

Inquiry into Innovation and Creativity: Workforce for the New Economy

Submission from Navitas Limited to the House of Representatives Standing Committee on Employment, Education and Training 1 February 2017

The House of Representatives Standing Committee on Employment, Education and Training will inquire into and report on matters that ensure Australia's tertiary education system—including universities and public and private providers of vocational education and training—can meet the needs of a future labour force focused on innovation and creativity.

The inquiry will have particular regard to:

- 1. the extent to which students are graduating with the skills needed for the jobs of today and of the future;*
- 2. matters relating to laws and regulations that may act as a barrier to education providers being able to offer qualifications that meet the needs of the new economy and fastest growing sectors;*
- 3. factors that discourage closer partnerships between industry; in particular small and medium enterprises, the research sector and education providers; including but not limited to: intellectual property; technology transfer; doctoral training practices; and rapid commercialisation;*
- 4. opportunities for generating increased economic activity, including further investment and jobs, through greater synergies among publicly funded research agencies, universities and other Australian research institutions with businesses and industry; including but not limited to: co-location, cluster formation and development of precincts between universities and industry;*
- 5. relationships between tertiary education entrepreneurship programs and public, private, and not-for-profit incubators and accelerators; and*
- 6. other related matters that the Committee considers relevant.*

Navitas Submission

In August 2015, Navitas Group CEO, Mr Rod Jones, was invited to a Ministerial Roundtable with the then Minister for Trade and Investment, the Hon Andrew Robb AO MP, which informed the development of AIE2025, the long-term market development roadmap for Australian international education. Also present at the roundtable was the President of the Council of International Students Australia (CISA), Ms Nina Khairina.

One of Nina's many insightful comments has direct relevance to this inquiry. In comparing the US and Australian tertiary education systems Nina said that her view, and the view of many of her generation, was that in the US the dominant mindset is of 'creating a job' while the prevailing mentality in Australia is one of 'finding a job'.

To deliver the skills required for Australia's future workforce, our tertiary system must develop graduates that can both find and create jobs. The abilities to innovate and create are central to being able to demonstrate to a prospective employer that you have the skills they require to deal with the challenges and opportunities facing their business now and into the future. These skills are also key to the drive and entrepreneurship needed to establish a new enterprise.

It is in this context that Navitas responds to the specific terms of reference of the inquiry.

1. The extent to which students are graduating with the skills needed for the jobs of today and of the future

In the context of this inquiry, innovation and creativity can be read as both defining the nature of our future labour force and as attributes required by that future labour force. Given Navitas' position as a respected, global private education provider and partner, our submission will focus on how the tertiary sector can deliver the skills needed for Australia's economy as we move into an era where ideas and knowledge are fundamental to our economic prosperity. Innovation and creativity are central to this, but they are macro-level attributes that are made up of a number of '21st Century' skills. Among these '21st Century' skills are: critical thinking and problem-solving; collaboration and influence; communication; curiosity and imagination; agility and adaptability; and ethics, action, and accountability.¹

It is important to keep in mind that developing these skills in learners is as much about *how* their learning is supported as it is about *what* they are learning. This is one of the many drivers for Navitas' investment in a number of key initiatives to foster innovations in tertiary education. One initiative is Navitas' global Learning and Teaching unit, which is tasked with supporting and encouraging innovation and effective practice in learning and teaching, including the integration of technology, contemporary learning design, and holistic approaches to the student experience. An overview of Navitas' Learning and Teaching is at **Attachment A**. In addition, Navitas has launched a corporate venturing arm, Navitas Ventures (www.navitasventures.com). Its mission is to scale ideas and help build successful teams that transform the way the world learns. Navitas is also a founding member of EduGrowth, Australia's national acceleration network for high growth, scalable, borderless education (www.edugrowth.org.au).

Australia's tertiary system is well regarded for its approach to learning and teaching from a technical and knowledge-based perspective. Notwithstanding this, more must be done to enhance the ability of our graduates to meet the challenges and pursue the opportunities that are present today and in the future. Sir Ken Robinson has long posited that current education systems are no longer fit-for-purpose as they were designed in the industrial era when the imperative was to educate the masses with the aim of turning out standardised and measurable skills for industries. This model struggles to meet the needs of globalised economies and societies of today and tomorrow.

A stronger emphasis in Australia's tertiary sector on the above-mentioned 21st Century skills – that are captured at a high level by innovation and creativity – will be essential to ensure graduates are ready to respond to the demands of jobs that are both provided and self-created. Work is, and will be, complex, multi-faceted and have many inter-relationships: it will require higher order applied knowledge and for humans to interact with intelligent machines.² The ability of our graduates to meet these challenges and pursue the opportunities will be reliant on their ability to not only apply field-specific knowledge and technical skills, but also on how adaptable, creative and innovative they can be. The great Albert Einstein recognised this when he said, '*imagination is more important than knowledge*'.

A relevant example in the education sphere is SAE Institute – a division of Navitas, which embodies applied knowledge, innovation and creativity in its approach to learning and teaching as well as through the industry it serves – as one of the world's leading educators in creative media industries. SAE works across vocational and higher education to deliver certificates, diplomas, and

¹ <http://www.tonywagner.com/7-survival-skills> and <https://globaldigitalcitizen.org/critical-21st-century-skills-every-student-needs>

² <https://www.accenture.com/us-en/insight-disruptive-technology-trends-2017>;
<http://www.pwc.com/qx/en/issues/talent/future-of-work/journey-to-2022.html>

bachelor degrees across six disciplines: animation; audio; design; film; games; and web and mobile. SAE's success is built on its extensive industry engagement. Learners are exposed to cutting-edge industry practice, are constantly applying their skills in first-class facilities or through industry placements, and graduates are sought by businesses across the creative media industry.

Some specific recommendations to ensure that learners graduate with the skills needed to find and create the jobs of today and of the future include:

- Ensuring 21st Century, higher order, transferable skills are embedded into tertiary courses;
- Explicitly drawing-out these skills as standalone core competencies that are learned as part of all tertiary study, similar to the British approach to '*learning entrepreneurship*';
- Exploring models that foster greater interdisciplinary learning, such as combining science, technology, engineering and mathematics with creative arts (STEMCA);
- Ensuring that 'digital competence' is embedded into all tertiary programs; and
- The Government leading policy agendas that support and develop a national blueprint for preparing Australians to transition through education and skills to a 21st Century world. This should be a major focus in the renegotiation of COAG's National Partnership Agreement on Skills Reform.

2. Matters relating to laws and regulations that may act as a barrier to education providers being able to offer qualifications that meet the needs of the new economy and fastest growing sectors

Education, rightly, is a highly regulated industry. Navitas supports legislation and regulation that go to ensuring a high quality, diverse and sustainable tertiary education sector. However legislation, regulation and quality assurance that is duplicative, untargeted or slow to keep pace with new delivery models and digital technologies is a barrier to tertiary providers being able to respond flexibly to the emerging needs of the new economy, and our fast growing sectors. Following are some specific examples of where the legislative and regulatory framework is hindering, rather than encouraging and supporting quality providers.

Reforms to the income contingent loan scheme in the VET sector

For a number of years Navitas has argued for strong and appropriately targeted measures to address the unconscionable practices of a number of operators abusing the VET FEE HELP (VFH) scheme. Government has taken decisive action to restore public confidence in a scheme that has been tarnished by the actions of these operators who duped prospective learners, failed to deliver learning outcomes and thus misused taxpayer funds. Navitas supports a number of key elements of the new VET Student Loan program, which came into effect on 1 January 2017, and which reflect sensible and prudent policy. For example:

- Higher barriers to entry (including financial performance measures, industry links, learner outcomes and a three-year track record);
- Payment in arrears to providers;
- Learners having to demonstrate their ongoing engagement in training; and
- Increased compliance measures and powers, and information sharing across agencies and regulators.

In addition to these elements of the reforms, learners urgently require better investment from government in accurate, relevant and easily comparable information to inform their decision-making. This is a point Navitas made in its submission to the *VET FEE-HELP Re-design Discussion Paper*.

However, Navitas strongly believes that a number of the recent changes to the legislation relating to income contingent loans in the VET sector (moving from VET FEE-HELP to VET Student Loans) are acting, and will continue to act, as a barrier to education providers being able to offer qualifications that meet the needs of the new economy and fastest growing sectors. Navitas has two major concerns relating to course eligibility and loan caps on eligible courses.

a. Course eligibility

The reforms have reduced the number of eligible courses from the previous list of over 800 down to just 347 courses. Some of the reduction reflects qualifications that have been superseded. However, the vast majority have been excluded on the basis of a methodology that is not fit-for-purpose and does not support the skilling of workforces for the new economy. The government applied the criteria of a course appearing on at least two State and Territory skills lists or that the course is in a STEM related field. There are several serious drawbacks to this approach.

Firstly, the State and Territory skills lists used as the benchmark for course eligibility are designed for a different purpose, namely to identify areas of current skills shortage in a particular jurisdiction. By definition they do not seek to identify the jobs and skills that will drive the Australian economy into the future. Thus, the approach adopted by the States and Territories is not well suited to identifying the emerging higher level skill needs and opportunities in the burgeoning human services sector or those of the creative industries, for example, where traditional industry links and employment pathways are less well defined.

Secondly, these lists often reflect narrower State and Territory government priorities and consultation protocols with industry, as well as their funding responsibilities for trade training and related sectors.

Further, these lists often deliberately exclude courses currently eligible for Commonwealth funding via VET FEE-HELP and reflect state and territory obligations and priorities under the National Partnership agreement to deliver a Certificate III entitlement.

Finally, as has been pointed out by Andrew Norton, of the Grattan Institute, the changes will adversely impact female learners, who to-date have been important beneficiaries of the VET FEE-HELP scheme.³

In addition, it is not evident that governments have successfully demonstrated a capacity to 'centrally' determine the future skill needs and relevant qualifications across a diverse labour market and workforce. Work by ACIL Allen has noted that *'it is increasingly accepted that individuals and employers are best placed to decide what they need from training and where they can obtain it – ideally based on good information about what is available'*.⁴

A strategic, evidence and trend-based approach to identifying skills priorities, would be a more effective model than relying on State and Territory level lists constructed for a different purpose. We are applying last century thinking and planning to a century that will see the *'era of the intelligent enterprise'*.⁵

³ Julie Hare, 'Student loan change to target women's course', *The Australian*, 6 October 2016, available at: <http://www.theaustralian.com.au/national-affairs/education/student-loan-change-to-target-womens-courses/newsstory/babe14c1bda3d4fa54803f6c09ff5344>

⁴ p.12, ACIL Allen Consulting, 'Australia's Skills Reform Journey: the case for VET reform and progress to date', Report to ACPET, available at: http://www.acilallen.com.au/cms_files/ACILAllen_SkillsReformJourney_2015.pdf

⁵ <https://www.accenture.com/us-en/insight-disruptive-technology-trends-2017>

Navitas urges the Committee to recommend a thorough review of the methodology that determines eligibility for the VET Student Loan program, particularly considering courses that are in the areas of future skills needs and/or those that lead to self-employment or to new enterprises that employ others.

b. Loan caps for courses

The capping of loan amounts for eligible course in three bands (\$5,000, \$10,000 and \$15,000), while reducing the Australian Government's financial outlays, will have severe and immediate consequences for learners and negative flow-on effects for Australian employers and the broader economy.

Firstly, imposing loan caps has reduced access to tertiary education for learners and therefore their ability to secure the skills they need to succeed in the workforce. In many cases, learners are now forced to pay upfront fees, or seek out a higher education qualification that may be less well suited to their needs and goals, or choose to disengage from further education completely.

It is fundamental to note that one of the key purposes of an income contingent loan scheme in the tertiary education sector is to avoid barring access to skills training and education. Income contingent loan arrangements are designed to allow learners to repay their loans once they reach a determined income threshold. This important principle gives access to higher level vocational education for the broad cross section of Australians. The VSL changes walk away from this principle, meaning those without the capacity to pay upfront fees will not be able to access the best quality in programs. This is a serious retrograde step which will hinder Australia's future skills capability.

Secondly, the result of the approach taken is that price bands for many courses bear little correlation to the cost of delivery. The overwhelming evidence, for example, from high quality, reputable nursing training providers across the country, indicates that the loan cap for the Diploma of Nursing (at \$15,000) is approximately \$10,000⁶ below that required to meet the needs of this resource-intensive course. This is already creating a disincentive for many prospective learners to pursue an enrolled nursing diploma, diminishing Australia's ability to meet future requirements for this critical area of skills need. Similar evidence across a broad range of courses including in the interactive media, aviation, hospitality, creative arts, and business and building fields indicates fundamental concerns with the price bands.

Thirdly, setting arbitrary caps at \$5,000 intervals does not support the provision of high quality, industry-relevant training. This is because the true cost of delivery is high where quality, industry engagement and employment outcomes are strong. Faced with caps, high quality providers – be they public or private – have three choices: remove themselves from the market; impose significant up-front fees on learners; or dramatically 'cut the cloth' to deliver to the loan cap. None of which delivers the learner or industry-centric outcomes Australia needs in its vocational education and training system.

Finally, as noted by Andrew Norton, having only three separate caps does not adequately reflect market diversity in the VET sector and may lead to further uncertainty.⁷

⁶ Unless learners are able to access state government subsidies - which are not available in all jurisdictions and, in instances where they are, funding is limited and primarily goes to the TAFE system.

⁷ James Wells, 'Government's VET Loan caps three sizes won't fit: Norton', Campus Review, 5 October 2016 available at: <http://www.campusreview.com.au/2016/10/governments-vet-loan-caps-three-sizes-wont-fit-norton/>

Navitas urges the Committee to recommend market testing of the 'true cost' of delivery of all VET Student Loan courses, in consultation with the industry and state and territory governments. This review should then inform course loan cap settings, to ensure that Australian's tertiary sector can meet the needs of its current and future labour forces, focused on innovation and creativity.

Training packages and recent changes to teach-out rules by the Australian Skills Quality Authority (ASQA)

Issues in this area include:

- Insufficient time for planned teach-out, assessment and award of superseded qualifications within 12 months;
- Insufficient time for the design and implementation of new curriculum resources within 12 months;
- Unnecessary undermining of the value of superseded qualifications amongst students and employers;
- Unnecessary disruption to students' program of studies, particularly for part-time learners who cannot complete superseded qualifications within the prescribed 12-month period and so must transfer to the new (often non-equivalent) qualification, resulting in additional study and debt burdens; and
- Inefficient allocation of resources into continuous course development and upgrade activities.

Continuous change to training package qualifications does not result in greater flexibility to meet the needs of the new economy and the fastest growing sectors. Navitas believes it acts as a deterrent to stable, planned partnerships with industry. A more efficient approach, and one that produces graduates with strengths in 21st Century skills, would be to introduce greater flexibility into the structure of VET qualifications.

This approach was highlighted by the Committee for Economic Development of Australia (CEDA), in their report *VET: Securing Skills for Growth*, in which they note that '*VET qualifications are overwhelmingly based on the concept of competency based training, which leads to a set of narrowly-defined qualifications. However, the jobs of the future will require a more diverse set of skills, including creativity, social intelligence, patience, critical thinking and resilience. The VET sector should be equipping students with a broader set of skills and capabilities that would promote mobility of employment and flexibility to adapt to changing workforce needs*'.⁸

This would encourage enhanced cross and/or interdisciplinary approaches, for example, as recommended by CEDA, VET qualifications should shift from narrowly-defined qualifications to '*vocational streams*' or occupational clusters that enable the teaching of a broader set of skills. In the interim consideration could be given to:

- Reducing the number of core units in training package qualifications to one third of the total Units of Competency (UoC) identified in the packaging rules for a qualification;
- Reducing the number of listed electives, which are in effect compulsory electives and so restrict the ability to bring genuine electives into the qualification, to one third of the total UoC identified in the packaging rules for a qualification;
- Increasing the number of genuine electives, namely UoCs that can be selected from any other training package or any accredited course, to one third of the total UoCs identified in the packaging rules for a qualification; and
- Reducing the period of evaluation of applications for course accreditation by ASQA from a minimum of nine months to one month to allow a rapid response to skills development in fast growing sectors.

⁸ <http://www.ceda.com.au/research-and-policy/research/2016/08/vet-skills-for-growth>

Higher education

Some specific recommendations on how to reduce barriers to higher education providers being able to offer qualifications that meet the needs of the new economy and fastest growing sectors include:

- Extending Commonwealth Supported Places to all providers providing Australian Qualification Framework (AQF) Level 5 and 6 awards as these are programs often undertaken by learners who are already working and looking to up-skill or re-skill within, or beyond, their current field;
- Extending Commonwealth Supported Places and access to equitable FEE-HELP conditions for students no matter where they choose to study (public or private Higher Education Provider - HEP), or at what level;
- Requiring HEPs that receive government funding to provide Credit for Recognised Learning (CRL) for units or programs that have been completed at any Australian HEP. This would avoid a learner having to pay twice for content and skills that have already been learnt and the opportunity cost of investing time in re-doing previously completed courses. In turn, graduates would be able to enter the workforce sooner and thus provide valuable skilled workers for our economy.

3. Factors that discourage closer partnerships between industry, in particular small and medium enterprises, the research sector and education providers, including but not limited to: intellectual property; technology transfer; doctoral training practices; and rapid commercialisation

While there are a range of factors that discourage closer partnerships between industry and the education sector, there are some key success factors that aid in nurturing and maintaining innovative relationships between industry and education providers. These include:

- Strong and long-term investment and commitment on behalf of the parties;
- Policy and funding certainty and stability;
- Incentives for providers and industry to form strategic partnerships;
- Match-funding grants available to support collaboration between education providers and industries that provide commercial outcomes and develop entrepreneurial cultures; Government funding in this regard should not be restricted to the research sector;
- Government facilitation of forums that connect industry and education providers to ensure relevance of curriculum and to develop mechanisms for internships, work placements, other work experience opportunities and work integrated learning;
- Government promotion of the benefits of internships to employers and guidance on how to legally host an intern; and
- Development of more innovative approaches to assessment by education providers and acceptance of these by regulators, industry professional bodies and employers.

4. Opportunities for generating increased economic activity, including further investment and jobs, through greater synergies among publicly funded research agencies, universities and other Australian research institutions with businesses and industry; including but not limited to: co-location, cluster formation and development of precincts between universities and industry

Navitas strongly supports bringing together tertiary education providers and industry, business and employers in innovative ways that include clusters, precincts, co-location and indeed, virtual networks and collaborations. However, economic activity, investment and jobs will come from a broad engagement across the tertiary education and research sectors, beyond just public universities and research to include public, private and not-for-profit VET providers and non-university higher education institutions.

By their very nature these non-university institutions have long-standing and strong relationships with the industries they serve. In many cases they are natural partners to drive economic growth and deliver future skills needs. Given the critical role that non-public tertiary education institutions play skilling workforces, we would urge governments considering such initiatives to include all quality tertiary providers.

5. Relationships between tertiary education entrepreneurship programs and public, private, and not-for-profit incubators and accelerators

Globally, education is a massive industry with investment of \$5 trillion per annum. A TechCrunch article from August 2016 highlights the incredible opportunity presented by educational technology (edtech). It notes '*the rise of a new education and learning world has begun with investment in edtech set to reach \$252 billion globally by 2020. Just as digitalization has transformed the financial services (fintech) industry, it too will soon have its progressive grip wrapped around education*'.⁹

Education, particularly international education, is increasingly acknowledged as one of the key drivers of future growth for the Australian economy.¹⁰

We are now seeing a number of initiatives in the education sector that will stimulate innovation and collaboration in entrepreneurship and edtech incubators and accelerators.

EduGrowth

The work stewarded by Austrade to develop the AIE2025 Roadmap¹¹ – a long-term market development plan for international education in Australia – demonstrated the potential of not only traditional international education, but technology-enabled and scalable borderless education, to generate economic growth and high-skilled jobs for Australia.

Through a series of AIE2025 roundtable discussions and 'deep dives', representatives from within, and outside, the education sector recognised the opportunity presented by edtech for driving

⁹ TechCrunch, 'EdTech is the next fintech', available at <https://techcrunch.com/2016/08/13/edtech-is-the-next-fintech/>

¹⁰ Deloitte, *Positioning for prosperity? Report* available at <https://www2.deloitte.com/au/en/pages/building-lucky-country/articles/positioning-for-prosperity.html>

¹¹ AIE2025 Roadmap available at <http://www.austrade.gov.au/Australian/Education/Services/australian-international-education-2025/AIE2025-roadmap>

Australia's knowledge and innovation economy. These conversations ultimately lead to the establishment of EduGrowth¹², a national, not-for-profit accelerator and incubator dedicated to the Australian edtech sector. While EduGrowth has its own distinct features, given the nature of the industry and its key objectives, it has been modelled to a large extent on Stone and Chalk, Australia's fintech start-up incubator and accelerator.

EduGrowth brings together a network of public and private education providers across higher education, vocational education and training, K-12 and early childhood learning with edtech founders, start-ups and the investor community. EduGrowth was officially launched in Sydney in October 2016, with the Minister for Education and Training, Senator the Hon Simon Birmingham, providing a video message in support of the initiative.

Navitas is proud to be a founding member of EduGrowth along with Charles Sturt University, Deakin University, Griffith University, Monash University and La Trobe University.

EduGrowth aims to:

Grow the Australian edtech community by:

- Attracting more startups to the education technology vertical;
- Building programs to support the success of the edtech companies; and
- Driving the growth of technology within traditional education institutions.

Grow the Australian focus on borderless education opportunities by:

- Developing technological capabilities to reach 100 million learners; and
- Forming strategic partnerships with global networks to build the Australian edtech presence internationally.

Promote the value of edtech to stakeholders in government, the business and start up communities and in the traditional education sector from early childhood through to adult learning.

EduGrowth has a range of programs and activities that it offers to startups from early to late stage development, delivered in partnership with key organisations and educational institution networks. These programs deliver critical learning and development skills in addition to collaboration and networking opportunities. The flagship program is a full time accelerator (FTA), designed to take young edtech businesses from infancy to market ready through intensive learning and development. It is the only one of its kind dedicated to developing startups in the education sector. More information on EduGrowth is provided at **Attachment B**.

Sydney School of Entrepreneurship

A good example of an initiative that has the potential to stimulate innovation and collaboration is the New South Wales government's Sydney School of Entrepreneurship (SSE). SSE is a not-for-profit organisation whose members are all NSW-based universities and TAFE NSW. The SSE website states that '*This prestigious school will teach practical entrepreneurial skills to top students from a range of disciplines as part of their degree or TAFE NSW program. SSE will seek out bright, energetic, creative and committed students – up to 1,000 each year - from across Sydney as well as regional and rural areas. As a platform for NSW's raw talent, budding entrepreneurs and entrepreneurial thinking, SSE will become a powerful hub for participants, teachers, alumni and events to access entrepreneurial training, mentoring and support*'.¹³

Given the critical role that non-public tertiary education institutions play in skilling workforces, we would urge the NSW and other governments considering such initiatives to include all quality tertiary providers and their learners in any such initiative.

¹² www.edugrowth.org.au

¹³ <https://www.industry.nsw.gov.au/business-and-industry-in-nsw/innovation-and-research/sydney-school-of-entrepreneurship>

Navitas Ventures

Navitas Ventures,¹⁴ the corporate venturing arm of Navitas, is an initiative that aims to understand, explore, invest in, and participate in the transformation that is taking place globally in the way education and knowledge is shared, accessed, and delivered. Navitas Ventures invests equity capital in education technology and startups from Seed, Series A and late stage.

Its mission is to scale ideas and help build successful teams that unleash human potential and transform the way the world learns. We build, back and partner with entrepreneurs and forward thinking teams around the world with a vision for better and smarter learning.

Navitas Ventures, in partnership with San Francisco based startup Quid¹⁵, has completed stage 1 of a project, *Global EdTech Landscape 1.0*¹⁶, to map the future of education. *Global EdTech Landscape* is the beginning of our vision for a global, open-source, community driven map of education innovation and technology.

6. Other related matters that the Committee considers relevant

Nil.

¹⁴ www.navitasventures.com

¹⁵ <https://quid.com/>

¹⁶ Patrick Brothers, <https://blog.navitasventures.com/global-edtech-landscape-1-0-28e69944d33d#.npadp3auj>

About Navitas Limited

Navitas Ltd is an Australian global education leader providing pre-university and university programs, English language courses, migrant education and settlement services, creative media education, student recruitment, professional development and corporate training services to more than 80,000 students across a network of over 120 colleges and campuses in 31 countries. Navitas listed on the Australian Securities Exchange (ASX) in 2004 and is now an S&P/ASX Top 100 Company, employing more than 7,000 staff globally.

Navitas believes an innovative, diverse, globally connected public and private tertiary education and training sector is critical to Australia's future prosperity, human capital, and social cohesion. We welcome this opportunity to provide comment on how Australia's tertiary system can meet the needs of a future labour force focused on innovation and creativity.

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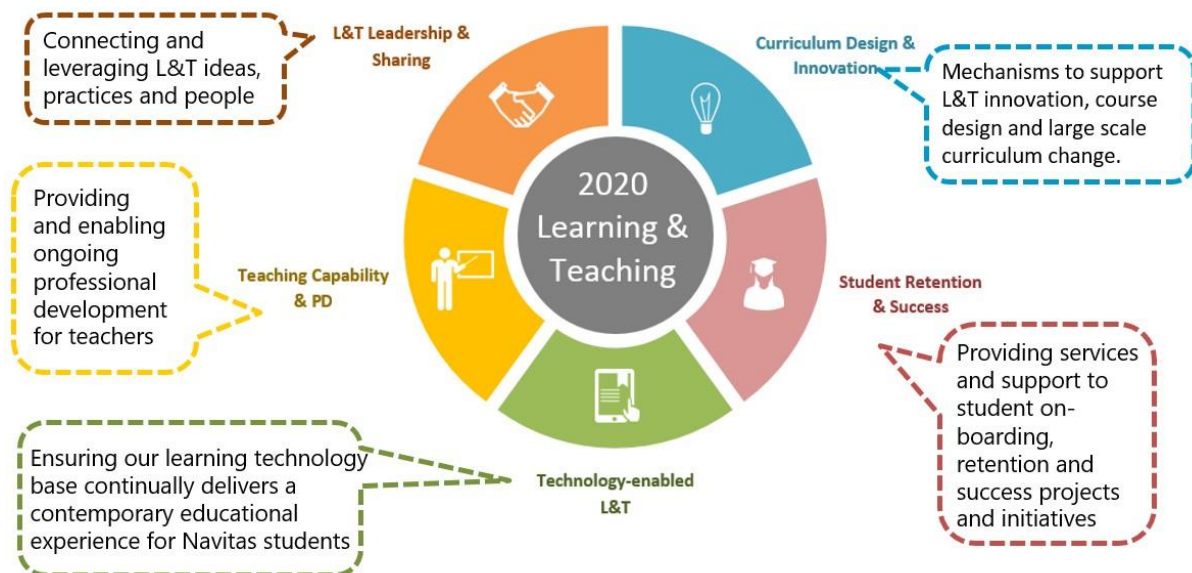
Attachment A

Navitas Teaching and Learning Services

Navitas Learning and Teaching (L&T) Services is an enabling function that provides services, strategic advice and connected L&T leadership across Navitas globally. It supports and encourages innovation in learning and teaching, including the integration of technology, contemporary learning design, and holistic approaches to the student experience.



Areas of focus for 2016-17

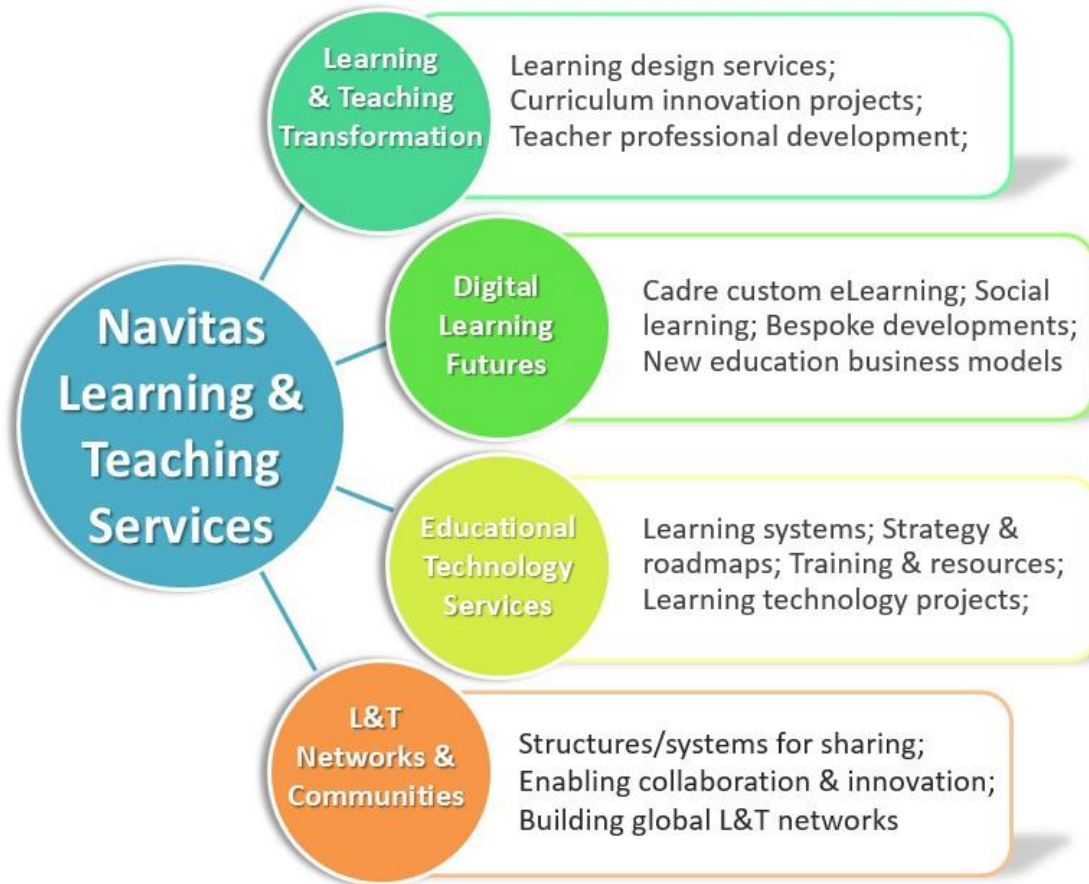


How Navitas Learning and Teaching works

Through a 'Network of Excellence' model, Navitas L&T Services work in partnership with strategic business units, learning and teaching leaders and functional groups delivering prioritised initiatives, projects and services



Structure





Projects and Initiatives – available at www.learningandteaching-navitas.com



Bringing Design Thinking to (real) life

Can Design Thinking offer us a concrete process to capture a richer understanding of the student experience? A former Centre Manager in ELICOS shares some practical reflections.



Re-thinking retention [series]: getting started with orientation

What gets students to stick with their study and complete their course? Find out what UPD Australia have been doing with their retention analytics project...



Revise and rewind: video for academic support

Research by Student Learning Support staff in NPI examines how video can help students build academic skills as part of their course.



Piloting iPads in the classroom [infographic]

How do you run a successful pilot to introduce iPads to a classroom of AMEP learners? This infographic takes us through some of the steps involved.



Linking study to work: defining graduate capabilities

A quick visual introduction to the graduate capability framework – one of the foundations of a re-vamped approach to the nursing curriculum in HSA.



Re-writing the rules on student feedback

Can we create more engaging feedback for students? NPI's English Language Proficiency team explores the power of screencasting to bring a human voice to feedback on written work.

Attachment B

EduGrowth is a national organisation, with membership open to organisations and individuals.

Benefits include:

- Connection and collaboration – bringing Australia’s edtech community under one roof to build skills, grow businesses and create leaders;
- Learning and development – a program of events, hackathons and workshops to enhance knowledge and lay the foundations for success;
- Guidance and mentorship – by being part of the community, members can meet and connect with EduGrowth’s leading educational and startup mentors providing guidance on investment, market intelligence, business growth and the education sector;
- Innovation and inspiration – access to new and emerging ideas that will reshape the way education is delivered in Australia and internationally.

Currently the EduGrowth network consists of:

- 6 founding members;
- 400 edtech startups;
- 100 accelerator applications;
- 60 world class mentors;
- 1,550 meetup group members;
- 2,000 attendees at our events.

EduGrowth’s Full Time Accelerator program is specifically designed for teams with global ambitions, and through the EduGrowth membership, will connect successful teams with educational institutions to enhance growth opportunities. FTA teams have access to the following:

- Investment – \$50k for a minority share of 6 per cent;
- Training – learning from leading experts from the startup community, investors and education experts who act as mentors to help navigate teams through edtech challenges;
- Connection – to distribution channels to enhance market success;
- International exposure – a trade mission to explore international market opportunities;
- Demo day – putting FTA teams in front of key decision makers, markets and investors;
- A collaborative working environment – based in Sydney, working alongside other teams building invaluable networks based on this shared experience.

At the conclusion of the program, teams will have:

- Achieved product market fit for international markets;
- Trialled a business model for local and international markets;
- Achieved customer revenue;
- Secured investment for an 18 month growth runway.