

3

Teaching and learning
allocations – 2004

3

Funded student places and base operating grants – 2004

Grants and places to institutions

Commonwealth Grant Scheme

From 2005, higher education providers will be funded for teaching activities under the Commonwealth Grant Scheme (CGS). Grants will be paid to higher education providers listed in table A of the *Higher Education Support Act 2003* (HESA) for a specified number of Australian Government supported places each year, distributed across 12 funding clusters based on disciplines. Students will pay a student contribution in a range from \$0 to the maximum student contribution amount specified in the HESA. The specified amounts allow for a 25% increase for all courses except in nursing and teaching, identified as national priority areas.

The funding for some places will attract a loading payable to the provider by the Australian Government. These include:

- a regional loading from 2004, payable for some Australian Government supported student places at eligible regional campuses (as specified in the CGS Guidelines);
- an enabling loading from 2005, payable for Australian Government supported student places in enabling courses; and
- a medical student loading payable for Australian Government supported medical student places –this replaces the teaching hospital grants under the current operating grant funding.

The Australian Government will hold discussions with each university annually on the allocation of places, their distribution and the funding payable to be specified in the funding agreement.

Regional Loading

Under the Commonwealth Grants Scheme (CGS) funding will be provided for regional campuses through the regional loading starting in 2004. This will provide \$146 million in funding over five years. A regional campus will be defined as a campus located outside a mainland capital city other than Darwin and in a population centre with fewer than 250,000 people (with the exception of Wollongong).

Having satisfied the initial test of regionality, a campus would be recognised within one of five bands, established according to two criteria: distance from the closest mainland state capital; and size of institution. The loading will be applied according to the number of equivalent full time student load (EFTSL) provided at regional campuses. In 2004, \$27.6 million is being allocated for regional campuses across Australia.

Nursing places, nursing practicum and medical places

In September 2003, the Minister for Education Science and Training, Dr Brendan Nelson, announced the allocation of the 210 nursing places (pipelining to 574) to the regional campuses of Table A providers. Funding of \$17.1 million will be provided over the next four years for these places (\$23.2 million over five years).

- In 2004 \$9.76 million is being allocated to universities across Australia towards the costs of providing the nursing practicum, on the basis of nursing EFTSL. From 2005 this component of the new funding arrangements will be rolled into the cluster amounts paid for each nursing EFTSL.

The Government also announced the addition of 234 new medical places provided under Medicare2Plus package (pipelining to 1170 by 2008).

Table 3.1: Australian Government fully funded places by institution, 2004^(a)

State/Institution	Student Places ^(b) 2004	Undergraduate 2004
New South Wales		
Charles Sturt University	9 705	9 105
Macquarie University	9 805	9 375
Southern Cross University	5 250	5 090
University of New England	7 355	6 485
University of New South Wales	16 015	14 990
University of Newcastle	11 755	11 495
University of Sydney	21 485	20 605
University of Technology Sydney	12 750	11 570
University of Western Sydney	17 945	17 120
University of Wollongong	7 765	7 385
Avondale College ^(c)	235	
Victoria		
Deakin University	13 545	12 995
La Trobe University	14 190	13 260
Monash University	21 610	20 115
Royal Melbourne Institute of Technology	13 360	13 070
Swinburne University of Technology	5 120	5 115
The University of Melbourne	18 565	17 225
University of Ballarat	3 180	3 085
Victoria University of Technology	9 370	8 570
Queensland		
Central Queensland University	6 795	6 495
Griffith University	16 080	15 740
James Cook University	7 965	7 850
Queensland University of Technology	19 410	18 010
The University of Queensland	19 400	18 820
University of Southern Queensland	7 050	6 650
University of the Sunshine Coast	2 175	2 175
Western Australia		
Curtin University of Technology	12 405	11 825
Edith Cowan University	11 225	10 720
Murdoch University	6 120	5 855
The University of Notre Dame Australia	400	395
The University of Western Australia	9 175	9 020
South Australia		
The Flinders University of South Australia	7 305	7 240
The University of Adelaide	8 795	8 545
University of South Australia	13 930	13 265
Tasmania		
Australian Maritime College ^(c)	570	
University of Tasmania	8 720	8 525
Northern Territory		
Batchelor Institute of Indigenous Tertiary Education ^(c)	500	
Charles Darwin University (formerly Northern Territory University)	2 570	2 275

Table 3.1: Australian Government fully funded places by institution, 2004^(a) (cont)

State/Institution	Student Places ^(b) 2004	Undergraduate 2004
Australian Capital Territory		
The Australian National University	6 055	6 030
University of Canberra	5 285	5 010
Multi-State		
Australian Catholic University	6 400	5 870
Total	397 335	376 970

(a) Australian Government fully funded student places are expressed as equivalent full-time student units.

(b) Total Australian Government fully funded places excluding Research Training Scheme places and marginally funded places.

(c) An undergraduate fully funded level (target) is not set for the Australian Maritime College, Batchelor Institute of Indigenous Tertiary Education, Avondale College and Marcus Oldham College.

The number of Australian Government fully funded places will increase in 2004. In 2004 there will be 29 910 more fully funded undergraduate places than in 1995 and 2360 more than in 2003.

The major source for the increase in fully funded places is the pipeline of the new places provided in 2002 under Backing Australia's Ability and the new regional places announced in the 2001–2002 Budget. Further places will become available in 2004–05 under the higher education reform package.

Variations for 2004

The Australian Government has agreed to the following variations to the fully funded levels for 2004.

- The University of Western Australia has received approval to convert six undergraduate places to postgraduate places in 2004 and a further four undergraduate places to postgraduate places in 2005 at its Albany Campus. The additional postgraduate places will facilitate the development of postgraduate coursework programmes of particular relevance to the Albany region.

- Macquarie University has received approval to convert 300 postgraduate places to undergraduate places. The additional undergraduate places will assist in satisfying demand for undergraduate HECS places.

The target number of total fully funded places, the minimum number of fully funded undergraduate places and the associated base operating grant (excluding marginally funded and HECS-exempt higher degree research places and funds under the Workplace Reform Programme) for each institution are shown in Tables 3.1 and 3.2 (Note that the fully funded places following do not include any of the new places detailed in the higher education reforms).

Table 3.2: Total Australian Government fully funded places and base operating grant by institution, 2004

State/Institution	Student Places ^(a) 2004	Operating Grant ^(b) 2004 \$'000
New South Wales		
Charles Sturt University	9 705	108 826
Macquarie University	9 805	100 731
Southern Cross University	5 250	57 329
University of New England	7 355	85 256
University of New South Wales	16 015	199 963
University of Newcastle	11 755	138 117
University of Sydney	21 485	263 632
University of Technology Sydney	12 750	146 702
University of Western Sydney	17 945	205 421
University of Wollongong	7 765	90 621
Avondale College	235	1 875
Victoria		
Deakin University	13 545	151 138
La Trobe University	14 190	163 183
Monash University	21 610	249 355
Royal Melbourne Institute of Technology	13 360	156 674
Swinburne University of Technology	5 120	63 592
The University of Melbourne	18 565	228 006
University of Ballarat	3 180	37 727
Victoria University of Technology	9 370	107 002
Queensland		
Central Queensland University	6 795	80 961
Griffith University	16 080	180 553
James Cook University	7 965	99 382
Queensland University of Technology	19 410	215 471
The University of Queensland	19 400	240 016
University of Southern Queensland	7 050	76 428
University of the Sunshine Coast	2 175	24 837
Western Australia		
Curtin University of Technology	12 405	147 981
Edith Cowan University	11 225	118 917
Murdoch University	6 120	73 530
The University of Notre Dame Australia	400	4 709
The University of Western Australia	9 175	106 734
South Australia		
The Flinders University of South Australia	7 305	85 363
The University of Adelaide	8 795	107 325
University of South Australia	13 930	158 169

Table 3.2: Total Australian Government fully funded places and base operating grant by institution, 2004 (cont.)

State/Institution	Student Places ^(a) 2004	Operating Grant ^(b) 2004 \$'000
Tasmania		
Australian Maritime College	570	11 764
University of Tasmania	8 720	105 705
Northern Territory		
Batchelor Institute of Indigenous Tertiary Education	500	11 300
Charles Darwin University (formerly Northern Territory (Uni.))	2 570	38 369
Australian Capital Territory		
The Australian National University	6 055	213 522
University of Canberra	5 285	56 723
Multi-State		
Australian Catholic University	6 400	71 814
Total	397 335	4 784 726

(a) Total Australian Government fully funded places excluding Research Training Scheme places and marginally funded places. Australian Government fully funded student places are expressed as equivalent full-time student units.

Medical rural bonded scholarships

In the 2000–2001 Budget, the Government announced an additional 100 student places to be filled by medical students under a new bonded scholarship scheme to increase the number of doctors in rural Australia. The full 100 bonded scholarships valued at \$20 000 per annum (taxable) were offered to students in 2001. On completion of basic medical training (including a hospital intern year and postgraduate training; that is, GP or specialist), these students will be expected to serve as doctors for a six-year period in rural Australia. Upon commencing practice in a rural area, students offered bonded scholarships will be granted restricted Medicare provider numbers for six years.

Details of the allocations of commencing student places for 2004 are set out in Table 3.3.

Table 3.3: Medical rural bonded scholarship places by institution, 2004

State/Institution	2004
New South Wales	
University of New South Wales	10
University of Newcastle	5
University of Sydney	11
Victoria	
Monash University	9
The University of Melbourne	11
Queensland	
James Cook University	5
The University of Queensland	17
Western Australia	
The University of Western Australia	11
South Australia	
The Flinders University of South Australia	5
The University of Adelaide	6
Tasmania	
University of Tasmania	5
Australian Capital Territory	
The Australian National University	5
Total	100

Students contributions, loans and fees

Higher Education Contribution Scheme

Since 1989, Australian students in an Australian Government-funded higher education place have generally been required to contribute to the cost of their education through the Higher Education Contribution Scheme (HECS). The main exceptions are students who have been granted a HECS-exempt place under the Research Training Scheme (RTS) and students in an enabling course. In 2003, there were 543 332 HECS-liable students studying at Australian Government-funded higher education institutions.

Student Learning Entitlement

Under the higher education reform package, students will still be required to contribute to the cost of their education if they are studying in an Australian Government-supported place. However, in order to access an Australian Government-supported place, students will be required to have sufficient Student Learning Entitlement (SLE). Students will receive SLE from 1 January 2005, providing them with access to an Australian Government-supported place for the equivalent of seven years of full-time study. Additional SLE will also be 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.

The SLE's aim is to provide greater opportunities for more students to gain access to an Australian Government supported place as new entrants occupy places freed up by students who have consumed their SLE.

A key equity feature of the HECS system is that payment arrangements are based on an individual's capacity to pay. This arrangement means that students are not prevented from participating in higher education by an inability to pay up-front. Students are able to defer their contribution. They are then not required to make payments until their personal income in a financial year exceeds the minimum threshold, which is \$25 348 for the 2003–2004 financial year. The level of payment required above this threshold depends on the person's income. Table 3.4 shows the HECS income thresholds and repayment rates for the 2003–2004 income year.

Higher Education Loan Programme (HELP)

Under the higher education reform package, a new suite of student loans will be introduced called the Higher Education Loan Programme (HELP), which will incorporate the current HECS system and two new loan schemes: Fee Paying HELP (FEE-HELP) to assist domestic students who are paying full fees in public and eligible private higher education institutions, and Overseas Study HELP (OS-HELP) to help undergraduate students who wish to study for part of their degree overseas.

HECS-HELP

The fundamental principles of HECS will remain under the reforms. From 2005, eligible students will be able to obtain a loan for their student contribution through HECS-HELP. As with existing HECS arrangements, students taking out a HECS-HELP loan will not be required to make repayments until their personal income reaches the minimum threshold. This ensures that higher education remains free at the point of entry.

The position of lower income earners will be improved immediately through an increase in the minimum HECS repayment threshold to \$35 000 for the 2004–2005 financial year. Table 3.5 shows the HECS income thresholds and repayment rates for the 2004–2005 income year. The HECS threshold will become the new HELP threshold from 2005–2006 and will be set at \$36 184 in that first year. The minimum HELP repayment threshold will then be indexed in ensuing years in accordance with growth in Average Weekly Earnings (AWE).

More information about the new HELP system and HECS-HELP assistance can be obtained from the DEST website at www.backingaustraliasfuture.gov.au/fact_sheets/5.htm

HECS contributions

Table 3.6 shows actual HECS liabilities, payments and accumulated debt for 1989–1990 to 2001–2002 and projected estimates for 2002–2003 to 2007–2008. The estimates from 1 January 2005 relate to the new HELP system rather than the current arrangements for HECS. Students who choose to pay their contribution up-front in full, or who make a partial up-front payment of \$500 or more, receive a 25 per cent discount on the amount paid. Some students are required to pay up-front without a discount, including certain Australian permanent residents and New Zealand citizens. Around 22 per cent of full-time equivalent HECS-liable students paid their full HECS contribution up-front in 2003 while the remainder deferred all or part of their payment.

Table 3.4: HECS income thresholds and repayment rates, 2003 to 2004

For HECS repayment income in the range (\$)	Rate (%) to be applied to HECS repayment income
Less than 25 348	nil
25 348 to 26 731	3.0
26 732 to 28 805	3.5
28 806 to 33 414	4.0
33 415 to 40 328	4.5
40 329 to 42 447	5.0
42 448 to 45 628	5.5
45 629 and above	6.0

Source: DEST

Table 3.5: HECS income thresholds and repayment rates, 2004 to 2005

For HECS repayment income in the range (\$)	Rate (%) to be applied to HECS repayment income
Less than 35 001	nil
35 001 to 38 987	4.0
38 988 to 42 972	4.5
42 973 to 45 232	5.0
45 233 to 48 621	5.5
48 622 to 52 657	6.0
52 658 to 55 429	6.5
55 430 to 60 971	7.0
60 972 to 64 999	7.5
65 000 and above	8.0

Source: DEST

Table 3.6: Actual and estimated HECS and HELP liabilities, payments and accumulated debt, 1989–1990 to 2005–2006

Year	Students' HECS liabilities (\$m)	Up-front payments made to institutions (\$m)	Voluntary repayments by students (\$m)	Repayments through tax system (\$m)	Accumulated HECS debt as at 30 June (\$m)
1989–1990	527	82	2	9	673
1990–1991	604	91	6	28	1190
1991–1992	763	125	12	49	1749
1992–1993	808	135	11	57	2321
1993–1994	825	131	19	73	2932
1994–1995	888	157	17	304	3354
1995–1996	920	176	32	219	3958
1996–1997	1099	208	58	264	4504
1997–1998	1302	226	67	472	4922
1998–1999	1454	248	73	497	5526
1999–2000	1593	270	80	532	6229
2000–2001	1696	287	98	588	7162
2001–2002	1809	300	135	614	8104
2002–2003 ^(a)	2025	308	137	710	9094
2003–2004 ^(a)	1953	315	140	734	10102
2004–2005 ^(a)	2175	371	143	821	11186

Source: DEST; Australian Taxation Office, 2003.

(a) Estimates.

Note: The estimates from 1 January 2005 relate to the new HELP system rather than the current arrangements for HECS.

When HECS was introduced in 1989 all students were charged a flat rate irrespective of their course of study. In January 1997, a three-tiered system of charges was introduced to reflect the differing cost structure of various courses and the differing potential earning capacity of graduates. The HECS contribution levels for 2004 are:

- \$3768 per annum: arts and humanities; justice, legal studies; social science and behavioural science; visual and performing arts; education; and nursing.
- \$5367 per annum: mathematics and computing; other health sciences; agriculture and renewable resources; built environment and architecture; science; engineering and processing; and administration, business and economics courses.
- \$6283 per annum: law; medicine and medical science; dentistry and dental services; and veterinary science.

Student Contributions and Fee Flexibility

From 2005, the Australian Government will no longer dictate what institutions should charge for their courses. This will introduce some fee flexibility into the higher education sector and promote a more diverse higher education system. Institutions will be able to set student contributions for Australian Government supported places within a range from \$0 to a maximum set by the Australian Government, which is 25 per cent higher than the current HECS contribution rates.

Some students are still entitled to the flat rate of HECS, which in 2004 is \$2830 per annum.

The HECS liability incurred by students in a year includes a substantial amount of Australian Government subsidy associated with HECS arrangements. This subsidy comprises a 25 per cent discount for up-front payments,

a 15 per cent bonus on voluntary repayments, debt write downs due to death, remission of HECS debts due to special circumstances, and the provision for doubtful debt.

Incentives

From 2005, the discount for up-front payments will be reduced from 25 per cent to 20 per cent and the bonus for voluntary repayments will be reduced from 15 per cent to 10 per cent. The retention of these incentives will ensure that the options of up-front payment or early repayment remain attractive to students while allowing more Australian Government funds to be used to support students who are not able to pay their fees up-front.

A student's HECS liability is determined on the census date. Students who withdraw before this date are not required to pay HECS. Students who withdraw after the census date because of special circumstances may apply to have their HECS debt for the semester reduced or removed. If they are not satisfied with the initial decision, they can apply for a review by DEST. If they are dissatisfied with the review decision, they may apply to the Administrative Appeals Tribunal (AAT). If new information is provided to the AAT that was not available to DEST when it reviewed its decision, DEST may reconsider its decision. Table 3.7 shows the number of cases finalised in 2002–2003.

The Higher Education (HECS) Special Account

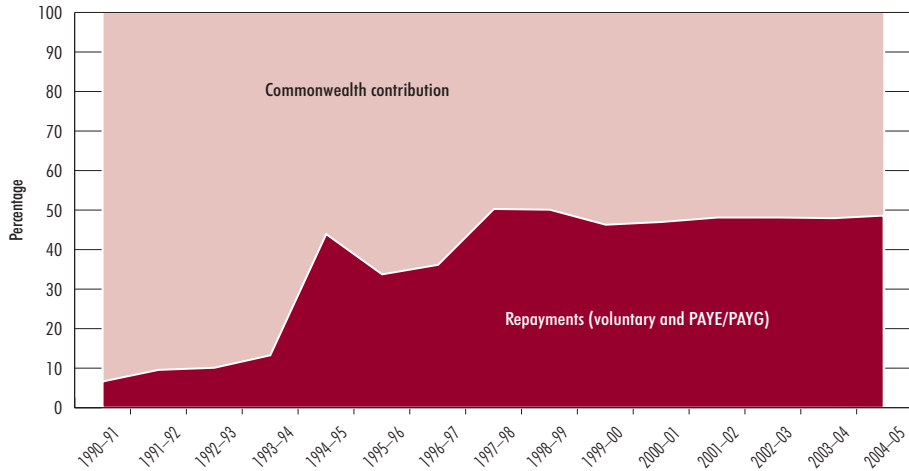
HECS revenue is returned to the higher education system via the Higher Education (HECS) Special Account. The Australian Government contributes the difference between the repayments received and the total HECS payments required to be made to the sector (the latter being total HECS liability minus up-front payments). Figure 3.1 shows repayments of HECS debts and the Australian Government contribution as a percentage of all payments made from the Higher Education (HECS) Special Account and estimated repayments to 2004–2005. For 2002–2003, total student repayments are expected to be around \$847 million. This comprises \$137 million in voluntary repayments and an estimated \$710 million repaid via the taxation system. These repayments represent 49 per cent of the total HECS payments required to be made to the sector. The balance of the payments required to be made were funded from an Australian Government contribution of \$870 million. The accumulated HECS debt at 30 June 2003 was estimated to be \$9.1 billion.

Table 3.7: HECS remission cases finalised, 2002 to 2003

	Initial application	Review by Department	Departmental reconsideration	AAT appeal
Remitted	2097	174	3	–
Not Remitted	911	77	1	–
Cases Not Eligible for Decision	646	22	–	–
Number Finalised	3654	273	4	–

Source: DEST, 2003.

Figure 3.1: Actual repayments, estimated repayments, and the Australian Government contribution as a percentage of the Higher Education (HECS) Special Account, 1990–1991 to 2004–2005^(a)



Source: DEST, 2003.

(a) In 1994-95, the Pay As You Earn (PAYE) system of HECS repayment was introduced whereby additional tax instalment deductions are collected from HECS debtors by the ATO, specifically to cover required HECS payments determined on assessment. In order to reflect the overall operation of HECS, the full transactions relating to HECS are presented in DEST's financial statements as though the additional Tax Instalment Deductions collected through the taxation system are received by this Department. Thus, 1994-95 was the first year where the total HECS receipts collected through the tax system included the additional PAYE tax instalment deductions collected in 1994-95.

Overseas Study – HELP (OS-HELP)

From 2005, eligible students in Australian Government supported places who wish to study overseas will be able to access a loan through OS-HELP to assist them with the associated costs. 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.

Eligible students will be able to borrow up to \$5,000 per six month study period for one or two study periods. A total of 2500 loans will be available in 2005, increasing to 5000 loans in 2006 and 7500 loans in 2007. OS-HELP loans will attract a 20 per cent loan fee. Repayment arrangements for OS-HELP debts will be the same as for HECS-HELP.

More information about OS-HELP can be obtained from the DEST website at www.backingaustraliasfuture.gov.au/fact_sheets/6.htm

Fee-paying domestic undergraduate and postgraduate students

Higher education institutions must provide a minimum number of Australian Government fully funded places from their operating grant. Students in these places generally pay HECS and cannot be charged fees. Higher education institutions may also take on additional students on a HECS liable basis under the marginal funding arrangements. There are various categories of students who are exempt from HECS, the main ones being students in HECS-exempt postgraduate research places.

Higher education institutions may charge students fees provided they are not HECS liable or HECS exempt. Institutions determine their own fee levels for domestic fee-paying students, taking into account course costs and demand. Table 3.8 shows the fee-paying status of domestic student places by level and fee-paying basis. There are a number of rules, discussed

below, which limit the circumstances in which students may be charged fees.

The vast majority of domestic undergraduate students are HECS-liable (around 97 per cent). Since 1998, universities have been able to charge domestic students fees for undergraduate courses, provided that the number of domestic students being charged fees for a particular course does not exceed 25 per cent of the total number of places available for domestic students in that course. Universities must also fill their HECS places before enrolling full fee paying students. In 2003, 27 universities offered 7815 undergraduate fee-paying places for domestic students under this policy. This is an increase of around 20 per cent from 2002.

Domestic postgraduate research students usually have a HECS-exempt place provided under the Research Training Scheme (RTS) but otherwise may pay fees. HECS-liable higher degree research places are currently being phased out.

Domestic postgraduate coursework students usually pay fees. Courses leading to an initial qualification in nursing or teaching, or provisional registration as a medical practitioner, must currently be offered on a HECS-liable basis.

The balance between HECS-liable and fee-paying places has changed significantly over the last decade (see Table 3.9).

Table 3.8: Domestic fee-paying student places^(a) by course level, 2002 and 2003

Fee-paying basis	Undergraduate places		Postgraduate research places		Other postgraduate places		Enabling, non-award and cross-institutional		Total EFTSU	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Undergraduate	6524	7 795	0	0	0	0	12	20	6 536 ^(b)	7 815 ^(b)
Postgraduate ^(c)	0	0	420	469	33 840	38 466	407	421	34 667	39 357
Non-award course	0	0	0	0	0	0	3696	3788	3 696	3 788
Employer funded	1599	1 631	2	2	876	794	14	55	2 491	2 481
Remedial/fast tracking	872	1 069	0	0	1	3	21	23	894	1 095
High degree research students who have exceeded maximum limit	0	0	590	816	0	0	0	0	590	816
Higher degree students where tuition fee fully waived	0	0	1549	2496	0	0	3	2	1 552	2 499
Special courses ^(d)	713	663	2	1	38	42	0	0	754	706
Total	9708	11 157	2562	3784	34 756	39 306	4154	4310	51 179	58 557

Source: DEST, 2003

- (a) A place is one equivalent full-time student unit (EFTSU).
- (b) This total represents the number of undergraduate fee-paying places that are provided by universities under the guidelines issued under section 13(1) of HEFA. The conditions for providing these places include the requirement that students who may be charged fees for a particular undergraduate course do not exceed 25 per cent of total places in that course.
- (c) Includes 564 places from the Australian Film, Television and Radio School, Avondale College; Melbourne College of Divinity; Bond University and the Australian Defence Force Academy in 2002. These places are not included in Table 2.11.
- (d) Special courses provided by Marcus Oldham College, Australian Maritime College and Avondale College.

Table 3.9: Proportion of HECS-liable places to fee-paying postgraduate coursework places, 1996 to 2003

	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
HECS-liable places	69.4	63.6	52.6	42.5	37.4	33.3	28.8	25.1
Fee-paying places	30.6	36.4	47.4	57.5	62.6	66.7	71.2	74.9

Source: DEST, 2003.

From 1 January 2005, higher education providers will be able to increase the number of fee-paying places in a course of study. Currently fee paying places can form a maximum of 25 per cent of the total domestic undergraduate places in a course. This will increase to 35 per cent to enable higher education providers to better respond to student demand in particular areas, and to provide additional educational opportunities and choices for students. These would otherwise not be available.

Higher education providers will be able to offer fee paying places in a course of study in medicine for the first time. The number of these places will be limited under a ministerial determination as agreed with the Minister for Health and Ageing.

PELS is designed to encourage and support people wishing to undertake postgraduate non-research courses as a means of upgrading or acquiring new skills. Eligible students can borrow up to the limit of the tuition fee set by their university for each semester for the duration of their course. The loan does not cover accommodation or other living costs. Eligible students are Australian citizens and some Australian permanent residents.

The deferred payment arrangements are the same as those available under the Higher Education Contribution Scheme (HECS), which is repaid through the taxation system. Debts incurred under PELS are added to any existing HECS debt a person holds and the combined amount is repaid as one debt. People begin repaying their loan when their income reaches the minimum threshold for compulsory repayments.

Postgraduate Education Loan Scheme

The Government announced the Postgraduate Education Loan Scheme (PELS) as part of Backing Australia's Ability in January 2001. PELS was introduced on 1 January 2002 and provided loans to eligible students enrolled in fee-paying postgraduate non-research courses in publicly funded higher education institutions. From 1 January 2003, eligible students at Bond University, Christian Heritage College, Melbourne College of Divinity and Tabor College (South Australia) are also eligible for PELS.

Table 3.10 shows the PELS liability data and take-up rates for 2002 and 2003. In 2003 the Australian Government paid a total of \$193 million to institutions on behalf of students who had elected to take out a PELS loan for their tuition fees. This benefited 39 807 students, which equates to 46 per cent of the total number of students enrolled in fee-paying postgraduate coursework programmes in 2003. The average loan amount in 2003 was \$10 679 per EFTSU.

Table 3.10: PELS liability data and take-up rates, 2002 and 2003

	Fee-paying postgraduate coursework places		Actual PELS liability data		PELS take-up rate (%)
	EFTSU	Student places (EFTSU)	PELS liability (\$m)	\$ per EFTSU	
2002	34 246	11 387	115	10 076	33
2003	38 887	18 115	193	10 679	47

Source: DEST, 2003

Open Learning Deferred Payment Scheme

The Open Learning Deferred Payment Scheme (OLDPS) enables Australian students undertaking full-time undergraduate level units of study through Open Learning Australia (OLA) to defer payment of part of the fee charged by OLA by taking out a loan from the Australian Government.

A student registered with OLA is eligible for OLDPS if they are undertaking at least two undergraduate units per study period that could

be accredited towards an undergraduate course of study undertaken through a higher education institution.

Since January 1997, OLA has set its own tuition fees. The full amount charged by OLA for a unit of study for the March, June, September and December 2004 study periods is \$445. OLDPS allows the deferred payment of the government set 'basic charge' for a unit of study, which in 2004 is \$375 per unit. Therefore, students are required to pay the balance of \$70 per unit directly to OLA.

Table 3.11: OLA students and places, 1994 to 2003

Year	Number of students who deferred payment using OLDPS	Number of students who paid up-front	Deferred payment, using OLDPS, in student places (EFTSU)	Up-front payment in student places (EFTSU)
1994	2719	5851	1319	1134
1995	3313	5417	1517	1158
1996	3218	5343	1485	1241
1997	2047	5873	774	1062
1998	1868	6173	715	999
1999	1926	4674	738	1076
2000	2029	4939	778	1188
2001	2468	5767	979	1441
2002	2885	6762	1189	1672
2003	2785	6996	1183	1771

Source: DEST; OLA, 2003.

Table 3.12: Total fees charged by OLA and fees deferred under OLDPS, 1994 to 2003

Year	Amount of fees deferred by OLDPS students (\$)	Total fees for OLDPS students (\$)	Total fees for non-OLDPS students (\$)	Total fees for all OLA students (\$)
1994	3 219 275	3 219 275	2 761 735	5 981 010
1995	3 753 195	3 753 195	(a)	3 753 195
1996	3 811 442	3 811 442	3 194 272	7 005 714
1997	2 045 126	2 045 126	3 652 210	5 697 336
1998	1 922 261	1 922 261	3 515 922	5 438 183
1999	2 012 447	2 507 593	3 201 950	5 709 543
2000	2 154 760	2 645 230	3 720 698	6 365 928
2001	2 750 764	3 328 235	4 489 093	7 817 328
2002	3 403 352	4 081 630	5 411 495	9 493 125
2003	3 460 741	4 109 615	5 931 763	10 041 378

Source: DEST; OLA, 2003.

(a) Not available.

OLDPS debts are combined with any existing HECS or PELS debts to form a single debt, which is repaid through the taxation system. As with HECS and PELS, people begin repaying their loan when their income reaches the minimum threshold level for compulsory repayments.

Table 3.11 shows the number of students who deferred part of their OLA tuition fees using OLDPS and students who paid their OLA tuition fees up-front. Table 3.12 shows the fees charged by OLA, including students who defer using OLDPS.

Students who withdraw after the census date of the relevant study period may apply to have their OLDPS debt for the study period reduced or removed because of special circumstances. Departmental review and Administrative Appeals Tribunal (AAT) procedures apply if a student is dissatisfied with the initial decision.

Under the Commonwealth Agreement with OLA, the Government provides financial assistance to OLA for administration costs relating to OLDPS under section 22A of HEFA. In 2003, \$235 000 was allocated for the administration costs of OLDPS.

Bridging for Overseas Trained Professionals Loan Scheme

The Bridging for Overseas-Trained Professionals Loan Scheme (BOTPLS) was introduced in June 2002, and provides an Australian Government loan to eligible overseas-trained professionals seeking to meet the requirements for entry into professional occupations in Australia.

Australian citizens and holders of Australian permanent visas who are enrolled in fee-paying bridging courses may be eligible to access these loans. Eligible professions are listed by the Minister for Education, Science and Training. Eligible students must have an assessment statement from a gazetted assessing authority specifying the nature of the bridging course that must be completed before they are allowed to practise in their profession in Australia.

The bridging course must be able to be completed in no more than one academic year of full-time study or the part-time equivalent. Students can borrow up to the limit of the tuition fee set by their institution for their course.

The deferred repayment arrangements are the same as those available under the Higher Education Contribution Scheme (HECS) and the Postgraduate Education Loan Scheme (PELS). Students repay their loan through the taxation system when their income reaches the minimum threshold for compulsory repayments.

Table 3.13 shows the BOTPLS liability data and take up rates for second semester 2002 and the full academic year in 2003. In 2003, the Australian Government paid \$1.59 million to institutions on behalf of 293 students who elected to take out a loan for their tuition fees.

Table 3.13: Bridging for overseas-trained professionals liability data, 2002 and 2003

	Student places (EFTSU)	\$ per EFTSU	BOTLS liability (\$)
Semester 2 2002	23.5	11 368	267 146
Full year 2003	107.2	14 837	1 590 541

Source: DEST, 2003

FEE-HELP

From 1 January 2005, the Postgraduate Education Loan Scheme (PELS), Open Learning Deferred Payment Scheme (OLDPS) and Bridging for Overseas-Trained Professionals Loan Scheme (BOTPLS) will be replaced by a new loan programme called FEE-HELP.

FEE-HELP will significantly expand the availability of Australian Government loans to higher education students. Under FEE-HELP, eligible undergraduate and postgraduate fee-paying students at approved higher education providers will be able to obtain a loan for their tuition fees, up to a total limit of \$50,000.

FEE-HELP will enable full fee-paying undergraduate students and students at private higher education providers to defer their course fees for the first time.

The deferred repayment arrangements are the same as those available under PELS, OLDPS and BOTPLS. Students repay their loan through the taxation system when their income reaches the minimum threshold for compulsory repayments, which is being increased to \$35,000 for the 2004-05 financial year.

FEE-HELP debts will be indexed annually in line with the Consumer Price Index (CPI), as occurs with PELS, OLDPS and BOTPLS. A loan fee of 20 per cent will also apply to FEE-HELP loans for undergraduate courses of study.

Further information on FEE-HELP is available on www.backingaustraliasfuture.gov.au/fact_sheets/6.htm#1

Support for equity objectives

Higher education institutions receiving support from the Australian Government are responsible under HEFA for ensuring equity of access. Supporting equity is an integral part of their general operation. DEST provides additional support to universities for equity purposes, such as Indigenous Support Funding, the Higher Education Equity Programme and the Additional Support for Students with Disabilities Programme.

The Australian Government monitors the achievement of equity objectives through analysis of equity performance data and the annual Educational Profiles process, for which institutions are required to provide an Indigenous Education Strategy and an Equity Update.

Equity monitoring

The Australian Government monitors equity outcomes in higher education through the analysis of performance data and the review of Equity Updates submitted by universities. Institutional equity data provide valuable information about the access, participation, retention and success rates of students from equity groups. These performance indicators can be analysed independently or in combination with an appropriate reference value, such as an equity group's share of the general population or the performance of non-equity students, to provide a more meaningful assessment. Equity Updates highlight any significant changes in the approaches adopted by institutions to meet their equity objectives.

Indigenous education statements

Indigenous education statements, submitted annually by institutions, outline the approach adopted by each institution to increase successful participation of Indigenous students. The statements reflect institutions' efforts to address the goals of the National Aboriginal and Torres Strait Islander Education Policy relating to higher education.

- To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- To increase the number of Aboriginal and Torres Strait Islander peoples employed in education and training.
- To ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services.
- To ensure participation of Aboriginal and Torres Strait Islander students in education and training.
- To ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students.
- To promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students.

Information from Indigenous education statements is collated and included in the *National Report to Parliament on Indigenous Education and Training* each year.

Indigenous Higher Education Council

The 2003 Budget included \$260 000 per annum for a new Indigenous Higher Education Advisory Council (IHEAC) to be established in 2004. The IHEAC will provide advice to the Minister aimed at producing successful outcomes for Indigenous students and staff in higher education. It will convene an annual Indigenous higher education conference and make recommendations to the Minister on Indigenous staff scholarships.

The 2003 budget included funding for five national Indigenous staff scholarships to be awarded annually to Indigenous staff (either academic or general) in publicly funded higher education institutions. Each scholarship will provide for one year, \$10 400 to cover tuition fees and student contribution amounts and a non-taxable stipend of approximately \$20 999. The scholarships will be awarded on merit, with priority given to people undertaking postgraduate awards.

More information about the IHEAC and the Indigenous staff scholarships can be obtained from the DEST website at www.dest.gov.au/schools/Indigenous/reforms.htm.

Indigenous Support Funding Programme

Base operating grants to higher education institutions include allocations from the Indigenous Support Funding Programme to meet the special needs of Indigenous Australian students and to advance the goals of the National Aboriginal and Torres Strait Islander Education Policy (Table 3.14). The kinds of activities which are supported through this Programme include the establishment of Indigenous Education/Support Units, assistance with study skills, personal counselling and cultural awareness activities. Funds are distributed among institutions using the formula:

- student participation (measured in Equivalent Full-Time Student Units) – 50 per cent;
- student progress (weighted by student load) – 35 per cent; and

- number of award courses completed – 15 per cent.

There is a guarantee that funding for any institution in any year will not vary by more than 15 per cent of its allocation in the previous year to ensure certainty and stability of funding.

Table 3.14: Indigenous Support Funding allocations by institution, 2004

State / Institution	2004 \$'000 ^(a)
New South Wales	
Charles Sturt University	1 039
Southern Cross University	527
Macquarie University	495
The University of New England	573
The University of New South Wales	353
The University of Newcastle	1 044
The University of Sydney	1 157
University of Technology, Sydney	883
University of Western Sydney	638
University of Wollongong	497
Victoria	
Deakin University	873
La Trobe University	302
Monash University	341
Royal Melbourne Institute of Technology	119
Swinburne University of Technology	79
The University of Melbourne	582
University of Ballarat	50
Queensland	
Central Queensland University	793
Griffith University	929
James Cook University	983
Queensland University of Technology	1 102
The University of Queensland	860
University of Southern Queensland	477
University of the Sunshine Coast	79
Western Australia	
Curtin University of Technology	1 714
Edith Cowan University	1 157
Murdoch University	462
The University of Western Australia	519
South Australia	
The Flinders University of South Australia	332
The University of Adelaide	408
University of South Australia	689

Table 3.14: Indigenous Support Funding allocations by institution, 2004 (cont.)

State / Institution	2004 \$'000 ^(a)
Tasmania	
Australian Maritime College	68
University of Tasmania	833
Northern Territory	
Charles Darwin University (formerly Northern Territory University)	522
Batchelor Institute of Indigenous Tertiary Education ^(b)	1 884
Australian Capital Territory	
Australian National University	228
University of Canberra	300
Multi-State	
Australian Catholic University	866
Total	24 879

- a) Funding allocations are now based on objective statistical indicators of performance.
- b) Allocations for Batchelor Institute of Indigenous Tertiary Education from this programme have been separately determined as part of an agreement to maintain a total funding package for this institution at 1998 levels.

Changes to Indigenous Support Funding Programme from 2005

The 2003 budget included an increase of \$10.383 million for Indigenous Support Funding over three years from 2005 under the Higher Education Support Act (HESA). The breakdown is \$1.681 million in 2005, \$3.435 million in 2006 and \$5.267 million in 2007 (outturn prices).

The 2003 budget also introduced new institutional eligibility requirements for ISF: evidence of participation of Indigenous people in institutional decision-making processes (eg Advisory Committee on Indigenous Issues), existence of an institutional Indigenous employment strategy and evidence of the implementation of enabling strategies for improving participation and completions for Indigenous students. In addition, institutions will be required to report on their annual expenditure of Indigenous Support Funding including the amount provided to an Indigenous Support Centre.

More information about the programme can be obtained from the DEST website at www.dest.gov.au/schools/Indigenous/reforms.htm.

Higher Education Equity Programme

Australian Government support aimed at improving the higher education participation of equity groups, other than Indigenous students, is provided through the Australian Government's Higher Education Equity Programme (HEEP). HEEP funding is provided to promote equality of opportunity in higher education. In 2003, HEEP totalled \$6 036 000 and in 2004 \$6 177 000 will be allocated to assist institutions to provide appropriate programmes and initiatives for:

- people from low SES backgrounds;
- people from rural or isolated areas;
- people with a disability;
- people from non-English-speaking backgrounds; and
- women in non-traditional areas.

There are four main elements to HEEP. The split of funds between these elements for 2004 is detailed in Table 3.15.

Table 3.15: Higher Education Equity Programme allocations, 2004 (\$'000)

HEEP base allocations (\$80 000 per institution)	2960
HEEP allocations based on performance	2187
Australian Maritime College and University of Notre Dame Australia	44
Regional Disability Liaison Officers (RDLOs)	986
Total HEEP allocations	6177

In 2004, HEEP allocations will include a base payment of \$80 000 for each university and the remaining funds will be distributed on the basis of the number of enrolled students in each equity target group and the academic success and retention of those students (except the University of Notre Dame Australia and the Australian Maritime College, which receive an agreed amount of funds). These performance-related funds have been apportioned to reflect the Australian Government's current priorities as shown in Table 3.16. HEEP allocations in 2004 for each institution are given in Table 3.17.

Table 3.16: Proportion of performance funds for equity target groups

Equity target group	Proportion of performance funds (%)
People from socio-economically disadvantaged backgrounds	40.0
People from rural and isolated backgrounds	30.0
People with disabilities	15.0
People from a non-English-speaking background who have arrived in Australia within the previous 10 years	7.5
Women studying in non-traditional areas (Engineering and Architecture only)	7.5

Table 3.17: Higher Education Equity Programme allocations by institution, 2004

State/Institution	\$'000
New South Wales	
Charles Sturt University	173
Southern Cross University	124
Macquarie University	115
The University of New England	144
The University of New South Wales	159
The University of Newcastle	161
The University of Sydney	157
University of Technology, Sydney	143
University of Western Sydney	161
University of Wollongong	133
Victoria	
Deakin University	147
La Trobe University	156
Monash University	178
Royal Melbourne Institute of Technology	154
Swinburne University of Technology	112
The University of Melbourne	166
University of Ballarat	115
Victoria University of Technology	140
Queensland	
Central Queensland University	154
Griffith University	150
James Cook University	133
Queensland University of Technology	172
The University of Queensland	179
University of Southern Queensland	149
University of the Sunshine Coast	100

Table 3.17: Higher Education Equity Programme allocations by institution, 2004 (cont.)

State/Institution	\$'000
Western Australia	
Curtin University of Technology	142
Edith Cowan University	129
Murdoch University	122
University of Notre Dame (a)	20
The University of Western Australia	125
South Australia	
The Flinders University of South Australia	118
The University of Adelaide	121
University of South Australia	154
Tasmania	
Australian Maritime College	24
University of Tasmania	135
Northern Territory	
Charles Darwin University (formerly Northern Territory University)	94
Australian Capital Territory	
The Australian National University	111
University of Canberra	110
Multi-State	
Australian Catholic University	111
Other	
Regional Disability Liaison Officer Initiative	968
Total	6177

(a) The Australian Maritime College has been allocated \$24 000 and the University of Notre Dame Australia has been allocated \$20 000 under HEEP for 2003. These allocations are not derived using the funding formula applied to other institutions.

A range of measures to strengthen equity in higher education will be introduced in 2004 and 2005. An additional \$18.6 million over four years will be provided for HEEP from 2005. HEEP will also be reviewed in 2004 and consideration given to a range of performance-based models for funding allocations in 2005. From 2005, HEEP funding will be performance-based and institutions will need to meet minimum eligibility criteria in order to receive funding.

HEEP also supports the network of Regional Disability Liaison Officers (RDLOs) hosted by universities in ten regions of Australia.

RDLOs improve access to post-compulsory education for students with disabilities by assisting in the facilitation of their transition from school to study, whether higher education or vocational education and training, and from study to work. Funding of over \$800 000 per year has been allocated to this initiative. The Disability Coordination Officer Programme, which will extend the network, commenced in late 2002. That programme is funded through the Vocational Education and Training Group of DEST and officers are based in a range of host institutions, including universities, TAFE institutes and community-based organisations. Together these two initiatives will provide a national network.

Additional Support for Students with Disabilities Programme

Since 2002 institutions have received funding under the Additional Support for Students with Disabilities Programme, which was announced in the 2001 Budget. Funding of \$7.9 million has been allocated over the first three years to assist institutions with the high costs they incur in supporting students with disabilities.

The programme recognises that, while universities are responsible for meeting the needs of students with disabilities, the provision of support for some students with high cost support needs is a significant and growing cost to universities. Institutions may apply for partial reimbursement of the costs of providing educational support and/or equipment, for example Braille translations, assistive technology or Auslan interpreter services.

Payments can be made to universities twice each year based on costs incurred by universities in the previous six month period. In 2003, \$2.7 million was allocated to institutions and in 2004 available funding totals \$3.2 million. From 2005, additional funding of \$13.2 million over four years will be provided to support students with disabilities.

Enabling programmes

Higher education enabling courses are intended to assist students from disadvantaged groups who do not have the academic preparation to enrol directly in award courses to undertake award level study. Courses provided under the programme are HECS exempt.

Commonwealth Learning Scholarships Programme

The Commonwealth Learning Scholarships programme consists of the Commonwealth Education Costs Scholarships (CECS) and Commonwealth Accommodation Scholarships (CAS). The programme provides financial assistance to low income students, including those from rural and regional areas and Indigenous backgrounds. Students may receive the scholarships for four years at a value of \$2000 per year for CECS and \$4000 per year for CAS.

The Commonwealth Learning Scholarships Programme will be introduced in 2004, with 2500 CECS and 3000 CAS to be awarded in 2004. By 2008, over 8600 new CECS and CAS scholarships will be awarded each year. The Government is committing approximately \$327 million over five years for this programme to assist eligible students with both the general and accommodation costs they incur when participating in higher education.

Table 3.18 sets out the scholarship award allocations and grants for higher education providers for 2004.

More information about Commonwealth Learning Scholarships can be obtained from the DEST website at www.dest.gov.au/highered/scholarships/default.htm.

Table 3.18: Commonwealth Learning Scholarship Programme scholarship award allocations and grants amounts, 2004

Higher Education Provider	CECS Allocation	CAS Allocation	Total CLS Grant (\$)
Avondale College	2	2	12 000
Charles Sturt University	53	63	358 000
Macquarie University	47	41	258 000
Southern Cross University	37	46	258 000
University of New England	41	29	198 000
University of New South Wales	66	84	468 000
University of Newcastle	92	112	632 000
The University of Sydney	106	128	724 000
University of Technology, Sydney	66	72	420 000
University of Western Sydney	101	122	690 000
University of Wollongong	43	56	310 000
Deakin University	85	79	486 000
La Trobe University	74	138	700 000
Monash University	103	143	778 000
Royal Melbourne Institute of Technology	65	101	534 000
Swinburne University of Technology	26	39	208 000
The University of Melbourne	83	121	650 000
University of Ballarat	20	49	236 000
Victoria University of Technology	60	86	464 000
Central Queensland University	70	53	352 000
Griffith University	109	130	738 000
James Cook University	64	94	504 000
Queensland University of Technology	133	164	922 000
The University of Queensland	130	182	988 000
University of Southern Queensland	52	45	284 000
University of the Sunshine Coast	20	44	216 000
Curtin University of Technology	102	97	592 000
Edith Cowan University	83	81	490 000
Murdoch University	43	42	254 000
The University of Notre Dame, Australia	6	3	24 000
The University of Western Australia	49	64	354 000
The Flinders University of South Australia	44	58	320 000
The University of Adelaide	50	66	364 000
University of South Australia	102	99	600 000
University of Tasmania	120	140	800 000
Australian Maritime College	2	3	16 000
Batchelor Institute of Indigenous Tertiary Education	39	6	102 000
Charles Darwin University (formerly Northern Territory University)	18	9	72 000
University of Canberra	19	28	150 000
The Australian National University	26	38	204 000
Australian Catholic University	49	43	270 000
ALLOCATION TOTAL	2500	3000	17 000 000

Other operating resources

Workplace Reform Programme

The Workplace Reform Programme offers higher education institutions additional funding equivalent to 2 per cent of the salary component of the operating grant, conditional on reforms being implemented in management, administration and workplace practices.

The programme aims to foster arrangements which reflect the needs of individual institutions, result in more direct relations between institutions and their employees, and improve the efficiency of management and administration processes.

The programme commenced on 1 January 2000. There have been two rounds of applications. First-round grants totalling more than \$114 million have been awarded to all 40 eligible institutions. First round funding was provided for a period of 18 months to institutions that demonstrated a commitment to workplace reform by meeting nine of the Programme's 14 criteria. In the second round, institutions must demonstrate progress in implementing the reforms since their first application. If successful in the second round, the additional funding is secured as part of the institution's base operating grant. Allocations to institutions to date are detailed in Table 3.19.

Table 3.19: Workplace Reform Programme funding by institution^(a)

State/Institution	Total first round funding \$'000	Second round funding to end 2003, \$'000	Second round funding 2004, \$'000	Total second round funding \$'000
New South Wales				
Charles Sturt University	2 299	2 345	1 697	4 042
Macquarie University	2 238			
Southern Cross University	1 240	1 321	920	2 241
The University of New England	1 931	2 094	1 466	3 560
The University of New South Wales	5 421	8 150	3 991	12 141
The University of Newcastle	3 230	5 468	2 359	7 827
The University of Sydney	7 076	10 662	5 242	15 904
University of Technology, Sydney	3 331	4 121	2 411	6 532
University of Western Sydney	4 461	4 262	3 256	7 518
University of Wollongong	2 181	2 550	1 642	6 373
Victoria				
Deakin University	3 213	4 666	2 435	7 101
La Trobe University	3 759	4 861	2 742	7 603
Monash University	6 291	7 812	4 612	12 424
Royal Melbourne Institute of Technology	3 718	4 425	2 605	7 030
Swinburne University of Technology	1 389	1 749	1 056	2 805
The University of Melbourne	6 445	8 227	4 697	12 924
University of Ballarat	750	854	589	1 443
Victoria University of Technology	2 375	2 800	1 714	4 514

Table 3.19: Workplace Reform Programme funding by institution^(a) (cont.)

State/Institution	Total first round funding \$'000	Second round funding to end 2003, \$'000	Second round funding 2004, \$'000	Total second round funding \$'000
Queensland				
Central Queensland University	1 618	1 951	1 272	3 223
Griffith University	3 981	5 390	2 987	8 377
James Cook University	2 052	2 311	1 677	3 988
Queensland University of Technology	5 080	5 584	3 452	9 036
The University of Queensland	6 419	10 289	4 816	15 105
University of Southern Queensland	2 090	2 208	1 195	3 403
University of the Sunshine Coast	481	264		264
Western Australia				
Curtin University of Technology	3 363	2 641	2 474	5 115
Edith Cowan University	2 540	2 844	1 867	4 711
Murdoch University	1 774	1 542	1 305	2 847
The University of Notre Dame Australia	56			
The University of Western Australia	3 029	3 981	2 266	6 247
South Australia				
The Flinders University of South Australia	2 065	2 323	1 552	3 875
The University of Adelaide	3 075	4 422	2 287	6 709
University of South Australia	3 542	5 539	2 551	8 090
Tasmania				
Australian Maritime College	279	339	183	522
University of Tasmania	2 522	1 458	1 935	3 393
Northern Territory				
Batchelor Institute of Indigenous Tertiary Education	213			
Charles Darwin University (formerly Northern Territory University)	771	274	628	902
Australian Capital Territory				
The Australian National University	5 512	8 427	3 803	12 230
University of Canberra	1 289	978	918	1 896
Multi-State				
Australian Catholic University	1 468	1 162	1 102	2 264
Total	114 567	140 633	81 704	222 337

(a) These amounts are correct as at 1 February 2004. Applications are currently being assessed for second round funding and this information may change.

Superannuation

The Australian Government provides supplementary funding to universities to meet the additional superannuation expenditure they incur as a result of membership by some current and past staff of State emerging cost superannuation schemes. The supplementary assistance is provided to universities to meet certain superannuation expenses incurred in relation to State Government emerging cost superannuation schemes. Part of the funding is recovered from relevant States under cost share arrangements.

The total allocation for superannuation supplementation in 2003 was \$108.6 million. The amount available in 2004 will be \$124.3 million.

In 2003–04, the Australian Government will continue with the review of the cost sharing arrangements with the States relating to universities' unfunded superannuation liabilities, with a view to simplifying the administrative arrangements for all parties. This review will draw on an actuarial assessment of the total unfunded superannuation costs involved, including the shares between the Australian Government and the States.

Teaching hospital grants

Over 2004 the Government will maintain recurrent grants for teaching hospitals associated with medical schools. The grants provide for maintenance and service charges for areas used by medical students and staff and for the purchase of books and journals to assist in meeting the requirements of clinical students and academic staff. Details of indicative allocations of teaching hospital grants for 2004 are set out in Table 3.20.

No separate provision is identified for the medical school at James Cook University and the new medical school at the Australian National University as this funding has been included in the base operating grant provided to these universities.

Table 3.20: Teaching hospital grants by institution, 2004

State/Institution	2004 \$'000
New South Wales	
University of New South Wales	823.5
University of Newcastle	190.0
University of Sydney	949.9
Victoria	
Monash University	584.9
The University of Melbourne	997.0
Queensland	
The University of Queensland	767.4
Western Australia	
The University of Western Australia	331.9
South Australia	
The Flinders University of South Australia	190.0
The University of Adelaide	553.9
Tasmania	
University of Tasmania	150.6
Total	5539.2

Capital Development Pool

The principal source of capital funding for higher education institutions is the capital roll-in component of institutions' base operating grants, which will total around \$277 million in 2004. In addition, the Research Training Scheme funding has a capital roll-in component. The Capital Development Pool (CDP) commenced in 1994 to assist higher education institutions with special capital projects. The Australian Government considers institutions' submissions for assistance under the CDP in the context of the annual Profiles round and obtains advice, through the Joint Planning Committee arrangements, on State and Territory Governments' priorities. These negotiations ensure a coordinated approach to decision making.

Proposals for CDP grants are expected to demonstrate a long-term benefit to students, the institution itself, and the higher education sector as a whole. The CDP supports:

- electronic delivery infrastructure projects to facilitate flexible and 'virtual' education services;

- new campus developments in suburban growth corridors and regional centres; and
- rebuilding or restoring campus facilities destroyed in some extraordinary event.

Electronic delivery infrastructure

The Government is keen to encourage the development of the sector's electronic delivery infrastructure so that Australian universities are able to position themselves to compete nationally and internationally in the flexible delivery of education services and to provide greater choice and opportunities for students. To ensure the strategic use of communications and information technology infrastructure, institutions are encouraged to develop greater collaboration both among themselves and between the higher education and TAFE sectors. Funding proposals for electronic delivery infrastructure are required to focus on at least one of the following objectives:

- increasing the cost-effectiveness, including quality, of educational delivery; or
- providing increased access to higher education provision, particularly in regions with a relatively low tertiary participation.

Proposals must also demonstrate:

- a commitment by the institution to meeting a share of the cost; and
- where other institutions, sectors and/or providers are involved, a commitment by each to contribute to the cost; and
- the cost and efficiency benefits expected to be achieved.

New campus developments

The Government recognises that from time to time there will be a need for more traditional capital projects and for specialised 'bricks and mortar' infrastructure to support the implementation of flexible modes of delivery.

CDP funding for new campus development is contingent on:

- evidence that a 'bricks and mortar' development is the most cost-effective means of meeting the identified need;
- the commitment of State or Territory resources to the development;
- the support of an existing university and a commitment from the parent institution to meeting a share of the cost;
- collaboration with TAFE, including co-location and shared use of facilities, and further potential for co-operation and co-location with other institutions and sectors;
- the potential for establishing effective links with industry in course development, teaching and research; and
- the capacity of an institution for flexible delivery of education services to ensure cost-effective provision.

Re-building or restoring campus facilities

Occasionally the Australian Government may need to assist an institution to re-build or restore its campus facilities after their destruction in some extraordinary event, such as in the wake of a natural disaster. Application for such support must demonstrate that the facilities need to be replaced or restored to achieve ongoing educational or research needs of the institution.

CDP allocations, 2004 to 2006

The 2006 allocations include a significant proportion of ICT projects. The majority of these will enable universities to take full advantage of the Australian Research and Education Network (AREN) high bandwidth backbone currently being established across the nation and will greatly improve universities' ability to provide flexible, high quality on-line delivery of educational services with increased opportunities for educational and research collaboration.

Regional communities will benefit both from the building projects being funded at regional campuses and from the projects which will improve ICT infrastructure for regional campuses. These projects will enable regional campuses to communicate more rapidly and reliably with other institutions and to have greater access to on-line resources.

The CDP will also help to support the government’s policy to increase the numbers of

health professionals in Australia through the allocation of funds for various health science facilities, such as Charles Sturt University’s School of Rural Health, and through funding to the three new medical schools at the Australian National University, Griffith University, and Notre Dame University.

Table 3.21 sets out each state’s allocations by institution for the 2004–2006 triennium.

Table 3.21: Capital Development Pool (CDP) allocations by institution, 2004 to 2006

State / Institution	Project	2004 \$m	2005 \$m	2006 \$m
New South Wales				
Charles Sturt University	School of Rural Health, Thurgoona		2.004	2.000
Southern Cross University	Coffs Harbour Education Campus		1.002	
	Distributed Network Campus		0.200	
University of New England	Oorala Indigenous Centre		1.262	
	Regional access and IT infrastructure	2.152		
	ICT for Student Learning Resources			1.000
University of New South Wales	From linked classrooms to a global campus	0.825		
University of Newcastle	Network for Flexible Learning		1.503	1.400
University of Sydney	Centre for Regional Education, Orange	2.050		
University of Western Sydney	Advanced campus network	1.537	1.503	
	Improved ICT infrastructure across campuses			2.000
University of Wollongong	Loftus facility		1.002	
	Flexible delivery in the Southern Highlands of NSW	2.050		
	Nursing Education Centre – Bega		0.501	
	Virtual Learning Environments & Visualisation Institute (VLEVI)			1.000
<i>Sub total</i>		<i>8.614</i>	<i>8.978</i>	<i>7.400</i>
Victoria				
Deakin University	Development of e-campus	1.025	1.002	1.000
La Trobe University	ICT infrastructure for Mildura		1.889	
	Enhanced ICT connections to regional campuses			1.010
	Upgrade of ICT systems for regional campuses			0.488
Monash University	Centre for multi media at Berwick	2.050	2.004	
	Enhanced ICT connections between campuses			1.650
RMIT University	Digital Design Centre		1.503	
	Upgrade of ICT systems for regional campuses			1.087
University of Ballarat	Camp Street Arts Precinct	0.769		
	Enhanced ICT infrastructure for regional campuses			0.995
University of Melbourne	ICT infrastructure for the Institute of Land and Food Resources	3.075		
Victoria University of Technology	Collaborative ICT infrastructure upgrade			1.363
Victoria University of Technology/ Swinburne University of Technology	ICT for common student & courses admin system	1.025	1.503	
<i>Sub total</i>		<i>7.944</i>	<i>7.900</i>	<i>7.593</i>

Table 3.21: Capital Development Pool (CDP) allocations by institution, 2004 to 2006 (cont.)

State / Institution	Project	2004 \$m	2005 \$m	2006 \$m
Queensland				
Central Queensland University	Science & Research building Bundaberg	1.025	0.761	
	Shared computing facilities at the Mackay, Rockhampton and Bundaberg campuses		1.403	
Griffith University	Logan Campus extension		2.004	2.000
	Medical school - Gold Coast			2.000
James Cook University	Health science and sciences precinct	3.075		
	ICT infrastructure for student admin and online course delivery		1.503	
	IT upgrade			2.000
Queensland University of Technology	Caboolture multi-partner campus	2.050	2.004	
	CIT infrastructure for Creative Industries Precinct	1.025		
	ICT link to Caboolture multi-partner campus			1.000
University of Queensland	Ipswich campus development	2.562	1.503	
	ICT upgrade for Gatton campus			1.000
University of Southern Queensland	Wide Bay Development	2.050	1.753	
	Wide Bay - ICT infrastructure			1.210
University of the Sunshine Coast	Centre for ICT		2.004	
	Main campus development	2.562		
<i>Sub total</i>		<i>14.349</i>	<i>12.935</i>	<i>9.210</i>
Western Australia				
Curtin University of Technology/ Edith Cowan University	Margaret River Centre for Wine Excellence	1.025	1.503	
Edith Cowan University	Joondalup science & health building	2.050		
	Indigenous Centre, Mt Lawley			2.000
Murdoch University	University learning centre, Mandurah		2.505	2.000
University of Notre Dame Australia	Multi-partner library	0.717		
	Medical school			2.000
Multi-partner	Geraldton Universities Centre	1.025	1.503	
<i>Sub total</i>		<i>4.817</i>	<i>5.511</i>	<i>6.000</i>
South Australia				
Flinders University of South Australia	Lincoln Marine Science Centre	1.025		
	Electronic modes of medical and nursing course delivery	0.791		
University of Adelaide	Conservatorium of music merger	2.050		
University of Adelaide/ University of South Australia	Enhanced ICT connections between campuses		2.000	
University of South Australia	Mawson Lakes Regional Development		2.004	2.000
	Electronic delivery infrastructure			0.700
<i>Sub total</i>		<i>3.075</i>	<i>2.794</i>	<i>4.700</i>

Table 3.21: Capital Development Pool (CDP) allocations by institution, 2004 to 2006 (cont.)

State / Institution	Project	2004 \$m	2005 \$m	2006 \$m
Tasmania				
Australian Maritime College	Learning Resources Building		1.002	
University of Tasmania	Infrastructure to support on-line course delivery and e-learning centres	1.025	1.861	
	ICT infrastructure connections between campuses			2.000
<i>Sub total</i>		<i>1.025</i>	<i>2.863</i>	<i>2.000</i>
Northern Territory				
Batchelor Institute of Indigenous Tertiary Education	On-line resource centre		0.200	
	Community study centre programme	0.512		
Charles Darwin University (formerly Northern Territory University)	Computing and Learning Commons		1.002	
	Alice Springs Higher Education Centre			2.000
<i>Sub total</i>		<i>0.512</i>	<i>1.202</i>	<i>2.000</i>
Australian Capital Territory				
Australian National University	Medical school			2.000
<i>Sub total</i>		<i>0.000</i>	<i>0.000</i>	<i>2.000</i>
Multi-State				
Australian Catholic University	Banyo & IT infrastructure across campuses	1.845		
	Enhanced ICT infrastructure between NSW campuses			1.280
<i>Sub total</i>		<i>1.845</i>	<i>0.000</i>	<i>1.280</i>
TOTAL AUSTRALIA		42.183	42.183	42.183

Note: There are discrepancies in the 2004 column total due to rounding.

New South Wales

Charles Sturt University will receive a further \$2 million for its Thurgoona School of Rural Health and Library and Interactive learning Centre from the 2006 CDP. The School of Rural Health will provide facilities for health sciences teaching, including nursing, physiotherapy, occupational therapy, podiatry and speech pathology.

The University of New England will receive \$1 million towards the ICT component of its development of a knowledge warehouse to provide online information resources for students. The project will enable the university to provide a better educational service to its students.

The University of Newcastle will receive \$1.4 million from the 2006 CDP to enhance and upgrade its ICT infrastructure so that it is capable of simultaneously supporting multiple

synchronous or asynchronous learning, tutorials or student interaction and communications. The fibre link and IT architecture components of this project will enhance the key infrastructure that integrates the university with its partners: TAFE, health sites, and CSIRO.

A Virtual Learning Environments and Visualisation Institute (VLEVI) will be established at the University of Wollongong with a contribution of \$1 million from the 2006 CDP. The VLEVI will provide and house central scientific and technical facilities for courses and research into virtual environments, including digital media, virtual learning environments and visualisation capabilities. This is a collaborative project between the university and TAFE. It is expected to provide opportunities for research and development projects and support services, specialist education and training, and industry and community development for the Illawarra region.

The University of Western Sydney will receive \$2 million from the 2006 CDP for undertaking a pilot project in wireless technology. The university will seek to establish the most efficient architectures and protocols for communications links across a multi-campus university.

The Sydney campuses of the Australian Catholic University will benefit from \$1.28 million from the 2006 CDP for the provision of a fibre optic link between its Loreto and Strathfield campuses. This link will improve the university's capacity to provide access to multimedia educational resources and improve communication and services between the campuses.

Victoria

The highest priority expressed by all universities in Victoria was to complement the Victorian Education and Research Network (VERN) which will receive funding under the Australian Research and Education Network (AREN) strategy (see Systemic Infrastructure Initiative in section 4.3 of this report). With the exception of Deakin University, which is an on-going project, the 2006 CDP allocations for Victorian universities will enable individual universities to take full advantage of the VERN backbone.

La Trobe University will receive \$1.498 million from the 2006 CDP for two ICT projects. The university will upgrade its ICT systems and connections to its regional campuses (Beechworth, Bendigo, Mildura, Mount Buller, Shepparton and Wodonga) and install a new central media streaming server at the Bundoora Campus and a number of regional campus 'edge' servers for six regional campuses.

Monash University will receive \$1.65 million to upgrade its ICT connections between its campuses at Clayton, Berwick and Gippsland.

The University of Ballarat will receive \$0.995 million to upgrade its ICT connections between its Mount Helen and Ballarat campuses and to provide enhanced communications

between Ballarat and the university campuses in rural Victoria.

The Victoria University of Technology will receive \$1.363 million from 2006 CDP to upgrade its ICT connections between its campuses to improve its capacity to engage in collaborative education and research ventures.

RMIT University will receive \$1.087 million for the establishment of digital infrastructure that will enhance capacity, performance and reliability of data communication links between Melbourne and sites in western (Hamilton) and eastern (multiple locations in East Gippsland) Victoria. RMIT will also upgrade ICT infrastructure and equipment at these sites.

Deakin University will receive a further \$1 million in 2006 for the continuation of the establishment of its online campus. The project aims to improve accessibility and choice of both on-campus and external students to course materials and general student resources.

Queensland

The University of Southern Queensland will receive \$1.21 million as a further contribution towards development of its Wide Bay campus. Wide Bay developments have been allocated almost \$4 million over 2004-05.

Griffith University will receive funding for two projects from the 2006 CDP. The new Medical School to be constructed on its Gold Coast campus will receive \$2 million, with a further \$2 million going towards the construction of facilities at Logan campus to provide teaching, staff and resource space for education, and alternative space to support the growth in nurse education at the campus.

James Cook University's IT upgrade project will complement the Australian Government investment in the Australian Research and Education Network (AREN) backbone already underway in north Queensland. The University will receive \$2 million from 2006 CDP to provide resilience and redundancy in

the university network and its connection to the main backbone is critical for it to maintain an uninterrupted communications system and successfully deliver on-line courses and resources.

Queensland University of Technology will receive \$1 million to install a fibre optic link between its Carseldine campus and the Caboolture Community Campus to ensure a consistent standard of services across the university's campuses and enable the Caboolture campus to benefit fully from the AREN backbone. The Caboolture Community Campus has previously been allocated some \$4 million in 2004-05 for its development. The 2006 CDP allocation is contingent on satisfactory progress with the project in 2004-05.

University of Queensland will receive \$1 million in 2006 for an ICT upgrade at its Gatton campus. The project will provide improved campus facilities and links to the main campus, thus providing improved efficiency and greater choice for students.

University of the Sunshine Coast's 2003 CDP funding for the development of its main campus was increased with part of its 2004 allocation being brought forward into 2003. The bringing forward of the funds was a consequence of the Flinders University of South Australia wishing to delay two of its 2003 projects until 2004.

Western Australia

Murdoch University will receive \$2 million from the 2006 CDP for the development of the University Learning Centre at Mandurah (Peel Region). This is an ongoing project for which Murdoch has been allocated \$2.5 million in 2005. The Centre will be co-located with TAFE and a senior college providing focused resources for tertiary education in the area.

Edith Cowan University will receive \$2 million from the 2006 CDP to establish an Indigenous Centre at its Mount Lawley campus. The Centre will provide general teaching space, computer

laboratories, research and resource facilities, and staff facilities for its Indigenous students. The building will act as a cultural and academic focus for Indigenous study programmes and facilitate increased participation and retention levels of Indigenous students.

University of Notre Dame Australia will receive \$2 million towards the development of its new Medical School.

At the end of 2003, \$88 000 was provided to the Perth Academic Research Network (PARNet) universities, comprising Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia, for the establishment of a fibre optic ring for the universities in the Perth metropolitan area. The ring will ensure very high availability of the Internet and research network connection for the universities.

South Australia

The University of South Australia will receive a further \$2 million in 2006 for the development of its integrated community and education precinct at the Mawson Lakes campus. The university was allocated \$2 million for 2005 CDP for this project. This project is a collaborative venture between the university, the State Government and the City of Salisbury Council to provide a higher profile for tertiary education in the local region. In addition, the University will receive \$0.7 million for an upgrade and extension of its ICT infrastructure and facilities to enable the university to provide a more effective and reliable service to students.

The University of Adelaide, as project leader, will receive \$2 million from 2006 CDP for establishing an east-west fibre optic backbone linking its campuses, the University of South Australia's Magill campus and CSIRO facilities into the SAREN – the South Australian portion of the Australian Research and Education Network (AREN).

The Flinders University of South Australia was given approval for its 2005 allocation of

\$0.8 million for its electronic modes of medical and nursing course delivery project to be made available in 2003, and for delaying the receipt of funding for its Lincoln Marine Science Centre and its Mental Health Centre until 2004.

Tamania

University of Tasmania will receive \$2 million towards the development of ICT infrastructure connections between campuses and research facilities that will align with the development of the Tasmanian Research and Education Network (TREN), the Tasmanian portion of the Australian Research and Education Network (AREN).

Northern Territory

Charles Darwin University will receive \$2 million towards the construction of a higher education centre in Alice Springs as a consequence of its amalgamation with Centralian College. The facility will be a multi-functional space with flexible teaching space, learning, ICT, science laboratory and postgraduate facilities. The allocation is contingent on Charles Darwin University continuing to explore possible areas for collaboration with Batchelor Institute of Indigenous Tertiary Education.

Australian Capital Territory

The Australian National University will receive \$2 million from 2006 CDP towards the development of a facility to house its new medical school.

Higher Education Innovation Programme

The Australian Government promotes quality and encourages innovation in the sector through the Higher Education Innovation Programme (HEIP). This programme supports the Australian Universities Teaching Committee, the Australian Awards for University Teaching, the Australian Universities Quality Agency and

the Science Lectureships Initiative, plus other projects as agreed by the Minister for Education, Science and Training.

The objective of HEIP is to strengthen the higher education system's capacity for quality services through innovative projects. Projects can be proposed by the sector or DEST, or nominated by the Minister. Projects funded in 2003 supported a wide range of initiatives such as:

- The University of the Sunshine Coast is the Australian partner within a global consortium further developing speech recognition technology to enable increased accessibility to lecture material for students from diverse backgrounds, especially students with disabilities. The Automated Speech Recognition Technology: Liberated Learning project is an applied research initiative aimed at developing and researching automated speech recognition to become a mainstream teaching tool in Australia.
- The Academy for the Social Sciences in Australia will establish a Public Policy and Advocacy Committee to provide policy advice on social science issues to government and a programme of international collaboration to provide access to up-to-date international knowledge, learning and expertise which can be applied to Australian social issues.
- The Australian Academy of the Humanities will expand their leadership role in providing policy advice to government through its partnership between Humanities researchers and government, industry and community organisations. The Academy's Humanities Fieldwork Fellowships programme assists scholars to travel abroad to conduct research and its Publication Subsidy Scheme provides support for the publication of scholarly works of high quality and value to Humanities research.

HEIP has been allocated \$8.70 million in 2004. New projects, continuing projects and the amount of funding provided in 2003 are listed in Table 3.22.

Details on Australian Universities Teaching Committee projects, funded under a separate component of HEIP, may be found on the AUTC website at www.autc.gov.au.

Winners of Australian Awards for University Teaching for 2003 are reported in Tables 2.7 and 2.8 in Section 2.2 of this report.

2004 will be HEIP's last year of operation. From 2005, HEIP will be subsumed by a new Collaboration and Structural Reform Fund (CASR), which will provide competitive funds to foster collaboration between universities and other universities and education and training providers, business and industry, community groups and other relevant organisations.

A total of \$36.6 million will be allocated to the Collaboration and Structural Reform Fund (CASR) between 2005 and 2007, combining \$16.6 million of existing HEIP funds with new funds of \$20 million.

A Business/Industry/Higher Education Collaboration Council (BIHECC) is to be established which will, among other things, advise on projects to be funded under CASR.

Table 3.22: Higher Education Innovation Programme grants by institution, 2003

Grant Recipient State / Institution	Project Title	New/ Cont.	Funding 2003 (\$)
New South Wales			
Macquarie University	Instructional Management System (IMS) – 2003 Membership	N	85 106
	Instructional Management System (IMS) – 2004 Membership prepaid	N	69 872
The University of Sydney	Recruiting Allied Health Professionals through Strategic Clinical Education Experience	N	80 500
University of Wollongong	Higher Education Workplace Skills Olympiad	C	53 000
Victoria			
Monash University	ARC Linkage	N	8 490
The University of Melbourne	Australian Mathematical Sciences Institute – 2004 summer school for honours/graduate students	N	308 400
Queensland			
University of the Sunshine Coast	Automated speech recognition technology: liberated learning project	C	210 000
Western Australia			
The University of Notre Dame Australia	Internship Programme (final 5% of 1994 project)	C	2 620
South Australia			
The Flinders University of South Australia	Reforming the teaching of mathematics and science	C	211 200
University of South Australia	Establishment of a Chair in Child Protection	N	410 000
Tasmania			
University of Tasmania	Graduate Diploma in Environment and Planning	C	120 000
Northern Territory			
Batchelor Institute for Indigenous Tertiary Education	Support for Batchelor Institute – visiting artists and IT	C	20 000
	Enrichment of Indigenous Higher Education in the Northern Territory	N	500 000
Charles Darwin University (formerly Northern Territory University)	Restructuring programme	C	1 500 000

Table 3.22: Higher Education Innovation Programme grants by institution, 2003 (cont.)

Grant Recipient State / Institution	Project Title	New/ Cont.	Funding 2003 (\$)
Incorporated Bodies			
Australian Council for Educational Research	Graduate skills assessment	C	300 000
Academy for the Social Sciences in Australia	Support for core activities, international programmes and exchanges	N	115 000
Australian Academy for the Humanities	To support core activities and enhance policy advice capabilities	N	115 000
Australian Academy for the Humanities – Establishment of CHASS	Establishment of a Council for the Humanities, Arts and Social Sciences (CHASS)	N	200 000
Australian Universities Quality Agency	Operating costs to 31 December 2003	C	350 000
Business Higher Education Round Table (BHERT)	2003 BHERT Awards for Outstanding Achievement in Education and Training	N	10 000
Commonwealth Study Conferences (Australia) Incorporated	The IXth Commonwealth Study Conference, 16-29 October 2003	C	50 000
Graduate Careers Council of Australia	Suite of surveys of graduate & postgraduate destinations, course experience, postgraduate research experience and graduate starting salaries	C	510 980
Graduate Careers Council of Australia	Launch and implementation of CEQuery	N	77 000
General Sir John Monash Foundation	The General Sir John Monash Awards	C	150 000
City of Greater Shepparton Council	Development of the Shepparton/Goulburn Valley Regional Higher Education Model	N	50 000
Australian Government Programmes and Initiatives			
Science Lectureship Initiative	Support for innovative projects in science related education including the establishment of university lectureships and innovative course development.	C	356 164
Australian Universities Teaching Committee programme			
The University of New South Wales	Learning Outcomes & Curriculum Development in Biotechnology – Stage 2	N	100 000
The University of Melbourne	Learning Outcomes & Curriculum Development in Physiotherapy	N	99 840
The University of Queensland	The University of Queensland will manage AUTC project funding for the dissemination of the results of the Learning and Curriculum Development in Nursing and Information and Communication Technology to the industry projects.	N	70 000
	Consultation re the National Institute for Learning and Teaching	N	130 000
	Learning Outcomes & Curriculum Development in Psychology – Stage 1	N	199 200
	Monitoring, evaluation and dissemination activities of the AUTC on behalf of DEST	N/C	100 000
	Payment of costs of administering and conducting the 2003 Australian Awards for University Teaching on behalf of DEST	N/C	164 226
University of Tasmania	Identifying Issues & Strategies for Supporting Students with Visual Disabilities	N	99 850
Australian Awards for University Teaching	Awards to reward university excellence in teaching	C	605 000
NRS Group Pty Ltd	Production of Media aspects of the 2003 AAUT	N	14 340
Total			7 445 788