Commonwealth of Australia

Higher Education Support Act 2003

OTHER GRANTS GUIDELINES 2006

Guidelines made under subsection 238-10(1) of the Higher Education Support Act 2003 (the ‘Act’)

I, Julia Gillard, Minister for Education make under subsection 238-10(1) of the Act the following amendments to the Other Grants Guidelines 2006 for the purposes of Part 2-3 of the Act.

Dated this................................Eighth......................day of..............May...........................2008.

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JULIA GILLARD
Minister for Education
(i) CITATION

These Guidelines may be cited as Amendment Number 10 to the Other Grants Guidelines 2006.

(ii) AUTHORITY

These Guidelines are made under section 238-10 of the Higher Education Support Act 2003.

(iii) DATE OF EFFECT

These Guidelines commence on the day after the day on which they are registered on the Federal Register of Legislative Instruments.

(iv) AMENDMENT

These Guidelines amend the Other Grants Guidelines which were registered on 22 November 2006 and which commenced on 23 November 2006 (see F2006L03785).
CHAPTER 8A: GRANTS TO ASSIST WITH THE COST OF PROVIDING THE PRACTICAL COMPONENT OF TEACHER EDUCATION

IMPROVING THE PRACTICAL COMPONENT OF TEACHER EDUCATION GRANTS

8A.1 Purpose

8A.1.1 The purpose of this chapter is to specify Improving the Practical Component of Teacher Education ("IPCTE") as a program from which grants to assist with the cost of providing the professional experience component of teacher education may be paid, in accordance with subsection 41-15(1) of the Act, and to specify some of the matters listed in paragraphs 41-15(2)(a) to (g) of the Act.

8A.5 Program Objectives

8A.5.1 The objective of the IPCTE Program is to provide additional funding to higher education providers:

(i) to supplement costs associated with provision of the professional experience component for students undertaking pre-service teacher education courses where courses in pre-service teacher education are structured to offer:

(a) a minimum of 80 days of professional experience to all three or four year education degree students;

(b) a minimum of 60 days of professional experience to all students undertaking two year courses;

(c) a minimum of 45 days of professional experience to all students undertaking one year courses; and

(ii) where higher education providers implement processes to assure and improve the quality of the practical component of pre-service teacher education courses.

8A.10 Total Programme Funds and Allocation

8A.10.1 The Allocation available to eligible higher education providers under this programme is $77 million for the period 2008-2011. These amounts will be indexed in accordance with Part 5-6 of the Act.

8A.15 Provision of Grants

Grants will be made available to eligible higher education providers specified in paragraph 8A.20 that implement processes to assure and improve the quality of the practical component of pre-service teacher education courses and that fall into one or more of the following four categories:

(a) where pre-service teacher education courses are structured to offer a minimum of 80 days of professional experience to all three or four year education degree students, a minimum of 60 days of professional experience to all students undertaking two year courses and a minimum 45 days of professional experience to all students undertaking one year courses;
(b) where higher education providers can demonstrate that students commencing their studies in 2008 will undertake, over the full period of their course, in the case of a three or four year education degree course, a minimum of 80 days of professional experience, in the case of two year courses, a minimum of 60 days of professional experience, and in the case of one year courses a minimum of 45 days of professional experience, provided that the higher education providers can demonstrate that they would be able to implement over the period of the grant, processes to assure and improve the quality of the practical component of their pre-service teacher education courses;

(c) where higher education providers demonstrate that they are able to increase the number of professional experience days from 2008 for students who commenced a pre-service teacher education course prior to 2008, on a proportional basis which then brings the course in-line with the minimum requirements of, in the case of a three or four year education degree course, a minimum of 80 days of professional experience and in the case of two year courses, a minimum of 60 days of professional experience, and in the case of one year courses a minimum of 45 days of professional experience provided that the higher education providers can demonstrate that they would be able to implement over the period of the grant, processes to assure and improve the quality of the practical component of their pre-service teacher education courses;

(d) In 2008 only, for projects undertaken by higher education providers, in partnership with educational and other organisations which offer educational experiences, to improve the quality of professional experience components of pre-service teacher education courses.

Note: Graduate Diploma courses which require full time students to undertake in excess of a full-time load over a twelve month period are considered a one year course. (For example, a one year Graduate Diploma course may require full time students to undertake a 1.25 load over a twelve month period).

8A.15.1 For the purposes of paragraph 8A.15, students enrolled in double degrees where one degree is for a pre-service teacher education course, shall be considered to be undertaking a two year course and must undertake a minimum of 60 days of professional experience.

8A.15.5 Eligible higher education providers will be issued with Conditions of Grant associated with the funding under this program.

8A.15.10 Higher education providers must certify, on an annual basis, that their courses in pre-service teacher education meet the requirements of these Guidelines and that they have undertaken quality assurance and enhancement of the practical component of their pre-service teacher education courses in respect of:

(a) partnerships and relationships with schools and other professional placement settings; and

(b) the student experiences while on placement and the connections between school and campus based study.

Higher education providers must also ensure that the quality assurance and enhancement of the practical component of their pre-service teacher education courses also, as appropriate, address the following matters:

(a) its management and organisation;

(b) support for students undertaking placements in rural and remote Australia, indigenous communities or difficult to staff schools;

(c) flexibility and support for students undertaking placements who have family, carer or employment commitments; and
(d) consultation with State and Territory Governments and the non-government school sectors to align pre-service teacher education programs (including professional experience) with workforce planning needs.

8A.15.15 Eligible higher education providers should contribute to the development of the new graduate professional standards and have a plan ready for implementation of those standards when they are put in place.

8A.15.20 All IPCTE grants will be subject to the Minister’s approval under section 41-20 of the Act, and the Minister’s determination in writing of:

(a) The amount of the grant under paragraph 41-30(b) of the Act; and

(b) The conditions of the grant under subparagraph 41-25(b)(i) of the Act.

8A.20 Organisations that are eligible for IPCTE Grants

8A.20.1 All Table A providers, all Table B providers and the following higher education providers are eligible for IPCTE grants:

(i) Avondale College
(ii) Tabor College
(iii) Christian Heritage College.

8A.20.5 Any amendments that are made to reduce the requirements of any version of these Guidelines, including the requirements in respect of the minimum number of days of professional experience specified in paragraph 8A.15, whether pre-dating the current version or not, are not intended to allow higher education providers that did not meet the requirements of these Guidelines before the amendments were made to apply for funding under these Guidelines, as amended.