

Transcript

Overview of recommendations with Professor Sally Kift

SONAL SINGH: First up, we are going to have Professor Sally Kift, Professor Sally Kift is a Principal Fellow over the Higher Education Academy, a Fellow of the Australian Academy of Law and President of the Australian Learning and Teaching Fellows. Over to you, Sally, to further unpack the Accord for us.

PROFESSOR SALLY KIFT: Thank you for that Sonal. Also thank you Barney. I would like to acknowledge that I am on the unceded lands of the Jagera and Turrbal people, and pay my respect to Elders past, present and emerging, and acknowledging Indigenous colleagues in the room today, and these places have always been places of learning, teaching and research. That was an amazing overview by Barney, and now I am going to ruin it. And I think they did this for me because I sound insane, so you will expect nothing different this is further unpacking the sector literacy, because I think we all need to be a part of the solution here.

A bit of expectations management, which I think Barney has directed us to. These are proposals until government response, and you would have seen in the budget that Commonwealth has committed over 730 million to ensure that the school resourcing standards are there for the Northern Territory. We are in this pipeline, we need to be virtuously patient I think that is the buffering idea. I think we need to be equipped to handle the hot take and the naysayers. And I will be addressing one of those today. This is all about what we need to be positive about, a more equitable education sector rather than a system, and also connected to a seamless tertiary system. Any big transformative and long-term change with a 2050 focus. This is a great time to be alive in education.

And it is one of the major education sector reviews as Barney has said. At the end of the day, what I'm trying to do initial period of time in 408 pages, with Barney's more gentle introductions, of what is recommended, but I will do my best. This is what Barney was referencing. When I was with Peter Noonan, he said that the heading should tell a story and I think this report does. This is my first layer of trying to get into it about doing what the Minister says about turning up the dial, shifting the dialogue for our sector.

It is a blueprint out to 2050, and it is about equitable and innovative higher education system. It is tertiary attainment so we have to be careful about our language, higher education and tertiary are different things. Tertiary attainment for lifelong learning with the right skills mix and future focused obligations.

And also the peace that Barney has spoken to, which is merely what we are interested in today, with respect to money, it is correct, a holistic reform, intermeshes targets to meet skills needs through, and also managing planned, but also demand driven equity, and delivering for students and Barney has helped us with that. Income support, reformed help, needs-based funding, and quality teaching for students. And also solving Australian challenges strategic fund, and also a dynamic, collaborative and responsive system, new leadership and stewardship by ATEC, the Australian Tertiary Education Commission. And also improving regional tertiary education, and the new funding model.

And then the implementation advisory committee for a staged approach. Having said that, I'm going to excuse myself now from not talking anymore about research, transitioning arrangements or as has been described by the Vice Chancellor, the bizarre recommendations for the future fund infrastructure.

I also will not be talking very much about priority five in the interim report, although I acknowledge how important it is around improved higher education governments, particularly in the context of weight that. I think it is important that Minister Clare released the report at Fairfield Connect, which is a study hard between Western Sydney University, UNSW and UTS. It is a commitment to a university agnostic network as an enabling platform for students in fairness, equity and success.

When he gave his speech and I, similar to Barney, to the great speed that the Minister gave at the Gala Dinner, which sounds very Gala. It is a blueprint budget for the next few decades. Any spoke about to various that needed to be broken down, first the artificial barrier. The speech spoke about higher education, but also including vocational education and what could be done about that. And I will try to get that piece. And also the invisible barrier that stops students going into university. Which is why 69% of young people from wealthy families have university degrees but only 90% -- 19% from very poor families. I will put a link to this in the chat once I'm done.

This is from Capgemini which is very helpful. It is a one-page infographic that summarises the report, and I think you are aware of the enormity of that task. Taking us through the ambitious targets, tertiary shifts from 60% to at least 80%, university educated, from 25 to 34 group, 45 to 55%. That means doubling of Commonwealth supported places from 860,000 to 1.8 million. And for equity groups to achieve parity by 2035 and that is an increase of 86% in enrolment share.

And there are other things in there. Students at the centre, our recommendations as we have heard around improving funding and income support, quality learning and teaching, student safety and well-being, both on campus and online.

As you would no doubt be aware, there are a lot of text, and some of them are hot on the Accord and they seem to be multiplying exponentially as we go through. He are just three examples, talking, and referencing the Minister's idea of it being a blueprint. Focusing on financial support, especially with regards to placement on poverty. Also lack of detail, and also the moral panic on the

low bar entry, and the disingenuous claim that students with ATARs about 45... I would put a link in a chat. Only over 20% of students use ATAR as an entryway into university at the moment.

The National tertiary education objective, this is my happy place. There is a lot to like about this. And I think is right. We need to call and at every time we make argument as we are called upon to make. The objective as listed, it requires a strong dynamic which requires a strong tertiary education system which provides affordable and equitable opportunity for all, and it delivers graduates with the creativity and technical skills to meet future for force and societal needs, and an environment of collaboration and purposeful work between all stakeholders, and also for the betterment of society.

Who doesn't want one? I'm going to want one tomorrow. The ATEC recommendation is a big long one, and ATEC has a number of functions, including delivering the National Tertiary Education Union object. And this is the stewardship that Barney mentioned. It also other dot points as well. The provider category standards might be up for reconsideration, particularly about any models of delivery and collaboration. The main reason I want to take you to ATEC is to give you knowledge and who might be on the ATEC. Chief Commissioner obviously, but First Nations Commissioner, equity commissioners, regional education commissioners, Deputy Commissioners, but also proposed that the ARC and TEQSA also come under ATEC. And I also want to take you through the stakeholders.

But particularly, given the efficacy that a lot of us in the sector are involved in, we got it under paragraph H, Roman numeral 3, to uplift teaching in this environment. That ATEC could become a monster, and to stop it from becoming a monster is not to set up in the first place. Shamit will talk more about governance and leadership. This is probably the money slide for you all. This is my attempt to summarise what is going on here with the various things that we are all interested in. Students at the heart, new funding model for growth and quality as Barney has said, and also scrapping the job ready graduates package. HELP reform, income support, reality of part-time work and study. Addressing placement poverty, increased PhD stipend, a jobs broker for part-time work and work experience.

Student safety and well-being with the ombudsman and student charter recommended. Quality and integrity in international education, improve learning and teaching quality. We've already had the support for students coming out of the interim report. And lots of other opportunities there as well, particularly Commonwealth supported places for postgraduate qualifications, which I think is of interest going forward. No early school office before September, careers advising a percentage of student services and amenities fears to rest you-- and sure the safety of student led organisations, exit pathways.

Leanne will talk about some issues related to income and funding. First Nations centred, a range of proposals. A council, a Commissioner, a focus on submissions leadership and self-determination to Galilean providing governments-- particularly in providing governance, parity targets. None of these

are necessarily noncontentious. Higher education review, focus on First Nations knowledges in learning and teaching, dedicated First Nations PhD scholarships and postdocs, demand driven medical placements for First Nations students, and an education racism survey, a focus on cultural survey-- safety, and consideration of cultural competence. We are fortunate to have Leanne to help us through that.

And then growth through equity. This is the demand driven equity, as it said in recommendations 40-41, with big parity targets. 4 target groups, low SES, rural and regional, First Nations with disability, and an equal effort approach which might propose some further unpacking. Need-based funding, demand driven free preparatory courses, talking about enabling courses that, as a critical path into higher education as we are waiting for the school reforms to catch up.

Improving regional education, dedicated outreach funding, and a new equity permission-- Commissioner. Verity and Kylie are going to take us to some of those matters. Just very quickly on the regional tertiary education piece, there is a whole chapter, as Barney highlighted, on regional education.

Targets to increase rural and remote participation, regional loading in addition to the need-based funding, more medical places for regional universities or study hubs, adjusting the tertiary access payment, and original education Commissioner for further opportunities including the potential for national regional university.

We are fortunate to have Chris Ronan, who will talk particularly about the regional study hubs, but also potentially about the other regional opportunities. And if you have any doubt about why we need to do this, this has been sustained in equity in regional education.

You just look at that data again. We had this data in the reviews, running your eye down the orange line, major cities completions. Regional is next. Out original is next, and the great is remote and very remote, so remote and very remote higher educational attainment for Bachelors is less than half the metropolitan achievement.

Looking at the attainment targets. There is a degree of complexity in this part of the report, which I don't have time in my short time to take you to. The idea is that we would set participation targets for 2035, with the aim of parity 2050. And here you have an orange file with the Australian population, that would be the parity target. The grey bar, I'm going to call it, with the education enrolments. And the blue bar with educational completions.

I do wonder whether this is correct around regional and remote? And the participation targets, I'm sorry, for 2035 to get us on the right track, as you see them there.

And then the idea is that an individual university target is set for completion depending on their starting point, so wherever they are, for example under 10% below SES, or the University context is, and what the state or territory target is.

It is distributed by state and territory. And this is the concept of equal effort. Darlene will have a view, I'm sure, about the 2035 participation target, which is just to maintain people with disabilities. I have just given you a link to the children and young people with disability Australia, who were disappointed with the outcomes of the record.

Just 3 quick things I wanted to do in conclusion. This is the big moment for the fee free preparatory courses, there are recommendations around it. I would call these enabling courses, but the idea is to expand them and to make them demand driven and fund them properly.

It really is in its time moment for enabling, as the NAEAA said, "uncapped places for enabling programs will contribute significantly to closing the attainment And addressing decades of disadvantage experienced by disadvantage students."

They are effective on costs. Individual see them as a low-risk test of their ability to go to university, and the government it's a low-risk intervention, as we found in 2016 that the low-cost strongly influences the decision to enrol.

And they are attractive to a equity bearing students. If you just run your eyes down the students are going to enabling courses they are the students that we need to encourage to participate in greater rates and higher education.

My 2nd point was going to be around learning and teaching, so I'm grateful to the submission that we really need to attend to learning and teaching. Because once we get them into university, then our institutional policies, and practices, processes, the educational provisions need to be transformed to support students to successfully complete, success on their own terms.

There are a number of strong recommendations around learning and teaching, quite a bit in there about (inaudible). Also the need for new curriculum and teaching methods for online and hybrid, to support more diverse cohorts.

How to facilitate student belonging in an expanded system, how to assure world-class learning and teaching for diversity and growth, and with a transformed workforce. And to proceed beyond minimal compliance threshold that the higher education standards framework and the proposed learning and teaching Council will go a long way and that.

When you get the slide you can have a look and see various other recommendations have been made around that. My final point is around, as I promised in the chat, this more flexible and responsive tertiary education system.



So this is another very critical plank, and they do - and thank you for Barney, for saying so. This has enormous equity rainmaker-- ramifications for us. Not just bring skills through equity, but also in greater access to higher quality WIL. The reform recommendations of the framework of been prioritised for implementation, and that will enable better qualifications and pathways, particularly around the micro credentials, which might get Commonwealth supported places. Degree apprenticeships and other learn and earn opportunities.

But the really critical piece is around recommendation of prior learning, and recommendation of prior experience, and making that portable, transparent, and creditable across institution. A national skills passport, and the ways that we might facilitate HECS, TAFEs and industries to collaborate better together. Jobs and skills Australia linking the higher education regular to the taxonomy, Barney mentioned the opportunity for TAFE to get higher education status.

This is one of my loves around the AQF review, and it's a marathon. It's not a splint-- sprint. Homer can refresh himself, I will throw a lot of water over myself and remind myself that we are running a marathon, but there is a lot to love. I think we're very fortunate to be at this point in time, thank you.