Australian Universities Accord final report — summary

Following an initial assessment of the Australian Universities Accord final report, Universities Australia has mapped the final recommendations to government against the policy positions we have advocated for on behalf of our members.

The timeframe for implementation against each recommendation balances the urgency with which UA believes each initiative is needed with the need for further work by government as well as potential legislative and budgetary constraints.

Recommendations have been categorised under the following headings:

Skills and workforce

Students, equity and participation

Research

Indigenous

Funding

International

Governance

Safety and wellbeing

Initial assessment — alignment with UA's position

	Recommendation	Priority/implementation
1	Establish a national tertiary education objective	Short-term
2	Adopt tertiary education attainment targets for 2050	Short- to long-term
4	Implement the National Skills Passport	Short-term
6	Fund a set of standardised microcredentials focusing on areas of acute need. Expand the microcredential pilot to help develop a systematised way to fund accredited microcredentials via the Commonwealth grants scheme	Medium- to long-term
7	Increase opportunities for students to earn and learn while studying	Short- to medium-term
8	Partner with tertiary education providers, states and territories, industry, business and unions to deliver education through collaborative infrastructure and by ensuring greater engagement between the higher education sector and Jobs and Skills Australia and the Jobs and Skills Councils	Short-term
9	Work with professional accreditation bodies to agree on a code of conduct that ensures accreditation requirements are evidence-based and that placement requirements support students to gain relevant industry skills	Short-term
10	Attainment and participation targets for university undergraduates should be set for 2035 and the following years with the aim of reaching equal participation by 2050.	Short- to long-term
11	Develop collaborative outreach and other aspiration-building programs	Short- to medium-term
12	Increase the availability of and access to fee-free preparatory courses	Short-term
14	Introduce financial support by governments and employers for mandatory unpaid work placements	Short-term
15	Improve access to income support for those who need it most	Short- to medium-term
16	Adjust student contributions and reform HELP repayment arrangements	Short- to medium-term
18	Develop a national student charter outlining a commitment to student welfare, safety and wellbeing, and establish a National Student Ombudsman to respond to student complaints	Short-term
22	Recognise the contribution international students make to Australia and ensure greater alignment and coordination between courses and programs marketed to international students and the national skills agenda and relevant migration initiatives	Short-term
23	Address issues of integrity and quality for international education in line with the Nixon Review and the migration strategy, and ensure providers have evidence-based risk management strategies for international education	Short-term
24	Commission a formal strategic, cross-portfolio examination of research funding	Short- to medium-term
25	Ensure Australia's research capacity and capability has a high impact and is made use of as effectively as possible	Short- to medium-term
26	Strengthen the fundamentals of the Australian research system to improve Australia's research quality	Short- to medium-term
27	Elevate First Nations knowledge and knowledge systems and Closing the Gap to the National Science and Research Priorities	Short-term
28	Develop a pathway to fund the full economic cost of university research	Short- to medium-term

	Recommendation	Priority/ implementation
29	Develop a National Research Evaluation and Impact Framework to demonstrate the quality of and return on investment in Australian university research	Short-term
34	Commission a First Nations-led review of higher education in consultation with First Nations stakeholder groups	Short- to medium-term
35	Examine the representation of and increase the representation of suitably qualified First Nations people in university governance and leadership positions	Short- to medium-term
42	Change the university research funding model to support and strengthen universities' capacity to conduct research and research training	Short- to medium-term
44	Establish an Implementation Advisory Committee to advise on implementation of the Review's recommendations	Short-term
46	Support universities with a 'glidepath' during the transition to a new funding model	Medium-term
47	Outline a staged approach to implementation of the Review's recommendations	Short-term

Initial assessment — agree in principle — further work needed

	Recommendation	Priority/ implementation
3	Fund new medical places, including for all eligible first nations students	Short- to medium-term
13	Adopt a needs-based funding model that provides per-student funding for equity students, providing additional funding for First Nations students, low SES students, students with a disability and regional/remote delivery. There will also be a completion bonus for providers who meet agreed completion targets for equity students.	Short- to medium-term
17	Improve access to postgraduate coursework studies through increased CGS places, whilst requiring providers to re-invest a portion of fees for some high-cost programs into an equity-based fund	Medium-term
33	Conduct a study into the prevalence and impact of racism across the tertiary education system	Short- to medium-term
36	Improve understanding of Australia's tertiary education system by improving data, measurement and reporting	Medium-term
39	Support regional tertiary education by expanding Regional University Study Hubs, increasing medical CSPs at universities delivering regionally based end-to-end medical education and adjusting the Tertiary Access Payment.	Short-term
40	Adopt a new funding model for higher education that supports the new tertiary education objective that is planned and managed by the ATEC through mission-based compacts to deliver future skills needs, equitable access, participation and success for equity students that is effectively demand driven for equity but with planned allocation of places to universities. The model would also include demand driven fee free preparatory courses. It is also recommended that the ATEC's national pricing function ensures there is sufficient funding for teaching and scholarship through student/government contributions, that the practice of providing only partial funding for additional students when a university is overenrolled is stopped, and that universities retain freedom to make choices about enrolments and finances.	Short-term

	Recommendation	Priority/ implementation
41	Ensure the new funding model supports universities to deliver quality learning, teaching and scholarship by: • Continuing to fund places for undergraduates through HELP and CGS, delivering growth for the sector through fully funded places for students who want to access HE and can meet entry requirements • Managing growth at the system level to ensure genuine demand is met with supply but that universities can manage places within their envelope at an institutional level to ensure sustainability of universities • Ensuring all equity students be eligible for a funded place at a public university as soon as possible by redirecting the unused funds from the previous commitment to deliver 20,000 commencing CSPs in 2023-24 • Increasing the government contribution for STEM courses to reduce the negative impacts of JRG and sufficient funding to cover costs in each discipline. • Ensuring student contributions reflect future earnings • Providing needs-based funding to address increased costs for low SES, First Nations, and students with a disability and regional students. • Providing fee-free preparatory courses for any student in a CSP, reflecting cost of delivery • Expanding the number of publicly funded higher education places, including at TAFEs, to allow students to be funded for the qualification of their choice including micro-credentials. Tertiary providers would retain the flexibility to allocate places across different types of qualification, and • Continuing to provide the Indigenous Student Support Program, with potential future reforms to be guided by the First Nations-led review, moving the program to DoE.	Short-term
45	Take a staged and managed approach to updating legislation that governs the higher education sector	Short-term

Initial assessment — more information required before UA can form a position

	Recommendation	Priority/ implementation
5	Establish a comprehensive system of modular, stackable and transferable qualifications, including microcredentials	Medium-term
20	Agree that early school leaver offers be nationally consistent and not be issued before September in 2025 and 2026	Medium-term
30	Establish an Australian Tertiary Education Commission as a statutory, national body	Short-term
31	Support the higher education sector to develop nationally consistent standards for higher education teaching and learning and undertake initiatives to improve the capability and capacity of the higher education workforce	Short-term
32	Establish a Centre of Excellence in Higher Education and Research to build the evidence and expertise base necessary to support the ATEC	Medium-term
43	Establish a co-funded Higher Education Future Fund to support learning and teaching infrastructure. The aim is to reach $10b with matched contributions between universities and the Australian government. University contributions come from untied own source revenue and would be based on capacity to pay. Once $10b is reached returns will be made on advice from an independent board, contribute to built and digital infrastructure/housing and leverage other funding sources, again recognising universities' capacity to pay	Medium-term

Initial assessment — no formal UA position

	Recommendation	Priority/implementation
19	Direct a proportion of the SSAF to student-led organisations to deliver agreed services and amenities	N/A
21	Develop a comprehensive Australian Higher Education Teaching Quality Framework, with regular reporting, improved metrics and encouragement of systematic peer review	N/A
37	Address the appropriate diversity of tertiary education providers by exploring the need for new universities and specialist providers, encouraging dual sector provision and considering revisions to the Provider Category Standards	N/A
38	Encourage and assist TAFEs to become self-accrediting in higher education and explore pathways for selected TAFEs to become self-accrediting in VET	N/A
39e	Examine the potential creation of a National Regional University	N/A

Accord final report — summary

Skills and workforce

	Recommendation	UA Position	Priority/ implementation
3	Fund new medical places, including for all eligible first nations students	This recommendation aligns in principle with UA's advocacy position. UA has advocated for an increase in Commonwealth supported places, including in health disciplines, to meet Australia's future skills needs. In relation to health disciplines specifically, UA has called for measures that: • achieve workforce self-sufficiency (across all disciplines) with minimal reliance on overseas staff in the short term • meet the diverse and evolving needs of Australia's communities • utilise universities' regional infrastructure as anchor sites for workforce development, and • establish agreements between federal government departments and tertiary education providers to offer tailored support to regional health workforce needs.	**Short- to medium-term**
4	Implement the National Skills Passport	This recommendation largely aligns with UA's advocacy position. UA has backed the government's move to establish a National Skills Passport on the basis that it could improve lifelong learning, recognition of prior learning and connectivity between vocational and higher education, particularly if it builds on the existing qualifications recognition infrastructure already in use across the sector. We have recommended that a Lifelong Learning Strategy be put in place prior to the implementation of recommendations from the review of the Australian Qualifications Framework (AQF) to ensure a strategic approach, noting changes in the landscape since the AQF review was undertaken.	**Short-term**
5	Establish a comprehensive system of modular, stackable and transferable qualifications, including microcredentials	This recommendation has some alignment with UA's advocacy position. UA has called for a Lifelong Learning Strategy and a Recognition of Prior Learning Unit to be established within Jobs and Skills Australia, however modular, stackable and transferable qualifications at a whole-of-system level could lead to a range of additional system outcomes that will need broad consideration. UA will seek further information on this recommendation and its implications for the sector.	**Medium-term**
7	Increase opportunities for students to earn and learn while studying	This recommendation broadly aligns with UA's advocacy position, specifically our call for government to work with universities, industry, representatives and accrediting bodies to implement the National Work Integrated Learning strategy with a focus on creating a learning ecosystem that enables engagement between all stakeholders. UA has also previously reinforced to government the importance of streamlined, outcomes-focused professional accreditation processes, quality within industry supervision as well as calling for degree apprenticeships and paid student assistant roles in health disciplines.	**Short- to medium-term**
8	Partner with tertiary education providers, states and territories, industry, business and unions to deliver education through collaborative infrastructure and by ensuring greater engagement between the higher education sector and Jobs and Skills Australia and the Jobs and Skills Councils	This recommendation strongly aligns with UA's advocacy position. UA has welcomed the opportunity for universities to be involved with TAFE Centres of Excellence following our calls for greater connectivity between vocational and higher education to meet the nation's skills needs. UA has also called for higher education representation on the Jobs and Skills Australia Ministerial Advisory Board and continues to work with the Jobs and Skills Councils to ensure higher education is considered in work planning.	**Short-term**

	Recommendation	UA Position	Priority/ implementation
9	Work with professional accreditation bodies to agree on a code of conduct that ensures accreditation requirements are evidence-based and that placement requirements support students to gain relevant industry skills	This recommendation broadly aligns with UA's advocacy position. UA has previously called for streamlined health professional accreditation processes across disciplines that are evidence-based and remove artificial distinctions between NRAS and non-NRAS disciplines while not duplicating accreditation and registration processes through TEQSA and ASQA. UA has also advocated for funding to enable tertiary education providers to evaluate the impacts of educational innovations in health professional education.	**Short-term (following implementation of the Australian Tertiary Education Commission)**
14	Introduce financial support by governments and employers for mandatory unpaid work placements	This recommendation strongly aligns with UA's advocacy position. UA has called for the development of a framework that supports and resources compulsory placements for health and education students across Australia. UA has also advocated for cost-of-living support for university students, including those undertaking compulsory placements in areas of skills shortages.	**Short-term**

Students, equity and participation

	Recommendation	UA Position	Priority/ implementation
1	Establish a national tertiary education objective	This recommendation strongly aligns with UA's advocacy position. UA has long argued that universities are vital partners of government in delivering national priorities and driving our economic, social and technological progress through the education of skilled workers and research and development. In the face of various multigenerational challenges, we have advocated the role of universities in ensuring Australia can navigate the coming decades safely and successfully.	**Short-term**
2	Adopt tertiary education attainment targets for 2050	This recommendation strongly aligns with UA's advocacy position. UA supported the targets outlined in the Bradley review and has called for a gradual increase to the number of Commonwealth supported places to meet Australia's future skills needs, which will support the adoption of these new attainment targets. UA has also been clear about the need to improve lifelong learning to support university attainment, recommending the development of a Lifelong Learning Strategy as well as a Lifelong Learning Trust to improve equity outcomes from lifelong learning opportunities.	**Short- to long-term**
10	Attainment and participation targets for university undergraduates should be set for 2035 and the following years with the aim of reaching equal participation by 2050.	This recommendation strongly aligns with UA's advocacy position. UA has continually called for initiatives to achieve parity for students from underrepresented backgrounds, including linking new attainment targets with Closing the Gap targets and reviewing the unmet and partially met access and equity recommendations outlined in the Bradley review. UA has also advocated for funding for additional enabling and pathway programs to increase enrolments of students from underrepresented backgrounds.	**Short- to long-term**
11	Develop collaborative outreach and other aspiration-building programs	This recommendation strongly aligns with UA's advocacy position. UA has continually stressed the importance of lifelong learning, particularly in relation to equity and participation. Any action to increase awareness of higher education is welcomed.	**Short- to medium-term**

	Recommendation	UA Position	Priority/ implementation
13	Adopt a needs-based funding model that provides per-student funding for equity students, providing additional funding for First Nations students, low SES students, students with a disability and regional/remote delivery. There will also be a completion bonus for providers who meet agreed completion targets for equity students.	This recommendation largely aligns with UA's advocacy position. UA has called for mission and place-based partnership agreements that have flexible funding envelopes and include a minimum basic grant amount for university operational activities based on an appropriate funding measure (such as student load combined with other factors). UA has argued that this should be combined with financing for additional, vision-based and place-based program delivery of national and university priorities in teaching and learning, research, access and equity, community engagement and innovation.	**Short- to medium-term**
15	Improve access to income support for those who need it most	This recommendation aligns in part with UA's advocacy position. UA has called on government to include university students in cost-of-living support measures, including through changes to income support payment arrangements, support for students undertaking unpaid placements and raising the current PhD stipend.	**Short- to medium-term (noting the complexity of some changes and cross-portfolio requirements)**
17	Improve access to postgraduate coursework studies through increased CGS places, whilst requiring providers to re-invest a portion of fees for some high-cost programs into an equity-based fund	This recommendation broadly aligns in part with UA's advocacy position. UA has advocated for mission and place-based partnership agreements to explore the postgraduate landscape, however it is UA's view that more information is required regarding the reinvestment of postgraduate fees before any such changes can be made. UA has advocated for a flexible funding envelope, negotiated to ensure government has visibility over each university's planned initiatives and investments. This would allow universities to be agile in responding to market shifts or shocks, while also remaining transparent and accountable for the taxpayer funds they administer. Reinvesting postgraduate fees into scholarships and bursaries may not allow universities to be appropriately nimble in managing their budgets.	**Medium-term**
20	Agree that early school leaver offers be nationally consistent and not be issued before September in 2025 and 2026	UA notes this recommendation. UA does not oppose early at-school offers for high-performing students, based on appropriate criteria (as determined by individual institutions), so long as they don't diminish the value of the ATAR. UA is supportive of a nationally consistent approach to at-school offers which is in alignment with these principles, provided the principles of admissions autonomy is upheld.	**Medium-term**
21	Develop a comprehensive Australian Higher Education Teaching Quality Framework, with regular reporting, improved metrics and encouragement of systematic peer review	UA notes this recommendation and has no specific position. What has been proposed are very large pieces of work that would fundamentally change the way universities operate, as well as the enterprise bargaining agreements that govern what and how staff teach.	**N/A**
39	Support regional tertiary education by expanding Regional University Study Hubs, increasing medical CSPs at universities delivering regionally based end-to-end medical education and adjusting the Tertiary Access Payment.	This recommendation broadly aligns with UA's advocacy position. UA has called for place-based funding mechanisms to be included in the funding envelope and supports initiatives to improve higher education participation attainment in regional communities. UA does not have a position on the creation of a National Regional University.	**Short-term**

Research

	Recommendation	UA Position	Priority/ implementation
24	Commission a formal strategic, cross-portfolio examination of research funding	This recommendation strongly aligns with UA's advocacy position. UA has repeatedly called for both increased research funding and a more coherent and connected funding ecosystem. In addition to recommending immediate increases in funding for the indirect cost of research, a boost to stipends, a critical evaluation of research infrastructure needs/capacity and a review of research training, UA has explicitly called on government to identify appropriate medium and long-term targets for research investment in the context of relevant international comparators.	**Short- to medium-term**
25	Ensure Australia's research capacity and capability has a high impact and is made use of as effectively as possible	This recommendation is broadly consistent with UA's advocacy position. UA has urged government to recognise the value of university research in preparing Australia for the challenges and opportunities ahead. The establishment of a Research Investor Forum aligns with UA's calls for greater collaboration between universities and industry in research and development activities, while the creation of a new Solving Australian Challenges Strategic Fund could fulfil our call for both increased research funding and a more coherent and connected funding ecosystem. While there is a lack of detail around how to incentivise firms to upskill staff to PhD level at scale, this aspect of the recommendation is consistent with UA's call for a comprehensive review of Australia's research training ecosystem.	**Short- to medium-term**
26	Strengthen the fundamentals of the Australian research system to improve Australia's research quality	This recommendation strongly aligns with UA's advocacy position. UA has called for increased funding for the ARC, safeguarding basic research funding, raising PhD stipends under the Research Training Program, increased support for Indigenous researchers and academics, policy settings and funding to support research workforce development, and ongoing support and funding and research infrastructure.	**Short- to medium-term**
27	Elevate First Nations knowledge and knowledge systems and Closing the Gap to the National Science and Research Priorities	This recommendation strongly aligns with UA's advocacy position. UA has advocated for Indigenous knowledges to be captured in the National Science and Research Priorities, as well as calling for funding for university programs that value Indigenous knowledge systems in universities, support and elevate Indigenous research and Indigenous academics, and promote Indigenous agency and autonomy.	**Short-term**
28	Develop a pathway to fund the full economic cost of university research	This recommendation is broadly aligned with UA's advocacy position. UA does not have a formal position on charging market rates for research due to differing views across the sector regarding its potential impact, however we are very supportive of setting a base for indirect costs of research. UA has analysed potential transition paths to reach a target of $0.50 to the $1 for indirect costs of research, including over four, six and 10-year periods.	**Short- to medium-term**
29	Develop a National Research Evaluation and Impact Framework to demonstrate the quality of and return on investment in Australian university research	This recommendation strongly aligns with UA's advocacy position. UA has called for the Department of Education to work with the ARC and TEQSA to develop evaluation capabilities and reasonable evaluation processes aimed at supporting TEQSA's existing regulatory functions. The recommendation stops short of proposing a new independent integrity body, suggesting instead that the ARC be provided additional funding to strengthen its research integrity processes. UA has previously advocated for the resourcing and strengthening of an appropriate independent research integrity body with appropriate investigative and review powers.	**Short-term**

	Recommendation	UA Position	Priority/ implementation
31	Support the higher education sector to develop nationally consistent standards for higher education teaching and learning and undertake initiatives to improve the capability and capacity of the higher education workforce	UA is broadly supportive of this recommendation. While UA supports workforce development, further detail is needed on the proposed learning and teaching standards for academics and the minimum teaching qualifications. The remaining components of the recommendation aimed at improving professional development opportunities are welcomed.	**Short-term**
32	Establish a Centre of Excellence in Higher Education and Research to build the evidence and expertise base necessary to support the ATEC	UA is broadly supportive of this recommendation, noting the lack of specific details around the proposal.	**Medium-term**
42	Change the university research funding model to support and strengthen universities' capacity to conduct research and research training	This recommendation underpins the delivery of recommendations 25, 26 and 28, all of which are aligned with UA's advocacy position.	**Short- to medium-term**
43	Establish a co-funded Higher Education Future Fund to support learning and teaching infrastructure. The aim is to reach $10b with matched contributions between universities and the Australian government. University contributions come from untied own source revenue and would be based on capacity to pay. Once $10b is reached returns will be made on advice from an independent board, contribute to built and digital infrastructure/housing and leverage other funding sources, again recognising universities' capacity to pay	UA does not have a formal position on this recommendation due to the lack of detail provided. The creation of such a fund requires clearly defined priorities which are not yet available. While UA has advocated for an infrastructure financing facility, this recommendation only identifies student housing as a key focus, potentially limiting funding for teaching and research infrastructure. Further discussion with our members is also needed around the co-contribution aspect of the fund.	**Medium-term (following the implementation of a new funding model)**

Indigenous

	Recommendation	UA Position	Priority/ implementation
34	Commission a First Nations-led review of higher education in consultation with First Nations stakeholder groups	This recommendation is strongly aligned with UA's advocacy position. UA has advocated for measures that support and foster greater participation of First Nations people in higher education. Senior Indigenous leaders at our member universities have previously called for an Indigenous-led review of higher education, on the condition that it extends beyond access and participation to include leadership and governance.	**Short- to medium-term**
35	Examine the representation of and increase the representation of suitably qualified First Nations people in university governance and leadership positions	This recommendation strongly aligns with UA's advocacy position. Commitments under UA's Indigenous Strategy 2022-25 include Indigenous senior leadership positions being appropriately resourced and placed in university structures; Indigenous representation directly or through a governance mechanism to the Council or Senate and to the senior executive; and the DVC/PVC Indigenous (or equivalent) having a direct line of engagement to the Vice-Chancellor.	**Short- to medium-term**

Funding

	Recommendation	UA Position	Priority/ implementation
6	Fund a set of standardised microcredentials focusing on areas of acute need. Expand the microcredential pilot to help develop a systematised way to fund accredited microcredentials via the Commonwealth grants scheme	This recommendation strongly aligns with UA's advocacy position. UA has advocated for a National Lifelong Learning Strategy that provides a vision for Australia's education future and a foundation for recognising individuals' lifelong learning experiences, skills and interests as they align with skills needs. As part of this strategy, UA has called for increased funding for higher education to enable lifelong learning through the attainment of microcredentials and the extension of Income Contingent Loans to such offerings.	**Medium- to long-term**
12	Increase the availability of and access to fee-free preparatory courses	This recommendation is broadly aligned with UA's advocacy position. UA has called for a National Lifelong Learning Strategy that encompasses a range of initiatives aimed at creating new and more equitable pathways into universities.	**Short-term**
16	Adjust student contributions and reform HELP repayment arrangements	This recommendation is broadly aligned with UA's advocacy position. UA has called for a strategic approach to refining HECS-HELP settings and continued contributions from both students and government, with any changes to HELP undertaken to maximise access to university and not deter students from engaging with higher education.	**Short- to medium-term**

	Recommendation	UA Position	Priority/ implementation
40	Adopt a new funding model for higher education that supports the new tertiary education objective that is planned and managed by the ATEC through mission-based compacts to deliver future skills needs, equitable access, participation and success for equity students that is effectively demand driven for equity but with planned allocation of places to universities. The model would also include demand driven fee free preparatory courses. It is also recommended that the ATEC's national pricing function ensures there is sufficient funding for teaching and scholarship through student/government contributions, that the practice of providing only partial funding for additional students when a university is overenrolled is stopped, and that universities retain freedom to make choices about enrolments and finances.	This recommendation is broadly aligned with the funding model UA proposed. UA called for a flexible funding envelope including a base operational component and financing for place-based and mission-based activities in teaching and learning, research, access and equity, community engagement and innovation. Further detail is required.	**Short-term**
41	Ensure the new funding model supports universities to deliver quality learning, teaching and scholarship by: • Continuing to fund places for undergraduates through HELP and CGS, delivering growth for the sector through fully funded places for students who want to access HE and can meet entry requirements • Managing growth at the system level to ensure genuine demand is met with supply but that universities can manage places within their envelope at an institutional level to ensure sustainability of universities	This recommendation is broadly aligned with the funding model UA proposed. As above, UA has called for a flexible funding envelope including a base operational component. Further detail is required.	**Short-term**

	Recommendation	UA Position	Priority/ implementation
	• Ensuring all equity students be eligible for a funded place at a public university as soon as possible by redirecting the unused funds from the previous commitment to deliver 20,000 commencing CSPs in 2023-24 • Increasing the government contribution for STEM courses to reduce the negative impacts of JRG and sufficient funding to cover costs in each discipline. • Ensuring student contributions reflect future earnings • Providing needs-based funding to address increased costs for low SES, First Nations, and students with a disability and regional students. • Providing fee-free preparatory courses for any student in a CSP, reflecting cost of delivery • Expanding the number of publicly funded higher education places, including at TAFEs, to allow students to be funded for the qualification of their choice including micro-credentials. Tertiary providers would retain the flexibility to allocate places across different types of qualification, and • Continuing to provide the Indigenous Student Support Program, with potential future reforms to be guided by the First Nations-led review, moving the program to DoE.		
46	Support universities with a 'glidepath' during the transition to a new funding model	UA supports appropriate transitional arrangements which are fulsome and flexible with respect to the prevention of unintended consequences and the mitigation of financial and other risks for universities.	**Medium-term**

International

	Recommendation	UA Position	Priority/ implementation
22	Recognise the contribution international students make to Australia and ensure greater alignment and coordination between courses and programs marketed to international students and the national skills agenda and relevant migration initiatives	This recommendation broadly aligns with UA's advocacy position. UA has long advocated for policies that underpin and support a thriving international education sector. The commitment to diversification both onshore and offshore, as well as growing international education in regional areas is welcomed, noting government would need to ensure specific incentives or strategies are available to facilitate the desired outcomes. Moves to enhance alumni engagement is also a positive step, given Australia's approach to date has been largely ad hoc.	**Short-to medium-term**
23	Address issues of integrity and quality for international education in line with the Nixon Review and the migration strategy, and ensure providers have evidence-based risk management strategies for international education	This recommendation is broadly aligned with UA's advocacy position. UA has welcomed actions announced by government to protect and strengthen the integrity of Australia's international education sector, building on the existing robust policies and regulation in place to ensure students seeking a world-class university education and positive student experience in Australia receive nothing less.	**Short-term**

Governance

	Recommendation	UA Position	Priority/ implementation
30	Establish an Australian Tertiary Education Commission as a statutory, national body	This recommendation is broadly aligned with UA's advocacy position. While UA did not advocate for the Australian Tertiary Education Commission, many of the suggestions we made when asked about its potential makeup are reflected in this recommendation, including that the ATEC: • sits at a strategic level • has clear, well-thought-out terms of reference shaped via a stakeholder consultation process • has the remit to create funding agreements with institutions that allow for diversity of missions and are underpinned by the strategic goals of individual universities and the sector • drives enhanced connectivity and synergy in Australia's research and development ecosystem • looks to the future to provide long-term, strategic direction for the sector in the nation's interests, and • engages beyond the Department of Education. UA does hold concerns around the suggestion that TEQSA and the ARC could be moved to sit within the ATEC. UA has recommended that the ATEC's work not crossover with TEQSA or any other regulating body, rather it should be an authority that supports institutions to achieve their sector-wide goals.	**Short-term**

	Recommendation	UA Position	Priority/ implementation
36	Improve understanding of Australia's tertiary education system by improving data, measurement and reporting	This recommendation is strongly aligned with UA's advocacy position. UA has made repeated requests to government for more timely access to national data to inform decision-making in planning and strategising. However, data projects must be carefully designed to ensure benefits outweigh costs. UA will advocate for extensive consultation around the design and implementation of this recommendation, if accepted by government. UA is currently reviewing the TCSI project to inform this.	**Medium-term**
37	Address the appropriate diversity of tertiary education providers by exploring the need for new universities and specialist providers, encouraging dual sector provision and considering revisions to the Provider Category Standards	UA is neutral on some aspects of this recommendation and supportive of others. UA does not have a formal position on the establishment of new universities or on the introduction of specialised institutions. UA is supportive of evidence-based innovation in teaching and learning and research. Our advocacy for mission and place-based partnership agreements is aligned with specified provision of this in regional and under-serviced areas. Regarding changes to the Provider Category Standards, UA will be urging government to work closely with the sector before making changes to avoid unintended consequences, particularly in relation to research.	**N/A**
38	Encourage and assist TAFEs to become self-accrediting in higher education and explore pathways for selected TAFEs to become self-accrediting in VET	UA does not hold a position on whether TAFE should be self-accrediting. However, we have repeatedly called for greater integration between vocational and higher education to meet the nation's skills needs.	**N/A**
44	Establish an Implementation Advisory Committee to advise on implementation of the Review's recommendations	UA is entirely supportive of this recommendation and will advocate to ensure that the Implementation Advisory Committee includes an appropriate mix of sector representation.	**Short-term**
45	Take a staged and managed approach to updating legislation that governs the higher education sector	UA is broadly supportive of the sentiments and priorities of this recommendation, however UA would need to see further detail on any legislative changes before taking a formal position.	**Short-term**
47	Outline a staged approach to implementation of the Review's recommendations	UA is completely supportive of this approach and will work with members to clarify sector priorities to focus our ongoing advocacy.	**Short-term**

Safety and wellbeing

	Recommendation	UA Position	Priority/ implementation
18	Develop a national student charter outlining a commitment to student welfare, safety and wellbeing, and establish a National Student Ombudsman to respond to student complaints	This recommendation is broadly aligned with UA's advocacy position. UA welcomes the decision by Education Ministers to establish an independent National Student Ombudsman and remains committed to providing staff and students with a safe and respectful environment in which to work and study. Most of the measures for provider accountability which the new National Code will cover, align with advice UA provided to members in the 2023 Sexual Harm Response Guidelines and Primary Prevention of Sexual Harm in the University Sector Good Practice Guide. UA will actively participate in the consultations with Government and other stakeholders to implement the Action Plan.	**Short-term**
19	Direct a proportion of the SSAF to student-led organisations to deliver agreed services and amenities	UA is neutral on amendments to the SSAF. Allocating a portion of SSAF to student-led groups poses turnover risks. Instead, integrating student voices into governance processes, likely through elected representatives, ensures student concerns are heard, promoting sustainable investment in student-oriented services and representation.	**N/A**
33	Conduct a study into the prevalence and impact of racism across the tertiary education system	UA is firmly committed to fostering a safe and inclusive culture across the sector. Conducting a study into the prevalence and impact of racism across the sector is a significant undertaking, and UA looks forward to receiving further details on the proposed study and welcomes subsequent discussions with Government on the scope of the study	**Short- to medium-term**

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