

Australian Higher Education Policy and Practice

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Overview

This seminar will be in workshop format and is tailored to those relatively new to the Australian higher education policy environment. It may also be of interest for those already familiar with these issues who are interested in revisiting some of the basics in an interactive workshop environment.

It is presented in two parts:

Section 1: Overview of Higher Education Policy and Practice in Australia

Section 2: Workshop exercise



Section 1- Overview of Australian Higher Education

Overview of Higher Education Policy and Practice in Australia

There are different ways of summarising salient aspects of educational systems.

- Economic perspective – Inputs and outcomes for educational systems
 - o Generalizable across contexts
 - o Focus on quantitative estimates and projections
- Theoretical perspective – The intersection of theory and practice
 - o Focus on explanatory and, potentially, predictive power of theoretical accounts
 - o Generalizable in different ways
- This seminar will look at the intersection of policy and practice
 - o Takes account of both theoretical and economic perspectives and tests their assumptions through practical application – in this case with an emphasis on **governance frameworks** and **stakeholder perspectives**.



Section 1- Overview of Australian Higher Education

Is there a 'thesis' to this?

I propose that in practice the nature of higher education systems largely comes down to three things:

- The kind of providers you can have;
- The kind of courses you can enrol; and
- Where the money comes from (and what you need to do to get it).



Section 1- Overview of Australian Higher Education

Key elements:

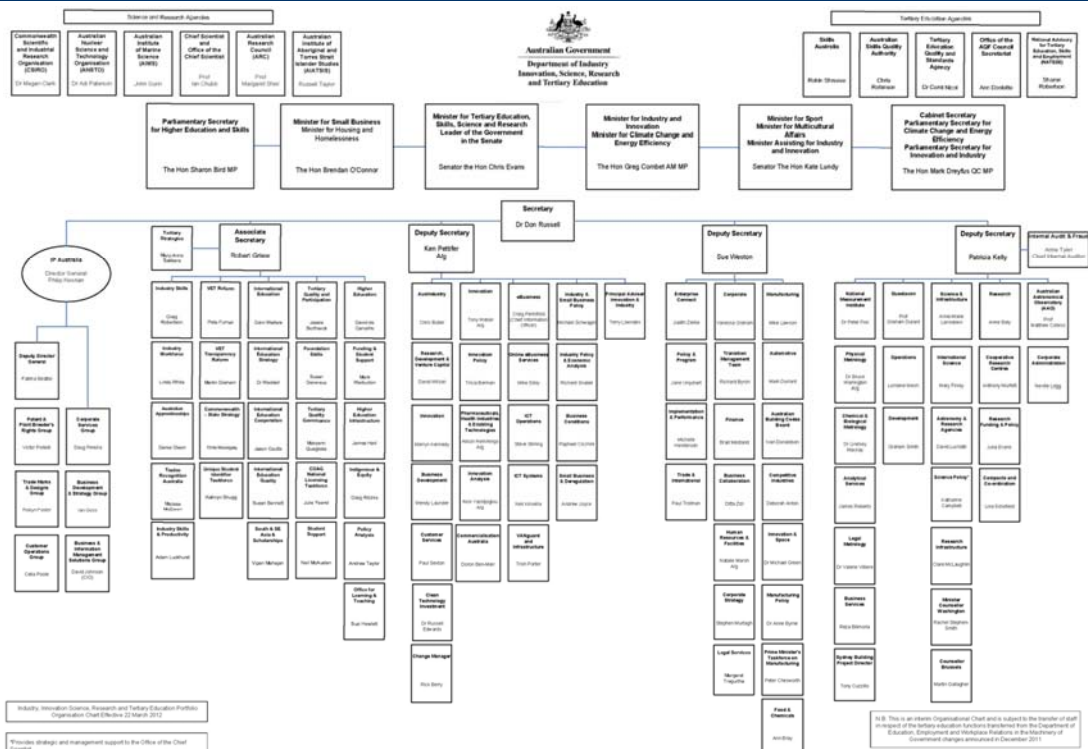
- Relevant agencies
- Legislative and Regulatory Framework
- Program funding

Key processes:

- The policy cycle



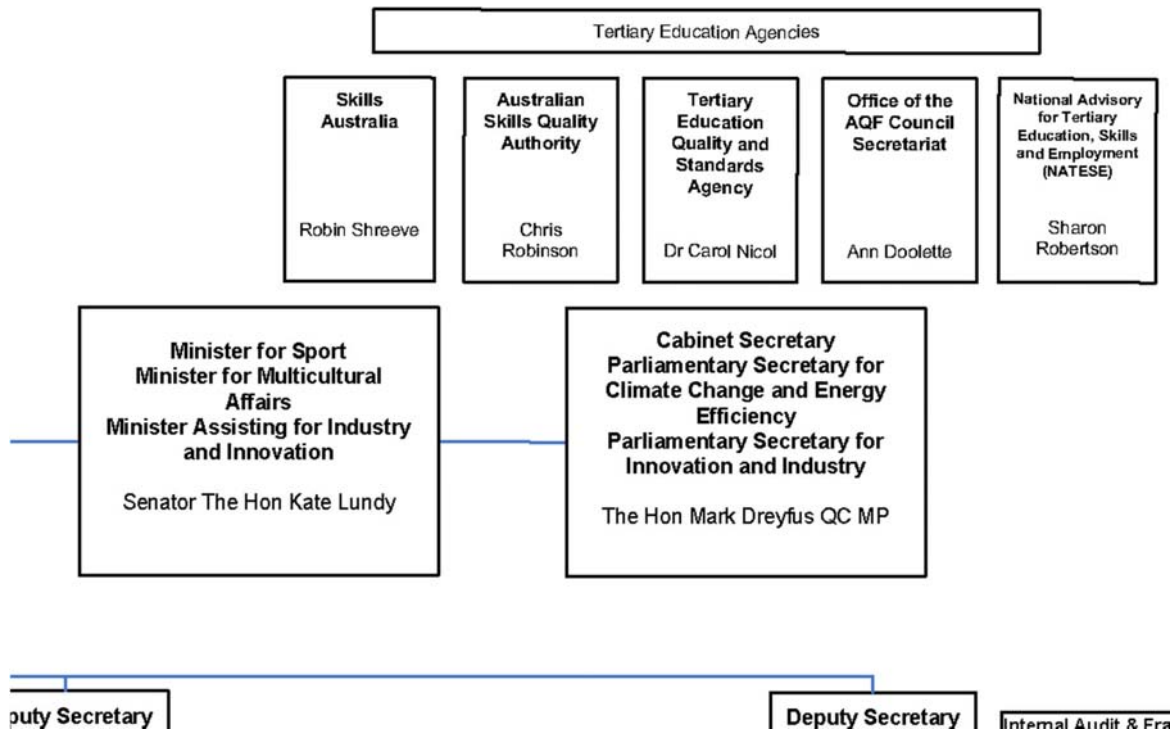
Australian Government Higher Education and Related Agencies



Source: DIISRTE (2012). Departmental Organisational Chart. Canberra, Australia. Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE). Available at www.innovation.gov.au/AboutUs/OurOrganisation/Pages/default.aspx.



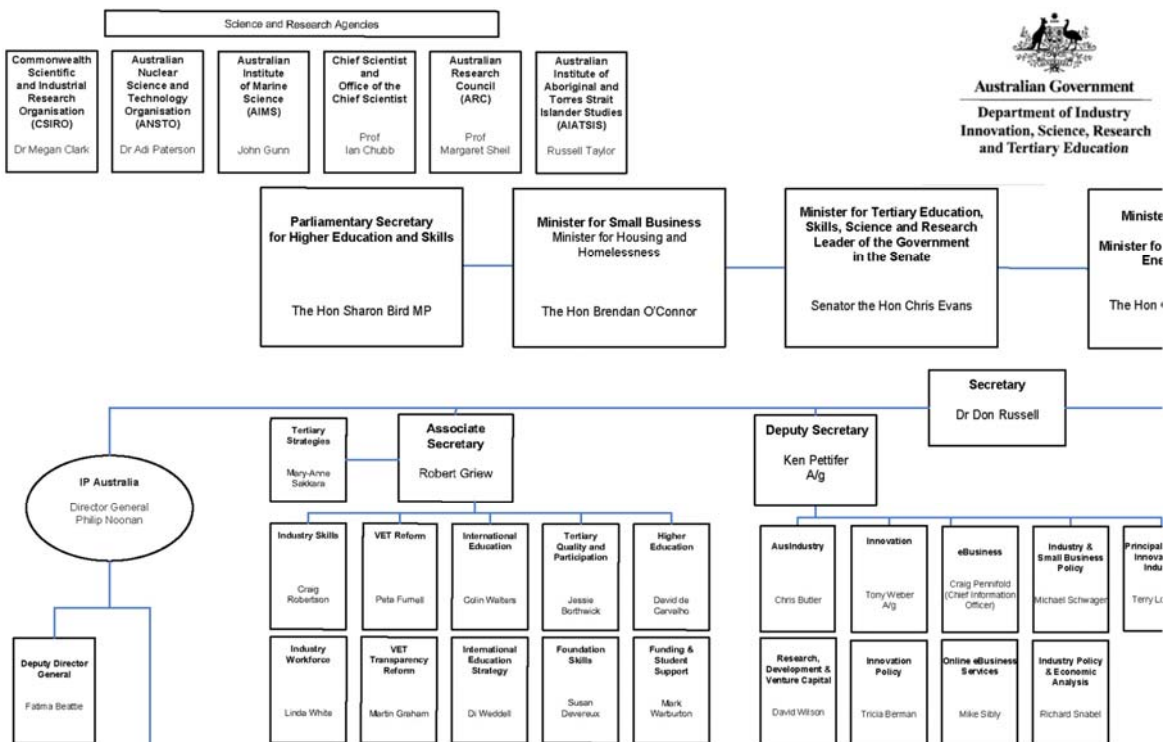
Australian Government Higher Education and Related Agencies



Source: DISRTE (2012), Departmental Organisational Chart, Canberra, Australia, Department of Industry, Innovation, Science, Research and Tertiary Education (DISRTE). Available at www.innovation.gov.au/AboutUs/OurOrganisation/Pages/default.aspx.



Australian Government Higher Education and Related Agencies



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Section 1- Overview of Australian Higher Education

Key elements:

- Relevant agencies
- Legislative and Regulatory Framework
- Program funding

Key processes:

- The policy cycle



Overview of Australian Higher Education

Legislative framework

- **Higher Education Support Act 2003**, (cwth) 149 (2011). Available at www.comlaw.gov.au/Current/C2011C00408.
 - Other Grants Guidelines (Education), 238-10 Higher Education Support Act 2003 (2010). Available at www.comlaw.gov.au/Details/F2012L00281.
 - Other Grants Guidelines (Research), Higher Education Support Act 2003 (2010). Available at www.comlaw.gov.au/Details/F2010L03010.
- **Education Services for Overseas Students Act 2000**, (cwth) 164 (2012). Available at www.comlaw.gov.au/Series/C2004A00757.
- **Tertiary Education Quality and Standards Agency Act 2011**, (cwth) (2011). Available at www.comlaw.gov.au/Details/C2011C00582.



Overview of Australian Higher Education

Other relevant legislation and guidelines:

- **Social Security Act**, (cwth) 46 (1991). Available at <http://www.comlaw.gov.au/Series/C2004A04121>.
- **Migration Act**, (cwth) 62 (1958). Available at <http://www.comlaw.gov.au/Details/C2010C00738>.
- MCEETYA (2007). **National Protocols for Higher Education Approval Processes**. Melbourne, Australia: Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). Available at www.mceecdya.edu.au/verve/_resources/NationalProtocolsOct2007_Complete.pdf.
- Australian Qualifications Framework Council (2011). **Australian Qualifications Framework**. Adelaide, Australia: Australian Qualifications Framework Council. www.aqf.edu.au/Portals/0/Documents/Handbook/AustQuals%20FrmwrkFirstEditionJuly2011_FINAL.pdf.
- Others...



The Australian Qualifications Framework (AQF)

Summary of Australian Higher Education Qualifications as per the AQF

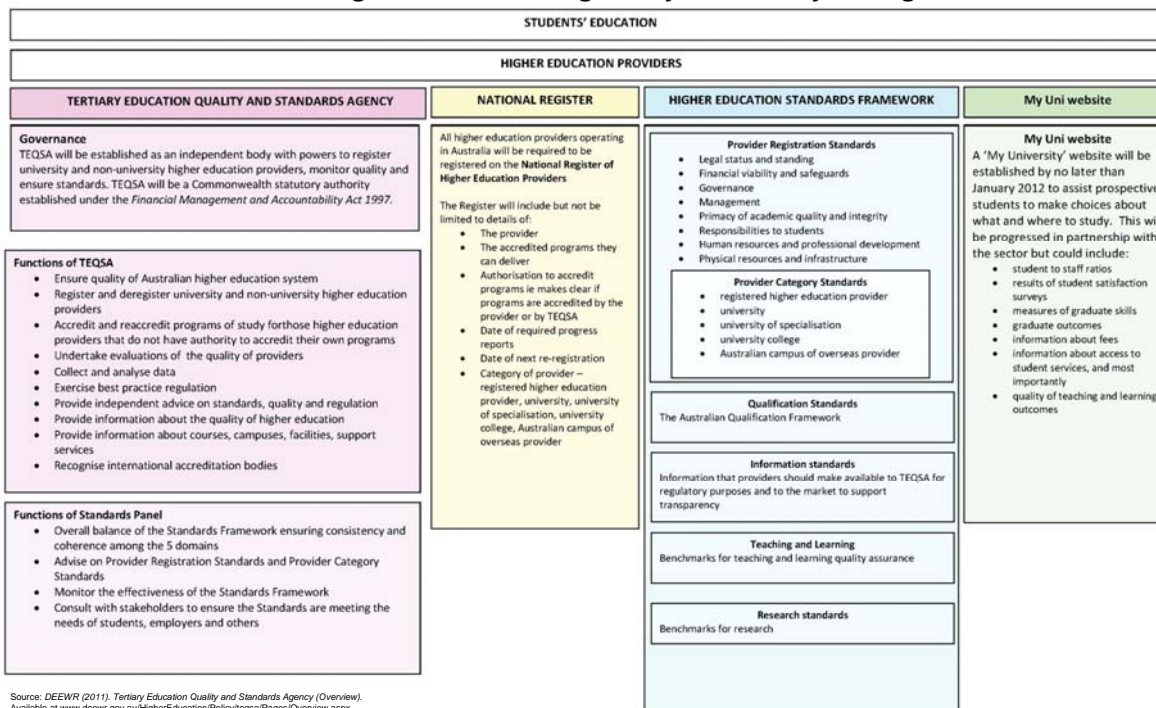
Bologna cycle	AQF Level	Aust. Govt. Description	Characteristics of attainment	Typical duration and prerequisites
Cycle 1	7	Bachelor (pass)	- Broad and coherent knowledge with depth in the underlying principles and concepts in one or more disciplines.	3-4 years following a senior secondary certificate or with comparable evidence of academic ability and preparedness.
		Bachelor (graduate entry)		2-3 years following completion of a bachelor degree.
Cycle 2	8	Bachelor Honours	- Advanced knowledge in one or more disciplines, including of research principles and methods. - Ability to plan and execute independent research or project work.	1 year (may also be embedded in a bachelor degree as an additional year).
		Graduate Certificate	- Acquisition and application of specialised or advanced knowledge and skills in a particular discipline or professional area.	0.5 to 1 year following a bachelor degree.
		Graduate Diploma		1 to 2 years following a bachelor degree.
	9	Masters by Research	- Knowledge of developments in a discipline or professional area, including of research principles and methods. - Planning and execution of a substantial piece of research.	Prior quals. in the same discipline: - 1½ years following a level 7 qual.; or - 1 year following a level 8 qualification.
		Masters by Coursework	- Knowledge of developments in a discipline or professional area, including of research principles and methods. - Planning and execution of a substantial research project, capstone experience or piece of scholarship.	Prior quals. in a different discipline: - 2 years following a level 7 qual.; or - 1½ years following a level 8 qual.
Cycle 3	10	Masters (Extended)	- Extended knowledge of developments in a discipline and its professional practice, including of research principles and methods. - Planning and execution of a substantial research, capstone or professionally focussed project.	3 – 4 years following completion of a level 7 qualification.
		Doctorate by Coursework*		
		Doctorate by Research	- Knowledge at the frontier of a field, including of research principles and methods. - Presentation of cogently prepared original research for external examination against international standards.	3 – 4 years (prior completion of the equivalent of a level 8 or 9 qualification is a typical prerequisite).

(Sources: Bologna Working Group on Qualifications Frameworks, 2005, pp.193-197; Australian Qualifications Framework Council, 2011, p.4; DEEWR, 2011c)
* Coursework doctorates are defined as cycle 3 doctoral degrees where they meet or exceed the independent research requirements and the appropriate prerequisites for a level 10 qualification, and are otherwise classified as a cycle 2 level 9 qualification.



'Advancing Quality': Australia's new Regulatory Framework

Australian Higher Education Regulatory and Quality Arrangements



Source: DEEWR (2011). *Tertiary Education Quality and Standards Agency (Overview)*. Available at www.deewr.gov.au/HigherEducation/Policy/teqsa/Pages/Overview.aspx



Section 1- Overview of Australian Higher Education

Key elements:

- Relevant agencies
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Australian Higher education program funding

Category	Sub-category	Description	\$ Millions
Teaching grants (~\$5.1bn)	Commonwealth Grants Scheme	Funding based on the number of supported domestic student places. Program uncapped from 2012. See section 4.2.1 for more detail	\$5,065 ¹
Loan costs (~\$1.2bn) (Distinct from new loans of ~\$3.4 billion)	Carrying cost	The cost of providing a real-interest-free loan. See section 4.2.24.2.1. Calculations based on difference between government 10 year bond rate and CPI	\$511 ¹¹¹
	Addition to doubtful debt	A proportion of loans are expected to never be repaid. See section 4.2.2. Calculations based on difference between 2010-11 and 2009-10 doubtful debt	\$524 ¹¹¹
	Up-front discount	Discount paid by government on behalf of students who pay up-front	\$107 ¹¹¹
Income support for students (~\$1.8bn)	Early repayment bonus	Bonus for students who repay their debt ahead of schedule	\$20 ¹¹¹
	Aus. Postgrad. Awards	Living expense support for postgraduate students. See section 4.2.3	\$183 ²
	Youth Allowance	Living expense support for students aged 16-24. See section 4.2.3	\$1,330 ³
	Austudy	Living expense support for students aged 25 or more. See section 4.2.3	\$226 ³
Research grants (\$2.5bn, not including 'other recurrent grants')	Abstudy	Support for living expenses for Indigenous students. See section 4.2.3	\$27 ⁴
	Competitive research grants	ARC – see section 4.2.4 NHMRC – see section 4.2.4	\$709 ² \$536 ²²
	Performance-based block research grants	Research training and general research funding. Funding is based on research activity. See section 4.2.4	\$1,278 ²
	Other recurrent grants	For example, equity, national institutes	\$383 ¹
Total			\$10,899

Notes: ¹2010-11; ²Calendar 2010; ³2009-10; ⁴2009. Figures are in current dollars. Table does not include tax deductions for self-education or donations, nor does the table include State and Local Government spending.

Sources: ¹DEEWR (2011a); ¹¹DEEWR (2009a); ¹¹¹DEEWR (2011b); ²DIISR (2011-12); ²²NHMRC (2011); ³Youth Allowance figures are a special data request from DEEWR; ⁴Austudy and Abstudy figures are derived from DEEWR (2011a), and weighted by the split in recipients between higher and vocational education.

This table shows the major higher education subsidies from the Australian Federal Government for 2010-11 (From Norton, 2012).

This summarised the main recurrent public subsidies to higher education excluding capital grants (which roughly amount to an additional \$550 million) (for full details see Norton, 2012, p.35).



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Program funding - The Commonwealth Grants Scheme

The Commonwealth Grants Scheme: Explained

The Commonwealth Grant Scheme (CGS) supports the provision of undergraduate and some coursework postgraduate higher education places for domestic higher education students.

Higher education providers listed in Table A of the Higher Education Support act (HESA) receive the majority of CGS funding. Each higher education provider receiving funds under the CGS must enter into a funding agreement with the Government (now known as 'Compacts'). They must also meet a range of other conditions described under HESA.



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Program funding - The Commonwealth Grants Scheme

Some related questions:

- ***What is 'base funding'?***
- ***What is a 'CSP'?***
- ***What is a 'demand driven' system?***

In one sentence?

'Base funding' refers to funding for universities supported through the current **Commonwealth Grants Scheme (CGS)** in the form of **Commonwealth Supported Places (CSPs)**, which from 2012 will be allocated to institutions on a **'demand driven'** basis.



Program funding - The Commonwealth Grants Scheme

More on base funding in a demand-driven system

- Base funding is delivered through what is effectively a tuition support framework through 'CSPs'.
- 'Base funding' refers to funding for teaching and base research capability in 'appropriately resourced' facilities, and is therefore regarded as supporting teaching, research and capital development to an acceptable minimum standard system-wide.
- Given the current regulatory arrangements for student enrolments, this covers domestic undergraduate and some Commonwealth Supported coursework postgraduate places. It does not cover international students, fee paying coursework postgraduate or research higher degrees.
- A move to a 'demand driven' system therefore only applies to domestic undergraduate students, as CSPs are not used for research higher degrees, and both domestic coursework postgraduate and all international enrolments are effectively 'demand-driven' already, as they are both effectively deregulated.
- The CGS effectively uses student enrolments as an indicator for the resource needs of each institution. This has the effect of directing funding to institutions in line with scale, and lends some transparency to the relative proportion of the costs of education shared between students and the Australian Government.



CGS funding via CSPs

The following table shows the total CSP amount payable to providers per EFTSL (including both Commonwealth contribution and maximum annual student contribution amounts).

Band	Funding cluster	2012	2013	2014	2015	2016
1	2 Humanities	\$10,816	\$11,227	\$11,654	\$12,096	\$12,556
3	1 Law, Accounting, Administration, Economics, Commerce	\$11,286	\$11,715	\$12,160	\$12,622	\$13,102
Nat Priority	3 Mathematics & Statistics	\$13,662	\$14,181	\$14,720	\$15,279	\$15,860
1	3 Behavioural Science, Social Studies	\$14,790	\$15,352	\$15,935	\$16,541	\$17,169
1	4 Education	\$15,160	\$15,736	\$16,334	\$16,955	\$17,599
1	5 Clinical Psychology, Foreign Languages, Visual and Performing Arts	\$16,891	\$17,533	\$18,199	\$18,891	\$19,609
2	3 Computing, Built Environment, Other Health	\$17,192	\$17,845	\$18,523	\$19,227	\$19,958
1	6 Nursing	\$18,200	\$18,892	\$19,609	\$20,355	\$21,128
2	5 Allied Health	\$19,293	\$20,026	\$20,787	\$21,577	\$22,397
Nat Priority	7 Science	\$20,503	\$21,282	\$22,091	\$22,930	\$23,802
2	7 Engineering Surveying	\$24,033	\$24,946	\$25,894	\$26,878	\$27,900
2	8 Agriculture	\$28,334	\$29,411	\$30,528	\$31,688	\$32,893
3	8 Dentistry, Medicine, Veterinary Science	\$29,709	\$30,838	\$32,010	\$33,226	\$34,489

Sources:
 DEEWR (2011). Higher Education Report 2009. Canberra, Australia: Department of Education Employment and Workplace Relations, Commonwealth of Australia.
 DEEWR (2011). Commonwealth Grant Scheme funding cluster amounts for 2012. Canberra, Australia: Department of Education, Employment and Workplace Relations (DEEWR). Available at <http://www.deewr.gov.au/HigherEducation/Resources/Documents/Rates2012.pdf>.
 Higher Education Support Amendment (Indexation) Bill 2010, (2010). Available at <http://www.comlaw.gov.au/Details/C2010B00078/>.



CGS funding via CSPs

Maximum student contribution amount – Projections on current arrangements (per EFTSL)

Band	Funding cluster	2012	2013	2014	2015	2016
3	1 Law, Accounting, Administration, Economics, Commerce	\$9,425	\$ 9,783	\$10,155	\$10,541	\$10,941
1	2 Humanities	\$5,648	\$ 5,863	\$ 6,085	\$ 6,317	\$ 6,557
2	3 Computing, Built Environment, Other Health	\$8,050	\$ 8,356	\$ 8,673	\$ 9,003	\$ 9,345
1	3 Behavioural Science, Social Studies	\$5,648	\$ 5,863	\$ 6,085	\$ 6,317	\$ 6,557
Nat Priority	3 Mathematics & Statistics	\$4,520	\$ 4,692	\$ 4,870	\$ 5,055	\$ 5,247
1	4 Education	\$5,648	\$ 5,863	\$ 6,085	\$ 6,317	\$ 6,557
2	5 Allied Health	\$8,050	\$ 8,356	\$ 8,673	\$ 9,003	\$ 9,345
1	5 Clinical Psychology, Foreign Languages, Visual and Performing Arts	\$5,648	\$ 5,863	\$ 6,085	\$ 6,317	\$ 6,557
1	6 Nursing	\$5,648	\$ 5,863	\$ 6,085	\$ 6,317	\$ 6,557
2	7 Engineering Surveying	\$8,050	\$ 8,356	\$ 8,673	\$ 9,003	\$ 9,345
Nat Priority	7 Science	\$4,520	\$ 4,692	\$ 4,870	\$ 5,055	\$ 5,247
3	8 Dentistry, Medicine, Veterinary Science	\$9,425	\$ 9,783	\$10,155	\$10,541	\$10,941
2	8 Agriculture	\$8,050	\$ 8,356	\$ 8,673	\$ 9,003	\$ 9,345

Sources:
 DEEWR (2011). Higher Education Report 2009. Canberra, Australia: Department of Education Employment and Workplace Relations, Commonwealth of Australia.
 DEEWR (2011). Commonwealth Grant Scheme funding cluster amounts for 2012. Canberra, Australia: Department of Education, Employment and Workplace Relations (DEEWR). Available at <http://www.deewr.gov.au/HigherEducation/Resources/Documents/Rates2012.pdf>.
 Higher Education Support Amendment (Indexation) Bill 2010, (2010). Available at <http://www.comlaw.gov.au/Details/C2010B00078/>.



Proposed changes to CSP funding

Student Contribution Proportion of the total annual CSP payable per EFTSL Based on Lomax-Smith Recommendation 23 (Lomax-Smith, 2011).

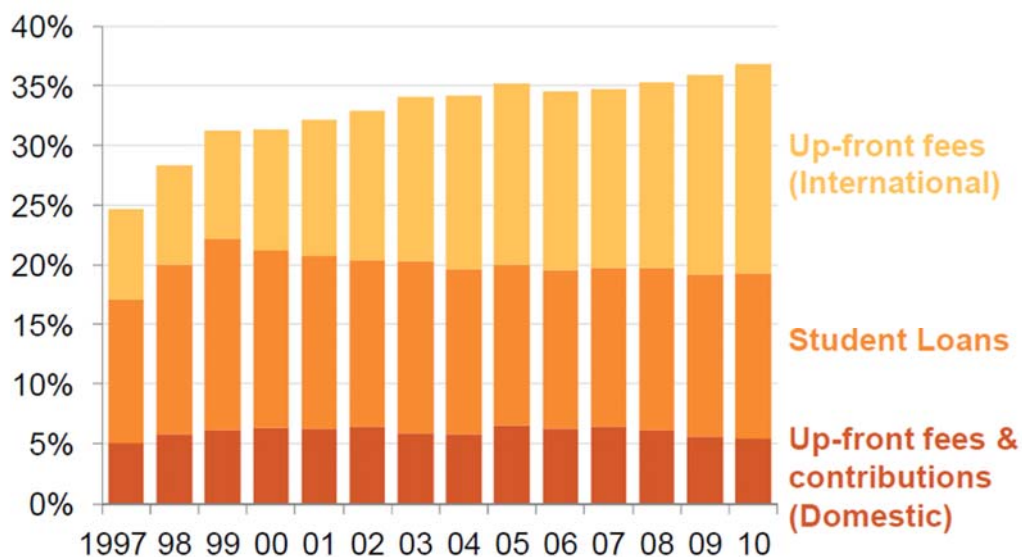
Band	Funding cluster	Commonwealth (60%)			Student (40%)		
		Curr contrib	change %	impact %	Curr contrib	change %	impact %
1	2 Humanities	48%	+12%	+26%	52%	-12%	-23%
3	1 Law, Accounting, Administration, Economics, Commerce	16%	+44%	+264%	84%	-44%	-52%
Nat Priority	3 Mathematics & Statistics	67%	-7%	-10%	33%	+7%	+21%
1	3 Behavioural Science, Social Studies	62%	-2%	-3%	38%	+2%	+5%
1	4 Education	63%	-3%	-4%	37%	+3%	+7%
1	5 Clinical Psychology, Foreign Languages, Visual and Performing Arts	67%	-7%	-10%	33%	+7%	+20%
2	3 Computing, Built Environment, Other Health	53%	+7%	+13%	47%	-7%	-15%
1	6 Nursing	69%	-9%	-13%	31%	+9%	+29%
2	5 Allied Health	58%	+2%	+3%	42%	-2%	-4%
Nat Priority	7 Science	78%	-18%	-23%	22%	+18%	+81%
2	7 Engineering Surveying	67%	-7%	-10%	33%	+7%	+19%
2	8 Agriculture	72%	-12%	-16%	28%	+12%	+41%
3	8 Dentistry, Medicine, Veterinary Science	68%	-8%	-12%	32%	+8%	+26%

Sources:
 DEEWR (2011). Higher Education Report 2009. Canberra, Australia: Department of Education Employment and Workplace Relations, Commonwealth of Australia.
 DEEWR (2011). Commonwealth Grant Scheme funding cluster amounts for 2012. Canberra, Australia: Department of Education, Employment and Workplace Relations (DEEWR). Available at <http://www.deewr.gov.au/HigherEducation/Resources/Documents/Rates2012.pdf>.
 Higher Education Support Amendment (Indexation) Bill 2010, (2010). Available at <http://www.comlaw.gov.au/Details/C2010B00078/>.
 Lomax-Smith, J., Watson, L., & Webster, B. (2011). Higher Education Base Funding Review: Final Report. Canberra, Australia: Department of Education, Employment and Workplace Relations. Available at http://www.deewr.gov.au/HigherEducation/Policy/BaseReview/Documents/HigherEd_FundingReviewReport.pdf.



Proposed changes to CSP funding

Proportion of University Revenue From Student Fees (from Norton, 2012)



Note: Does not include 'other fees and charges'

Source: DEEWR (1998-2011)



Section 1- Overview of Australian Higher Education

Key elements:

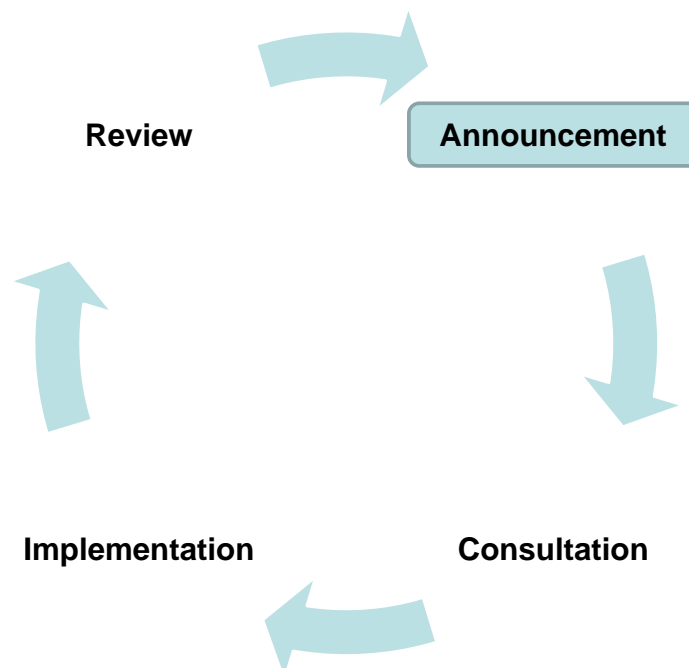
- Relevant agencies
- Legislative and Regulatory Framework
- Program funding

Key processes:

- The policy cycle



Phases in the policy cycle



The policy cycle - Policy announcements

There are three main 'triggers' for policy announcements:

- Federal election campaigns (roughly every 3+ years)
- Federal Budgets (annually each May)
- The release of a report from a review

Federal election campaigns

Broad policy undertakings (such as calls for an 'education revolution') are much more likely to feature in election campaigns than detailed policy announcements. Substantive reforms are therefore more likely to be announced in response to the report of a review, or to coincide with the annual Federal Budget.



The policy cycle - Budget announcements

The Budget Challenge:

The challenge of balancing the responsible management of the business of Government with the political imperative to strike a chord with the electorate (or segments thereof) through funding things (☺) or not funding things (☹).

Tensions:

The need for 'top-spin': Responsible management vs. 'shock and awe' budget announcements.

Drivers:

- Stated policy priorities of Government
- Political risk appetite
- Electoral environment
- Economic outlook
- Impact of previous policies
- Success of policy *influencers*

And of course, the over-arching political imperative: **re-election**



The policy cycle - Budget announcements

“Tough Budgets” are definitely in vogue;



Wayne Swan
2008-curr



Peter Costello
1997-2007



John Dawkins
1991-1993



Paul Keating
1983-1991



John Howard 1977-1983



Phillip Lynch 1975-1977



Jim Cairns 1974-1975

perhaps they never went out of style....



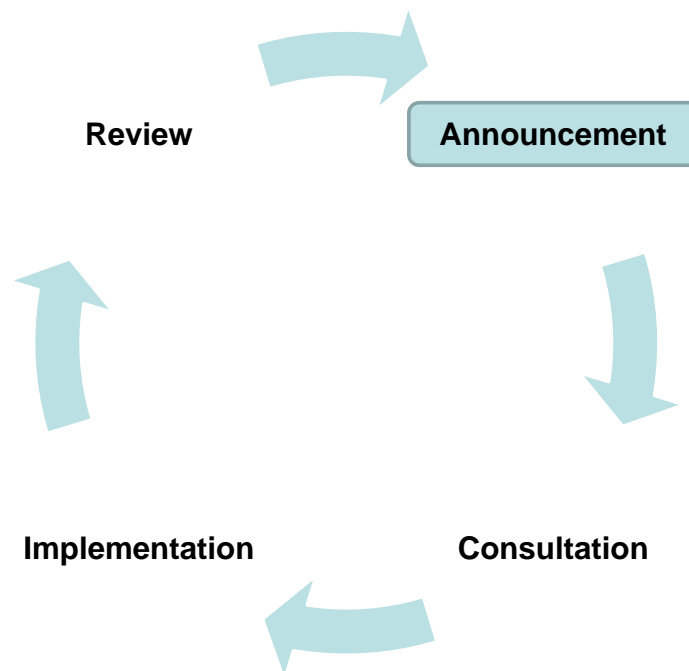
The policy cycle - Budget announcements



- The Australian Federal Budget has become the most prominent means for translating policy into programs.
- It's also the principle means of adjusting or renewing existing programs, and is also used for responding to major reviews.
- Budget announcements are sometimes represented as new commitments where they are in fact repackaged programs, rebranded schemes or existing programs renewed under a different name.
- There is therefore limited scope for “out of the blue” Budget announcements, as in practice there may be implementation problems where there is poor alignment between announcements and existing policies and programs.



Phases in the policy cycle



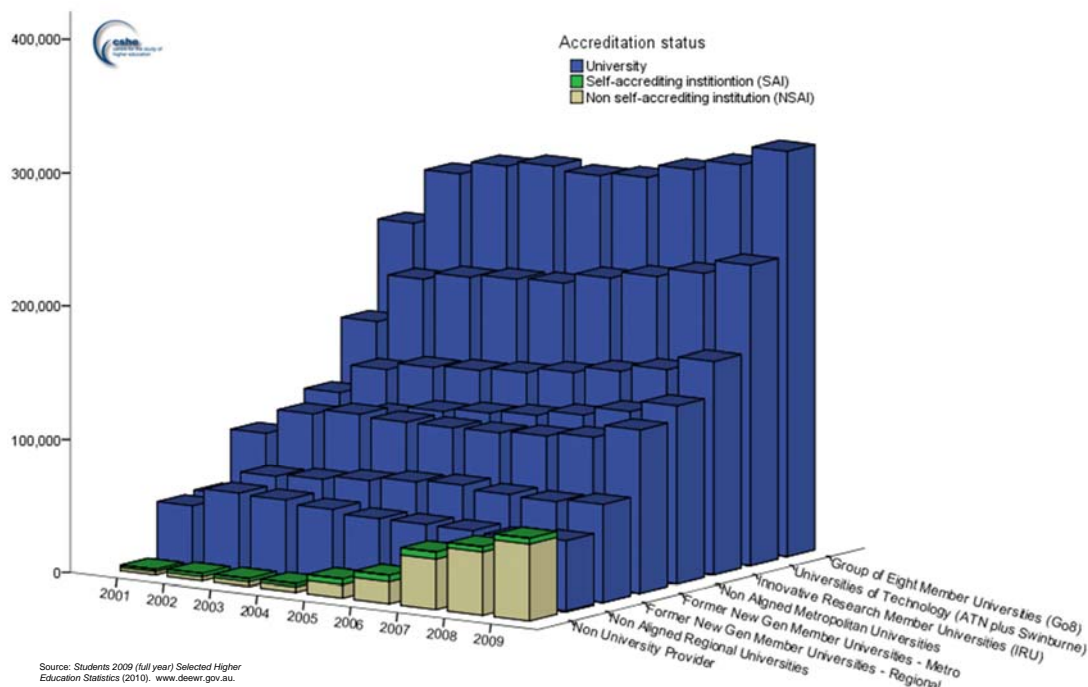
Phases in the policy cycle - Consultation

The main stakeholders in higher education reform include:

- Education Minister
- Government Department(s) and other agencies
- Opposition parties
- Higher education providers
- Representative organisations
 - University lobby groups
 - Staff union
 - Student associations
- Media outlets

All Higher Education Providers in Australia

Higher Education Enrolments 2001 – 2009 by accreditation status and group



Higher Education Providers in Australia 'Listed' in HESA

Table A providers:

Central Queensland Uni.	Monash University	The University of Queensland	University of Southern Queensland
Charles Darwin University	Murdoch University	The University of Sydney	University of Tasmania
Charles Sturt University	Queensland University of Tech	The Uni. of Western Australia	University of Technology, Sydney
Curtin University of Tech	Royal Melbourne Institute of Tech	University of Ballarat	University of the Sunshine Coast
Deakin University	Southern Cross University	University of Canberra	University of Western Sydney
Edith Cowan University	Swinburne University of Tech	University of Newcastle	University of Wollongong
Griffith University	The Australian National University	University of New England	Victoria University
James Cook University	The Flinders University of SA	University of New South Wales	Australian Catholic University
La Trobe University	The University of Adelaide	University of South Australia	Batchelor Inst. of Indigenous Tertiary Ed
Macquarie University	The University of Melbourne		

Table B providers:

Bond University
The University of Notre Dame Australia
Melbourne College of Divinity

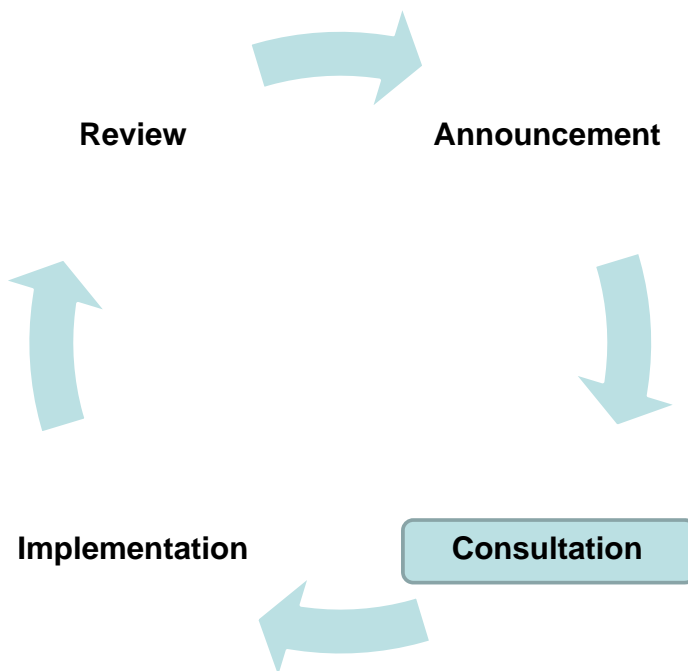
Table C providers:

Carnegie Mellon University (a non-profit organisation established under Pennsylvania law)
University College London (a non-profit organisation established under United Kingdom law)

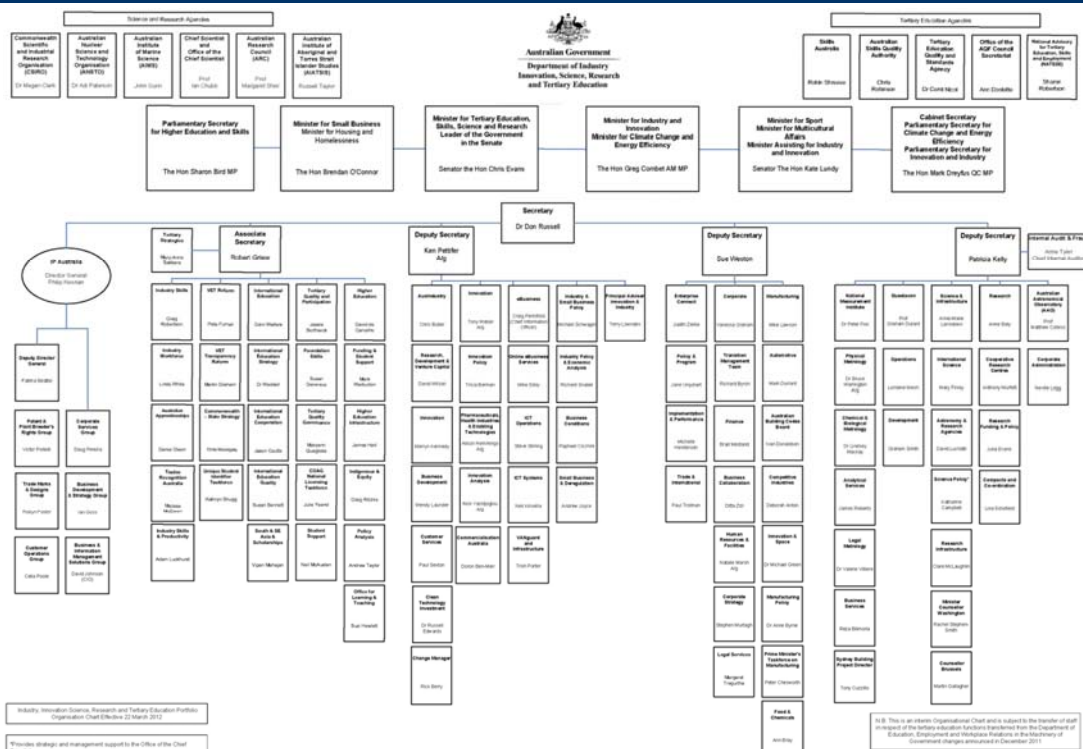
Source: Higher Education Support Act 2003, (Cwth) 149 (2011).
Available at <http://www.comlaw.gov.au/Current/C2011C00408>.



Phases in the policy cycle



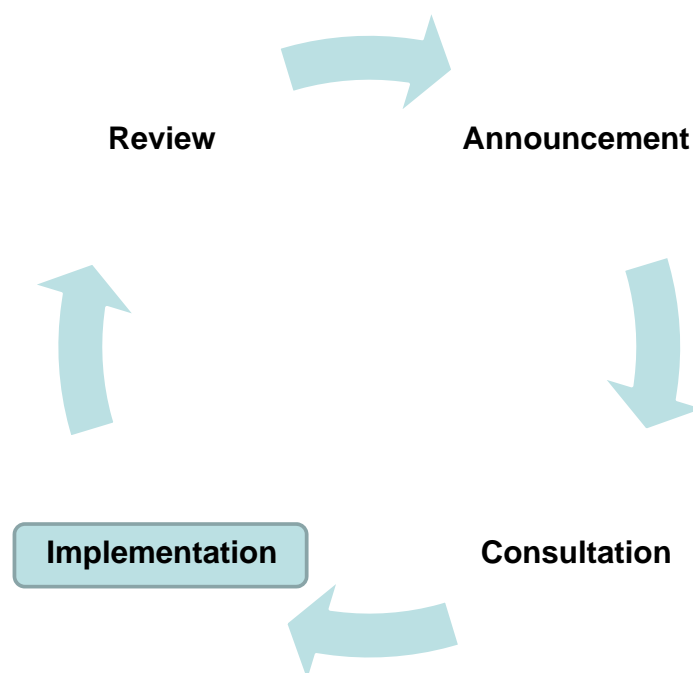
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Source: DIISRT (2012), Departmental Organisational Chart, Canberra, Australia, Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRT), Available at www.innovation.gov.au/AboutUs/OurOrganisation/Pages/default.aspx.



Phases in the policy cycle



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The role of review in the policy 'pipeline'

Selected Higher Education and Related Reviews and Inquiries 2008 – 2010

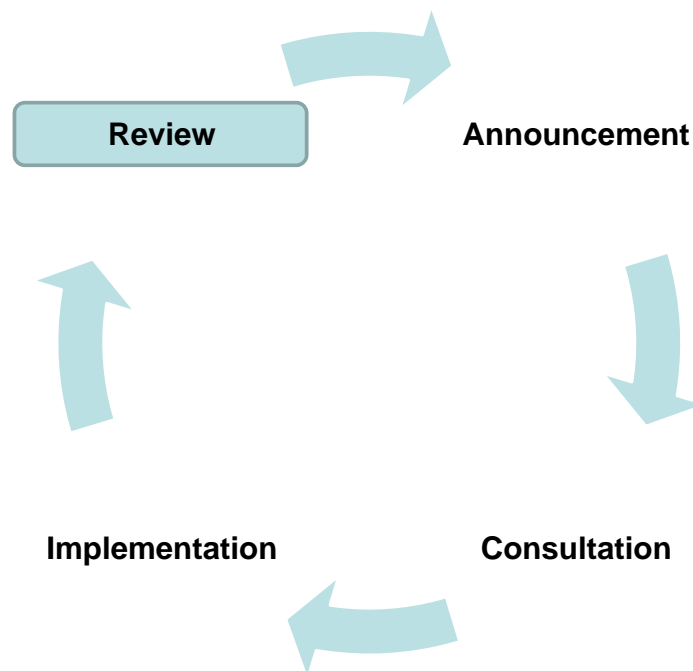
Short Title	Announced	Reported		Gov Response	
		Report	Date	Report	Date
Bradley Review	13/03/2008	Final Report	17/12/2008	Transf. Aust. HE.	12/05/2009
Innovation Review	22/01/2008	Venturous Australia	9/09/2008	Powering Ideas	12/05/2009
CRC Review	22/01/2008	Collaborating to a Purpose	5/08/2008		
House of Reps Research Training Inquiry	29/04/2008	Interim Report	24/10/2008	Gov Response	18/09/2009
		Building Australia's Research Capacity	2/12/2008	DIISR Research W/force Discussion Paper	(in process)
				(pending)	
International Research Collaboration	25/11/2009	Australia's International Research Collaboration	22/06/2010	(pending)	
International Student Welfare Inquiry	17/06/2009	Final Report	26/11/2009	(pending - see also Baird Rev, COAG Strategy & ESOS Bills)	
Baird Review	8/08/2009	Interim Report	3/12/2009	(first part of response)	23/06/2010
		Stronger, simpler, smarter ESOS: supporting international students	9/03/2010		
Migration Disability Inquiry	13/10/2009	Enabling Australia	21/06/2010	(pending)	
ESOS Re-Registration Bill	20/08/2009	Final Report	16/10/2009	Bill passed	22/02/2010

Source: Palmer, N. (2010). *The 2010 Federal Election and Postgraduates*. Carlton, Vic: Council of Australian Postgraduate Associations (CAPA). Available at <http://www.capa.edu.au/briefingpaper/2010/2010-federal-election-and-postgraduates>.



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Phases in the policy cycle



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- Relevant agencies
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- Program funding

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Conclusion:

In practice - the nature of higher education systems comes down to three things:

- The kind of providers you can have;
- The kind of courses you can enrol; and
- Where the money comes from (and what you need to do to get it).



Overview

This seminar will be in workshop format and tailored to those relatively new to the Australian higher education policy environment. It may also be of interest for those already familiar with these issues who are interested in revisiting some of the basics in an interactive workshop environment.

It is presented in two parts:

Section 1: Overview of Higher Education Policy and Practice in Australia

Section 2: Workshop exercise



Section 2: Workshop exercise

1. Go around your table and introduce yourselves to one-another, and perhaps outline your experience with higher education systems (i.e. where you may have studied or worked).
2. Open the envelopes on your table and review the instructions.



Section 2: Workshop exercise

Rules

- Each participant must assume at least one role (but may hold more than one).

Materials

- Role Summary
- Scenario overview and objectives
- Option cards

Objective

- Your objective is to collect option cards that match with your objectives. Objectives are scored and the group with the highest score wins.



Section 2: Workshop exercise

Evaluation:

- What were the key conclusions from the perspective of your stakeholder group?
- To what extent did the way that scenario unfolded fit with your experience of higher education systems? How was it different?



Australian Higher Education Policy and Practice

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