

**OUTCOME 2****HIGHER EDUCATION – INDIVIDUALS ACHIEVE RELEVANT LEARNING FROM HIGHER EDUCATION.****Outcome 2 resourcing**

Table 3.2.1 shows how the 2007-08 Budget appropriations translate to total resourcing for outcome 2, including administered expenses, revenue from government (appropriation), revenue from other sources, and the total price of outputs.

**Table 3.2.1: Total resources for Outcome 2 (\$'000)**

	Estimated Actual 2006 - 07 \$'000	Budget Estimate 2007 - 08 \$'000
<b>Departmental appropriations</b>		
Output 2.1 – Policy Services	9,359	<b>10,147</b>
Output 2.2 – Programme Management	13,778	<b>14,937</b>
Output 2.3 – Service Delivery	57,575	<b>60,077</b>
<b>Total revenue from government (appropriations) contributing to price of departmental outputs</b>	<b>80,712</b>	<b>85,161</b>
<b>Revenue from other sources</b>		
Departmental	16,644	<b>16,507</b>
<b>Total price of departmental outputs (Total revenue from government and from other sources)</b>	<b>97,356</b>	<b>101,668</b>
<b>Administered expenses</b>		
Commonwealth Grants Scheme (CGS)	3,449,867	<b>3,884,469</b>
Regional Loading	29,927	<b>30,513</b>
Enabling Loading	12,923	<b>13,314</b>
Workplace Productivity Programme	55,041	<b>28,349</b>
Workplace Reform Programme	47,790	<b>49,452</b>
Capital Development Pool	110,718	<b>80,092</b>
Collaboration and Structural Reform Programme	28,101	<b>0</b>
Diversity and Structural Adjustment Fund	0	<b>52,915</b>
Quality Initiatives	29,926	<b>29,819</b>
Learning and Teaching Performance Fund	83,379	<b>83,395</b>
National Institutes	176,442	<b>171,356</b>
Equity Programmes	19,311	<b>17,852</b>
Open Learning Initiative	180	<b>263</b>
Transition Fund	7,845	<b>0</b>
Indigenous Support Fund	33,871	<b>34,060</b>

*DEST Budget Statement: Outcome 2*

**Table 3.2.1: Total resources for Outcome 2 (\$'000) cont.**

	Estimated Actual 2006 - 07 \$'000	<b>Budget Estimate 2007 - 08 \$'000</b>
Higher Education Loan Programmes - HELP	480,496	<b>532,137</b>
Learning Scholarships	95,395	<b>122,350</b>
Higher Education Special Projects	33,094	<b>44,154</b>
Higher Education Contribution to Australian Education International	5,847	<b>5,969</b>
Indigenous Higher Education Advisory Council	278	<b>284</b>
Superannuation Payments for former Commissioners	77	<b>79</b>
ABSTUDY	15,803	<b>17,338</b>
ABSTUDY Student Financial Supplement Loans	7,985	<b>7,503</b>
Youth Allowance	912,762	<b>927,351</b>
Austudy	172,412	<b>184,217</b>
Fares Allowance	1,593	<b>1,638</b>
Student Financial Supplement Scheme - Austudy	23,413	<b>22,061</b>
<b>Total administered expenses</b>	<b>5,834,476</b>	<b>6,340,930</b>
<b>Total administered revenues</b>	<b>388,254</b>	<b>409,209</b>
<b>Total estimated resourcing for Outcome 2</b> (Total price of outputs and administered appropriations)	<b>5,931,832</b>	<b>6,442,598</b>
<b>Equity Injection (Appropriation Bill 2)</b>	<b>0</b>	<b>2,882</b>
<b>Average staffing level</b>	<b>186</b>	<b>238</b>

**Measures affecting Outcome 2****Realising Our Potential – additional Commonwealth Learning Scholarships**  
Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	11.6	22.3	26.6	30.9

**Realising Our Potential - allowing more responsive universities**  
Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	51.3	56.6	57.1	58.2

*Related revenue (\$m)*

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	1.3	2.9	3.6	4.2

**Realising Our Potential – Diversity and Structural Adjustment Fund**  
Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	16.5	16.7	16.8	16.8

**Realising Our Potential - Higher Education Endowment Fund**  
Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	304.0	304.0	304.0

**Realising Our Potential - reducing red tape for universities**  
Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	0.6	0.3	-	-

**Realising Our Potential - increasing university funding**  
Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	156.8	143.2	133.6	126.0

*DEST Budget Statement: Outcome 2*

*Related revenue (\$m)*

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	0.2	0.8	1.7

**Realising Our Potential - extending income support to Masters students**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	5.5	11.2	12.5	14.1

**Realising Our Potential - extending Rent Assistance to Austudy recipients**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	13.2	24.0	24.5	25.1

**Higher Education Information System – maintain funding**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-2.9	-2.2	-2.0	-2.0

*Related capital (\$m)*

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	2.9	2.2	2.0	2.0

**Dental school - Charles Sturt University**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	1.1	2.2	3.3

*Related revenue (\$m)*

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	-	0.005	0.020

**A Better Future for Indigenous Australians - expanding employment pathways for Indigenous young people**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	8.5	7.9	8.1	8.4

**Humanitarian settlement initiatives – extending the Crisis payment to newly arrived humanitarian entrants on arrival in Australia**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	0.1	0.1	0.1	0.2

**Youth Allowance – participation requirements for payment eligibility**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-0.3	-0.7	-0.7	-0.7

**Fraud and compliance – compliance reviews - continuation of expanded data matching**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	-	-	-

**Fraud and compliance – consolidation and expansion of risk profile reviews for student payments**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	1.3	-0.5	-1.8	-

**Fraud and compliance – residency eligibility validation system for payments and concessions**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	0.4	0.4	0.4

*DEST Budget Statement: Outcome 2*

**Fraud and compliance – identity fraud – continuation of improved and increased investigations**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	-	-	-

**Fraud and compliance – transfer of death registration information**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-0.1	-0.1	-0.1	-

**Job Capacity Assessment – reinforcing the role**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	0.03	0.1	0.1	0.1

**Efficiencies in service delivery agencies**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-2.2	-2.3	-2.4	-2.6

**Migration Programme – 8,800 place increase for 2007-08**

Expense (\$m)

	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	4.3	10.0	16.5	21.6

### **Contributions to achievement of Outcome 2**

The Australian higher education system plays a key role in the growing knowledge and innovation based economic wealth of Australia, as well as making a significant contribution to the lives of individual Australians and to the social and cultural landscape of the nation. It encourages our participation in the global community, by educating Australians who can contribute to world affairs and facilitating trade and cultural links with other countries. In 2005, there were around 717,700 domestic students and 239,500 international students studying in Australian higher education institutions.

The Australian Government is the primary source of public funding for Australian universities and self-accrediting institutions under the legislative framework of the Higher Education Support Act 2003 (HESA).

Publicly funded institutions receive on average around 56 per cent of their operating revenue from Australian Government grants and payments on behalf of students who take out loans.

State and territory governments retain responsibility for the legislative Acts under which most universities are established.

The Australian Government has driven reform of the higher education sector with the introduction of the *Our Universities: Backing Australia's Future* package of reforms in the 2003 Budget and associated legislation, the *Higher Education Support Act 2003*. Reforms have continued to encourage better governance, workplace flexibility and increased diversity of the sector.

*Realising Our Potential* includes a significant additional investment in higher education which will reform the sector, encourage excellence and specialisation and support the emergence of more world class universities.

A permanent Higher Education Endowment Fund will be established with an initial investment of \$5 billion. Earnings from the fund will provide an ongoing source of additional funding for the sector to contribute to improved capital works and research facilities. Earnings will be distributed to universities annually following a competitive grants process.

In addition, *Realising Our Potential* includes the following new measures:

- *Increasing University Funding* to simplify university funding structures and provide additional funding for key disciplines in areas of skills needs.
- *Allowing More Responsive Universities* which will ensure universities are more responsive to student and employer demands by giving them greater capacity to adjust their student numbers and course mixes.

*DEST Budget Statement: Outcome 2*

- A new *Diversity and Structural Adjustment Fund* to assist universities to diversify and specialise, including through dual sector activities and learning and teaching enhancement projects that focus on local skill needs.
- *Reducing Red Tape for Universities* where the Australian Government will work with the States and Territories to streamline regulatory and legislative requirements in respect of financial management of universities.
- Increasing the number of *Commonwealth Scholarships* from around 8500 to 12,000. This includes 2000 new scholarships for students enrolled in two-year associate degrees as a pathway to full degrees.

## **OVERVIEW OF OUTPUTS**

Australia's higher education system currently comprises the following higher education providers:

- 39 universities, of which 37 are public institutions and 2 are private
- 1 Australian branch of an overseas university
- 4 other self-accrediting higher education institutions (Australian Maritime College, Batchelor Institute of Indigenous Tertiary Education, Melbourne College of Divinity and the Australian Film, Television and Radio School)
- non-self-accrediting higher education providers accredited by state and territory authorities (more than 150 listed on state and territory registers, including several that are registered in more than one state and territory).

All accredited higher education providers and their approved courses are listed on the Australian Qualifications Framework register.

As noted above, with the exception of the Australian National University, the Australian Film, Television and Radio School and the Australian Maritime College (which are established under Commonwealth legislation), and the Australian Catholic University (which is established under companies law), higher education institutions are established or recognised under state or territory legislation. Many private providers are also established under corporations law.

Universities and other higher education institutions offer programmes leading to bachelor degrees and a range of postgraduate awards, including higher degrees by research. They also offer some shorter undergraduate and professional development programmes.

Responsibility for quality assurance in higher education is shared between the Australian Government, state and territory governments, institutions themselves and the Australian Universities Quality Agency (AUQA).

## Administered activities

### Funding for higher education

In 2007, the Australian Government will be allocating around 1800 new Commonwealth supported places as part of the *Backing Australia's Future* package, and 500 new engineering places as part of the *Skills for the Future* package. These new places will commence in 2008.

Under HESA, the department administers the following programmes and initiatives that fund higher education in Australia:

- Commonwealth Grant Scheme (CGS) – provides funding for student places, including for the allocation of new Commonwealth supported places to meet the social and economic needs of the nation and to respond to student demand. The regional loading, enabling loading and medical student loading are paid through the CGS.
  - *Regional Loading* – provides additional funding to assist higher education providers with campuses located in regional areas in meeting the higher costs that they face due to their location, size and history.
  - *Enabling Loading* – provides additional funding towards the costs associated with offering a course of study to prepare a person to undertake a course that leads to a higher education award. It allows students in Commonwealth supported places in enabling courses to study without paying a student contribution.
  - *Medical Student Loading* – provides funding for Commonwealth supported places in a medicine course of study, completion of which would allow provisional registration as a medical practitioner.

Compliance with the Higher Education Workplace Relations Requirements (HEWRRs) and the National Governance Protocols provides institutions with access to additional CGS funding of 7.5 per cent. The HEWRRs are designed to support a workplace relations system in universities focussed on greater freedom, flexibility and individual choice. National Governance Protocols are designed to improve the effectiveness of governing bodies (including in relation to their size and composition and the responsibilities of members) and their role in setting strategic direction and monitoring performance.

- *Workplace Productivity Programme (WPP)* – enables higher education providers to progress workplace reform that strengthens their capability to manage and implement workplace change and to improve productivity and performance. The funding priority for round 2 of the WPP is for projects that reform the efficiency, productivity and performance of institutions, to strengthen their capability to manage and implement workplace change, and to contribute to the diversity of the higher education sector.
- *Superannuation Programme* – provides assistance to higher education providers listed at Table A of the HESA to meet certain superannuation expenses.

*DEST Budget Statement: Outcome 2*

- *Capital Development Pool* – provides financial assistance to support capital development projects for higher education providers listed at Table A and Table B of the HESA.
- *Collaboration and Structural Reform Fund* – promotes structural reform in the higher education sector and collaborative activity between universities, business, other tertiary education providers and the wider community. Projects in the areas of mathematics, engineering and the enabling sciences will be given priority in 2007.
- *Quality Initiatives* – provides operational funding to a range of organisations with responsibility for elements of quality assurance or improvement in higher education, and specific project funding. Organisations in receipt of funding include the Australian Universities Quality Agency, Graduate Careers Australia, the Australian Vice Chancellors Committee, Australian Council for Educational Research and the Carrick Institute for Learning and Teaching in Higher Education.
- *Learning and Teaching Performance Fund* – rewards those higher education providers that best demonstrate excellence in learning and teaching for undergraduate students.
- *National Institutes* – funding to the Australian National University, the Australian Maritime College and Batchelor Institute of Indigenous Tertiary Education in recognition of their national role in particular areas of higher education.
- *Equity Programmes (Disability Support Programme and Equity Support Programme)* – assist eligible higher education providers to undertake activities that promote equality of opportunity in higher education. In particular, the programmes aim to increase the access and participation in higher education of students from low socio-economic/low income backgrounds, students from rural and isolated areas, students with a disability and students from non-English speaking backgrounds.
- *Higher Education Special Projects* – provides funds for a number of special projects including capital projects. Projects funded in 2007-08 are:
  - *National Centre of Excellence for Islamic Studies* – funds the establishment of a national centre of excellence for Islamic studies that will offer accredited courses in Islamic studies.
  - *Support for Small Businesses on Regional University Campuses Programme* – assists higher education providers or groups of higher education providers to encourage and support small businesses to establish operations to provide services for students on regional campuses. The programme is intended to create new opportunities for small businesses to provide services for students in ways that are responsive to student needs.
  - *Voluntary Student Unionism Transition Fund for Sporting and Recreational Facilities* enables eligible higher education institutions make a successful transition to the new funding arrangements which flow from the introduction of voluntary student unionism.

- *Capital projects* – funds to assist higher education providers with special capital projects.

### **Support for higher education students, including those with special needs**

The department administers a number of programmes aimed at supporting students in or seeking access to higher education, including:

- *Higher Education Loan Programme* (HELP) – encourages student choice and facilitates access to higher education. The HECS-HELP component provides loans to eligible students to pay their student contribution (formerly known as 'HECS'). FEE-HELP provides loans for fee-paying students to pay all or part of their tuition fees up to a limit of \$80,000 or \$100,000 for medicine, dentistry and veterinary science courses. There is a 20 per cent loan fee payable on FEE-HELP loans for undergraduate study. The OS-HELP component assists undergraduate students to undertake some of their course of study overseas. Eligible students can receive two OS-HELP loans over their lifetime. A 20 per cent loan fee also applies to OS-HELP loans. The income-contingent repayment arrangements under HELP ensure that only those people whose income level reaches the minimum repayment threshold are required to make compulsory repayments. Although HELP debts are indexed, there is no interest charged on HELP loans. The Australian Government is therefore also bearing the deferral costs of the loans and for those loans that are never repaid due to low income.
- *Learning Scholarships* – the Commonwealth Learning Scholarships programme provides financial support to eligible undergraduate students to assist with the costs associated with higher education. There are two types of scholarships – one for general education costs and one for accommodation costs.
  - Commonwealth Education Costs Scholarships – assist with general education costs, and in 2007 are worth \$2120 per year for up to four years.
  - Commonwealth Accommodation Scholarships assist with accommodation costs for students from rural and regional areas who move to undertake higher education and incur accommodation costs, and in 2007 are worth \$4240 per year for up to four years. Both scholarships are indexed annually.
- *ABSTUDY* - to address the particular educational disadvantages faced by Aboriginal and Torres Strait Islander people by providing support to students and Australian Apprentices to improve access and participation in secondary and tertiary education and training.
- *Youth Allowance* - to provide support for full-time students and Australian Apprentices aged 16-24 years who are in need of financial assistance, to undertake secondary or tertiary education or training. *Realising Our Potential* extends eligibility for *Youth Allowance* to students undertaking approved Masters by Coursework courses.
- *Austudy* – to provide support for students and Australian Apprentices who begin study or training when aged 25 years and over, who are in need of financial assistance, to undertake full-time post-compulsory secondary or tertiary education

## *DEST Budget Statement: Outcome 2*

or training. *Realising Our Potential* extends eligibility for *Austudy* to students undertaking approved Masters by Coursework courses. It also extends eligibility for Rent Assistance to *Austudy* recipients.

- *Fares Allowance* – covers the cost of specified travel for eligible tertiary students who need to live away from home to study.
- *Indigenous Support Fund* – assists higher education providers to meet the needs of Indigenous students and further the goals of the National Aboriginal and Torres Strait Islander Education Policy. It supports activities aimed at improving the access, participation, success and retention of Indigenous students in higher education.
- *Indigenous Higher Education Advisory Council (IHEAC)* – funding to enable IHEAC to provide policy advice to the Minister for Education, Science and Training and the department on higher education issues as they affect Indigenous Australians.

In 2007-08, the department will implement the *Expanding Education Support for Indigenous Young People* - \$32.9 million over four years aimed at:

- *Indigenous Access Scholarships<sup>1</sup> (IAS)* - will provide financial assistance of \$4000 annually (indexed annually), as a one-off payment, for up to 1000 Indigenous students per year over four years. Students, particularly those who wish to relocate from rural and remote areas to enrol in a university enabling or undergraduate course, will be assisted with the costs associated with attending university;
- Extending the Youth Allowance independence workforce criteria to ABSTUDY, therefore more closely aligning the Youth Allowance and ABSTUDY schemes;
- Extending the ABSTUDY Incidentals Allowance to students undertaking an enabling course at a higher education institution encouraging younger students to undertake preparatory studies and go on to further study;
- Extending Crisis and Bereavement payment to ABSTUDY recipients to allow students to access these payments which are currently available to recipients of a Social Security pension or benefit and keep students engaged in education.

### **Departmental outputs**

#### *National Protocols for Higher Education Approval Processes*

The National Protocols regulate the recognition of new universities and self-accrediting higher education providers, the operation of overseas universities in Australia and the accreditation of courses offered by providers of higher education. The Protocols were reviewed in 2004 and a national discussion process was initiated in 2005 with release of a consultation paper *"Building University Diversity"*. Following extensive

---

<sup>1</sup> Scholarship recipients under the IAS will not take up their scholarships until the beginning of the 2008 academic year, therefore performance indicators for IAS will be developed for calendar year 2008 and reported in the 2008-09 PBS.

consultation, revised Protocols were approved by the Ministerial Council on Education, Employment, Training and Youth Affairs in July 2006, and pending legislative change in all jurisdictions, will be implemented from 31 December 2007.

The Joint Committee on Higher Education has circulated draft National Guidelines to the sector. The National Guidelines provide additional information about the Protocols' criteria and processes to assist with their implementation. They include a series of evidence requirements and reference points to clarify and expand on the information provided in the Protocols about the criteria to be met by different types of higher education institution. The evidence requirements and reference points will be used by panels considering applications from institutions seeking to offer higher education awards, including prospective new universities. Quality audit panels will also use the indicators to ensure that all current institutions comply with the revised Protocols.

The National Guidelines will be finalised for consideration by the Australian Education Systems Officials Committee and approval by Ministers.

*Review of the reforms under the Higher Education Support Act 2003*

On 19 December 2006 the Minister for Education, Science and Training announced a review of the impact on the higher education sector of the higher education reforms, as required under HESA. Given the scope of the reforms, the issues to be considered will be structured into phases over 2007 and 2008, with consultation and research targeted to each phase. The Minister announced that the first phase of the review would consider the current discipline groupings and relativities within the cluster funding mechanism and the pipeline arrangements for the funding of new Commonwealth supported places.

**Performance information for Outcome 2**

Performance information for administered items, individual outputs and output groups relating to the Department of Education, Science and Training are summarised in Table 3.2.2

**Effectiveness Indicators for outcome 2**

Programmes and initiatives delivered by DEST which contribute to Outcome 2 form part of a wider set of factors that affect that Outcome. The indicators in table 3.2.2A provide an indication of the overall trends under Outcome 2.

**Table 3.2.2A: Effectiveness Indicators for outcome 2**

<p><i>Higher Education</i></p> <ul style="list-style-type: none"><li>• Trends in number of domestic enrolments (Full Time Equivalents)</li><li>• Trends in number of domestic research enrolments (Full Time Equivalents)</li><li>• Trends in number of domestic postgraduate enrolments (Full Time Equivalents)</li><li>• Trends in number of undergraduate completions</li><li>• Trends in number of unweighted higher degree by research completions</li><li>• Trends in number of post-graduate coursework completions</li><li>• Percentage of higher education graduated in full time employment within four</li></ul>
---

*DEST Budget Statement: Outcome 2*

months of completion of degree, of those available for work

- Trends in graduate starting salaries as a proportion of Average Weekly Earnings
- Trends in number of all Indigenous students by selected higher education course level categories

*Student Assistance*

- Trends in the number of full-time students receiving income support under
  - Youth Allowance
  - Austudy
  - ABSTUDY
- Percentage of the relevant full-time student population receiving support under
  - HECS HELP
  - FEE HELP

Table 3.2.2B: Performance in delivery of Administered Outputs

Performance Measure	2006 Estimate	2006 Estimated actual	2007 Estimate
<b>Higher Education Funding Commonwealth Grants Scheme (CGS)</b>			
<b>Workplace Reform Programme</b>			
Number of Commonwealth supported domestic undergraduate places	-	>400,000	>405,000
Number of Commonwealth supported domestic postgraduate coursework places	-	>14,000	>16,000
<b>Workplace Productivity Programme</b>			
Number of projects funded	-	48	33 <sup>2</sup>
<b>Regional Loading</b>			
Number of regional campuses under the CGS for which regional loading is provided	-	85	85
<b>Superannuation Programme</b>			
Number of universities assisted	-	19	19
<b>Capital Development Pool and Special Projects</b>			
Number of projects funded	-	40	47
<b>Collaboration and Structural Reform Programme</b>			
Number of projects funded	42	42	40
<b>Quality Initiatives</b>			
Number of organisations assisted	-	5	4

---

<sup>2</sup> 15 projects funded in round 1 of the Workplace Productivity Programme, which provides funding for the 2006-2008 period, requested funding for one year only in 2006. This leads to a one-off decline in the number of funded projects in 2007, until round 2 of the programme is finalised and additional projects are funded for the 2008-2010 period. It is estimated that the number of projects funded through the Workplace Productivity Programme will increase to around 75 in 2008 when the funding rounds begin to overlap.

**Table 3.2.2B: Performance in delivery of Administered Outputs (cont)**

Performance Measure	2006 Estimate	2006 Estimated actual	2007 Estimate
<b><i>Learning and Teaching Performance Fund</i></b>			
Number of universities rewarded	-	14	30
<b><i>National Institutes</i></b>			
Number of institutions assisted	-	3	3
<b><i>Equity Programmes</i></b>			
Number of Table A higher education providers assisted	-	39	39
<b><i>Enabling Loading</i></b>			
Number of CGS places for which enabling loading is provided	-	3,610	3,859
<b><i>Commonwealth Learning Scholarships</i></b>			
Number of scholarships allocated to higher education providers <sup>3</sup>	-	22,625	31,298
<b>Higher Education Special Projects</b>			
Number of university regional campuses receiving funding by the Support for Small Businesses on Regional University Campuses Programme	-	-	>10
Number of commonwealth supported places accessed by students in the National Centre of Excellence for Islamic Studies	-	-	40
Number of projects supported by the Voluntary Student Unionism Transition Fund for Sporting and Recreational Facilities	-	-	26
Number of CGS medical places for which medical student loading is provided	-	7,682	8,429

---

<sup>3</sup> Includes new and continuing scholarships.

**Table 3.2.2B: Performance in delivery of Administered Outputs (cont)**

Performance Measure	2006 Estimate	2006 Estimated actual	2007 Estimate
<b>Higher Education Loan Programmes<sup>4</sup></b>			
Domestic higher education students enrolled in awards courses in receipt of HELP loans	>355,000	>345,000	>365,000
Number of OS-HELP loans to assist students to undertake some of their course overseas	3,088	1,895	2,702
<b>ABSTUDY</b>			
Number of higher education students receiving ABSTUDY	-	4,865	5,000
<b>Youth Allowance</b>			
Number of higher education students receiving Youth Allowance as at 30 June <sup>5</sup>	-	120,000	121,000
<b>Austudy</b>			
Number of higher education students receiving Austudy as at 30 June <sup>6</sup>	-	17,000	18,000
<b>Higher Education Funding <i>Indigenous Support Fund</i></b>			
Number of universities receiving funding to support Indigenous students	39	39	39
<b>Indigenous Higher Education Advisory Council</b>			
Number of meetings held each year	3	3	3

---

<sup>4</sup> Data includes all students in receipt of HECS-HELP loans and FEE-HELP loans, but does not include those receiving other forms of HECS-HELP assistance such as discounts for upfront payments.

<sup>5</sup> The 2006 Estimated Actual and 2007 Estimate refers to the points-in-time at 30 June 2007 and 2008 respectively, being the end of their respective financial year.

<sup>6</sup> The 2006 Estimated Actual and 2007 Estimate refers to the points-in-time at 30 June 2007 and 2008 respectively, being the end of their respective financial year.

DEST Budget Statement: Outcome 2

**Table 3.2.2C: Performance in delivery of Departmental Outputs**

Performance Indicator	2007-08 Estimate
<b>Programme management</b>	
<i>Quality</i>	
Payments are made in accordance with approved timelines	All programmes to meet relevant administrative targets set by quality assurance processes in DEST
Payments made are based on calculations which are accurate and in accordance with approved guidelines	All programmes to meet relevant administrative targets set by quality assurance processes in DEST
Timeliness of Parliamentary reports (including interim responses where appropriate) provided to Parliament and its Committees	At least 90% meet deadline
High quality Ministerial replies as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the replies.	Qualitative evaluation of satisfaction using feedback from the Ministers and Parliamentary Secretary to the Secretary.  Analysis of trends over time to monitor percentage delivered within agreed timeframes.
<b>Policy Services</b>	
<i>Quality</i>	
High quality policy advice as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of policy advice.	Qualitative evaluation of satisfaction and timeliness using feedback from the Ministers and Parliamentary Secretary to the Secretary
High quality research and evaluation reports as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the reports	Qualitative evaluation of satisfaction using feedback to the Secretary from Ministers and Parliamentary Secretary.
Research activities are completed according to plan	At least 90% completed to plan
<b>Service Delivery</b>	
<i>Quality</i>	
Satisfactory services as reported by Centrelink through the timely processing of ABSTUDY, Austudy, Youth Allowance, Assistance for Isolated Children claims	Services provided in accordance with DEST-Centrelink Business Partnership Agreement (BPA)