

**Charting New Terrain:**  
Creating & maintaining a diversified  
tertiary education sector in Australia

Reflection & Commentary

*Julie Moss, Immediate Past Chair of ACPET & Managing Director of  
Photography Studies College*

**ACPET represents a range of private providers with an associated range of education and business models focussed on sustainably providing learning services to particular markets.**

ACPET membership includes entities from each of the main NSAI sets delivering a wide range of courses in diverse locations, often as so-called 'dual-sector' providers.

**Type of NSAI Institution**  
(from State and Territory higher education registers March 2008)

	<b>number</b>	<b>%</b>
Private entity	66	45
Professional / membership association	14	10
Faith-based institution	42	29
Government instrumentality	19	13
University private arm	4	3
<b>Total</b>	<b>145</b>	<b>100%</b>



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### Of these 145 institutions, at June 2008 :

15 were consortia colleges aligned to either Sydney College of Divinity or the Australian College of Theology and do not have accredited courses in their own right.

The other 130 institutions have developed their own higher education courses:

Eighteen (14%) of these 130 operate in more than one jurisdiction creating 198 registered entities across eight jurisdictions.

65 (45%) had gained Federal Higher Education Provider (HEP) approval to offer FEE-HELP support to students since March 2005. Of these, ACPET provides Tuition Assurance for 51 (78%).

- Over half (81) are also **Registered Training Organisations (RTOs)**,
- 61% (88) offer postgraduate level courses
- 14% (20) offer research degrees
- 63% (91) are approved to deliver courses to overseas students.

Peter Ryan 2008



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**An example of ACPET higher education member institutions by their specialisation is shown in the table below:**


Advertising / Public Relations	Alternative Therapies
Art / Design	Business / IT
Counselling / Psychotherapy	Creative Industries – Music / Audio / Film
Hospitality / Tourism / Hotel Management	Faith-Based Institutions
Security Law Enforcement	Sport / Fitness
Financial Services	Architecture
Legal Practice	Agribusiness
Aviation	<b>Private Universities</b>



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The [uniform] Dawkins model was invented for a world without the Internet ... The policy framework was developed before a vast global trade in students developed. It predates a new generation of American institutions, such as the University of Phoenix, which are unapologetically teaching-only, depending on communications technology and local non-academic staff to deliver programs at modest cost to students. Eventually this framework will be challenged ....

*Glyn Davis, 1 Nov 2004*



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[Australians] know that the supposed dichotomy between academic and technical education is ultimately a false one. Australians know that high quality advanced technical skills, high quality research and the best analytical thinking must go together to improve the way our businesses operate. And that together this skill and knowledge builds prosperity, more jobs and wealthier households.

*Minister Julia Gillard, 13 Mar 2008*



**ACPET considers Australia needs one higher education system with one mission – to develop capacities, skills and knowledge across the diverse Australian population.**

This systems needs to recognise, harness and diffuse knowledge generated from all sources, through multiple pathways, to many people. Past assumptions about research and innovation need review.

Frameworks to encourage and provide support to a diversity of students, and to educational providers offering a mix of tailored services, will be a key to performance and education results.

*Higher Education Review 2008 – Australian Council for Private Education and Training*

**A substantial impediment for non-universities is regulatory overload.**

Current processes slow the efforts of established providers to respond to changing student, work and industry needs.

Few signs of the 'minimum effective regulation' baseline of a modern regulation system.

The regulations also operate as barriers to entry or expansion – a concern for the economy as a whole.

*"A university can put together a 'coherent' group of units in 4-5 months, or even 8 weeks to reach the market. NSAI HEPs must fully develop a course and materials, market analysis and staffing before we can apply for accreditation. That can take 6 months, then add 8 -10 -12 months to work through the formal process and receive Ministerial approval – then we can start marketing, sometimes two years later." HEP*

*Higher Education Review 2008 – Australian Council for Private Education and Training*



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**Learning for Jobs**

**OECD Reviews of Vocational  
Education and Training**

**AUSTRALIA**

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