

1. What characteristics should define a 'higher education provider' and a 'university' in the PCS?

Proposed definitions follow. Both champion student learning at the nexus of research and scholarship, and include potential for new, developing or emerging fields of knowledge and expertise.

Universities feature the following characteristics;

- Research activity and appropriate reporting that leads to new knowledge and new fields of knowledge, is essential
- Teaching excellence through scholarship is highly valued
- Research is innovative and evolving
- Teaching and scholarship is evolving
- Reward research and support teaching.

Higher Education Providers feature the following characteristics;

- Teaching excellence through scholarship is essential
- Research activity and reporting that leads to new knowledge is highly valued
- Teaching and scholarship is innovative and evolving
- Research is evolving
- Reward teaching and support research.

2. Are the PCS fit for purpose in terms of current and emerging needs? Why?

The current PCS could be reconsidered in light of continuously evolving social, community and 'work-related' requirements of students and graduates.

- Notions of industry and work: Consider the use of the term 'industry'. The term is deeply connected to industrialisation and manufacture, and may not be in keeping with current work practices and flows, much of which is not related to physical production. Definitions of the nature of 'work' may be timely. Is 'industry' the best way to define the lifelong learning environments that impact the national economy, of the 21st Century student/graduate?
- Leadership after graduation: PCS can provide the frameworks for institutions that guide students and graduates to lead, rather than (only) respond to, the needs of 'industry'.

3. Should some categories be eliminated or new categories be introduced? What should be the features of any new categories?

Consider eliminating;

- Australian University College – define standards, regulation and feedback cycles to enable immediate entry to the sector – eliminate the transitional phase
- Overseas University
- Overseas university of Specialisation

4. Do specific categories need to be revised? How?

Consider the following categories: see criteria in Q1 for definition

- Australian University – broad fields of knowledge and development of new fields of knowledge
- Australian University of Specialisation – one to two fields of specialist knowledge with potential for new fields of specialist knowledge
- Higher Education Provider – at least one accredited higher education qualification in broad field/s of knowledge

- Higher Education Provider of Specialisation – at least one accredited higher education qualification in one to two specialist field/s of knowledge

*Self-accrediting status remains highly prized in the HEP and HEPoS, and achieved through demonstration of evidence against the standards and regulation.

** Collaborative research and knowledge translation continues to be championed across the HE sector.

5. How would the needs of providers, students, industry, regulator and broader public interest be served by your suggested changes to the PCS?

Through the changes suggested the following needs would be served;

- Providers
 - Greater clarity of purpose
 - Provides opportunities to advance new discipline fields, alongside existing and traditional ones, and to establish resource allocation/s
 - Provides opportunities to advance targeted 'Specialist' focus to advance discipline fields and to establish resource allocation/s.
- Students
 - Clarity of purpose supports student course selection processes
 - Strengthened scope for research practice
 - Potential for innovative and evolving fields of knowledge
 - Strengthened focus on teaching and scholarship
 - 'Specialist' category provides greater emphasis on discipline specialisation and expertise, where collaboration is championed.
- Industry
 - By redefining what we view as 'industry' work we can broaden the scope of influence and impact of Australia's graduates; national economy, reputation economy, arts landscape, and leadership potential
 - Strengthened scope for research practice, and potential for innovative and evolving fields of knowledge would drive new ways of envisioning 'work' and what it means to be 'productive' and collaborative
 - 'Specialist' category provides greater access to expertise, and where collaboration is championed, provide multi-skilled employees with a capacity to use 'soft skills' and shared languages.
- Regulator
 - A streamlined approach
 - Promotion of four (only) PCS
 - Targeted fields for standards, regulation and compliance.
- Public interest
 - Research and scholarship outcomes of new and emerging discipline fields support the individual and their community
 - Outcomes of a strengthened research remit is broadcast for a potentially more informed public
 - Outcomes of a strengthened teaching and scholarship remit may lead to a more informed graduate who can positively impact community and the economy.