



Australian Government

Department of Industry, Innovation, Climate Change,
Science, Research and Tertiary Education

HIGHER EDUCATION 2020



Newsletter Issue 16

August 2013

Welcome to the first Higher Education Newsletter for 2013. As you are all aware, there has been – and will continue to be – a lot happening in higher education this year. This is reflected in the size and scope of this edition of the Newsletter.

As part of the response to the Australia in the Asian Century White Paper, the Government has announced changes to the OS-HELP scheme from 2014. Together with the AsiaBound Grants Scheme and other student mobility funding, the Government is assisting more Australian students to undertake some of their study overseas.

Following the review of the Student Services, Amenities, Representation and Advocacy Guidelines, a revised set of guidelines will come into force on 1 January 2014. The new Guidelines include a requirement for the publication of how Student Services and Amenities Fee revenue is spent.

Funding arrangements under the Partnerships component of the Higher Education Participation and Partnerships Program (HEPPP) are being changed to better support the Government's ambition for 20 per cent of domestic undergraduate students to come from low-SES backgrounds by 2020.

Applications for the 2014 Indigenous Staff Scholarships are now open. The Scholarships provide professional development opportunities to Aboriginal and Torres Strait Islander staff working at universities and are part of the Australian Government's plan to help improve education outcomes for Aboriginal and Torres Strait Islander people in higher education.

There are three key reviews in progress at the moment – the review of higher education regulation, the review of higher education standards, and the review of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). We appreciate the contributions made by the sector to the work of these reviews.

On the research front, a discussion paper on the impact of university research has been released for comment. Revised information on the National Collaborative Research Infrastructure Strategy (NCRIS) and on support and financial assistance available for businesses and researchers that want to collaborate has also been released.

Changes are proposed which will allow eligible New Zealand Special Category Visa holders to access HELP loans from 1 January 2015. These changes will be dependent upon the passage of legislation. Legislation is also needed to replace Student Start-up Scholarships with income contingent loans for new student payment recipients and to introduce a General Interest Charge on student payment debts. More information on these changes will be included in the next edition of the Newsletter.

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Higher education institutions have recently been advised that applications are now being taken for masters by coursework programs to be considered for approval for student payments from 2014.

The Office for Learning and Teaching continues to engage with the sector. Information on the recent Maths and Science Symposium held in Canberra, the Learning Analytics Summer Institute 2013 held at Stanford University, OLT Secondments, Grants and Fellowships for 2013, and the signing of a MOU between OLT and the UK's Higher Education Academy are contained in the following pages.

The *MyUniversity* website continues to provide a good source of information for prospective students and to help them make an informed choice about their future. Changes to the website, including additional information and improved search facilities, will be implemented in August this year.

Keen readers of higher education reports will be pleased to know that the 2013 Undergraduate Applications and Offers Report and the 2012 Full Year Higher Education Student Statistics have been published on the Department's website. The Higher Education Report, which was produced on an annual basis between 2006 and 2010 has reverted to a triennial basis and will next be published towards the end of 2014.

In the past few weeks we have implemented a re-structuring within the Division. This has involved the transfer of some functions between Branches, the names of which have been changed to better reflect their new roles. These changes are detailed in the Higher Education Division – Contact Details section at the end of the Newsletter.

You will note that our colleague, Dr James Hart, has moved from the former Higher Education Infrastructure Branch. James is now General Manager, Skills Connect Network and his replacement will be announced shortly. In the interim, Ms Shane Samuelson has been acting General Manager.

I thank all higher education providers for engaging with the Division across a range of initiatives in the first half of this year and I look forward to developing the relationships further as we continue to implement the Government's higher education agenda.



David de Carvalho
Division Head
Higher Education

Indigenous Staff Scholarships

Indigenous university staff can now apply for scholarships that will help them take a year off work to study full-time. The Indigenous Staff Scholarships are for outstanding staff who have actively encouraged Indigenous students to take part in, and succeed at, university.

Five Indigenous Staff Scholarships will be awarded each year to Aboriginal and Torres Strait Islander staff. Each scholarship involves a stipend of \$27,311 plus up to \$13,542 to cover tuition fees or student contributions.

Applications for 2014 Indigenous Staff Scholarships opened on 24 June 2013 and **close on Friday, 27 September 2013**.

More information on the Scholarships is available at:

<http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/IndigenousStaffScholarships/Pages/default.aspx>

Masters by Course Programs—Applications are now open

The Department would like to remind higher education institutions that notices have recently been sent inviting applications for masters by coursework programs to be considered for approval for student payments from 2014.

Coursework masters programs that may be eligible for approval must demonstrate that the course is the minimum requirement, is the fastest pathway or the only pathway for entry to a profession or registration with a professional body.

Invitations included information on the application and approval process. Further information can be found at:

<http://www.innovation.gov.au/HigherEducation/TertiaryEducation/StudentInformation/StudentPayments/Pages/ApprovedInstitutionsAndCoursesForStudentPayments.aspx>

Applications must be submitted by **11pm AEST on Friday, 16 August 2013** to either mastersapps@innovation.gov.au, (02) 6102 3999 (via fax) or mail at:

Masters Applications
Tertiary Strategies & Income Support
DIICCS RTE, Loc. 6.120B
GPO Box 9839
CANBERRA ACT 2601



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Review – Assuring Quality While Reducing the Higher Education Regulatory Burden

On 29 May 2013, the Australian Government announced an independent review of higher education regulation, *Assuring quality while reducing the higher education regulatory burden*. The review will focus on how to achieve an optimal balance between maximising the quality of higher education, while minimising the regulatory burden on higher education providers.

The review is being undertaken by Professor Kwong Lee Dow AO, former Vice-Chancellor of the University of Melbourne and Professor Valerie Braithwaite, from the Australian National University. The expert panel will provide advice on immediate steps that the Government can take to address higher education providers concerns about the cost of regulatory compliance and reporting. The panel will also address whether there is a wider need to examine the regulatory architecture across the tertiary education system, to reduce red tape across the board.

To inform the review, targeted consultations were conducted with key stakeholders. The sector was also invited to provide submissions against the Terms of Reference. Sixty submissions were received and these are currently being analysed for inclusion in the review's final report.

Further information about the review is available at: www.innovation.gov.au/HEAssuringQuality

OS-HELP Legislation

As part of the response to the Australia in the Asian Century White Paper, the Government announced that from 1 January 2014 it will provide additional incentives through the OS-HELP loan scheme for university students to undertake part of their course of study in Asia. The Government also announced that it would increase access to the scheme by:

- extending eligibility to postgraduate Commonwealth supported students;
- removing the requirement that a student be enrolled at an overseas higher education institution, while maintaining the requirement that the overseas study contributes to the course in which the student is enrolled in Australia; and
- reducing the required EFTSL remaining in a student's course of study upon returning from overseas from 0.5 EFTSL to 0.125 EFTSL, generally the equivalent of one unit of study.

Legislation to support these changes was passed by the Parliament on 28 June 2013. With the passage of this legislation, the maximum loan available for students undertaking study in Asia is increased to \$7,500 in 2014 which is \$1,250 more than for other destinations.



As language can be a barrier for many students travelling to Asia, the Government is also introducing a new loan worth up to \$1,000 for intensive Asian language training taken in preparation for study in Asia.

This measure complements the Government's \$47 million AsiaBound Grants Program (see below) for students undertaking short or semester length study opportunities, and for preparatory Asian language study.

AsiaBound Grants Program and Mobility Funding

Following release of the Asian Century White Paper, on 31 October 2012 the Australian Government announced the AsiaBound Grants Program (AsiaBound) to support the growth of student mobility to Asia. Under AsiaBound students are able to undertake short-term mobility for a variety of experiences including semester-based study of one or two semesters, practicums, clinical placements, research trips or volunteer projects for up to 6 months.

AsiaBound provides grants of \$2000 or \$5000 for Australian students to participate in a study experience in Asia as part of their course. In addition there are \$1000 grants for preparatory Asian language study to be undertaken in conjunction with mobility projects.

The \$47million AsiaBound Grants Program is an ongoing program and is a significant investment for outbound mobility that will support Australian students with kick-starting their careers in the Asian Century through diverse study and work opportunities in Asia.



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The 2014 AsiaBound Grants Round closed on 20 May 2013.

Alongside AsiaBound, the Australian Government is also providing \$4 million a year for global higher education and vocational education and training student mobility programs.

For further information, please refer to the following websites:

www.aei.gov.au/asiabound

and

<http://www.innovation.gov.au/InternationalEducation/InternationalStudentMobility/Pages/default.aspx>

HELP for New Zealanders

New Zealanders who grow up in Australia will become eligible for the Higher Education Loan Program (HELP) for tertiary education or vocational training.

From 1 January 2015, New Zealanders with Special Category Visas will be eligible for HELP if they first entered Australia as a dependent minor aged under 18 years at least 10 years before applying; have been resident in Australia for 80 per cent of the last 10 years; and have been resident in Australia for 18 months of the last two years at the time of application.

The Government will contribute \$10.6 million over the next four years towards the initiative

Maths and Science Symposium



Photo: Australia's Chief Scientist, Professor Ian Chubb AC and Symposium MC, Graham Phillips from ABC's Catalyst program

How do we best maintain a commitment to explaining key concepts and principles in science and maths and build on this knowledge for future generations? What are the benefits of an education in science and maths and how do these skills prepare and empower people to engage effectively in the workplace and society more broadly? What

should be the future directions for maths and science education?

These questions were the subject of a symposium with Australia's Chief Scientist, Professor Ian Chubb AC on 26 June, hosted by the Office for Learning and Teaching in conjunction with The Conversation.

Authors at The Conversation wrote 11 articles about the state of maths and science education in Australia and its future direction. The Symposium, held at the INSPIRE Centre at the University of Canberra featured a panel discussion chaired by ABC Catalyst presenter Graham Phillips and featuring Chief Scientist Ian Chubb, government advisers, academics, students and authors.

The event was live-streamed to over 1,700 internet viewers. You can see a video of the live stream at: <http://theconversation.com/live-stream-maths-and-science-education-symposium-15204>.

Revision of Student Services, Amenities, Representation and Advocacy Guidelines

The *Student Services, Amenities, Representation and Advocacy Guidelines* (the Representation Guidelines) made under the *Higher Education Support Act 2003* have been revised. A copy of the amended Representation Guidelines can be viewed online at:

<http://www.comlaw.gov.au/Details/F2013L01164>.

The amended guidelines, which will come into effect from 1 January 2014, clarify the range of essential support services that universities are required to make available to students. They also clarify the measures available to students to ensure that they can participate in decision making processes at universities through democratically elected student representation.

In particular, the amendments clarify the requirements for universities to consult with students about how Student Services and Amenities Fee (SSAF) revenue will be spent. From 1 January 2014, universities will be required to publicly report annually on how SSAF revenue is expended and to identify SSAF funded projects so that students can see how their fees are being spent.

In addition to the amendments, the Department will examine the operation of the Representation Guidelines in the context of broader regulatory processes and reduction of administrative red-tape. It will also develop an expanded FAQ and Good Practice Guide to support practices in the sector.



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The review was announced on 1 February 2013 by the former Minister for Tertiary Education, Senator the Hon Chris Evans. The aim of the review was to ensure that, after one year, the Representation Guidelines were operating clearly and transparently. The Review Panel, chaired by the Hon Mr Arch Bevis, consulted extensively with stakeholders. The Review Panel delivered its final report to the Minister for Higher Education and Skills, the Hon Sharon Bird on 3 May 2013.

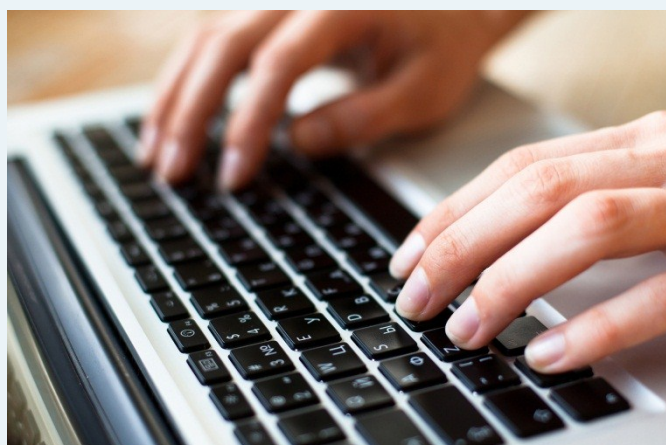
The Review Panel's final report is available online at:

<http://www.innovation.gov.au/HIGHEREDUCATION/STUDENTSUPPORT/Pages/StudentServicesAndAmenities.aspx>.

Changes to HEPPP Partnerships Component

On 30 April 2013 former Minister Bird announced changes to Higher Education Participation and Partnerships Program (HEPPP) funding. Partnerships component funding for 2013, 2014 and 2015 totalling \$86.5 million will be allocated through three separate processes.

A competitive round to allocate \$50 million over 2013, 2014 and 2015 has opened. In addition, \$36.0 million will be allocated over 2013 and 2014 using the HEPPP Participation formula. Also, the annual HEPPP Partnership Baseline component of \$9.5 million will be redirected from 2014 to establish a National Priorities Pool to fund activities that support more effective implementation of HEPPP nationally and at the institutional level.



In addition to these processes, nine nationally significant priority projects totalling \$18.1 million will be funded by Partnerships funding in 2013.

The Minister also confirmed that funding for HEPPP is ongoing.

Further information on HEPPP is available at:

<http://www.innovation.gov.au/HigherEducation/Equity/HigherEducationParticipationAndPartnershipsProgram/Pages/default.aspx>

Assessing the Wider Benefits of University Research

On 19 June 2013, the Australian Government released a discussion paper on *Assessing the wider benefits arising from university-based research*.

The paper discusses aims, outcomes and possible principles that could underlie an assessment of university research impact. It also considers methodological issues, including how research impact case studies and research engagement metrics might be used as part of the assessment.

The approaches suggested in the paper build on the outcomes of the Excellence in Innovation for Australia (EIA) trial undertaken by universities during 2012.

Consistent with the recently established independent review of red tape, the paper focuses on maintaining higher education quality and transparency, without increasing the regulatory burden.

Universities, business and industry will be widely consulted before any decision is taken on the final form of the new assessment. Following consultations, a pilot exercise is planned for early 2014.

Submissions in response to the discussion paper are being sought until **Friday, 16 August 2013**.

Further information on the discussion paper is available from the Department's website at: www.innovation.gov.au/impact

OLT Grants and Fellowships (2013)

On 7 June 2013 Minister for Higher Education and Skills, the Hon Sharon Bird MP, announced total funding of \$6.4 million for Office for Learning and Teaching (OLT) Grants to 38 research teams and OLT Fellowships for nine outstanding teachers.



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Office for
Learning & Teaching



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Research topics include improving honours supervision, the role of volunteering in undergraduate courses, helping veterinarians learn business skills, and using technology to develop motor skills in health students.

Funding provided for the fellowships is part of the \$59 million Promotion of Excellence in Learning and Teaching in Higher Education program, which has supported 69 projects since November 2011.

A complete list of 2013 Fellowships and Round 1 Grants is available at: www.olt.gov.au.

More information on OLT Grants is available at: www.olt.gov.au/grants-and-projects.

The *MyUniversity* website is an integral part of the Government's ongoing commitment to a student-centred and transparent higher education system.

MyUniversity Website

Last year the department established the *MyUniversity* Reference Group comprising representatives from Universities Australia, universities, private providers, data experts, representatives from the National Tertiary Education Union and the National Union of Students. The Reference Group provides advice to the department on potential amendments to the *MyUniversity* website.

It is proposed that *MyUniversity* be refreshed in August 2013 and annually in August thereafter. The certainty of an annual release of the website in August will provide students with necessary information at the time when most are applying for courses that are available in the following academic year. An annual August release will also provide higher education providers with certainty about the timing of published, updated data.

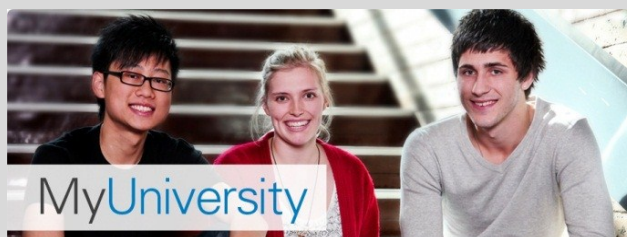
The proposed enhancements to *MyUniversity* for 2013 that are supported by the *MyUniversity* Reference Group include:

- confidence intervals for all survey data in line with the *My School* approach;
- additional data on 'quality of teaching' and 'overall satisfaction' collected through the 2012 University Experience Survey;
- a redesigned course and university search that will be accessible on mobile phones and tablets; and
- The website will also assist students to share information via social media.

MyUniversity enquiries can be emailed to: myuniversity@innovation.gov.au.

Since its launch on 3 April 2012, the site has had over 2 million page views. Visit the website at:

www.myuniversity.gov.au.



Changes to the Student Start-up Scholarship

On 13 April 2013, the Government announced that from 1 January 2014 Student Start-up Scholarships will be replaced by income contingent loans for new student payment recipients (Youth Allowance, Austudy and ABSTUDY). The loans, to be called Student Start-up Loans, will be repayable under the same arrangements as HELP debts and students will only be required to begin repaying their Student Start-up Loan after their HELP debt has been repaid.

The Loans will be limited to up to two interest-free loans per year of \$1025 (indexed from 2017), in line with current Student Start-up Scholarship arrangements and recipients who qualified for the Scholarship prior to 1 January 2014 will continue to receive the Scholarship while they remain on a student payment.

Legislation to implement the Student Start-up Loan is expected to be introduced at the first available opportunity.

National Collaborative Research Infrastructure Strategy (NCRIS)

The National Collaborative Research Infrastructure Strategy (NCRIS) supports major research infrastructure to encourage collaboration between the research sector, industry and government in Australia to conduct world-class research.

NCRIS continues the government's strategic and collaborative approach to providing research infrastructure. Since 2005, the Australian Government has provided over \$2 billion to support research infrastructure. A key feature of the initial NCRIS program was to ensure that research infrastructure was accessible to researchers across Australia. This type of collaboration has proved effective in delivering wider access to essential infrastructure.



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The renewed NCRIS will provide \$185.9 million from 2013-14 to 2014-15 to secure Australian researchers' access to current major research facilities and the supporting infrastructure, as well as the networks necessary to undertake world-class research. Funding will be able to support all aspects of the continued operation of current NCRIS and Super Science funded facilities, including staffing, maintenance and running costs.

More details about NCRIS can be found at:

<http://www.innovation.gov.au/Science/ResearchInfrastructure/Pages/NCRIS.aspx>



Review of Higher Education Standards

The Higher Education Standards Panel is currently undertaking a review and a revision of the Higher Education Threshold Standards.

All higher education providers must meet the Threshold Standards in order to be registered by TEQSA to operate in Australia. They currently cover standards for provider registration, provider categories, course accreditation, and qualifications.

The review is focused on ensuring the revised standards support high quality education and assessment. The Panel is working to ensure the revised standards are logical, succinct, understandable, and able to be regulated against.

The Panel is conscious the revised standards must properly reflect what can be expected of the higher education sector and has been consulting with stakeholders directly and via regular communiques to ensure this.

The Panel has already released draft standards for course design and learning outcomes and has recently released draft standards for research. You can find the draft standards, the communiques and much more information about the process that is being undertaken at the Higher Education Standards Panel website: <http://www.hestandards.gov.au/>

Further draft standards will be developed and released for consultation over coming months and following that consultation process the Panel expects to make recommendations to the Minister.

Review of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)

A review of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is currently underway and expected to report to the Australian Government late in 2013. The review will provide an independent examination of how AIATSIS has performed against its legislated functions, how its role as a national research institution could be strengthened and consider whether current circumstances warrant any changes in structure, governance and/or funding to equip AIATSIS to effectively undertake its mission.

The independent review is being undertaken by ACIL Allen Consulting, led by Dr Les Trudzik (Project Leader), Professor Mark Rose (Project Partner) and Mr Charlie Tulloch (Project Manager). A reference group has also been established to advise the review team. Reference group members, chosen for their expertise in research, higher education, public sector and Indigenous affairs, are: Professor Ian Anderson and Ms Patricia Turner AM.

For enquiries about the Review of AIATSIS, please email:

AIATSISReview@innovation.gov.au

Industry-Research Collaboration

The Department has launched new web pages and information about support and financial assistance available for businesses and researchers that want to collaborate.

Information on the benefits of collaboration is available via the Innovation website, the business.gov.au website. A factsheet titled 'Working together – Good for business, good for research' is also available.

Please visit www.business.gov.au/researchcollaboration to find out more.



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Introduction of a General Interest Charge on student payment debts

As part of the Mid-Year Economic and Fiscal Outlook process, on 22 October 2012, the Government announced the introduction of a general interest charge (GIC) on student income support debt.

The GIC will come into place on 1 January 2014 and will apply to Youth Allowance (Student and Australian Apprentice), Fares Allowance, Austudy and ABSTUDY debts where acceptable arrangements are not in place for the recovery of the debt. It is estimated that the measure will provide savings in the range of \$15 million per annum, in terms of additional debt recoveries.

The rate of the GIC will be based on the 90 day Bank Accepted Bill rate, plus an additional seven per cent, as is currently applied by the Australian Taxation Office for tax debts under the Taxation Administration Act 1953. The current rate of the General Interest Charge, as applied by the Australian Taxation Office, is 9.82%.

The purpose of the GIC is to encourage debtors to repay their debts. Payment arrangements will take into account the person's financial circumstances and the GIC will only be applied where a person does not enter into or does not honour a reasonable repayment arrangement.

Debts are usually incurred where students do not report a change in their circumstances, such as income earned or discontinuing their studies.

Legislation to implement the GIC is expected to be introduced in Parliament in the Spring 2013 sittings.

MOU between OLT and the UK's Higher Education Academy

A Memorandum of Understanding between the Office for Learning and Teaching and the United Kingdom's Higher Education Academy (HEA) was signed by Suzi Hewlett, General Manager, Office for Learning & Teaching and Professor Craig Mahoney, Chief Executive Officer of the HEA, during his visit to Australia in June. The MoU sets out to strengthen, promote and develop areas of cooperation between the two parties, with particular focus on:

- an exchange of expertise, experience and resources between higher education officials, academic staff, networks of fellows and discipline scholars, and education researchers in areas of common interest with a view to sharing and embedding good practice;
- internationalisation;
- research and development in higher education which has an impact on practice, including:
 - ◊ strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity; and
 - ◊ assessment and promotion of student learning;
- the changing nature of higher education;
- the encouragement of direct relations, including through the exchange of higher education officials, academic staff, networks of fellows and discipline scholars, and researchers to strengthen cooperation in fields of common interest;
- the HEA working with the OLT to facilitate a Change Academy in over the period of the Memorandum of Understanding to embed the outcomes of the Benchmarking project;
- the OLT encouraging Australian higher education providers to consider the HEA's fellowship scheme as an option for providing recognition of an academic's commitment to professionalism in teaching and learning; and
- the encouragement of participation in local and international higher education meetings, conferences and workshops held in both countries.



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Photo: Signing of the MoU, Professor Craig Mahoney, Chief Executive Officer, Higher Education Academy and Ms Suzi Hewlett, General Manager, Office for Learning and Teaching

OLT 2013 Academic Secondments

The Office for Learning and Teaching has announced the appointment of two academic secondees for 2013.

The successful candidates are Professor Belinda Probert from La Trobe University and Professor Patrick Crookes from the University of Wollongong.

Professor Probert will undertake a program of work on teaching-focused academics in Australian universities, particularly the challenges of 'sustained scholarship', standards and status in an increasingly differentiated system of higher education.

Professor Crookes will provide leadership in support of the establishment of a model for an Australian Change Academy, in partnership with the UK's Higher Education Academy. Change Academy brings together cross-institutional teams and gives them the time and space to think creatively and develop a major change initiative.

Academics seconded to the OLT undertake work on an area of strategic importance to the higher education sector in learning and teaching. They are also a source of academic advice and support to the staff of the OLT, with the aim of broadening staff capability within DIICSRTE and offer the opportunity for secondees to participate in the day-to-day life of the OLT, improve their understanding of departmental processes and contribute to policy and program development in DIICSRTE.

The Office for Learning and Teaching's (OLT) secondment program began in 2012 with the appointment of the first secondee Ms Tilly Hinton from the University of the Sunshine Coast.

Ms Hinton has worked with the Office to evaluate the impact of OLT grants and fellowships based on a model used by Ako Aotearoa, New Zealand's National Centre for Tertiary Teaching Excellence.

Ms Hinton has divided her time working from the OLT office in Sydney, her home campus of the University of the Sunshine Coast and travelling across Australia to interview grant recipients for her research. Her busy schedule included conducting research conversations with 18 grant recipients at various intervals after the completion of their projects and a program of 10 successful workshops for those intending to apply for OLT funding.

A number of recommendations have been made to assist project teams to optimise the impact of their projects when they are completed including working closely with other colleagues within their institutions and maintaining strong ties with the OLT by feeding back information about their activities. Ms Hinton's secondment will conclude in October this year.



2012 OLT Secondment Reference Group. From left to right (Suzi Hewlett; Jade Tyrrell; Greg Hill; Peter Coolbear; Angela Carbone; Rick Cummings; Tilly Hinton; Birgit Lohman).

Learning Analytics Summer Institute 2013

The rise of online learning, particularly through Massive Open Online Courses, has seen a significant increase in digital data regarding student background and academic activities. The emerging field of learning analytics (the measurement, collection, analysis and reporting of data about learners and their contexts) can improve decision making, by identifying at-risk students through providing insights into student engagement and progress. It can also assist educators in assessing the impact of their activities and interventions and in building better pedagogies.



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The Learning Analytics Summer Institute was a strategic five-day event held at the beginning of July 2013 at Stanford University. The objective of the Institute was to build the field of learning analytics through cross disciplinary interactions, identification of research and teaching needs, advancement of learning analytics methods, and developing the skills and knowledge of academics. But it was also an opportunity to bring together a wider range of stakeholders to discuss the broader implications.



Participants at the 2013 learning Analytics Summer Institute

A large number of representatives were from the major educational technology companies offering MOOCs - Coursera, edX, Futurelearn, Desire2Learn - as well as philanthropic and funding bodies, including the Bill and Melinda Gates Foundation, which was one of the sponsors of the event.

'Big questions' discussed included:

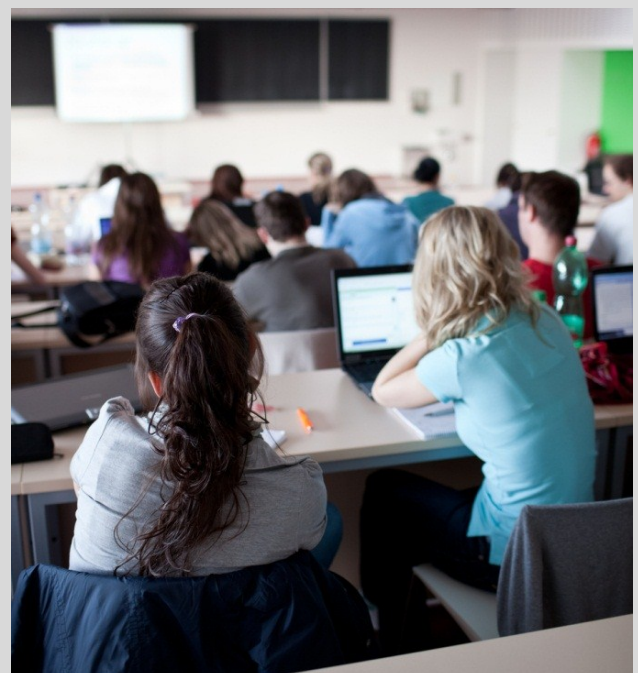
- What are the ethical issues for data collection in personal learning? How can we customise and anonymise at the same time?
- How can we use the data we have to help us do more and better within universities within the current funding envelope?
- In what areas would large-scale learning analytics research make the biggest difference (for learners, teachers, institutions, government)?
- What data would students like to be able to access about themselves and their learning?
- Which student services are the most cost effective for which cohorts of students?
- How should we make analytics results available to users in such a way that they will change their habits and practices?

- What concrete guidance can we give media and industry to know what learning analytics is and isn't and what it can do (as a way of counteracting the hype cycle)?
- What are the most effective ways to use learning analytics in the developing world?

With some financial support from the Society of Learning Analytics Research, Suzi Hewlett, General Manager of the OLT attended and presented at this event. This provided an opportunity to inform an international audience about the project the OLT is commissioning on comparing open source and enterprise learning management systems and learning analytics packages in improving student outcomes. From feedback received at the Institute, it is clear the project will have relevance for the higher education sector outside, as well as inside, Australia.

For further information, please visit:

<http://www.solaresearch.org/events/lasi/>





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Second meeting of the National Advisory Group on Higher Education Data and Information

The National Advisory Group on Higher Education Data and Information (the Advisory Group) held its second meeting in Canberra on 31 May 2013. The meeting was addressed by Professor Kwong Lee Dow AO who, along with Professor Valerie Braithwaite, has been commissioned by the Australian Government to undertake an independent review of higher education regulation. There will likely be linkages between the review and the ongoing work of the Advisory Group.

The meeting also discussed two recent reviews relating to higher education data collection; the Review of Reporting Requirements for Universities and the review of the Staff Data Collection. It was noted that a number of recommendations from the Review of Reporting Requirements had already been addressed or could be progressed in the short term by the Department. In relation to the review of the Staff Data Collection, members endorsed the Department's proposal no longer to require input for two items from the Staff Data Collection. Other recommendations from both reviews were identified as needing a longer term approach and will be advanced through the work of the Advisory Group.

Higher Education Report

We have received enquiries regarding the future of the Higher Education Report. Following publication of the 2010 Higher Education Report Minister Evans agreed that the report should revert to a triennial basis. This is consistent with Recommendation 3 in the Final Report of the Base Funding Review. Accordingly, the next Higher Education Report will be for the 3-year period of 2011-2013 which will coincide with the first mission-based Compact period. The contents of the report are under consideration and it is intended that information and data in the Report does not unnecessarily duplicate material published elsewhere. The date of publication will be dependent upon the availability of data to be included but is anticipated to be mid to late 2014.

Statistical and other information will continue to be published as it becomes available on the Higher Education section of the Department's website:

<http://www.innovation.gov.au/HigherEducation/Pages/default.aspx>.

2012 Higher Education Student Statistics

The 2012 Full Year Higher Education Student Statistics have been published and are available at:

<http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Pages/default.aspx>

2013 Applications and Offers Report

The Demand Driven System: Undergraduate Applications and Offers, February 2013 report was published in May 2013. The report is available on-line at:

<http://www.innovation.gov.au/HigherEducation/ResourcesAndPublications/HigherEducationPublications/HigherEducationReports/Pages/UndergraduateApplicationsOffersAndAcceptancesReports.aspx>



HIGHER EDUCATION 2020

HIGHER EDUCATION DIVISION – CONTACT DETAILS

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AREA OF RESPONSIBILITY

The Higher Education Division contributes to the development and maintenance of a strong, diverse higher education system that contributes to Australia's social and economic need for a highly educated population and skilled labour force.

The Division administers programs that support teaching and learning activities, infrastructure, and ensure quality within higher education institutions. It reports on the state and performance of the higher education system, and provides policy advice on the future direction of higher education.

DR ANDREW TAYLOR, GENERAL MANAGER, DATA AND ANALYSIS BRANCH

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AREA OF RESPONSIBILITY

- The Data and Analysis Branch is responsible for:
- Implementing mission based Compacts with universities;
- Providing policy advice on regional higher education and information on issues affecting regional higher education provision;
- Collecting and publishing annual statistics on higher education students and staff, including student enrolments, academic workforce and applications and offers;
- Providing statistical services and ongoing reviews of higher education data collections;
- Developing and implementing a performance funding framework for universities;
- Developing a suite of Government endorsed performance measures to assure the quality of teaching and learning in higher education;
- Undertaking short-term projects to support higher education policy development;
- Supporting international higher education engagement, especially with the OECD; and
- Maintaining and enhancing the *MyUniversity* website.



HIGHER EDUCATION 2020

MS SUZI HEWLETT, GENERAL MANAGER, OFFICE FOR LEARNING AND TEACHING

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AREA OF RESPONSIBILITY

The Office for Learning and Teaching promotes and supports change in higher education institutions for the enhancement of learning and teaching.

Responsibilities include:

- Providing grants to academics and professional staff to explore, develop and implement innovations in learning and teaching and to develop leadership capabilities;
- Commissioning work on issues of strategic significance to the higher education sector to inform policy development and practice in relation to learning and teaching;
- Managing a suite of awards to celebrate, recognise and value teaching excellence and programs that enhance student learning;
- Funding fellowships and secondments for leading educators to address significant national educational issues;
- Disseminating resources on innovations in learning and teaching;
- Supporting the development of effective mechanisms for the embedding of good practice in learning and teaching in Australian higher education;
- Encouraging collaboration and sharing of good practice for improved student learning outcomes;
- Facilitating networking and professional development opportunities for academics and professional staff; and
- Implementing an element of the Investing in science and maths for a smarter future package to enhance the training of maths and science teachers

MS SHANE SAMUELSON, GENERAL MANAGER (A/G), STRUCTURAL ADJUSTMENT AND STRATEGIC ENGAGEMENT BRANCH

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AREA OF RESPONSIBILITY

The Structural Adjustment and Strategic Engagement Branch is responsible for:

- Managing funding rounds for infrastructure and capital funding, including the Education Investment Fund (EIF) Regional Priorities Round;
- Negotiating and managing related funding agreements for the Education Investment Fund for infrastructure in the higher education, vocational education and training and research sectors;
- Managing the Capital Development Program, Teaching and Learning Capital Fund (Higher Education) & Better Universities Renewal Fund;
- Managing the process of engagement with the higher education sector and relationship management;
- Developing the infrastructure Management Information System;
- Research and analysis to inform higher education infrastructure policy advice;
- Providing secretariat support for the EIF Advisory Board and oversight of Board governance;
- Managing the Structural Adjustment Fund (SAF) program;
- University Superannuation; and
- Managing administration of the Student Services and Amenities Fee and SA-HELP.



HIGHER EDUCATION 2020

MR CRAIG RITCHIE, GENERAL MANAGER, ACCESS AND PARTICIPATION BRANCH

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AREA OF RESPONSIBILITY

The Access and Participation Branch provides advice on Aboriginal and Torres Strait Islander higher education and policy advice on improving participation in higher education by students from low SES backgrounds and administering a range of programs that support the Government's objectives for increasing access and participation in tertiary education.

Responsibilities include:

- The development and co-ordination of the Government's response to the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People;
- Administering and evaluating the Higher Education Participation and Partnerships Program (HEPPP);
- Monitoring progress towards achieving the Government's ambition for higher education participation by people from a low SES background (in conjunction with Data and Analysis Branch);
- Supporting the work of the Indigenous Higher Education Advisory Council (IHEAC);
- Administering the Disability Support Program, the Indigenous Support Program and the Commonwealth Scholarships Program;
- Administering a number of supplementary Indigenous Education and Training Programs including Away from Base for "mixed-mode" delivery, ITAS Tertiary Tuition, ITAS for non-government VET and Supplementary Recurrent Assistance for non-government VET; and
- Administering the Australian Maths and Science Partnership Program (AMSPP).

MR MARK WARBURTON, GENERAL MANAGER, HIGHER EDUCATION FUNDING BRANCH

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AREA OF RESPONSIBILITY

The Higher Education Funding Branch is responsible for:

- Funding policies for Commonwealth supported and full fee places at Australia's higher education providers;
- The administration of the Commonwealth Grants Scheme, including the negotiation of CGS funding agreements;
- The administration of Higher Education Loan Programs (but not the student communication elements of those schemes);
- The administration of the National Institutes Grant Program;
- The administration of the Higher Education payments system (UniPay); and
- Co-ordination of Budget estimates information for all Higher Education programs (with Innovation's Budget and Finance Branches).