Records and information management practioner alliance

please refer to previous submission for responses to Q1- 3

Q4 Looking from now to 2030 and 2040, what major national challenges and opportunities should Australian higher education be focused on meeting? Meeting the needs of society and a new way of achieving higher education. example may include course length, types of courses, relevance and maintaining relevance.

Q5 How do the current structures of institutions, regulation and funding in higher education help or hinder Australia’s ability to meet these challenges? What needs to change? They do not remain current and struggle to keep up with change in workforce and the new skills that professionals require and employers expect.

Q6 What are the best ways to achieve and sustain future growth in Australian higher education, given the changing needs of the population and the current pressures on public funding? Please refer to the response to Q4.

Q7 How should the mix of providers evolve, considering the size and location of existing institutions and the future needs of communities? Higher education needs to be available to all Australians, no matter what culture, what their social economic status is, disability, sexual preferences, gender etc. Currently it is aimed at those who achieve maximum results in secondary schools and those with money. Secondary school curriculum also plays a part in this, as the curriculum may not always be conducive to what the student is able to achieve in order to enter their preferred higher education course.

Q8 What reforms are needed to promote a quality learning environment and to ensure graduates are entering the labour market with the skills and knowledge they need? Industry associations and peak bodies must be included in the development of course material as well as provide assistance in the areas of work placements and practicums. It is these bodies that have access to what the industry needs and the skills required in the workplace to achieve the required outcomes.

Q9 How should Australia ensure enough students are studying courses that align with the changing needs of the economy and society? Align both secondary and higher education curriculum to make the decision easier for students.

Q10 What role should higher education play in helping to develop high quality general learning capabilities across all age groups and industries? Work with employers, industry bodies and industry experts. Experts being those who have worked in the industry and teach curriculum with stories and not just academics.

Q11 How should Australia boost demand from people to study in the higher education system? Refer to Q9

Q12 How should an adequate supply of CSPs be sustained and funded, as population and demand increase? Speaking on behalf of an industry body, sustainability would come from government funding allowing them to engage specialist/s in this area which research, report and manage this demand.

Q13 How could an Accord support cooperation between providers, accreditation bodies, government and industry to ensure graduates have relevant skills for the workforce? Apply policy and governance.

Q14 How should placement arrangements and work-integrated learning in higher education change in the decades ahead? There should be more of it and this is where the government funding to peak bodies comes into place. It could be the responsibility of the peak bodies to ensure that effective and relevant WIL is undertaken using their member bases.

Q15 What changes are needed to grow a culture of lifelong learning in Australia? Funding and effective infrastructure. Mandatory requirements for industry bodies over a certain size to contribute to the lifelong learning.

Q16 What practical barriers are inhibiting lifelong learning, and how can they be fixed? Barriers are not always practical as such and include cost, time, relevance of content and if the qualification is actually going to progress their career. There are many occupations where a qualification is not a mandatory criteria in order to progress. Records and Information fits into this category due to the limited opportunities available.

Q17 How should better alignment and connection across Australia’s tertiary education system be achieved? Clarity around what can be achieved at VET level in comparison to higher education. Course material should be similar but delivered in a different format.

Q18 What role should reform of the AQF play in creating this alignment? No comment

Q19 What would a more effective and collaborative national governance approach to tertiary education look like? No comment

Q20 How can pathways between VET and higher education be improved, and how can students be helped to navigate these pathways? First clarify if there is a definite pathway. Many times, it is one or the other.

Q21 How can current examples of successful linkages between VET and higher education be integrated across the tertiary education system? No comment

Q22 What role do tertiary entrance and admissions systems play in matching learners to pathways and supporting a sustained increase in participation and tertiary success? No comment

Q23 How should an Accord help Australia increase collaboration between industry, government and universities to solve big challenges? Include all parties equally.

Q24 What reforms will enable Australian research institutions to achieve excellence, scale and impact in particular fields? No comment

Q25 How should Australia leverage its research capacity overall and use it more effectively to develop new capabilities and solve wicked problems? No comment

Q26 How can Australia stimulate greater industry investment in research and more effective collaboration? Industry bodies should again support and where possible invest financially in research relate to their specialty.

Q27 How can we improve research training in Australia including improving pathways for researchers to gain experience and develop high-impact careers in government and industry? No comment

Q28 What is needed to increase the number of people from under-represented groups applying to and prepared for higher education, both from school and from other pathways? agree with the comments in relation to preparedness and not always relying on high results or financial position.

Q29 What changes in provider practices and offerings are necessary to ensure all potential students can succeed in their chosen area of study? Refer to Q28

Q30 How can governments, institutions and employers assist students, widen opportunities and remove barriers to higher education? alignment with secondary school courses, more defined pathways, access to additional or broadened WIL.

Q31 How can the costs of participation, including living expenses, be most effectively alleviated? The easy answer if government funding but there should also be a responsibility placed on employers, industry bodies and the industry itself.

Q32 How can best practice learning and teaching for students from under-represented groups be embedded across the higher education system, including the use of remote learning? Accessibility, marketing, consistency.

Q33 What changes to funding and regulatory settings would enable providers to better support students from under-represented groups in higher education? No comment

Q34 How should the contribution of higher education providers to community engagement be encouraged and promoted? No comment

 Q35 Where providers make a distinctive contribution to national objectives through community, location-based or specialised economic development, how should this contribution be identified and invested in? No comment

Q36 What regulatory and governance reforms would enable the higher education sector to better meet contemporary demands? Mandating industry body involvement.

Q37 How could a more coherent and dynamic national governance system for higher education be achieved? No comment

 Q38 How can the Accord support higher education providers to adopt sector-leading employment practices? Inclusion of their comments and needs

Q39 What reforms are needed to ensure that all students have a quality student experience? Improved and contemporary course material, experienced lecturers, onsite experience, story telling from experts,

Q40 What changes are needed to ensure all students are physically and culturally safe while studying? No comment

Q41 How should research quality be prioritised and supported most effectively over the next decade? No comment

Q42 What settings are needed to ensure academic integrity, and how can new technologies and innovative assessment practices be leveraged to improve academic integrity? No comment

Q43 How should the current recovery in international education be managed to increase the resilience and sustainability of Australia’s higher education system, including through diversification of student enrolments from source countries? No comment

 Q44 How can the benefits of international education be shared broadly across the system, including in regional areas, and what level of reporting should there be? No comment

Q45 How should the contribution of different institutions and providers to key national objectives specific to their location, specialist expertise or community focus be appropriately financed? No comment

Q46 How can infrastructure development for higher education be financed, especially in regional and outer urban locations? refer above

Q47 What structure of Commonwealth funding is needed for the higher education sector for the system to be sustainable over the next two decades? Involvement of industry bodies, employers and industry with funding from government to achieve the required outcomes.

Q48 What principles should underpin the setting of student contributions and Higher Education Loan Program arrangements? No comment

Q49 Which aspects of the JRG package should be altered, and which should be retained? No comment