20 per cent per family taper will also be introduced.

The workforce participation criterion for independence will be tightened, requiring a young person to work full-time for a minimum of an average of 30 hours a week for at least 18 months in a two-year period to demonstrate financial independence. This ensures that support is targeted to students who have demonstrated that they are genuinely self-supporting. The following two elements of the workforce participation criterion will be removed for most students:

- Working part-time for at least 15 hours a week for at least two years since leaving school.
- Earning, in an 18 month period since leaving school, a specified amount — \$19 532 in 2010.

All existing Youth Allowance and ABSTUDY recipients will be 'grandfathered' so that no existing recipient is disadvantaged by this change.

A \$20 million Rural Tertiary Hardship Fund will operate from 1 January 2011 to 30 June 2013 to help prevent the barriers to rural and regional students attending university. The purpose of the fund is to assist certain rural and regional students aged under 25 years experiencing financial hardship to undertake higher education.

From 1 January 2012, eligibility for income support will be extended to students enrolled in all masters by coursework programs. Other eligibility requirements will remain the same as for students enrolled in lower level courses.

The personal income threshold will be raised from \$236 to \$400 per fortnight from 1 July 2012, so that student income support recipients will be able earn up to \$400 per fortnight without having their income support payments reduced. In addition, the personal income threshold will now be indexed for the first time. The student income bank maximum amount will also increase from \$6000 to \$10 000 from this date.

- **Strengthening research** – The 2009–10 Budget, in response to recommendations from both the 2008 Bradley Review and the Review of the National Innovation System (Cutler Review), delivers a suite of initiatives designed to address the serious shortfalls in research funding for the indirect costs of research. In particular, the Government will increase funding of indirect research costs to 50 cents in the dollar.
  - **Sustainable Research Excellence in Universities** (\$512 million) – This initiative raises the current funding of the indirect cost of research (through Research Infrastructure Block Grants) to ensure that there is a suitable environment within the university sector to conduct world class research.
  - **Joint Research Engagement** – Existing funding from the Institutional Grants Scheme will be redirected to a new program, which will give greater emphasis to collaborative research activities beyond those supported by competitive grants.
  - **Australian Postgraduate Award Stipend Increase** (\$51 million) – The current Australian Postgraduate Award (APA) stipend is currently below the poverty line. This initiative will increase the student stipend to \$22 500 per annum, which will help attract more high quality higher degree by research (HDR) students. This will in turn boost the number of research trained postgraduates to enter the degree by research academic labour market.
  - **Collaborative Research Networks** (\$52 million) – The establishment of Collaborative Research Networks (CRNs) will encourage institutions—especially those in regional and remote areas that may be particularly impacted by the reforms—to form partnerships with universities with particular research strengths. This will support efficiency in resourcing, mobility of staff and students and enhancement of technological capabilities, as well as increase networking between institutions.
  - **Excellence in Research for Australia** (\$36 million) – The Excellence in Research for Australia (ERA) framework will assess the nation’s performance across discipline areas and against international benchmarks. It will provide a solid evidence base for assessing performance and will provide a framework for negotiating performance targets. The ERA framework will also inform the future allocation of research block grants and support the accreditation and development of standards in relation to university research.
- **Indexation** (\$577.6 million) – New indexation arrangements for higher education providers will be comprehensively introduced in 2012. The current minimum wage based arrangements for the salary component of the overall indexation formula will be replaced with an initiative that better reflects professional salary movements. The new arrangements will still require productivity improvements to contribute to wage increases. The new indexation arrangements will apply from 2012 to all

grants under the *Higher Education Support Act 2003* (including research grants), maximum student contribution amounts, the OS-HELP maximum loan amount and the FEE-HELP borrowing limit. The Safety Net Adjustment (SNA) component, which makes up 75 per cent of the current index, will be replaced with the Professional, Scientific and Technical Services index (PSTS (discounted by 10 per cent for productivity improvements) that is comparable to the Labour Price Index (Professional) recommended by the Bradley Review. Transitional arrangements apply to 2011. Maximum student contribution amounts will be indexed using the new index and an amount equivalent to the value of increased indexation of teaching and learning grants, approximately \$94 million, will be provided as facilitation funding connected to the Compact agreements covering the achievement of institutional performance targets. The facilitation funding will be paid for each year of the compact and indexed for future years. The Government will also streamline funding arrangements by rolling into base funding the Workplace Reform Program and the Improving the Practical Component of Teacher Education Program from 2010.

- **The Tertiary Education Quality and Standards Agency (TEQSA)** (\$57 million in the 2009–10 Budget) – The 2009–10 Budget provided funding over four years for the agency, which will protect the overall quality of the Australian higher education system. It will register providers and accredit courses, undertake quality audits, encourage best practice and streamline current regulatory arrangements to enable greater national consistency. One of the agency's key tasks will be to establish objective and comparative benchmarks of quality and performance.
- **Performance funding** (\$206 million) – From 2012, the Government will provide additional funding over four years which will be dependent on universities meeting agreed performance targets. From 2012, funding worth 2.5 per cent of current teaching and learning grants will be conditional on universities meeting agreed performance targets relating to the quality of teaching, equity and other measures to be determined by the Government. Performance funding will create a strong incentive for universities to improve the quality of teaching and learning and lift participation and outcomes for students from underrepresented groups. The performance funding initiative recognises that every university has a role to play in improving the quality of teaching in higher education and supporting the Government's attainment and participation ambitions. In 2010, the Government will work closely with universities and key stakeholders to develop a robust set of performance indicators. The indicators will be based on measures of the quality of teaching and learning, as well as participation and success for underrepresented groups. In 2011, universities will be required to negotiate and agree on specific performance targets that are challenging but appropriate for their circumstances and will contribute to system wide aspirations for teaching quality and performance. Targets will be agreed to as part of Compact negotiations. Universities that agree to targets will receive a facilitation payment in 2011. In 2012, universities that have met performance targets will receive reward funding.
- **Structural Adjustment** (\$402 million) – The 2009–10 Budget provides funding over four years to support significant structural change across the higher education sector. This could include the creation of new models of higher education institutions and collaborations between higher education and vocational education and training providers. The total funding of \$402 million includes \$64 million from the existing Diversity and Structural Adjustment Fund and \$200 million for the capital components of structural adjustment to be funded from the Education Investment Fund (EIF).

- **Infrastructure Funding** (\$2.8735 billion) – The 2009–10 Budget will make a massive investment over four years in tertiary education and research infrastructure. Australia’s tertiary education and research sectors will benefit from a \$934 million capital injection from the EIF Round 2. This is a major component of the Government’s Education Revolution. A further \$350 million will be available for EIF Round 3 and a special Sustainability Round to support projects that feature sustainable design, energy efficiency and capability for climate change related research. In addition, \$200 million has been set aside for the capital components of structural adjustment as outlined above. The Government has committed \$400 million for research infrastructure related to the Clean Energy Initiative. A total of \$1.1 billion is also provided in this 2009–10 Budget for the Super Science Initiative, which will provide funding for large scale nation building projects, allowing Australia to be at the forefront of the global research community. The \$989 million in capital elements of the Super Science Initiative will be funded from EIF, supporting projects across space science and astronomy, marine and climate, and future industries that will increase capacity in our universities and research organisations.
- **Reduction of payments for Higher Education Loan Program (HELP) for nursing and education graduates** (\$83 million) – Eligible nursing and teacher education graduates who work as a nurse or teacher will have their compulsory HELP debt repayments reduced (with a commensurate reduction in the debt balance) by up to \$1558.50 for the 2009–10 income year (indexed in later years). This will apply to people who graduate from 1 July 2009 onwards and will be available for up to a lifetime maximum of 260 weeks of eligible employment (the equivalent of five years). The new approach funded in 2009–10 Budget over four years will encourage nursing and teacher education graduates to take up employment and remain employed as nurses and teachers.
- **Increase in the maximum contribution amount for education and nursing units of study** (\$33 million) – 2009–10 Budget provides funding over four years for maximum annual contribution amounts at the band 1 rate instead of the national priority band rate for nursing and education units of study. This will apply to commencing students from 1 January 2010. Existing students will continue with the current arrangements. The increase in student contributions will provide more funding to enable higher education providers to support and expand their course provision in these areas. While this measure will increase the student contributions paid by education and nursing students, if they go on to work in the nursing or teaching professions, this additional payment will be more than recouped by the reduction in compulsory HELP repayments for eligible graduates.
- **Removal of loan fee on OS-HELP loans** (\$17 million) – The Government will remove the loan fee for new OS-HELP loans from 1 January 2010. The 20 per cent fee for OS-HELP has been a disincentive for students to apply for loans and has limited the efforts of Australian universities to encourage their students to take up study abroad options.
- **Review of base funding levels for learning and teaching** – The Government announced that it will commission a review of the base funding levels for learning and teaching in higher education to ensure that funding levels remain internationally competitive and appropriate for the sector, together with work on options for achieving a more rational and consistent sharing of costs between students and across discipline clusters as recommended by the Bradley Review. This review will report in 2011.

## Publications

### *Regional Participation: The Role of Socioeconomic Status and Access (December 2009)*

Author: Department of Education, Employment and Workplace Relations (DEEWR)

The report shows that regional participation in university among 19-21 year-olds students increased from 18 per cent in 1996 to 21 per cent in 2006. However, university participation among metropolitan students increased faster from 28 per cent to 35 per cent, so that the gap between regional and metropolitan participation increased from 10 percentage points to 12 percentage points.

The report finds that lower socioeconomic status, as measured by education and occupation levels, explains most of the gap in participation between regional, outer metropolitan and inner metropolitan areas. While proximity to campus matters, the report finds that access to university appears to have less influence on university participation than socioeconomic status.

### *Interventions early in school as a means to improve higher education outcomes for disadvantaged (particularly low SES) students*

Authors: National Centre for Student Equity in Higher Education, University of South Australia

The report was commissioned by DEEWR due to concerns about the long-term under-representation of some population groups (particularly those of low socioeconomic status) within Australian higher education. The report found that interventions to redress the situation may need to be implemented earlier in high school education rather than later. The research was undertaken between August 2008 and September 2009 with the final report being released in 2010.

The research comprised:

- a design and evaluation matrix for university outreach in schools;
- a literature review describing pre-Year 11 outreach programs operating primarily in Australia but also in Canada, the USA, the UK and New Zealand;
- a survey report presenting an analysis of data collected in late 2008 from Australian universities on the nature and extent of programs, interventions and outreach activities targeting pre-Year 11 students; and
- case studies of seven university-initiated collaborative programs with schools which aim to increase higher education participation and outcomes for disadvantaged (particularly low SES) students.

### *Experiences Recent Engineering Graduates (June 2009)*

Author: DEEWR

This survey was developed after the findings of the Science and Engineering and Technology (SET) Skills Audit identified a need for further information to explore workforce supply and demand issues in relation to engineering students in their final year of university study. It builds on the findings of an earlier DEEWR report entitled Views of engineering students – Report of final year university engineering students in Australia.

The new supply of professional-level engineering skills is investigated from the perspective of recent engineering graduates. New engineers who completed their qualification in 2007 were surveyed in 2008, prior to the onset of the global recession.

Issues investigated include:

- employment outcomes;
- the balance between the demand for and supply of new engineering skills;
- reasons for new engineers not being placed in engineering jobs and the impact this has;
- job readiness;
- employability skills; and
- workplace experiences.

Survey results and key findings are discussed with reference to other data sources on graduate engineer outcomes and employment for all engineering professionals.

The survey findings indicate that the 'new' supply of engineers was fairly well aligned with industry demand in 2008 (across fields of study and geographical location). In the tight labour market for engineers in Australia from December 2007 to September 2008, a higher proportion of engineering graduates were placed in an engineering job in Australia than had intended to work in engineering when asked in their final year of study.

## Discussion Papers

### *The Review of Regional Loading – Issues for Regional Provision*

In December 2009, the Government released an issues paper, *The review of regional loading – issues for regional provision*, inviting input from the higher education sector, state and territory government agencies, and other stakeholders such as local government and VET bodies, on key matters relating to the provision of quality higher education in regional Australia, with particular reference to funding and the role of regional loading.

### *An Indicator Framework for Higher Education Performance Funding December 2009*

The Department, in consultation with the Indicator Development Group of higher education experts, developed a discussion paper on the framework of indicators that could be used to negotiate targets with universities for the purposes of performance funding for teaching and learning.

In the 2009-10 Budget, the Government announced that performance funding will be made available to universities as part of the higher education reform package. The funding is intended to assist institutions in maintaining attention on the quality of teaching and learning and student outcomes at the same time as there will be rapid growth in the sector. Universities will be allocated performance funding on the basis of institutional targets negotiated as part of compacts and set against a framework of indicators. The indicators will be related to the quality of teaching and learning, the student experience, and participation.

### *Measuring the socio economic status of Higher Education Students December 2009*

The Department, in consultation with the Indicator Development Group of higher education experts, developed a discussion paper on the measurement of SES. This discussion paper provided a starting point for consultations and was designed to encourage discussion in the Australian higher education sector about how to define and measure SES.

## Reference Groups

### Regional Provision Reference Group

The Government as part of its *Transforming Australia's Higher Education System* reform agenda is examining the cost of providing higher education in regional Australia, in particular the appropriateness of regional loading. The objective of the review of regional loading is to develop options for a new, more logical basis for funding.

A high level Regional Provision Reference Group was established by the Department to provide critical guidance to the Department throughout the Regional Review. The members are:

- Professor Richard Larkins AO (Chair) – Former Vice-Chancellor Monash University
- Ms Paddi Creevey – Chair of Challenger TAFE and Mayor of Mandurah
- Professor Ian Goulter – Vice-Chancellor Charles Sturt University
- Professor Sandra Harding – Vice Chancellor James Cook University
- Ms Virginia Simmons – CEO Chisholm Institute of TAFE

The Reference Group met once in 2009, on 12 October, when it agreed to its terms of reference, commented on the draft issues paper, discussed the consultation process and provided advice on areas for research projects.

### Tertiary Education Quality and Standards Agency Expert Reference Group

In July 2009, the Department established an Expert Reference Group which comprised leaders in higher education, state education accreditation and Commonwealth regulatory practices to provide strategic expert advice to the Department and to working groups (through DEEWR) about the development and implementation of the new regulatory and quality assurance arrangements.

Expert Reference Group members provided advice on approaches and issues relating to the establishment of the Tertiary Education Quality and Standards Agency (TEQSA) including TEQSA's governance structure, the new regulatory and quality assurance framework for Australian higher education (including the new Higher Education Standards Framework), and the risk-based approach to regulation.

The Group was disbanded following the announcement in July 2010 of interim advisory arrangements for both TEQSA and the National Vocational Education and Training (VET) Regulator. Emeritus Professor Denise Bradley AC was appointed as Interim Chair and Mr Ian Hawke was appointed Interim CEO of TEQSA.

Professor Bradley's role as Interim Chair is to act as the key liaison point for the higher education sector and as a source of independent advice to the Minister for Tertiary Education on the development of TEQSA and its approach to quality assurance and regulation. Mr Hawke's role as Interim CEO is to negotiate details of the transition and establish the new agency.

As interim appointees, Professor Bradley and Mr Hawke are involved in building the new organisation and will not be undertaking any regulatory, enforcement or quality assurance activities or decisions.

Members of the Expert Reference Group were:

- Professor Peter Coaldrake – Vice-Chancellor, Queensland University of Technology
- Professor Janice Reid AM – Vice-Chancellor, University of Western Sydney
- Professor Bill Scales AO – Chancellor, Swinburne University of Technology
- Professor Ian Chubb AC – Vice-Chancellor, Australian National University
- Professor Margaret Shell – Chief Executive Officer, Australian Research Council
- Mr Charles Littrell – Executive General Manager, Policy, Research and Statistics, Australian Prudential Regulatory Authority
- Emeritus Professor Meredith Edwards AM – Research Member, Former Director of the ANZSOG Institute for Governance
- Mr Ian Hawke – Board Member, Australian Universities Quality Agency

### Indicator Development Group

The Government convened an Indicator Development Group to assist in the development of the framework of indicators and measures that will be used to negotiate the targets. The group has also considered related options for a new measure of SES.

The Indicator Development Group prepared a draft indicator framework, which was made available for the sector's comment in December 2009.

Members were:

Professor Richard James – Director, Centre for the Study of Higher Education, The University of Melbourne

- Professor Geoff Scott – Pro-Vice Chancellor (Quality), University of Western Sydney
- Professor Kerri-Lee Krause – Director, Griffith Institute for Higher Education, Griffith University
- Professor Charles Webb – Deputy Vice-Chancellor (Teaching and Learning), Charles Darwin University
- Professor Jan Thomas – Deputy Vice-Chancellor (Academic), Murdoch University
- Professor Trevor Gale – Director, National Centre for Student Equity in Higher Education, UniSA
- Professor David Rich – Deputy Vice Chancellor (Academic and Provost), University of Tasmania
- Dr Linda Hort – Principal, ANU College - Education Centre, Australian National University
- Professor Simon Marginson – Professor of Higher Education, Centre for the Study of Higher Education, The University of Melbourne
- Professor Paul Chandler, Dean of Education, University of Wollongong
- Ms Joanne Bright, Department of Industry, Innovation, Science and Research

### Legislation

Legislation enacted in 2009, Legislative Instruments Tabled in Parliament in 2009 and Determinations Registered in 2009 can be found in Appendices C, D and E.

Legislation and guidelines can be accessed from [www.comlaw.gov.au](http://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 the *Annual Appropriations Act*.

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. As announced in the 2009-10 Budget, these arrangements will change from 2012 at which time the Government will fund Commonwealth supported places for all undergraduate domestic students accepted into an eligible higher education course at these public universities. For 2010 and 2011, transitional arrangements will be implemented to lift the cap on funding over enrolments from 5 per cent to 10 per cent over agreed numbers.

Other funds for the sector are provided through a range of grants, including for quality, equity, collaboration, National Institutes program, 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 2009, the Government supported higher education providers in assisting around 693,000 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 DEEWR for 2009.

**Table 1: Expenditure on higher education programs, 2009**

Program	Expenditure \$m
<b>Commonwealth Grant Scheme</b>	
Commonwealth Grant Scheme (Cluster funding) <sup>a</sup>	3,948.807
Enabling Loading	13.459
Regional Loading	31.167
Medical Student Loading	11.800
Transitional Loading (maths, science)	89.117
Transitional Loading (fee paying phase out)	9.762
<b>Sub-total Commonwealth Grant Scheme<sup>a</sup></b>	<b>4,104.112</b>
<b>Other Grants</b>	
<b>Capital</b>	
Capital Development Pool (including special projects) (CDP)	72.072
Collaboration and Structural Reform Fund	0
Diversity and Structural Adjustment Fund	55.541
Clinical Outreach Program – JCU Dental School	2.0
<b>Equity Programs</b>	
Higher Education Disability Support Program	6.102
Higher Education Equity Support Program	11.715
Indigenous Support Program	34.774
<b>Learning and Teaching</b>	
Learning and Teaching Performance Fund	73.136
Improving the Practical Component of Teacher Education	18.809
<b>National Institutes</b>	
National Institutes	176.230
<b>Quality, Promotion, Open Access</b>	
Australian Learning and Teaching Council	28.017
Australian University Quality Agency	1.215
Graduate Skills Assessment	.461
Graduate Careers Council	.636
Open Learning Initiative <sup>b</sup>	.273
<b>Superannuation</b>	
Superannuation Grants	119.648

Source: DEEWR

<sup>a</sup> Commonwealth Grant Scheme expenditure for 2009 includes the repayment of three advances and adjustments for over and under enrolments in 2008.

<sup>b</sup> Paid in March 2010

<sup>c</sup> Financial year programs funded under the Annual Appropriation Act for 2009-10.

<sup>d</sup> Education Investment Fund Special Account

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

Note: 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.

Program	Expenditure \$m
<b>Workplace Productivity</b>	
Workplace Reform Program	50.133
Workplace Productivity Program	28.944
<b>Transitional Costs Program</b>	
Transitional Costs Program	33.653
<b>Sub-total Other Grants</b>	<b>713.359</b>
<b>Scholarships</b>	
Commonwealth Accommodation Scholarships	76.190
Commonwealth Education Costs Scholarships	57.125
Indigenous Access Scholarships	4.166
Indigenous Staff Scholarships	.174
<b>Sub-total Scholarships</b>	<b>137.655</b>
<b>Other Funds (2009-10 funding)</b>	
VSU Transition Fund for Sporting and Recreation Facilities <sup>c</sup>	5.904
Support for Small Businesses on Regional University Campuses <sup>c</sup>	.036
Framework for Online Learning Program <sup>c</sup>	3.406
Indigenous Higher Education Advisory Council <sup>c</sup>	.120
School of Fine Furniture (University of Tasmania) <sup>c</sup>	.033
Tertiary Education Quality and Standards Agency <sup>c</sup>	3.717
Education Investment Fund <sup>d</sup>	808.599
Sub-total Other Funds	821.815
<b>Total Funding</b>	<b>5,776.941</b>

Source: DEEWR

a Commonwealth Grant Scheme expenditure for 2009 includes the repayment of three advances and adjustments for over and under enrolments in 2008.

b Paid in March 2010

c Financial year programs funded under the Annual Appropriation Act for 2009-10.

d Education Investment Fund Special Account

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

Note: 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 nonresearch 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.

\$4.08 billion was provided in 2009 under the CGS (including regional loading, enabling loading, medical student loading, and transitional loading).

Each higher education provider receiving funds under the CGS must enter into a funding agreement with the Government. In 2009, 44 higher education providers received funds under the CGS. All providers entered into a three year funding agreement for either 2008-2010 or 2009-2011.

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 2009.

**Table 2: Commonwealth contribution amounts for 2009 for an equivalent full-time student load**

Cluster	Discipline	Commonwealth contribution (\$)
1	Law, accounting, administration, economics, Commerce	1,709
2	Humanities	4,743
3	Mathematics, statistics, behavioural science, social studies, education, computing, built environment, other health	8,389
4	clinical psychology, allied health, foreign languages, visual and performing arts	10,317
5	Nursing	11,517
6	Engineering, science, surveying	14,664
7	Dentistry, medicine, veterinary science, agriculture	18,610

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 1.2.5), enabling loading (Section 1.2.6), medical student loading (Section 1.2.7), and/or a transitional loading (Section 1.2.8) as part of the CGS Basic Grant.

In 2009, the Government agreed to fund a total of 443,957 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 2009. The CGS payment includes, where applicable, regional loading, enabling loading, medical student loading and transitional loading.

**Table 3: Agreed target number (as per funding agreement) of Commonwealth supported places and CGS amount by provider, 2009**

Higher education provider	Number of places (EFTSL)			Total CGS (\$)
	Undergraduate	Postgraduate non-research	Total	
Avondale College	599.0	26.2	625.2	5,861,569
Charles Sturt University	10,573.6	609.0	11,182.6	109,943,745
Macquarie University	10,540.4	498.0	11,038.4	76,915,335
Southern Cross University	5,973.2	177.0	6,150.2	52,685,058
The University of New England	6,625.5	1,047.3	7,672.7	65,029,833
The University of New South Wales	16,217.1	754.0	16,971.1	160,646,914
University of Newcastle	13,987.1	273.1	14,260.2	138,630,190
The University of Sydney	21,648.1	821.0	22,469.1	224,452,518
University of Technology Sydney	13,035.3	470.4	13,505.7	112,324,795
University of Western Sydney	18,855.3	1,130.0	19,985.3	160,153,892
University of Wollongong	9,251.1	456.6	9,707.7	88,684,491

*Note: CGS amounts include enabling loading, regional loading, medical student loading, transitional loading (maths, science) and transitional loading (fee paying phase out). They do not include any adjustments to 2009 CGS grants in relation to enrolments in 2008 or repayments of advances.*

Higher education provider	Number of places (EFTSL)			Total CGS (\$)
	Undergraduate	Postgraduate non-research	Total	
Deakin University	14,958.4	352.0	15,310.4	133,054,637
Holmesglen Institute of TAFE	20.0	0.0	20.0	230,340
La Trobe University	14,169.2	887.0	15,056.2	132,102,639
Monash University	21,132.3	1,476.0	22,608.3	210,042,568
Royal Melbourne Institute of Technology	13,403.6	660.6	14,064.2	135,757,099
Swinburne University of Technology	6,200.7	11.0	6,211.7	53,321,996
Tabor College - Victoria	0.0	30.0	30.0	251,670
The University of Melbourne	17,086.0	2,653.0	19,739.0	197,921,032
University of Ballarat	3,508.0	220.0	3,728.0	35,091,659
Victoria University	10,018.5	488.1	10,506.6	85,063,544
Central Queensland University	6,107.0	193.0	6,300.0	57,167,872
Christian Heritage College	205.0	0.0	205.0	1,585,302
Griffith University	17,993.0	633.0	18,626.0	163,194,747
James Cook University	8,269.2	468.0	8,737.2	93,908,359
Queensland University of Technology	19,789.0	762.0	20,551.0	171,428,138
The University of Queensland	19,506.5	414.0	19,920.5	202,164,723
University of Southern Queensland	7,719.2	467.4	8,186.5	71,737,209
University of the Sunshine Coast	3,939.9	205.8	4,145.7	43,130,125
Curtin University of Technology	13,664.9	229.0	13,893.9	134,617,285
Edith Cowan University	10,808.6	405.0	11,213.6	97,322,445
Murdoch University	7,226.8	360.5	7,587.3	70,001,998
The University of Notre Dame Australia	2,865.0	36.0	2,901.0	30,057,639
The University of Western Australia	11,182.6	507.3	11,689.9	114,876,748
Tabor College - Adelaide	170.0	0.0	170.0	1,365,026
The Flinders University of South Australia	7,894.4	507.5	8,401.9	78,009,745
The University of Adelaide	9,833.8	372.9	10,206.7	104,620,163
University of South Australia	13,994.3	680.0	14,674.3	129,043,139
University of Tasmania	10,741.4	698.0	11,439.4	118,239,547
Batchelor Institute of Indigenous Tertiary Education	529.0	14.0	543.0	5,753,282
Charles Darwin University	2,891.0	352.0	3,243.0	34,186,388
The Australian National University	6,291.0	160.0	6,451.0	56,319,237
University of Canberra	5,216.9	505.1	5,722.0	45,291,273
Australian Catholic University	7,659.3	646.0	8,305.3	72,821,332
<b>Total</b>	<b>422,299.8</b>	<b>21,656.9</b>	<b>443,956.7</b>	<b>4,075,007,246</b>

*Note: CGS amounts include enabling loading, regional loading, medical student loading, transitional loading (maths, science) and transitional loading (fee paying phase out). They do not include any adjustments to 2009 CGS grants in relation to enrolments in 2008 or repayments of advances.*

**Table 4: Actual number of Commonwealth supported places and CGS adjustment amounts by provider, 2009**

Higher education provider	Number of places (EFTSL)	Funding adjustment in 2010 in relation to over or under enrolment in 2009 (\$)
Avondale College	583.5	-361,666
Charles Sturt University	12,308.3	5,497,187
Macquarie University	12,569.6	3,845,766
Southern Cross University	6,542.6	2,634,252
The University of New England	7,464.8	-2,299,723
The University of New South Wales	19,220.3	8,032,345
The University of Newcastle	16,126.8	6,931,509
The University of Sydney	23,184.2	5,794,900
University of Technology, Sydney	14,635.8	5,616,239
University of Western Sydney	21,540.8	7,815,966
University of Wollongong	10,867.8	4,434,224
Deakin University	16,641.6	6,652,731
Holmesglen Institute of TAFE	19.4	-6,669
La Trobe University	16,122.0	6,605,131
Monash University	24,278.8	10,502,128
Royal Melbourne Institute of Technology	14,836.6	6,787,854
Swinburne University of Technology	6,928.2	2,666,099
University of Ballarat	3,623.9	-254,204
Tabor College - Victoria	8.7	-181,521
The University of Melbourne	19,883.7	0
Victoria University	11,161.7	3,542,724
Central Queensland University	5,801.5	-2,286,714
Christian Heritage College	166.8	-298,023
Griffith University	19,607.6	7,981,543
James Cook University	8,081.8	-3,756,334
Queensland University of Technology	22,539.8	8,571,406
The University of Queensland	21,160.0	10,108,236
University of Southern Queensland	8,304.8	3,586,860
University of the Sunshine Coast	4,313.2	1,715,162
Curtin University of Technology	14,873.2	6,730,864
Edith Cowan University	11,357.2	2,379,077
Murdoch University	7,567.0	-1,600,124
The University of Notre Dame Australia	3,044.2	552,380
The University of Western Australia	12,128.5	3,511,511
Tabor College - Adelaide	163.3	-93,779
The Flinders University of South Australia	8,943.7	3,900,487
The University of Adelaide	10,798.4	5,231,008
University of South Australia	15,020.8	2,177,999
University of Tasmania	10,765.7	-4,729,581
Batchelor Institute of Indigenous Tertiary Education	405.8	-230,131
Charles Darwin University	3,375.3	670,891
The Australian National University	6,673.1	1,859,128

Higher education provider	Number of places (EFTSL)	Funding adjustment in 2010 in relation to over or under enrolment in 2009 (\$)
University of Canberra	6,231.2	2,264,563
Australian Catholic University	9,201.9	3,641,066
<b>Total</b>	<b>469,073.5</b>	<b>136,052,767</b>

### 1.2.2 Funding agreements

Higher education providers receiving funds under the CGS in 2009 entered into a funding agreement with the Government for three years from either 2008–2010 or 2009–2011.

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 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.

### 1.2.3 Allocation of new places

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

In 2009, the Government allocated:

- 500 new ongoing Commonwealth supported places in early childhood education to commence in 2010; and
- 280 new ongoing Commonwealth supported places in early childhood education to commence in 2011.

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

**Table 5: New Commonwealth supported places allocated in 2009 for commencement in 2010 and 2011**

Higher Education Provider	Allocation of new places (EFTSL) For commencement in 2010	For commencement in 2011 <sup>a</sup>
Avondale College	20	
Charles Sturt University	35	
Macquarie University	10	
University of Newcastle	25	30
University of Wollongong	30	
Deakin University	65	
La Trobe University		30
Monash University	20	20
Victoria University	35	
Griffith University	25	
Queensland University of Technology	20	
University of the Sunshine Coast		60

<sup>a</sup> An additional 220 new early childhood education places for 2011 have been allocated in December 2010.

Higher Education Provider	Allocation of new places (EFTSL) For commencement in 2010	For commencement in 2011 <sup>a</sup>
The University of Notre Dame Australia	30	65
The University of Western Australia		25
The Flinders University of South Australia	15	
University of South Australia	25	50
Charles Darwin University	50	
University of Canberra	10	
Australian Catholic University	85	
<b>Total</b>	<b>500</b>	<b>280</b>

*a An additional 220 new early childhood education places for 2011 have been allocated in December 2010.*

#### 1.2.4 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.

#### 1.2.5 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 2009 the Government provided \$31.2 million in regional loading.

In 2009, 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 2009 is set out in Table 6.

#### 1.2.6 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 2009, the amount of the enabling loading for each place (EFTSL) was \$2,867 and total funding was \$13.46 million.

The amount of enabling loading paid to each higher education provider in 2009 is set out in Table 6.

### 1.2.7 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 2009, the amount of the medical student loading for each (EFTSL) place was \$1,156 and total funding was \$11.8 million. The amount of medical student loading paid to each higher education provider in 2009 is set out in Table 6.

### 1.2.8 Transitional loading

Transitional loading provides additional funding to providers for mathematics, statistics and science units of study to compensate for the reduction in the maximum annual student contribution amount for commencing Commonwealth supported students undertaking these units from 2009.

In 2009, the amount of this transitional loading per (EFTSL) for mathematics, statistics and science units was \$3,250 and total funding was \$89.1 million. The amount paid to each higher education provider in 2009 is set out in Table 6.

In 2009, transitional loading was also supplied to compensate providers for any transitional costs associated with the phase out of domestic undergraduate full fee paying places.

In 2009, the total funding associated with the phase out of fee-paying places was \$9.8 million. The amount paid to each higher education provider in 2009 is set out in Table 6.

**Table 6: CGS loadings allocated to higher education providers in 2009**

Higher Education Provider	Regional Loading	Enabling Loading	Medical Student Loading	Transitional Loading (Maths, Science)	Transitional Loading (fee paying phase out)
	(\$)	(\$)	(\$)	(\$)	(\$)
Avondale College	0	0	0	69,962	0
Charles Sturt University	1,873,431	439,755	0	2,080,000	0
Macquarie University	0	0	0	1,998,750	0
Southern Cross University	1,244,576	396,066	0	924,524	0
The University of New England	1,967,060	60,126	138,720	999,875	0
The University of New South Wales	0	75,270	1,175,652	3,371,861	885,250
University of Newcastle	50,655	2,691,103	509,606	2,765,750	150,000
The University of Sydney	8,476	84,455	944,452	5,765,500	1,900,000
University of Technology, Sydney	0	322,353	0	2,671,994	1,532,000
University of Western Sydney	0	258,384	347,956	4,046,250	0
University of Wollongong	1,140,580	220,438	249,696	2,202,345	0
Deakin University	595,946	0	289,000	2,999,750	1,900,000
La Trobe University	1,034,275	3,346	0	3,103,750	0
Monash University	199,043	36,291	1,202,240	4,503,779	2,000,000
Royal Melbourne Institute of Technology	31,796	0	0	2,080,000	0
Swinburne University of Technology	0	0	0	770,119	0

*The Transitional loading (maths, science) amounts shown reflect original payments based on estimated data. In 2010 these payments have been reconciled against actual data, and where necessary adjustments have been made to the 2010 payments*

Higher Education Provider	Regional Loading	Enabling Loading	Medical Student Loading	Transitional Loading (Maths, Science)	Transitional Loading (fee paying phase out)
	(\$)	(\$)	(\$)	(\$)	(\$)
University of Ballarat	1,356,828	84,727	0	745,292	0
Tabor College Victoria	0	0	0	0	0
The University of Melbourne	43,313	0	922,488	4,376,272	810,000
Victoria University	0	484,506	0	2,060,500	0
Central Queensland University	1,891,624	1,542,522	0	1,644,843	0
Christian Heritage College	0	0	0	0	0
Griffith University	0	21,147	428,876	4,097,034	0
James Cook University	4,340,389	122,941	768,763	1,810,654	0
Queensland University of Technology	32,879	0	0	3,840,687	0
The University of Queensland	102,302	0	1,260,040	4,969,010	460,000
University of Southern Queensland	1,464,782	1,193,935	0	969,130	0
University of the Sunshine Coast	1,118,355	745,806	0	1,535,002	0
Curtin University of Technology	223,634	411,482	0	3,174,077	0
Edith Cowan University	180,972	880,665	0	1,200,357	0
Murdoch University	218,637	197,674	0	1,586,620	0
The University of Notre Dame, Australia	65,630	11,469	510,952	97,500	0
The University of Western Australia	49,213	165,357	1,078,548	3,297,503	0
The Flinders University of South Australia	21,888	0	428,876	1,722,500	125,000
Tabor College Adelaide	0	0	0	4,524	0
University of Adelaide	72,240	81,839	693,600	3,201,250	0
University of South Australia	94,910	491,767	0	2,310,750	0
University of Tasmania	5,466,199	1,042,866	482,052	2,085,818	0
Batchelor Institute of Indigenous Tertiary Education	1,047,210	460,765	0	53,352	0
Charles Darwin University	5,046,894	911,936	0	739,150	0
The Australian National University	0	0	368,764	1,470,666	0
University of Canberra	0	19,713	0	910,000	0
Australian Catholic University	183,570	0	0	860,042	0
<b>Total</b>	<b>31,167,307</b>	<b>13,458,704</b>	<b>11,800,281</b>	<b>89,116,742</b>	<b>9,762,250</b>

*The Transitional loading (maths, science) amounts shown reflect original payments based on estimated data. In 2010 these payments have been reconciled against actual data, and where necessary adjustments have been made to the 2010 payments*

## 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 DIISR. Grants in 2009 included:

Item	Purpose of Grant	Programs/initiatives
1.	Grants to promote equality of opportunity in higher education	<ul style="list-style-type: none"> <li>Higher Education Disability Support Program</li> <li>Higher Education Equity Support Program</li> <li>Indigenous Support Program</li> </ul>
2.	Grants to enhance learning and teaching in higher education	<ul style="list-style-type: none"> <li>Learning and Teaching Performance Fund</li> </ul>
3.	Grants to support national institutes specified in the Other Grants Guidelines for the purposes of this item	<ul style="list-style-type: none"> <li>National Institutes</li> </ul>
4.	Grants to support the capital development projects of higher education providers	<ul style="list-style-type: none"> <li>Capital Development Pool (CDP)</li> </ul>
5.	Grants to assist with the costs of higher education providers' superannuation liabilities	<ul style="list-style-type: none"> <li>Higher Education Superannuation Program</li> </ul>
6.	Grants to support diversity and structural reform	<ul style="list-style-type: none"> <li>Diversity and Structural Adjustment Fund</li> <li>Clinical Outreach Program</li> </ul>
7.	Grants for activities that: <ol style="list-style-type: none"> <li>Assure and enhance the quality of Australia's higher education sector; or</li> <li>Support open access to higher education across Australia</li> </ol>	<ul style="list-style-type: none"> <li>Australian Teaching and Learning Council</li> <li>Australian Universities Quality Agency</li> <li>Australian Graduate Survey</li> <li>Graduate Skills Assessment</li> <li>Open Learning Initiative</li> </ul>
8.	Grants to assist higher education providers with the transitional costs of changes to maximum student contribution amounts	<ul style="list-style-type: none"> <li>Diversity and Structural Adjustment Fund<sup>a</sup></li> </ul>

<sup>a</sup> Formerly Chapter 9a of the Other Grants Guidelines.

<sup>b</sup> 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](http://www.comlaw.gov.au).

### 1.3.1 Equity

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

The Higher Education Participation and Partnerships Program (HEPPP), announced in the 2009–10 Budget, replaces the Higher Education Equity Support Program. HEPPP will provide funding to eligible universities to improve access to undergraduate courses for people from low socioeconomic status (SES) backgrounds, in addition to improving retention and completion rates of those students.

HEPPP will assist eligible universities to meet the Australian Government's target of 20 per cent of domestic undergraduate students coming from a low SES background by 2020. HEPPP funding announced in the 2009–10 Budget comprised \$437 million over four years.

## 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).

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.

**Table 7: Indigenous Support Program allocations, 2009**

Institution	\$000
Australian Catholic University	1,298
Australian National University	433
Batchelor Institute of Indigenous Tertiary Education <sup>a</sup>	2,549
Central Queensland University	698
Charles Darwin University	794
Charles Sturt University	1,154
Curtin University of Technology	2,151
Deakin University	1,341
Edith Cowan University	719
Flinders University of South Australia	473
Griffith University	1,624
James Cook University <sup>b</sup>	1,790
La Trobe University	468
Macquarie University	693
Monash University	416
Murdoch University	564
Queensland University of Technology	1,657
RMIT University	310
Southern Cross University	739
Swinburne University of Technology	92
University of Adelaide	666

Source: DEEWR

<sup>a</sup> 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.

<sup>b</sup> 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.

Institution	\$000
University of Ballarat	118
University of Canberra	312
University of Melbourne	816
University of New England	791
University of New South Wales	727
University of Newcastle	1,858
University of Queensland	802
University of South Australia	1,059
University of Southern Queensland	798
University of Sydney	1,722
University of Tasmania	1,055
University of Technology, Sydney	1,195
University of the Sunshine Coast	217
University of Western Australia	638
University of Western Sydney	1,227
University of Wollongong	662
Victoria University	148
<b>Total</b>	<b>34,774</b>

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 (DSP)

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 2009, \$6.102 million was made available to higher education providers for costs incurred in the 2008 calendar year.

The program consists of three 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 component provides funding to eligible higher education providers to assist with the cost of providing educational support services and equipment to high cost students with a disability. ASSD 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 bear unsupported.

In 2009, approximately \$5.01 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 used for voice recognition.

Performance-based Disability Support funding, aims to further encourage higher education providers to implement strategies to attract and support students with a disability. 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 rates of those students. Approximately \$1 million was allocated under this component in 2009.

ADCET is 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](http://www.adcet.edu.au).

Details of funding all locations for 2009 (for expenses incurred in the 2008 calendar year) under the DSP are provided in Table 8.

**Table 8: Higher Education Disability Support Program allocations, 2009 (for 2008 calendar year expenses)**

Higher Education Provider	Additional Support for Students with Disabilities (\$)	Performance-Based Disability Support (\$)	Total Funding (\$)
Charles Sturt University	68,562	31,617	100,179
Macquarie University	438,142	26,029	464,171
Southern Cross University	50,022	17,034	67,056
University of New England	80,306	25,667	105,973
University of New South Wales	114,049	31,143	145,192
University of Newcastle	113,874	32,409	146,283
The University of Sydney	158,614	25,079	183,693
University of Technology, Sydney	354,381	26,245	380,626
University of Western Sydney	427,156	35,346	462,502
University of Wollongong	79,840	53,132	132,972
Deakin University	229,572	25,586	255,158
La Trobe University	620,020	45,700	665,720
Monash University	144,994	41,871	186,865
Royal Melbourne Institute of Technology	146,269	38,105	184,374
Swinburne University of Technology	104,752	12,945	117,697
The University of Melbourne	247,436	38,555	285,991
University of Ballarat	69,453	5,174	74,627
Victoria University	97,920	11,594	109,514
Central Queensland University	224	25,294	25,518
Griffith University	149,042	33,672	182,714
James Cook University	15,502	20,242	35,744
Queensland University of Technology	120,473	44,564	165,037
The University of Queensland	74,787	26,610	101,397
University of Southern Queensland	177,167	23,267	200,434
University of the Sunshine Coast	113,410	10,498	123,908

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 Provider	Additional Support for Students with Disabilities (\$)	Performance-Based Disability Support (\$)	Total Funding (\$)
Curtin University of Technology	63,828	18,849	82,677
Edith Cowan University	13,389	10,553	23,942
Murdoch University	200,167	26,814	226,981
The University of Western Australia	83,020	19,833	102,853
The Flinders University of South Australia	33,039	25,998	59,037
The University of Adelaide	30,036	26,469	56,505
University of South Australia	107,253	54,680	161,933
University of Tasmania	104,350	33,979	138,329
Batchelor Institute of Indigenous Tertiary Education	16,428	2,637	19,065
Charles Darwin University	10,247	7,676	17,923
The Australian National University	73,120	30,901	104,021
University of Canberra	62,834	13,584	76,418
Australian Catholic University	56,218	21,149	77,367
ADCET	52,071	–	52,071
Grant to University of Tasmania			
<b>Total</b>	<b>5,101,967</b>	<b>1,000,500</b>	<b>6,102,467</b>

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 (ESP)

In 2009, providers were required to use Higher Education Equity Support Program (ESP) funds for equity initiatives which targeted disadvantaged students and encouraged 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 were able to implement measures that assisted in overcoming educational disadvantage associated with gender. Providers could also tailor their programs to address specific disadvantage, as appropriate, to the demographics of their student population and catchment area.

Allocations under the ESP were based on enrolments, retention and success rates 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 have fulfilled the following eligibility criteria:

- run outreach programs to attract disadvantaged students into 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 2009.

**Table 9: Higher Education Equity Support Program allocations, 2009**

State/Higher Education Provider	Funding provided in 2009 (\$)
<b>New South Wales</b>	
Charles Sturt University	809,065
Macquarie University	82,157
Southern Cross University	323,335
University of New England	518,514
University of New South Wales	233,220
University of Newcastle	427,474
The University of Sydney	194,414
University of Technology, Sydney	134,577
University of Western Sydney	366,857
University of Wollongong	302,131
<b>Victoria</b>	
Deakin University	316,636
La Trobe University	468,140
Monash University	407,138
Royal Melbourne Institute of Technology	190,769
Swinburne University of Technology	80,268
The University of Melbourne	215,014
University of Ballarat	136,683
Victoria University	182,320
<b>Queensland</b>	
Central Queensland University	824,840
Griffith University	332,436
James Cook University	360,201
Queensland University of Technology	453,655
The University of Queensland	482,116
University of Southern Queensland	673,871
University of the Sunshine Coast	84,283
<b>Western Australia</b>	
Curtin University of Technology	239,021
Edith Cowan University	197,544
Murdoch University	197,111
The University of Western Australia	89,046
South Australia	
Flinders University of South Australia	230,898
The University of Adelaide	160,192
University of South Australia	440,466
<b>Tasmania</b>	
University of Tasmania	600,425

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

State/Higher Education Provider	Funding provided in 2009 (\$)
<b>Northern Territory</b>	
Batchelor Institute of Indigenous Tertiary Education	40,839
Charles Darwin University	72,572
<b>Australian Capital Territory</b>	
The Australian National University	63,495
University of Canberra	50,694
<b>Multi-state</b>	
Australian Catholic University	141,583
<b>Total</b>	<b>\$11,125,00000</b>

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.

In 2009, the Government accepted the recommendation of the Bradley Review and the WPP was discontinued.

**Table 10: Workplace Productivity Program Allocations, 2009**

Grant Recipient	Project Title	Funding provided in 2009 (\$)
<b>New South Wales</b>		
Charles Sturt University	Unified Session Model	237,000
Macquarie University	Academic Repositioning Project	450,000
	Expense Management System	20,000
Southern Cross University	New Business Model for the Delivery of Student Services	198,580
University of Newcastle	HR Services Management System	163,800
University of New South Wales	Centralised Childcare Operating Model	200,000
The University of Sydney	Performance Aligned Remuneration Program	1,160,591
University of Technology Sydney	Performance Management Framework Blueprint	476,108
University of Western Sydney	Our People 2015	975,733
University of Wollongong	Workforce Planning Model	505,000
<b>Victoria</b>		
Deakin University	Improving Productivity Through Workplace Reform	844,017
La Trobe University	Business Improvement Program	1,500,000
Monash University	Higher Degree Research Admissions Improvements	551,267

Source: DEEWR internal administrative data, 2009

Grant Recipient	Project Title	Funding provided in 2009 (\$)
RMIT	Improved Strategic Resource Management and Cost Reduction	666,667
Swinburne University of Technology	People, Productivity and Performance Centralising the Application Management System	830,166 275,825
The University of Melbourne	LH Martin Institute for Leadership and Governance	2,500,000
Victoria University	Building Workforce Capacity	1,422,041
<b>Queensland</b>		
Central Queensland University	HR Systems and Processes Renewal	542,579
Griffith University	Accelerating Workplace Reform <sup>1</sup>	589,937
Queensland University of Technology	Standards for the Professional Practise of HR	495,070
The University of Queensland	Financial Transformation Project	1,400,000
University of Southern Queensland	An Integrated Dashboard for Universities	891,520
University of the Sunshine Coast	Administrative Productivity Improvement Plan	1,276,087
<b>South Australia</b>		
The University of Adelaide	Support Service Excellence Program	1,295,833
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)	522,408
	Efficiency and Governance of Corporate Services	1,058,906
<b>Tasmania</b>		
University of Tasmania	Collaborative Medical School Benchmarking	115,000
<b>Northern Territory</b>		
Charles Darwin University	Reforming HR Practices	784,581
Batchelor Institute of Indigenous Tertiary Education	Student Services Reform	211,582
<b>Australian Capital Territory</b>		
The Australian National University	Enabling Workplace Flexibility	975,000
University of Canberra	Re-making UC Systems and Processes	1,958,333
<b>Total funding provided in 2009</b>		<b>28,349,000</b>

Source: DEEWR internal administrative data, 2009

## Workplace Reform Program

The Workplace Reform Program (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 DEEWR 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 2009, \$50.1 million was provided under the program.

In 2009, the Government decided to roll in the remaining funding under the Workplace Reform Program into the CGS, across all funding clusters, from 2010.

### 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 (LTPF)

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 Government.

In the 2009–10 Budget, the Government announced that from 2012, universities that met agreed performance targets relating to participation, student experience and the quality of student outcomes would receive performance funding.

**Table 11: Learning and Teaching Performance Fund Allocations, 2009**

University (in alphabetical order)	University Grant	Science, computing, engineering, architecture & agriculture	Business, law and economics	Humanities, arts and education	Health	Total
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
Australian Catholic University	700	0	189	0	151	1,040
Central Queensland University	500	110	0	0	34	644
Charles Darwin University	0	0	0	0	0	0
Charles Sturt University	0	0	0	0	0	0
Curtin University of Technology	500	0	0	238	0	738
Deakin University	700	241	1,120	369	162	2,592
Edith Cowan University	700	105	529	1,158	347	2,838
Griffith University	500	260	0	487	0	1,248
James Cook University	500	127	101	163	0	890
La Trobe University	700	182	302	1,119	182	2,485
Macquarie University	700	131	0	1,046	0	1,878
Monash University	700	2,189	573	1,788	460	5,710
Murdoch University	0	0	0	0	0	0
Queensland University of Technology	500	392	382	401	157	1,831
RMIT University	500	490	564	309	87	1,951
Southern Cross University	500	62	0	0	41	603
Swinburne University of Technology	700	0	421	499	0	1,619
The Australian National University	700	320	642	789	0	2,451
The Flinders University of South Australia	0	0	0	0	0	0
The University of Adelaide	700	989	0	164	0	1,853
The University of Melbourne	700	0	1,221	1,560	355	3,836

Source: DEEWR 2009

University (in alphabetical order)	University Grant	Science, computing, engineering, architecture & agriculture	Business, law and economics	Humanities, arts and education	Health	Total
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
The University of New England	700	332	0	0	0	1,032
The University of New South Wales	700	2,354	1,670	1,866	347	6,936
The University of Newcastle	0	0	0	0	0	0
The University of Queensland	700	404	1,093	0	234	2,431
The University of Sydney	700	1,512	1,010	1,982	284	5,488
The University of Western Australia	700	1,406	685	733	430	3,954
University of Ballarat	700	72	69	239	172	1,252
University of Canberra	500	51	0	0	0	551
University of South Australia	500	262	251	357	162	1,532
University of Southern Queensland	700	369	0	178	41	1,288
University of Tasmania	700	512	501	227	295	2,235
University of Technology, Sydney	700	1,146	1,877	772	386	4,880
University of the Sunshine Coast	500	0	0	69	0	569
University of Western Sydney	700	254	370	380	143	1,647
University of Wollongong	500	584	1,036	809	147	3,276
Victoria University	700	145	296	715	0	1,856
<b>Total</b>	<b>20,200</b>	<b>15,001</b>	<b>14,901</b>	<b>18,419</b>	<b>4,615</b>	<b>73,136</b>

Source: DEEWR 2009

### 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 Government provided \$176.230 million in 2009 under the National Institutes program (\$169.277 million to the Australian National University, \$4.743 million to University of Tasmania (for the Australian Maritime College Institute) and \$2.210 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.

On 15 October 2009, the then Minister for Education, Hon Julia Gillard, MP, announced that twenty-one universities would share in \$71.5 million CDP grants to improve teaching and research facilities for students. The projects valued at up to \$5 million, aimed to improve vital teaching and learning facilities and allow for the expansion of curriculum in important subject areas. A total of twenty-three grants were awarded for 2010 and 2011, including:

- A new building for the University of Western Australia's Community Clinical School at Joondalup Health Campus, to improve teaching and learning facilities for undergraduate students from medical and allied professions.
- A student services precinct on James Cook University's Douglas campus, to better accommodate core student support services.
- The creation of a simulation learning facility at the Clinical Education and Training Centre on the University of South Australia's City East campus.
- A dedicated, high-capacity network fibre connection for the Australian Research and Education Network at the University of New England, to ensure reliable access to global teaching and research networks.
- A new building for the University of Sydney's Camden campus, to support education and evidence-based teaching in global change biology, sustainable ecosystems and sustainable agriculture.

The projects are designed to provide universities with additional facilities or upgrades to existing facilities over the next two years.

CDP projects that commenced in 2009 include:

- the expansion of La Trobe University's facilities at the Shepparton Tertiary Education Precinct;
- new nursing and health teaching facilities at Edith Cowan University;
- student residences at Monash University's Gippsland campus;
- construction of a new purpose-built clinical school facility at the Blacktown Hospital campus of the University of Western Sydney;
- a veterinary science - equine clinic, at the Gatton campus of the University of Queensland; and
- a multi-purpose teaching building, lecture theatre and computer teaching facilities at the Ourimbah Campus of the University of Newcastle.

Table 12 below sets out CDP funding allocations for 2009 and includes total project funding where projects are allocated funding over multiple years.

**Table 12: CDP allocations by institution, 2009**

Higher Education Provider	Project	2009 \$m	Total Project Allocation <sup>a</sup>
Bond University	Clinical Education and Research Centre	2.042	2.542
Charles Sturt University	Clinical Science Teaching Facilities at Orange Campus to support Rural Pathways Program	2.246	3.546
Charles Sturt University	Veterinary Science Facilities, Wagga Wagga Campus	2.042	4.539
Charles Darwin University	Allied Health Infrastructure - Casuarina Campus	3.267	6.652
Curtin University of Technology	Resources and Chemistry Precinct Building	2.042	7.244
Deakin University	Renovation of the Dennys Lascelles Building	2.246	5.668
Edith Cowan University	Nursing Facilities, Health and Wellness Building	1.766	5.409
Griffith University	Science and Engineering Building - Gold Coast Campus	3.267	6.652
James Cook University	Pharmacy Teaching Facility	1.021	6.021
La Trobe University	New Campus Development Shepparton	1.021	5.219
Monash University	Frankston Regional Aquatic Health and Wellness Centre	2.144	5.145
Monash University	Student Residences Development - Gippsland Campus	2.042	3.084
Monash University	Nth Victorian Regional Medical Education Network	2.828	9.828
Murdoch University	Science and Engineering Building	2.246	3.546
Murdoch University	Veterinary Surgery and Teaching Building	1.021	3.106
RMIT University	Enhancing Access and Flexible Delivery	1.021	1.021
Southern Cross University	Gold Coast Airport Campus Development	2.042	3.606
Swinburne University of Technology	Advanced Technology Building - Hawthorn Campus	2.246	3.546
The Flinders University of South Australia	Faculty of Health Sciences Building - Bedford Park Campus	2.246	2.546
The University of Adelaide	Engineering Building – North Terrace Campus	2.246	3.546
The University of Newcastle	Education and Nursing Building (IT Teaching Facilities) – Ourimbah Campus	2.042	4.127
The University of Newcastle	New Clinical Science and Medical Building	2.246	3.546
The University of Newcastle	Multi Purpose (Sports Science) Building	1.021	18.976
The University of New England	Mary White College	1.940	2.540
The University of New England	School of Rural Medicine	3.573	3.573
The University of Notre Dame Australia	Education Building Sydney and Fremantle	3.573	4.407
The University of Queensland	Veterinary Science – Equine Clinic Gatton Campus	0.510	3.637
The University of Western Australia	Business School Building	1.021	3.106
University of Ballarat	Biomedical Science Laboratories	0.510	1.552
University of Southern Queensland	Building 1 - Springfield Campus	2.246	6.152
University of Southern Queensland	Science Teaching Laboratory Complex - Toowoomba	1.021	3.104
University of the Sunshine Coast	Stage VII Campus Development - Health & Sports Centre	2.246	3.546
University of Western Sydney	Blacktown Hospital Clinical Campus	1.021	3.106
University of Western Sydney	Nursing Development Hubs	2.246	3.546
University of Wollongong	Medical School Residence Places	1.021	1.021
Victoria University and The University of Melbourne	Sunshine Hospital Teaching Training and Research Building	1.021	3.106
Victoria University	Health Precinct - St Albans campus	3.267	6.652
<b>Sub Total CDP (excluding Special Projects)</b>		<b>71.568</b>	

Source: DEEWR

<sup>a</sup> Total Project Allocation includes total funding for a particular project over multiple years where applicable.

Table 13 sets out allocations made for special infrastructure projects in 2009 under the *Annual Appropriations Act*.

**Table 13: Capital projects funded under the Annual Appropriations Act, 2**

Higher Education Provider	Project	2005-06 \$m	2006-07 \$m	2007-08 \$m	2008-09 \$m
The University of Melbourne, (project partners are Griffith University and University of Western Sydney)	National Centre for Excellence for Islamic Studies <sup>a</sup>		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 <sup>b</sup>			12.5	
The University of Melbourne	Public Policy Institute			15.0	
<b>Total</b>		<b>171.5</b>	<b>10.5</b>	<b>16.5</b>	<b>0.5</b>

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 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 2009, \$119.6 million has been paid to higher education providers. The recovery from the states was \$27.4 million.

### 1.3.7 Collaboration, Structural Adjustment and Diversity

The Collaboration and Structural Reform Fund was subsumed by the new Diversity and Structural Adjustment Fund (Diversity Fund) on 1 January 2008.

#### Structural Adjustment Fund

The Structural Adjustment Fund (SAF) will provide \$400 million over four years commencing in 2010, to assist universities to prepare for the new operational requirements of a demand driven funding system with new quality measures in place. This funding includes \$200 million from the Education Investment Fund (EIF) earmarked for capital investments for structural adjustments.

The SAF will support institutions to make significant structural changes necessary to refocus activities and missions to improve long term sustainability and the quality of teaching and learning. These changes could include the creation of new models of higher education institutions and collaborations between higher education institutions and TAFE institutes.

**The SAF is intended to assist the provision of more sustainable higher education particularly in regional and outer metropolitan areas.**

#### Previous Funds

The Collaboration and Structural Reform Fund 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.

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.

### Clinical Outreach Program

The Clinical Outreach Program provides grant funding to James Cook University for the provision of infrastructure and resources for the clinical training of dentistry students in remote locations. In 2009 the Australian Government provided \$2 million under the Clinical Outreach Program.

### 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 2009, the ALTC received around \$28 million from the Government, which was its only source of funding.

In 2009, 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.

In 2009, the Government provided \$2 million in additional funding to the ALTC to undertake the Learning and Teaching Academic Standards (LTAS) project to co-ordinate the development of academic standards.

The LTAS Project identifies academic standards (described in terms of discipline-specific knowledge, skills and capabilities) at each level of higher education qualification as defined in the Australian Qualifications Framework (AQF). TEQSA, once established, will draw on the ALTC's LTAS Project in the development of new teaching and learning standards which will guide its quality assurance activities.

The LTAS project is due to be completed in December 2010.

### 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 Government funds fifty per cent 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 audits commenced in 2008 with a stronger focus on academic risk, outcomes and standards.

A total of \$650,000 was allocated to AUQA in 2009 annual operational funding.

AUQA hosts a national forum on quality annually. The Australian Universities Quality Forum (AUQF) was held in Alice Springs from 30 June – 2 July 2009 with the theme Quality In Uncertain Times.

### Graduate Careers Australia

Graduate Careers Australia received \$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 2009.

### 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 Government provides financial assistance to Open Universities Australia for administration costs relating to FEE-HELP. The payment is made in arrears. The 2008 payment of \$241,595 was paid in 2009. The 2009 payment of \$272,997 was paid in February 2010.

#### Framework for Open Learning Program

The Framework for Open Learning Program (FOLP) is a discretionary grants program funded under the Annual Appropriations Act 2009–2010. 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 2009–2010 Budget a total funding of \$3.406 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 \$33.7 million was provided to eligible providers under the program in 2009.

## 1.4 Scholarships

### 1.4.1 Commonwealth 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* assist students with general education costs and in 2009 were valued at \$2,207 a year for up to four years. *Commonwealth Accommodation Scholarships* assist students from regional and remote areas who have to move to attend higher education with their accommodation costs, and in 2009 were valued at \$4,415 a year for up to four years.

In 2009, the Scholarships for a Competitive Future initiative (aimed at doubling the number of Commonwealth Scholarships from 44,000 to 88,000 by 2012) saw the program expanded further.

Two new categories of Commonwealth Scholarships, National Accommodation Scholarships and National Priority Scholarships were established to assist students studying in specialist courses and courses related to areas of skill shortage:

- 3000 National Priority Scholarships targeted at undergraduate students enrolling in priority disciplines such as nursing, teaching, medicine, dentistry, allied health, maths, science and engineering
- 1500 National Accommodation Scholarships targeted at students who have to relocate in order to study a specialist course not available near their own home.

The Government allocates funding for Commonwealth Scholarships annually to higher education providers who determine their own application, selection and offer 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.

A total of \$141,389,731 was allocated to eligible providers for Commonwealth Scholarships in 2009.

**Table 14: Number of new scholarships allocated under the CS, 2009**

Higher Education Provider	CECS	CAS	IAS
<b>New South Wales</b>	<b>7070</b>	<b>4156</b>	<b>231</b>
Avondale College	29	18	2
Charles Sturt University	698	742	23
Macquarie University	320	121	14
Southern Cross University	486	484	12
University of New England	493	319	26
University of New South Wales	641	407	26
University of Newcastle	1266	582	65
The University of Sydney	909	572	1
University of Technology, Sydney	616	336	31
University of Western Sydney	1096	283	8
University of Wollongong	516	292	23
<b>Victoria</b>	<b>5311</b>	<b>3138</b>	<b>109</b>
Deakin University	889	348	30
La Trobe University	839	663	18
Monash University	990	605	0
Royal Melbourne Institute of Technology	713	350	12
Swinburne University of Technology	261	130	2
The University of Melbourne	783	547	23
University of Ballarat	224	315	16
Victoria University	612	180	8
<b>Queensland</b>	<b>5941</b>	<b>4655</b>	<b>329</b>
Christian Heritage College	10	5	0

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

Higher Education Provider	CECS	CAS	IAS
Central Queensland University	770	576	56
Griffith University	1109	702	72
James Cook University	778	754	48
Queensland University of Technology	1197	859	62
The University of Queensland	1184	1077	20
University of Southern Queensland	630	456	38
University of the Sunshine Coast	263	226	33
<b>Western Australia</b>	<b>2754</b>	<b>1777</b>	<b>155</b>
Curtin University of Technology	1026	664	54
Edith Cowan University	695	350	17
Murdoch University	452	250	37
The University of Notre Dame Australia	55	43	2
The University of Western Australia	526	470	45
<b>South Australia</b>	<b>2183</b>	<b>1181</b>	<b>51</b>
Tabor College, Adelaide	19	5	0
Flinders University of South Australia	511	357	10
The University of Adelaide	560	347	41
University of South Australia	1093	472	0
<b>Tasmania</b>	<b>1097</b>	<b>1162</b>	<b>21</b>
University of Tasmania	1097	1162	21
<b>Northern Territory</b>	<b>666</b>	<b>394</b>	<b>30</b>
Batchelor Institute of Indigenous Tertiary Education	392	299	21
Charles Darwin University	274	95	9
<b>Australian Capital Territory</b>	<b>427</b>	<b>506</b>	<b>36</b>
The Australian National University	219	287	17
University of Canberra	208	219	19
<b>Multi-state</b>	<b>529</b>	<b>183</b>	<b>10</b>
Australian Catholic University	509	183	10
<b>Total</b>	<b>44,107</b>	<b>17,152</b>	<b>972</b>

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

Table 15 sets out the funding provided to higher education providers for Commonwealth Scholarships in 2009. The grant amount includes funding to support continuing scholarships awarded in previous years.

**Table 15: Total Commonwealth Scholarships (Education) funding for 2009**

Higher Education Provider	\$
<b>New South Wales</b>	<b>34,914,576</b>
Avondale College	151,805
Charles Sturt University	4,912,234
Macquarie University	1,298,779
Southern Cross University	3,259,454
University of New England	2,604,752
University of New South Wales	3,319,908
University of Newcastle	5,634,382
The University of Sydney	4,535,709

Source: Formula-derived result based on the value of CECS and CAS in 2009.

Higher Education Provider	\$
University of Technology, Sydney	2,972,098
University of Western Sydney	3,701,645
University of Wollongong	2,523,810
<b>Victoria</b>	<b>26,030,741</b>
Deakin University	3,623,423
La Trobe University	4,853,806
Monash University	4,856,005
Royal Melbourne Institute of Technology	3,168,833
Swinburne University of Technology	1,158,309
The University of Melbourne	4,238,904
University of Ballarat	1,951,749
Victoria University	2,179,712
<b>Queensland</b>	<b>35,023,894</b>
Christian Heritage College	44,145
Central Queensland University	4,475,726
Griffith University	5,846,845
James Cook University	5,245,924
Queensland University of Technology	6,692,556
The University of Queensland	7,451,363
University of Southern Queensland	3,551,626
University of the Sunshine Coast	1,715,709
<b>Western Australia</b>	<b>14,569,268</b>
Curtin University of Technology	5,390,004
Edith Cowan University	3,149,937
Murdoch University	2,255,456
University of Notre Dame Australia	350,469
The University of Western Australia	3,423,402
<b>South Australia</b>	<b>10,244,462</b>
Tabor College Adelaide	64,008
Flinders University of South Australia	2,745,592
The University of Adelaide	2,938,731
University of South Australia	4,496,131
<b>Tasmania</b>	<b>7,638,795</b>
University of Tasmania	7,638,795
<b>Northern Territory</b>	<b>3,334,352</b>
Batchelor Institute of Indigenous Tertiary Education	2,272,715
Charles Darwin University	1,061,637
Australian Capital Territory	3,326,355
The Australian National University	1,821,260
University of Canberra	1,505,095
<b>Multi-state</b>	<b>2,025,936</b>
Australian Catholic University	2,025,936
<b>Total</b>	<b>137,108,379</b>

Source: Formula-derived result based on the value of CECS and CAS in 2009.

## 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 on who should receive a scholarship under this program.

Five Indigenous Staff Scholarships are available to be awarded annually. In 2009, each provided \$11,600 (indexed annually) to cover tuition fees and/or student contribution amounts for that year, and a non-taxable stipend of \$23,200 for each scholarship holder (indexed annually).

**Table 16: 2009 Indigenous Staff Scholarships allocations**

	\$ per person	No.	Total \$
Stipend	23,200	5	116,000
Course Fees	11,600	5	58,000
<b>Total</b>	<b>35,400</b>	<b>5</b>	<b>174,000</b>

*Source: Commonwealth Scholarships guidelines  
Guidelines (Education) 2009*

## 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](http://www.endeavour.deewr.gov.au)

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

**Table 17: Endeavour Research Awards offered for 2009**

Award Type	Incoming Endeavour Awards (International)	Outgoing Endeavour Awards (Australian)	Value of individual Awards in A\$
Endeavour Postgraduate Awards	82	n/a	158 500
Endeavour Research Fellowships	126	48	23 500
Endeavour VET Awards	57	n/a	119 500
Endeavour Australia Cheung Kong Awards	10	5	23 500
Endeavour Executive Awards	95	36	20 000
Endeavour Europe Awards	20	n/a	38 500
Endeavour Research Fellowships for Indigenous Australians	n/a	2	23 500
<b>Total</b>	<b>390</b>	<b>91</b>	

Source: DEEWR internal administrative data, 2008

### 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.

Further Information is available through the website at <http://www.eltf.austraining.com.au/>

### International Student Exchange Programs

The 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 Government has been funding Australian higher education providers to subsidise the costs to students participating in student exchanges since 1993.

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.

**Table 18: International Student Exchange and Mobility Subsidies offered for 2009**

Award Category	Subsidies for international students for in-Australia study	Subsidies for Australian students for overseas study	Value of individual subsidy in AUD \$
International Student Exchange Program	207	863	5,000
Endeavour Vocational Education & Training (VET) Outbound Mobility Program	N/A	112	2,000
<b>Total</b>	<b>207</b>	<b>975</b>	

Source: DEEWR internal administrative data

### 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 2009–10, AUD \$849, 414 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 Review of 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 2009, the Government provided \$31.2 million in regional loading.

In 2009, 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 2009 is set out in Table 6.

The Bradley Review highlighted the complexity of issues for regional higher education provision. It recommended issues related to regional provision should be considered further and that \$80 million should be provided per year from 2012 for sustainable higher education in regional areas to replace the existing regional loading.

In response, the Review of Regional Loading was announced as part of *Transforming Australia's Higher Education System* (2009–10 Budget). The Review's objective is to develop options for a new, more effective basis for funding.

The Department established a Reference Group to provide high level advice to the Review of Regional Loading. Membership of the Reference Group consisted of:

- Professor Richard Larkins AO (Chair) – former VC of Monash University
- Ms Paddi Creevey – Mayor of Mandurah (WA) and Chair of Challenger TAFE Governing Council
- Professor Ian Goulter – Vice-Chancellor of Charles Sturt University
- Professor Sandra Harding – Vice-Chancellor of James Cook University
- Ms Virginia Simmons – former CEO of Chisholm Institute of TAFE

The Review of Regional Loading held state-based consultations between October and December 2009. The issues paper for the review was released on 24 December 2009.

The review is due to provide advice to the Government by the end of 2010 and any changes to regional higher education funding are expected to be implemented in 2012.

### 1.5.2 Support for Regional Higher Education Students

The 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) assisted universities to deliver equity programs for designated student groups, including those from regional and remote areas. The ESP provided 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 program was subsumed in 2010 by the Higher Education Participation and Partnership Program (HEPPP) which will target students from low socio economic backgrounds, including such students who come from regional or remote areas.

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.

## 1.6 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 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.

The Government funded higher education places are called Commonwealth supported places (formerly known as HECS places). The 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 2009 indicates that since 1989, around 2.3 million students have been able to access higher education opportunities through the Government funded loans and over \$24.8 billion has been loaned to those students. Around 1,035,499 people have repaid their debt. The average repayment time was 7.7 years.<sup>2</sup>

**Table 19: Accumulated HELP debts 1989-90 to 2009-10(a)**

Year	Voluntary repayments by students \$m	Repayments through tax system \$m	Accumulated HELP debt as at 30 June <sup>a</sup> \$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

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 2009-10 are a combination of actuals and estimates:

– Voluntary repayments and debts for 2nd half 2009 are actuals;

– Compulsory repayments through PAYG and 1st half 2010 debts are DEEWR estimates.

<sup>2</sup> Data in this paragraph has been provided by the Australian Taxation Office.

Year	Voluntary repayments by students \$m	Repayments through tax system \$m	Accumulated HELP debt as at 30 June <sup>a</sup> \$m
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	9,804
2003-2004	156	701	9,164
2004-2005 <sup>b</sup>	193	666	10,185
2005-2006	137	800	11,371
2006-2007	158	921	12,779
2007-2008	184	1,158	14,425
2008-2009	196	1,163	16,113
2009-2010 <sup>c</sup>	202	1,333	20,322

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 2009-10 are a combination of actuals and estimates:

– Voluntary repayments and debts for 2nd half 2009 are actuals;

– Compulsory repayments through PAYG and 1st half 2010 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 Government pays a Commonwealth contribution to higher education providers for each Commonwealth supported place through the Commonwealth Grant Scheme.

In 2009, over 470,000 students (expressed in EFTSL) were in Commonwealth supported places.<sup>3</sup> Of that number, over 25,000 were students in postgraduate Commonwealth supported places (see Table 23).

## 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.

<sup>3</sup> Includes work experience in industry (WEI) load. WEI load is excluded from the Commonwealth supported category for some funding purposes.

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 20 sets out the student contribution bands and ranges for 2009.

**Table 20: Student contribution bands and ranges for 2009**

Student Contribution Band	Student contribution range (per EFTSL)
<b>Band 3</b> (law, dentistry, medicine, veterinary science) (accounting, administration, economics, commerce (see Note 1))	\$0 – \$8,677
<b>Band 2</b> (computing, built environment, health, engineering, surveying, agriculture)	\$0 – \$7,412
<b>Band 1</b> (humanities, behavioural science, social studies, foreign languages, visual and performing arts)	\$0 – \$5,201
<b>National priorities</b> (mathematics, statistics, science (see note 2), education, nursing)	\$0 – \$4,162

Source: HESA

Notes:

- 1 Students who commenced their Commonwealth supported course of study before 1 January 2008 may be a pre-2008 student for units in accounting, administration, economics and commerce. The maximum student contribution amount for units in accounting, administration, economics and commerce for pre-2008 students is \$7,412 (the band 2 rate), which is lower than the amount in the above table. 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.
- 2 Students who commenced their course of study before 1 January 2009 may be a pre-2009 student for units in mathematics, statistics and science. The maximum student contribution amount for units in mathematics, statistics and science for pre-2009 students is \$7,412 (the Band 2 rate), which is higher than the amount in the above table. This amount applies to students who commenced a course of study before 1 January 2009 (and are not covered by the course transfer arrangements described below).  
*Students who commenced a course of study that is not a natural and physical science course of study before 1 January 2009 and transfer to a natural and physical science course of study, may be charged a student contribution amount up to the maximum of the National Priorities Band, which is \$4,162. Mathematics, statistics and science courses of study are courses of study classified to the natural and physical sciences field of education. A Natural and Physical Sciences course of study means the field of natural and physical sciences, classified as Broad Field 01 by the Australian Bureau of Statistics in the publication Australian Standard Classification of Education (ASCED) 2001. Ask your provider for further information.*

## 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.

As announced in the *Transforming Australia's Higher Education System 2009–10 Budget* package, SLE will be abolished from 2012 when the cap on the number of places that universities can offer will be removed as part of a student demand driven funding system.

## 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.

Table 21 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

From 1 January 2009, in line with the Government's commitment to phasing out full fee paying domestic undergraduate places at public universities, Table A providers are no longer able to offer full fee paying places to domestic students commencing an undergraduate course of study except under particular circumstances.

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 2009, thirty eight Table A providers enrolled 9,921 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 places 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 2009, thirty eight Table A providers enrolled 41,089 postgraduate full fee paying domestic EFTSL in research and coursework degrees.

### Open Universities Australia

Students who undertake units through Open Universities Australia (OUA) pay tuition fees determined by OUA. All units offered through OUA are defined as 'non-award' as OUA does not offer award courses under HESA.

**Table 21: Domestic full fee-paying students (EFTSL) by course level, Table A, B, C, private providers and OUA, 2009**

	Undergraduate award course	Postgraduate award course	Enabling, non-award Units	Total
Table A	9,921	41,089	2,099	53,109
Table B	5,998	1,052	249	7,298
Table C	-	16	-	16
Private providers	16,579	3,864	75	20,519
OUA	10,969	667	39	11,675
<b>Total</b>	<b>43,467</b>	<b>46,689</b>	<b>2,462</b>	<b>92,617</b>

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 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 \$43,151 in 2009-10 (Table 22). 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 22: HELP 2009-10 repayment thresholds and repayment rates**

For repayment income in the range:	Percentage rate to be applied to repayment income:
Below \$43,151	Nil
\$43,151–\$48,066	4%
\$48,067–\$52,980	4.5%
\$52,981–\$55,764	5%
\$55,765–\$59,943	5.5%
\$59,944–\$64,919	6%
\$64,920–\$68,336	6.5%
\$68,337–\$75,203	7%
\$75,204–\$80,136	7.5%
\$80,137 and above	8%

Source: HESA

**Table 23: Actual Student Load (EFTSL) for All Students by Liability Status, Full Year 2009**

Liability Status	Total Postgraduate	Bachelor	Other Undergraduate	Sub-total Other Undergraduate <sup>a</sup>	Undergraduate Cross Institution Programs	Total Undergraduate	Enabling and non-award courses	Total
<b>Commonwealth supported students</b>								
<b>Student Contribution liable</b>								
Pre-2005 HECS student – liability deferred	0	0	0	0	0	0	0	0
Pre-2005 HECS student – paid up-front with discount	0	0	0	0	0	0	0	0
Pre-2005 HECS student – paid up-front without discount	0	0	0	0	0	0	0	0
2005 onwards student – deferred all or part through HECS-HELP	16,818	348,182	1,359	2,855	822	351,859	3	368,679
2005 onwards student – paid full contribution up-front with HECS-HELP discount	6,981	72,404	476	1,204	153	73,762	1	80,743
2005 onwards student – paid up-front without HECS-HELP discount	1,442	10,903	50	97	16	11,016	0	12,458
<b>Sub-total</b>	<b>25,241</b>	<b>431,489</b>	<b>1,885</b>	<b>4,156</b>	<b>991</b>	<b>436,637</b>	<b>3</b>	<b>461,880</b>
<b>Student Contribution exempt</b>								
Pre-2005 merit-based equity scholarship holder	0	0	0	0	0	0	0	0
Exemption scholarship holder	87	844	41	95	0	939	2	1,028
Enrolled in an enabling course	0	0	0	0	0	0	6,786	6,786
Work Experience in Industry, student contribution cannot be charged <sup>b</sup>	82	422	0	6	0	428	0	509
<b>Sub-total</b>	<b>169</b>	<b>1,266</b>	<b>41</b>	<b>100</b>	<b>0</b>	<b>1,367</b>	<b>6,788</b>	<b>8,324</b>
<b>Total Commonwealth supported</b>	<b>25,410</b>	<b>432,755</b>	<b>1,926</b>	<b>4,256</b>	<b>992</b>	<b>438,003</b>	<b>6,791</b>	<b>470,204</b>
<b>Domestic fee-paying students<sup>c</sup></b>								
<b>FEE-HELP</b>								
Pre-2005 PELS	0	0	0	0	0	0	0	0
Deferred all or part of award or enabling course tuition fee	23,505	17,251	3,052	3,555	45	20,852	353	44,711

<sup>a</sup> Includes Other Undergraduate and Associate Degree.

<sup>b</sup> Work experience in industry load is excluded from the Commonwealth supported category for some funding purposes.

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

<sup>d</sup> 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.

Liability Status	Total Postgraduate	Bachelor	Other Undergraduate	Sub-total Other Undergraduate <sup>a</sup>	Undergraduate Cross Institution Programs	Total Undergraduate	Enabling and non-award courses	Total
Deferred all or part of Employer reserved place tuition fee <sup>d</sup>	2	91	0	1,355	0	1,447	0	1,450
Deferred all or part of BOTP tuition fee	0	0	0	0	0	0	112	112
<b>Sub-total</b>	<b>23,508</b>	<b>17,343</b>	<b>3,052</b>	<b>4,910</b>	<b>45</b>	<b>22,299</b>	<b>465</b>	<b>46,272</b>
<b>Paid tuition fee up-front with no FEE-HELP assistance</b>								
Paid full award or enabling course tuition fee	18,920	7,200	644	792	26	8,018	167	27,104
Paid full tuition fee for Employer reserved place <sup>d</sup>	1,105	1,404	52	350	0	1,754	62	2,921
Paid full BOTP tuition fee	1	1	0	0	0	1	1	2
<b>Sub-total</b>	<b>20,025</b>	<b>8,605</b>	<b>696</b>	<b>1,142</b>	<b>26</b>	<b>9,772</b>	<b>229</b>	<b>30,027</b>
<b>Tuition fee exempt</b>								
Exemption scholarship holder	2,446	29	0	2	0	31	0	2,477
Work Experience in Industry, tuition fee cannot be charged	22	21	0	0	0	21	0	43
<b>Sub-total</b>	<b>2,468</b>	<b>49</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>51</b>	<b>0</b>	<b>2,520</b>
<b>Total Domestic fee-paying</b>	<b>46,002</b>	<b>25,997</b>	<b>3,748</b>	<b>6,054</b>	<b>71</b>	<b>32,123</b>	<b>695</b>	<b>78,819</b>
<b>Other domestic students</b>								
Non-award students	4	52	274	274	0	326	1,725	2,055
RTS students	22,894	0	0	0	0	0	0	22,894
<b>Total Other Domestic</b>	<b>22,898</b>	<b>52</b>	<b>274</b>	<b>274</b>	<b>0</b>	<b>326</b>	<b>1,725</b>	<b>24,949</b>
<b>Overseas</b>								
<b>Total Overseas fee-paying students</b>	<b>76,407</b>	<b>139,441</b>	<b>15,041</b>	<b>15,611</b>	<b>327</b>	<b>155,380</b>	<b>7,289</b>	<b>239,076</b>
<b>Total EFTSL</b>	<b>170,717</b>	<b>598,245</b>	<b>20,990</b>	<b>26,197</b>	<b>1,390</b>	<b>625,832</b>	<b>16,500</b>	<b>813,049</b>

<sup>a</sup> Includes Other Undergraduate and Associate Degree.

<sup>b</sup> Work experience in industry load is excluded from the Commonwealth supported category for some funding purposes.

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

<sup>d</sup> 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 2009, of students required to pay student contributions, approximately 79.8 per cent (in EFTSL terms) took out a HECS-HELP loan for all or part of their student contribution. 17.5 per cent paid their student contribution up-front with HECS-HELP discount. The remaining 2.7 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 5.6 per cent to 449,422 between 2008 and 2009.

Table 24 provides a breakdown of student contribution liabilities for Commonwealth supported students and the type of HECS/HECS-HELP assistance accessed by students.

**Table 24: 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 <sup>a</sup> \$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 <sup>b</sup>	2,042	1,561	391	89
2006 <sup>b</sup>	2,244	1,726	425	94
2007 <sup>b</sup>	2,449	1,895	454	99
2008 <sup>b</sup>	2,650	2,062	484	104
2009	2,790	2,156	527	107

*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 14 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 2009, the general FEE-HELP limit was \$83,313 for all courses except medicine, dentistry and veterinary science which was \$104,142.

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 2009, approximately 73.1 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 2009, approximately 49.7 per cent of domestic postgraduate full fee paying students<sup>4</sup> at Table A and Table B providers took out a FEE-HELP loan for all or part of their tuition fees.

Table 25 shows FEE-HELP liability data for 2009 by level of course for all providers and OUA. For 2009, based on data submitted by providers and OUA (subject to revisions), the Government's FEE HELP loan payments totalled \$759,048,039 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 55,536 EFTSL.

**Table 25: FEE-HELP liability by course level, 2009**

	FEE-HELP student load <sup>a</sup>	FEE-HELP liability (\$)
Undergraduate	22,299	315,276,019
Postgraduate	23,502	378,820,895
Enabling and Non Award Courses	465	6,414,487
Open Universities Australia Units	9270	58,536.638
<b>Total</b>	<b>55,536</b>	<b>759,048,039</b>

*Total may be different to sum of parts due to rounding*

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

## 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 2009, eligible students who were selected by their higher education provider to receive a loan were able to borrow up to \$5,410 per six month study period for one or two study periods over their lifetime. OS HELP 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.

<sup>4</sup> Students enrolled in postgraduate research and postgraduate coursework degrees in the same year are counted twice.

Table 26 shows the number and amount of loans distributed to eligible students in 2009.

**Table 26: OS-HELP loan distribution by higher education provider, 2009<sup>a</sup>**

Higher education provider	OS-HELP loans	
<b>New South Wales</b>		
Avondale College	2	10,820
Charles Sturt University	20	108,200
Macquarie University	95	513,950
Southern Cross University	30	162,300
The University of Sydney	100	541,000
University of Newcastle	100	541,000
University of New England	21	113,610
University of New South Wales	100	541,000
University of Technology, Sydney	170	919,700
University of Western Sydney	25	135,250
University of Wollongong	80	432,800
<b>Victoria</b>		
Deakin University	135	730,350
La Trobe University	180	973,800
Monash University	325	1,758,250
Royal Melbourne Institute of Technology	80	432,800
Swinburne University of Technology	60	324,600
The University of Melbourne	110	595,100
University of Ballarat	1	5,410
Victoria University	80	432,800
<b>Queensland</b>		
Christian Heritage College <sup>b</sup>	0	0
Central Queensland University <sup>c</sup>	10	54,100
Griffith University	74	400,340
James Cook University	10	54,100
Queensland University of Technology	56	302,960
The University of Queensland	150	811,500
University of Southern Queensland	10	54,100
University of the Sunshine Coast	40	216,400
<b>Western Australia</b>		
Curtin University of Technology	35	189,350
Edith Cowan University	12	64,920
Murdoch University	35	189,350
The University of Notre Dame Australia <sup>c</sup>	0	0
The University of Western Australia	60	324,600
<b>South Australia</b>		
Tabor College (Adelaide) <sup>b</sup>	0	0
The Flinders University of South Australia	50	270,500
The University of Adelaide	100	541,000

<sup>a</sup> Data are provided for calendar year 2008 based on actual loans reported by providers as at 19 November 2010.

<sup>b</sup> These providers did not request any OS-HELP loans in 2009.

<sup>c</sup> These higher education providers requested OS-HELP loans in 2009 but did not distribute any loans to students.

Higher education provider	OS-HELP loans	
University of South Australia	35	189,350
<b>Tasmania</b>		
University of Tasmania	60	324,600
<b>Northern Territory</b>		
Batchelor Institute of Indigenous Tertiary Education <sup>b</sup>	0	0
Charles Darwin University <sup>b</sup>	2	10,820
Australian Capital Territory		
The Australian National University	140	757,400
University of Canberra	40	216,400
<b>Multi-State</b>		
Australian Catholic University	18	97,380
<b>Total</b>	<b>2651</b>	<b>14,341,910</b>

a Data are provided for calendar year 2008 based on actual loans reported by providers as at 19 November 2010.

b These providers did not request any OS-HELP loans in 2009..

c These higher education providers requested OS-HELP loans in 2009 but did not distribute any loans to students.

## HELP debts<sup>5</sup>

As at 30 June 2009, there were around 1.37 million persons with a HELP debt, totalling around \$18 billion with the average debt being around \$13,000.

Table 27 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<sup>6</sup>.

**Table 27: Breakdown of outstanding HELP debt as at 30 June 2009**

Range of loan balances	Number of persons
\$1,000 and under	47,888
\$1,000.01 to \$2,000	69,240
\$2,000.01 to \$4,000	140,934
\$4,000.01 to \$6,000	133,293
\$6,000.01 to \$8,000	130,372
\$8,000.01 to \$10,000	107,814
\$10,000.01 to \$12,000	103,779
\$12,000.01 to \$14,000	102,441
\$14,000.01 to \$16,000	102,164
\$16,000.01 to \$18,000	83,605
\$18,000.01 to \$20,000	70,439
\$20,000.01 to \$30,000	200,610
\$30,000.01 to \$40,000	54,470
\$40,000.01 to \$50,000	15,131
Over \$50,000	9,734

Source: Australian Taxation Office

Due to reporting timeframes, this information for 30 June 2009 does not include debts incurred in the first half of 2009 repayments relating to 2008–09 income years respectively.

5 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.

6 Data provided by the Australian Taxation Office.

**Table 28: State and Territory breakdown of outstanding HELP debt as at 30 June 2009**

State/Territory	HELP debt amount (\$)	Persons with a debt
Australian Capital Territory	417,229,028.80	31,401
New South Wales	5,266,723,226	401,310
Northern Territory	115,306,514.50	11,187
Queensland	3,521,932,902.30	272,964
South Australia	1,248,411,224.77	97,710
Tasmania	344,558,579.91	29,496
Victoria	4,957,658,414.51	365,908
Western Australia	1,637,638,927.11	130,016
Other	313,002,205.63	31,428
<b>Total</b>	<b>17,822,461,023.53</b>	<b>1,371,490</b>

Source: Australian Taxation Office

Due to reporting timeframes, this information does not include debts incurred in the first half of 2009.

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 2009–10 are set out below. Figures for 2009–10 are DEEWR estimates.

**Table 29: Accumulated HELP debts and debt not expected to be repaid 1989-90 to 2009-10a**

Year	Voluntary repayments	Compulsory repayments through tax system	Accumulated HECS/ HELP debt <sup>a</sup>	Debt expected not to be repaid <sup>b</sup>	Proportion of total HELP debt <sup>c</sup>
	\$m	\$m	\$m	\$m	%
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	<b>386</b>	16.6%
1993–1994	19	133	2,932	438	14.9%
1994–1995	16	169	3,354	541	16.1%

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 \$43,151 in 2009–10.

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 2009-10 are a combination of actuals and estimates:

– Voluntary repayments and debts for 2nd half 2009 are actuals;

– Compulsory repayments through PAYG and 1st half 2010 debts are DEEWR estimates.

Year	Voluntary repayments	Compulsory repayments through tax system	Accumulated HECS/ HELP debt <sup>a</sup>	Debt expected not to be repaid <sup>b</sup>	Proportion of total HELP debt <sup>c</sup>
	\$m	\$m	\$m	\$m	%
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 <sup>d</sup>	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	3,697	22.9%
2008–2009	196	1,163	18,278	3,933	21.5%
2009–2010 <sup>e</sup>	202	1,333	20,322	4,521	22.2%

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 \$43,151 in 2009–10.
- 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 2009–10 are a combination of actuals and estimates:  
 – Voluntary repayments and debts for 2nd half 2009 are actuals;  
 – Compulsory repayments through PAYG and 1st half 2010 debts are DEEWR estimates.

### 1.6.3 Going to Uni website and Course Information System

The Going to Uni website provides a range of material about undertaking higher education study in Australia and includes links to the Course Finder system and myUniAssist. The Going to Uni website can be accessed at [www.goingtouni.gov.au](http://www.goingtouni.gov.au)

The Course Finder 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.

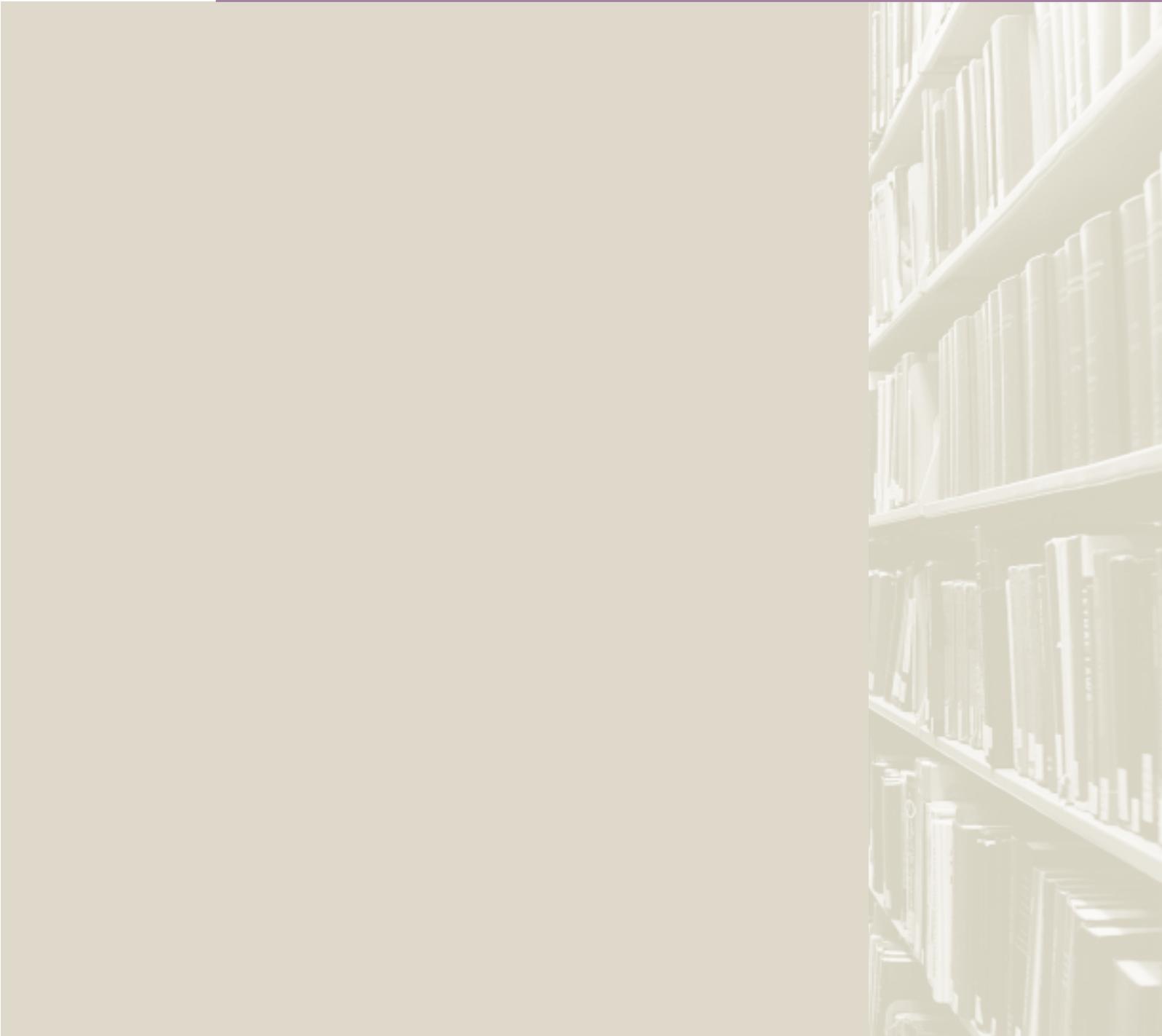
[www.goingtouni.gov.au/CourseFinderDisclaimer.htm](http://www.goingtouni.gov.au/CourseFinderDisclaimer.htm)

In the last twelve months, over 1,150,000 visitors have made use of this information to help inform themselves about higher education choices.

Students receiving 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 2009, 303,650 CHESSNs were allocated, bringing the total number of CHESSNs allocated to 2,408,573.







### 2.1 Infrastructure

#### 2.1.1 Education Investment Fund

The Education Investment Fund (EIF) is a major component of the Government's Education Revolution. Its role is to build a modern, productive, internationally competitive Australian economy by supporting world-leading, strategic infrastructure investments that will transform Australian tertiary education and research.

On 12 December 2008, the Government announced a \$4.7 billion Nation Building Package to help shield Australia from the global financial crisis, including a \$1.6 billion investment in education. Of this \$580 million fast tracked to 11 projects under Round 1 of the EIF and \$500 million each to the one-off Teaching and Learning Capital Funds (TLCs) for the higher education sector and the vocational education and training sectors.

On 16 February 2009, the then minister for education, the Hon Julia Gillard MP, and the Minister for Innovation, Industry, Research and Science, the Hon Senator Kim Carr, announced the opening of EIF Round 2. The round was also conducted within a short timeframe to maximise the opportunity to provide a stimulus to the Australian economy. It was a single-stage application process with priority given to projects ready to proceed immediately. On 12 May 2009, Minister Gillard, as part of the 2009–10 Budget, announced funding of \$934 million for 31 successful projects from this Round. The projects span the teaching, learning and research spectrum, as well as a variety of disciplines including engineering, medicine, marine science, transport and the traditional trades. The successful projects are below.

**Table 30: Successful Projects for EIF Round 2**

Sector	Institution/Project title	EIF Funding
Higher Education (HE)	University of New South Wales – ‘Gateway @ COFA’	\$48m
	Macquarie University – ‘Leadership in Advanced Surgical Education’	\$16.638m
	Charles Sturt University – ‘National Life Sciences Hub’	\$34m
	La Trobe University – ‘La Trobe University Rural Health School’	\$59.6m
	University of Ballarat – ‘Science and Engineering Precinct’	\$39.969m
	University of Melbourne – ‘Graduate Learning Spaces’	\$16.278m
	University of Queensland – ‘Advanced Engineering Building’	\$50m
	Queensland University of Technology – ‘Science and Technology Precinct’	\$75m
	Curtin University of Technology – ‘Engineering Pavilion’	\$20.5m
	Charles Darwin University – ‘Centre for Indigenous Knowledge’	\$30.65m
	The Australian National University – ‘Chemical Sciences Hub’	\$90m
Vocational Education and Training (VET)	Skillssets – ‘Low Carbon Economy Centre’	\$5m
	TAFE NSW Western Institute – ‘Heavy Vehicle Facilities’	\$9.68m
	TAFE NSW South Western Sydney Institute – ‘Macarthur Building Skills Centre’	\$9.9m
	Total College – ‘Rural VET Infrastructure’	\$5.5m
	TAFE NSW Illawarra Institute – ‘Shellharbour Campus Children’s Services Training Facility’	\$6.5m
	Energy Australia – ‘Silverwater Learning Centre’	\$25m
	TAFE NSW Sydney Institute – ‘Sustainable Hydraulic Trade Centre’	\$6.439m
	Central Gippsland Institute of TAFE – ‘Chadstone Campus Development’	\$16.15m
	University of Ballarat – ‘Manufacturing Technology Training Centre’	\$18.09m
	Holmesglen Institute of TAFE – ‘New Facility for Childhood Development, Vocational College, and Related Services’	\$16.8m
	Bendigo TAFE – ‘Training Facilities for the Traditional Trades in Echuca’	\$5m
	Industries Services Training – ‘Mobile Trades School Training Facilities’	\$7.89m
Research	Australian Institute for Innovative Materials (AIIM) – ‘Processing and Devices’	\$43.8m
	Sydney Institute of Marine Science – ‘Building the Sydney Institute of Marine Science into a World Class Marine Research Facility’	\$19.5m
	University of Western Sydney – ‘Centre of Climate Change and Energy Research’	\$40m
	Australian Synchrotron – ‘National Centre for Synchrotron Science: Outreach and Research Support Facilities’	\$36.78m
	University of Melbourne – ‘The Centre for Neural Engineering’	\$17.515m
	La Trobe University – ‘The La Trobe Institute for Molecular Sciences’	\$64.1m
	Queensland Institute of Medical Research – ‘QIMR Expansion’	\$55m
University of Tasmania – ‘Institute for Marine and Antarctic Studies’	\$45m	
EIF Round 2 Total		<b>\$934.279</b>

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

The Teaching and Learning Capital Fund for Higher Education (TLC (HE)) 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 (HE) was 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 (HE) continues to revitalise universities by developing teaching and learning spaces that are physically and technologically appropriate for 21st century approaches to tertiary education. Funding was distributed among universities through grants taking into account each university's share of total domestic students. Projects 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 (HE) grants were made available from 1 July 2009 to enable universities to commence projects as soon as possible. Universities put forward capital works projects which could 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. Projects were announced on 18 September 2009. As at 31 December 2009 funding agreements were finalised with 37 universities, with 87% of funding paid to universities by 31 December 2009.

Details of the TCL (HE) funding allocations to Higher Education Providers are available at:

**<http://www.deewr.gov.au/HigherEducation/Programs/EIF/TLCHE/Pages/Home.aspx>**

### 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 Government decided that immediate access to capital funding was required to renew universities' infrastructure.

Funding was 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 universities.

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 universities submitted a Schedule of Works plan for projects that aligned with one or more of the priority areas. All projects have been approved. As at 31 December 2009, six universities had fully completed their BURF projects.

Details of the BURF funding allocations to Higher Education Providers are available at:  
<http://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 2009, 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. While providers are often referred to generically as 'private providers' there are a number of institutions who actually are not 'private' including TAFEs, Commonwealth statutory authorities and Australian branches of foreign universities.

Approved higher education 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 (in 2009, national priorities included nursing and teaching, as well as information and communications technology and medicine at the University of Notre Dame Australia).

In 2009, a total of seven applications from non self-accrediting higher education institutions seeking to offer FEE-HELP were approved (Table 31).

In 2009, five 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. These providers were Avondale College, Christian Heritage College, Holmesglen Institute of TAFE, Tabor College Adelaide and Tabor College Victoria. One Table B provider, the University of Notre Dame Australia, was also allocated National Priority Places in 2009. The national priority areas in 2009 included teaching and nursing, as well as information and communications technology and medicine at the University of Notre Dame Australia.

Private higher education 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 private higher education providers approved under HESA can be found at  
<http://www.deewr.gov.au/HigherEducation/Programs/Quality/HEPS/Pages/ApprovedHEPs.aspx>.

More information on FEE-HELP is provided in Section 1.6.2 of this report. National Priority Places have also been described in Section 1.2.4 of this report.

**Table 31: Higher Education Providers approved under HESA during 2009<sup>a</sup>**

Alphacrucis College Limited
Australian Institute of Professional Counsellors Limited
Canberra Institute of Technology
Group Colleges Australia Limited
Holmes Institute Pty Ltd as Trustees for Holmes Institute Trust
Southbank Institute of TAFE
The Australian Institute of Management South Australian Division Incorporated

Source: DEEWR internal administrative data, 2009

<sup>a</sup> Includes higher education providers for which instruments of approval were tabled in 2008 or 2009 and had their 15 day joint Parliamentary disallowance period expire in 2009. For a list of instruments of approval tabled in 2009, see Appendix D.

### 2.2.2 Auditing of non self-accrediting higher education providers

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 2009, however, the decision was made not to list quality audit bodies other than AUQA in the Higher Education Provider Guidelines. This decision was made as a result of the May 2009 announcement that the Government would establish a new national quality and standards agency, the Tertiary Education Quality and Standards Agency, of which one of its functions would be the carry out quality audits.

In 2009, AUQA performed 12 audits of non self-accrediting providers and released eight audit reports on non self-accrediting providers.

AUQA also released a review of the first ten audits of non self-accrediting higher education institutions in December 2009. The review was conducted by Professor Hilary Winchester and looked primarily at the themes emerging from non self-accrediting provider audit reports, providing an overview of the strengths and weaknesses of these providers. Particular strengths of non self-accrediting providers identified in the review included: student-centred approaches to learning, student support, community engagement, and the development of a quality culture.

More information on audits of non self-accrediting higher education providers approved under HESA is available at: <http://www.auqa.edu.au/qualityaudit/nsai/>

## 2.3 Quality

### 2.3.1 Tertiary Education Quality and Standards Agency (TEQSA)

In December 2008, the *Review of Australian Higher Education* (Bradley Review) identified a need to develop a new approach to underpin both domestic and international confidence in the higher education sector.

The Review recommended an independent national regulatory body be responsible for regulating all types of tertiary education. The Review team reasoned that a national approach would provide a more effective, streamlined and integrated sector, achieving a sustainable and responsible higher education system in the larger, more diverse and demand driven environment.

On 4 March 2009, the then Deputy Prime Minister, Julia Gillard, announced to the Universities Australia conference that regulation of higher education providers would be provided by clear public interest tests and goals, agreed compacts and transparent oversight by a new independent national regulatory body.

Two months later in the 2009-10 Budget, the Government included in its package of higher education reforms in response to the Bradley Review a commitment to establish a new national body for regulation and quality assurance, the Tertiary Education Quality and Standards Agency (TEQSA) and develop a new quality assurance framework.

TEQSA's primary task will be to ensure that students receive a high quality education at any Australian higher education provider. To achieve this TEQSA will register providers, carry out evaluations of standards and performance, protect and assure the quality of international education and streamline current regulatory arrangements.

The agency's approach to quality assurance and regulation is being developed with regard to the views of the higher education sector, the autonomy of Australia's universities and the diversity of their missions, curriculum and approach to delivery.

From July 2010, the Minister for Education has established interim advisory arrangements for the transition to the Tertiary Education Quality and Standards Agency (TEQSA) which will guide the establishment of TEQSA prior to the enactment of statutory powers for the agency.

The interim appointments include an Interim Chair and Interim CEO, both of whom will lead the arrangements to take forward the complex task of implementing the new quality assurance and regulatory arrangements for higher education.

### 2.3.2 National Protocols for Higher Education Approval Processes

The National Protocols regulate the recognition of new universities, self-accrediting and non 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 were implemented by legislative change throughout 2008.

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](http://www.mceetya.edu.au/mceetya/default.asp?id=15212).

### 2.3.3 Australian Higher Education Graduation Statement

In 2009, the Government continued to implement the Australian Higher Education Graduation Statement (AHEGS).

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.

In addition to the 27 universities that received funding in 2008, a further nine universities received \$100,000 each in December 2009 to assist with implementation of the AHEGS:

- Queensland University
- University of South Australia
- Trobe University
- Macquarie University
- RMIT University
- Southern Cross University
- University of Adelaide
- University of the Sunshine Coas
- University of Southern Queensland

## 2.4 Indigenous Education

### 2.4.1 Indigenous Higher Education Advisory Council

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

The council, now in its third term, was appointed by the then minister for education the Hon Julia Gillard MP and the Minister for Innovation, Industry, Science and Research the Hon Senator Kim Carr and jointly announced by both Ministers on 5 November 2009. IHEAC met twice in 2009. Members also formed regular out-of-session working groups to provide policy advice through the development of reports and submission papers.

IHEAC includes senior Indigenous academics, researchers and administrators from a range of Australian higher education and research providers. Council members are nominated by their employer institutions and appointed based on the individual's relevant knowledge of Indigenous higher education issues and their involvement in relevant networks. Members serve on the Council in an individual capacity rather than representing the interests of their organisation. Professor Steve Larkin of Charles Darwin University is the Chair of IHEAC.

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

### 2.4.2 Indigenous Education (Targeted Assistance) Act 2000

The 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 and can be made available by contacting the Director, Indigenous Reporting Team at the National Office

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

#### 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.

#### Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS TT)

The Indigenous Tutorial Assistance Scheme – Tertiary Tuition (ITAS TT) 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.

## 2.5 International Higher Education

### 2.5.1 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.

### 2.5.2 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.

### 2.5.3 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.<sup>7</sup>

### 2.5.4 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](http://www.studyinaustralia.gov.au).

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

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<sup>7</sup> 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.

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.

### ESOS Review

In August 2009, the Hon Julia Gillard MP, the then minister for education, announced a review of the ESOS Act and associated regulatory and legislative frameworks, including the National Code in the context of significant growth in the number of overseas students, the changing composition of the international student body and emerging issues in the sector. The Review, to be led by the Hon Bruce Baird AM, will look at the adequacy of the current ESOS legal framework to identify and address any areas for improvement to ensure Australia offers a world-class, quality international education in this changing environment.

The Review will consider the need for enhancements to the ESOS legal framework in the following four key areas:

- a. Supporting the interests of the student;
- b. Delivering quality as the cornerstone of Australian education;
- c. Effective regulation; and
- d. Sustainability of the international education sector.

In late 2009, public comment was sought on the Review. During the consultation period, Mr Baird held forums with students and providers from the tertiary, English language and school sectors, involving some 200 individuals. He also met with state and territory government officials, regulatory bodies, student organisations, industry bodies and diplomatic missions.

The report is due to be released in early-2010.

### 2.5.5 Transnational Quality Strategy (TQS)

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

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.

### 2.5.6 Country Education Profiles

The Country Education Profiles (CEP) Online is a 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.

## 2.6 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 2009 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](http://www.goingtouni.gov.au/myuniassist/forms/logon.aspx)) to view detailed information on their Student Learning Entitlement (SLE), Commonwealth scholarships, FEE-HELP and OS-HELP entitlements.

## 2.7 Voluntary Student Unionism 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 2007. All funding for the VSU Transition Fund is fully committed.

**Table 32: Voluntary Student Unionism (VSU) Transition Fund for Sporting and Recreational Facilities – funding provided in 2009**

Higher Education Provider	Project Name & Campus	Funding (\$)
<b>New South Wales</b>		
Charles Sturt University	All weather running track – Bathurst campus Sport and recreation facilities – Dubbo campus	200,000 1,000,000
University of New England	Construction of club house and amenities block – Armidale campus	200,000
University of Western Sydney	Health and fitness centre – Hawkesbury campus Wellness Centre – Campbelltown campus	25,000 425,000
University of Wollongong	Village green, oval development project – Wollongong campus	1,000,000
<b>Victoria</b>		
Deakin University	Improvement and extension of sporting facilities – Warrnambool campus	226,000
La Trobe University	Upgrade of sports centre and main oval – Bundoora campus Gymnasium/fitness facility – Wodonga campus	859,449 549,500
Monash University	Sports and recreation facility – Gippsland campus	1,700,000
RMIT	Upgrade of playing fields – Bundoora campus	266,666
University of Ballarat	Development of sport and recreation facilities – Ballarat campus	1,602,394
Victoria University	Sport and recreation facility – St Albans campus	1,400,000
<b>Queensland</b>		
Central Queensland University	Synthetic running track, gymnasium upgrade and storage facilities – Rockhampton campus Gymnasium upgrade – Rockhampton campus Tennis court upgrades – Rockhampton, Mackay and Bundaberg campuses	325,000 381,658 332,319

Higher Education Provider	Project Name & Campus	Funding (\$)
James Cook University	Amphitheatre – Cairns campus	25,000
Queensland University of Technology	Development of sport and recreation facilities – Caboolture campus	110,000
University of Queensland	Sports centre – Gatton campus	1,600,000
<b>Western Australia</b>		
Curtin University of Technology	Student leisure centre – Muresk campus	588,332
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
<b>Tasmania</b>		
University of Tasmania	Upgrade of recreational facilities – Launceston campus	100,000
<b>Total</b>		<b>\$14,591,318</b>

## 2.8 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.

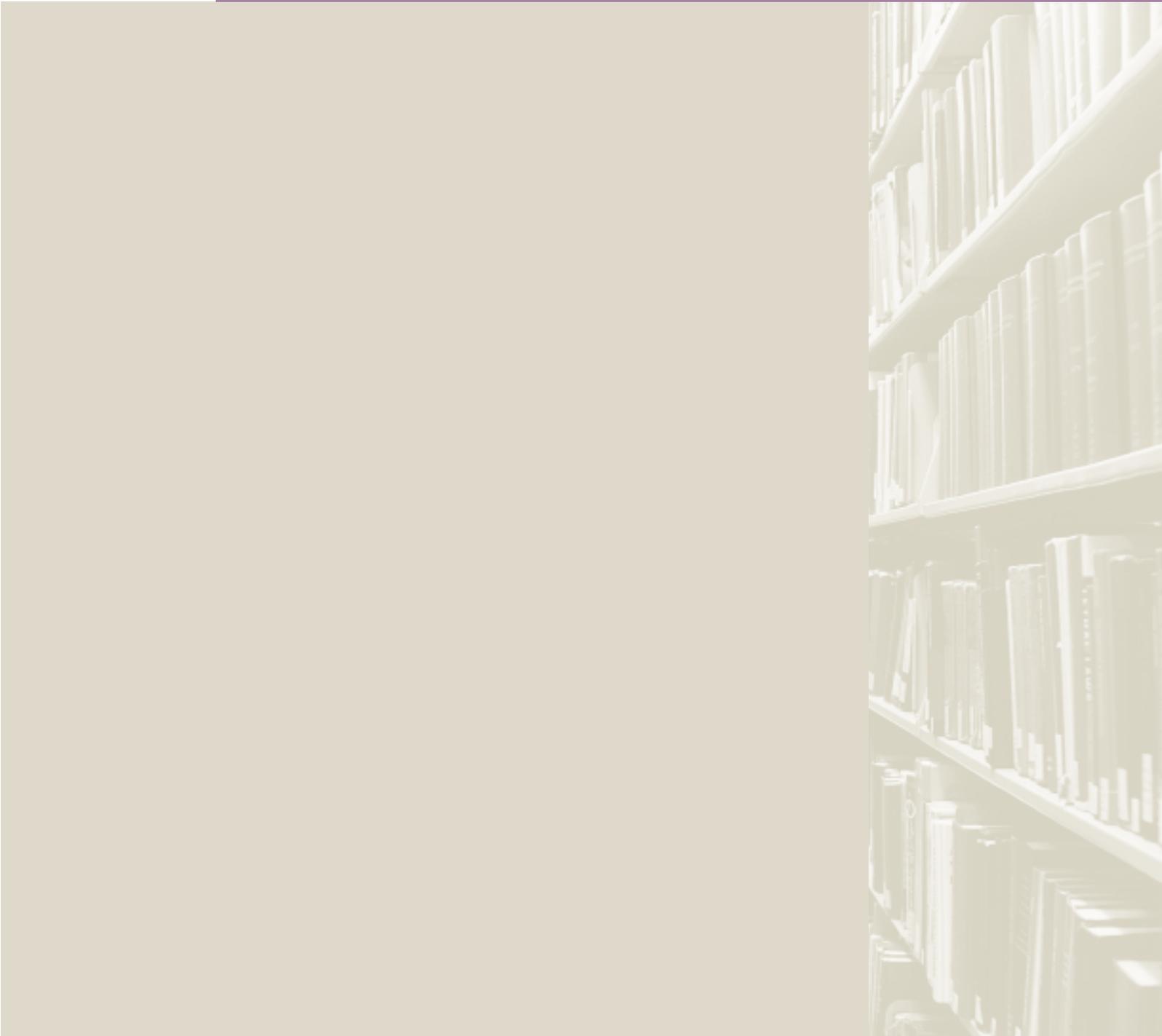
Funding of \$2.6 million for 11 projects at seven universities was allocated in the first round. Funding of \$1.7 million for nine projects at five universities was allocated in the second and final round. No new projects will be funded for 2009 and subsequent years. Final payments for existing projects will be made in 2010.

## 2.9 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.

During 2009, the Department held consultations with the National Centre for Excellence in Islamic Studies and key stakeholders regarding the community partnerships component.

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





### 3.1 Interim Agreements and Compacts

An important feature of the higher education reforms announced with the 2009–10 Budget was the establishment of a new relationship between the Government and each university through the introduction of mission based compacts. Compacts are a joint initiative of the Department of Education, Employment and Workplace Relations (DEEWR) and the Department of Innovation, Industry, Science and Research (DIISR).

Compacts will facilitate alignment of institutional activity with national priorities and will be used to help set performance targets for each institution.

A discussion paper, *Mission-based compacts for universities: A framework for discussion*, was released in July 2009. This discussion paper provided a basis for round-table consultations with vice-chancellors and other key stakeholders on the framework for compact development.

As a transitional arrangement prior to the commencement of the first Compacts in 2011, higher education institutions listed on Table A and Table B of the *Higher Education Support Act 2003* met with DEEWR and DIISR between September and December 2009 to negotiate an interim agreement for the 2010 calendar year. Discussions were held regarding universities individual missions and strategic directions, how they proposed to respond to the Australian Government's higher education reforms, and their achievements and aspirations in teaching and learning and research and research training.

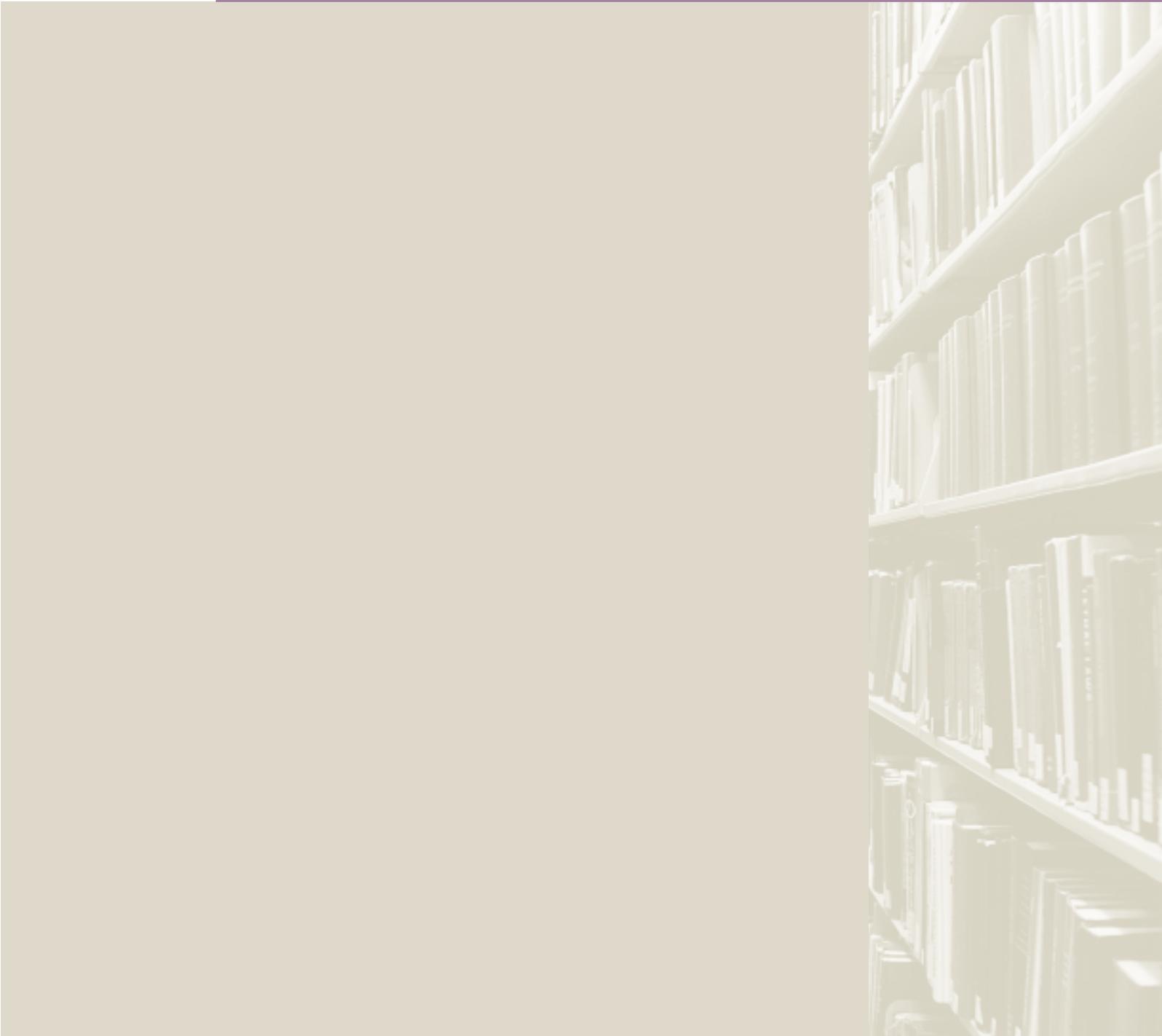
Interim agreements provide a starting point for a dialogue between the Government and universities that will culminate in the first mission based compacts which will take effect in 2011.

Interim agreements are available on the Department's website at <http://www.deewr.gov.au/HigherEducation/Policy/Pages/InterimAgreements.aspx>



# 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 (HE)	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
Transition Fund	Voluntary Student Unionism Transition Fund for Sporting and Recreational Facilities
WPP	Workplace Productivity Program
WRP	Workplace Reform Program



## Appendix B - Program Index

### A

Australian-American Fulbright Commission

[www.fulbright.com.au](http://www.fulbright.com.au)

Australian Council for Educational Research

[www.acer.edu.au](http://www.acer.edu.au)

Australian Diploma Supplement Project

[www.aei.gov.au/AEI/GovernmentActivities/DiplomaSupplement/](http://www.aei.gov.au/AEI/GovernmentActivities/DiplomaSupplement/)

Australian Education International

[www.aei.gov.au](http://www.aei.gov.au)

Australian Learning and Teaching Council (ALTC)

[www.altc.edu.au](http://www.altc.edu.au)

Australian Scholarships

<http://australia.gov.au/topics/education-and-training/scholarships>

Australian Universities Quality Agency (AUQA)

[www.auqa.edu.au](http://www.auqa.edu.au)

### B

Better Universities Renewal Fund (BURF)

<http://www.deewr.gov.au/HigherEducation/Programs/BURF/Pages/default.aspx>

### C

Capital Development Pool (CDP)

<http://www.deewr.gov.au/HigherEducation/Programs/Funding/CDP/Pages/default.aspx>

Commonwealth Accommodation Scholarships (CAS)

<http://www.deewr.gov.au/HigherEducation/Programs/StudentSupport/CommonwealthScholarships/Pages/Home.aspx>

Commonwealth Education Cost Scholarships (CECS)

<http://www.deewr.gov.au/HigherEducation/Programs/StudentSupport/CommonwealthScholarships/Pages/Home.aspx>

Commonwealth Grant Scheme (CGS)

<http://www.deewr.gov.au/highereducation/programs/funding/commonwealthgrant/scheme/Pages/Home.aspx>

Commonwealth Scholarships

<http://www.deewr.gov.au/HigherEducation/Programs/StudentSupport/CommonwealthScholarships/Pages/Home.aspx>

Country Education Profiles (CEP)

<http://www.aei.gov.au/AEI/QualificationsRecognition/Information/CEP.htm>

## **D**

Diversity and Structural Adjustment Fund

[www.deewr.gov.au/dsa](http://www.deewr.gov.au/dsa)

## **E**

Education Investment Fund (EIF)

[www.deewr.gov.au/eif](http://www.deewr.gov.au/eif)

Enabling Loading

Endeavour Awards

[www.endeavour.deewr.gov.au](http://www.endeavour.deewr.gov.au)

## **F**

FEE-HELP

<http://www.goingtouni.gov.au/Main/Quickfind/PayingForYourStudiesHELPLoans/FEEHELP.htm>

Framework for Open Learning Program

<http://www.pa.ash.org.au/acce/folp/>

## **G**

General Sir John Monash Postgraduate Student Awards

[www.monashawards.org](http://www.monashawards.org)

Graduate Careers Australia

[www.graduatecareers.com.au](http://www.graduatecareers.com.au)

## **H**

HECS-HELP

[www.goingtouni.gov.au/Main/Quickfind/PayingForYourStudiesHELPLoans/HECSHELP.htm](http://www.goingtouni.gov.au/Main/Quickfind/PayingForYourStudiesHELPLoans/HECSHELP.htm)

Higher Education Disability Support Program (DSP)

[www.deewr.gov.au/highereducation/programs/equity/hedisabilitysupportprogram](http://www.deewr.gov.au/highereducation/programs/equity/hedisabilitysupportprogram)

Higher Education Equity Support Program (ESP)

[www.deewr.gov.au/highereducation/programs/equity](http://www.deewr.gov.au/highereducation/programs/equity)

Higher Education Information Management System (HEIMS)

<http://www.goingtouni.gov.au/Main/Resources/YourCHESSNAndStudentAssistanceRecord/Default.htm>

Higher Education Loan Program (HELP)

[www.goingtouni.gov.au/Main/Quickfind/PayingForYourStudiesHELPLoans/Default.htm](http://www.goingtouni.gov.au/Main/Quickfind/PayingForYourStudiesHELPLoans/Default.htm)

Higher Education Participation and Partnerships Program

[www.deewr.gov.au/highereducation/programs/equity/pages/heppprogram.aspx](http://www.deewr.gov.au/highereducation/programs/equity/pages/heppprogram.aspx)

Higher Education Superannuation Program

<http://www.deewr.gov.au/highereducation/programs/funding/superannuationprogram/Pages/Home.aspx>

Higher Education Workplace Relations Requirements (HEWRRs)

<http://www.nteu.org.au/campaigns/archive/hewrrs>

## I

Indigenous Higher Education Advisory Council (IHEAC)

[www.deewr.gov.au/IHEAC](http://www.deewr.gov.au/IHEAC)

Indigenous Staff Scholarships Program

[http://www.deewr.gov.au/Indigenous/HigherEducation/Programs/Pages/indigenous\\_staff\\_scholarships.aspx](http://www.deewr.gov.au/Indigenous/HigherEducation/Programs/Pages/indigenous_staff_scholarships.aspx)

Indigenous Support Program

<http://www.deewr.gov.au/indigenous/highereducation/programs/pages/indigenoussupport.aspx>

Institution Assessment Framework (IAF)

<http://www.deewr.gov.au/highereducation/programs/quality/qualityassurance/pages/theausgov.aspx#institution>

International Scholarships and International Student Exchange Programs

<http://www.deewr.gov.au/international/endeavourawards/pages/otherscholarships.aspx>

## L

Learning and Teaching Performance Fund

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

## M

Medical Student Loading

<http://www.deewr.gov.au/highereducation/resources/hesupportact2003guidelines/pages/home.aspx>

## N

National Governance Protocols

<http://www.deewr.gov.au/HigherEducation/Programs/StudentSupport/NationalProtocolsforHEApprovalProcesses/Pages/default.aspx>

## **O**

OS-HELP

[www.goingtouni.gov.au/Main/Quickfind/StudyOverseas/OSHELP.htm](http://www.goingtouni.gov.au/Main/Quickfind/StudyOverseas/OSHELP.htm)

## **R**

Regional Loading

<http://www.deewr.gov.au/highereducation/pages/reviewofregionallloading.aspx>

## **S**

Student Learning Entitlement (SLE)

<http://www.deewr.gov.au/highereducation/resources/hesupportact2003guidelines/pages/sleguidelines.aspx>

Support for Small Businesses on Regional University Campuses Program

<http://www.deewr.gov.au/highereducation/programs/studentsupport/voluntarystudentunionism/pages/supportforsmallbusinesses.aspx>

## **T**

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

<http://www.deewr.gov.au/HigherEducation/Programs/EIF/TLCHE/Pages/Home.aspx>

Transitional Costs Program

Transnational Quality Strategy (TQS)

[www.transnational.deewr.gov.au/](http://www.transnational.deewr.gov.au/)

## **V**

VSU Transition Fund

<http://www.deewr.gov.au/HigherEducation/Programs/StudentSupport/VoluntaryStudentUnionismTF/Pages/overview.aspx>

## Appendix C - Legislation Enacted in 2009

### ***Tax Laws Amendment (2009 Measures No.1) Act 2009***

(received Royal Assent on 26 March 2009)

The Act amends the definition of repayment income for the purposes of the Higher Education Loan Program (HELP) schemes, HECS-HELP, FEE-HELP, OS-HELP and VET FEE-HELP.

### ***Higher Education Support Amendment (VET FEE-HELP and Providers) Act 2009***

(received Royal Assent on 23 June 2009)

The Act amends aspects of approvals, revocations and eligibility criteria for the offering of VET FEE-HELP by approved VET providers. It also enabled providers to offer VET FEE-HELP to students immediately following the registration of the provider's notice of approval on the Federal Register of Legislative Instruments (FRLI) as allowed for under the *Legislative Instruments Act 2003*. At the same time the amendments ensure that if a notice of approval then ceases to have effect for example by being disallowed by Parliament under Part 5 the *Legislative Instrument*.

### ***Higher Education Support Amendment (2009 Budget Measures) Act 2009***

(received Royal Assent on 18 September 2009)

The Act gives effect to measures in the 2009–10 Budget to implement the initial stage of the Government's reform of the higher education sector. The Act increases funding to eligible providers for the Commonwealth Grants Scheme (CGS) in the years 2010 and 2011; increases funding to eligible providers for Other Grants to 2013; revises the funding for Commonwealth Scholarships to 2013; amends the funding cluster for education and provides increased funding for all clusters; and allows for updated appropriations and indexed amounts for the CGS, HELP schemes and other programs paid under the Act.

## ***Higher Education Support Amendment (VET FEE-HELP and Tertiary Admission Centres) Act 2009***

(received Royal Assent on 7 December 2009)

The Act broadens the application of VET FEE-HELP and provides that officers of Tertiary Admission Centres have the same status and duty of care as those of higher education providers in relation to processing student information.

## Appendix D – Legislative Instruments Tabled in Parliament in 2009

### Higher Education Providers Approved in 2009<sup>8</sup>

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 Institute of Professional Counsellors
- Canberra Institute of Technology
- Alphacrucis College Limited
- Southbank Institute of Technology
- Group Colleges Australia Pty Ltd
- Holmes Institute Pty Ltd as Trustees for Holmes Institute Trust
- The Australian Institute of Management South Australian Division Incorporated

VET Provider Approvals Tabled in 2009:

- Melbourne Rudolf Steiner Seminar
- Harvest Bible College Inc
- Elly Lukas ( Australian Education Group)
- Australian Business Academy
- Australian College of Sports Therapy
- Central Gippsland Institute of TAFE
- Sydney International Film School
- Box Hill Institute of TAFE
- William Angliss Institute of TAFE
- Victoria University
- MHM Australasia Pty Ltd
- The Board of the Council of Kangan Batman Institute of Technical and Further Education
- TAFE Commission
- Australian Guild of Music Education Inc
- Northern Melbourne Institute of TAFE (NMIT)
- ParaPharm Pty Ltd

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<sup>8</sup> 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.

- Australian Institute of Holistic Medicine
- Royal Melbourne Institute of Technology
- Carrick Institute of Education Pty Ltd
- The Board of Holmesglen Institute of Technical and Further Education
- The Board of Wodonga Institute of Technical and Further Education
- The Board of South West Institute of Technical and Further Education
- The Board of the Goulburn Ovens Institute of Technical and Further Education
- Australian English & Business College Pty Ltd
- MEGT Australia Ltd
- Swinburne University of Technology
- The Board of the Gordon Institute of Technical and Further Education
- The Board of the East Gippsland Institute of Technical and Further Education
- The Board of the Chisholm Institute of Technical and Further Education
- The Board of Bendigo Regional Institute of Technical and Further Education
- The Board of the Sunraysia Institute of Technical and Further Education
- University of Ballarat
- Careers Australia College of Healthcare Pty Ltd
- Central TAFE
- Jschool: Journalism Education & Training
- The Southern School of Natural Therapies
- Study Group Australia Pty Limited
- Kings International College Ltd
- Benchmark Resources Pty Ltd
- Phoenix Institute of Victoria Pty Ltd
- Nature Care College Pty Ltd
- Golf Education Australia Pty Ltd

All Guidelines made under the *Higher Education Support Act 2003* are legislative instruments and must be tabled in Parliament. Section 238–10 of the Act lists the Guidelines that may be made by the Minister. During 2009, the following Guidelines were created or amended and tabled in Parliament. Guidelines are then registered on the Federal Register of Legislative Instruments.

- Commonwealth Grant Scheme Guidelines No. 1 – Amendment No. 5, registered on 9 April 2009 for commencement on 10 April 2009, Amendment No. 6, registered on 4 November 2009 for commencement on 1 January 2010.
- Other Grants Guidelines (Research) 2009 (DIISR) – registered on 16 October 2009 for commencement on 17 October 2009.
- VET Provider Guidelines – Amendment No. 1, registered on 30 June 2009 for commencement on 1 July 2009.
- VET FEE-HELP Guidelines – Amendment No 1, registered on 30 June 2009 for commencement on 1 July 2009.