



**Questions on Notice from the Senate Education and Employment Legislation Committee
Inquiry into the *Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020*.**

Question 1. As indicated in our submission and my statements to the Committee, the modelling undertaken by the University of Tasmania has been based on a range of assumptions about how the full JRG package will operate which have been extrapolated from publicly available information. We have also made a range of assumptions about future student behaviour based on past experience, the nature of the Tasmanian cohort and the direction of our institutional strategy. All these assumptions carry a level of risk and the potential to be subject to unforeseen impacts, as demonstrated by the impacts of COVID-19 and as such, our modelling remains our best estimate at this point in time. Noting those caveats, our modelling indicates the net impact to be in the order of positive \$14.5 million from 2020-2024.

Question 2. We received the Department's calculator last week and have undertaken preliminary modelling only for the University of Tasmania's circumstances which accords with the modelling we had undertaken internally prior to receiving the Government's calculator.

Question 3. Our modelling is based on forecasts from 2020 to 2024 given the transition fund will be calculated from 2020 funding. It does not forecast an overall funding cut for the University of Tasmania over that period.

Question 4. We have not undertaken modelling on any specific student cohorts beyond socio-economic status. Given the proposal is to remove the cap on funding for Indigenous students in regional areas, we are anticipating a positive impact on participation by Indigenous students at the University of Tasmania.

Question 5. We estimate we will receive in the order of \$16 million in funding for new places by 2024 under the proposed package but would be unable to predict the precise numbers of students or the fields those places will be applied to due to the range of factors likely to influence the course units student choose to take and whether they opt for full-time or part time study.

Question 6. Yes, we do expect to fill those places because of the increased demand for places from Tasmanians seeking to access higher education and the fact that central to our strategy and the sustainability of our institution is attracting more domestic students.

Question 7. Yes, we do expect there will be unmet demand as our strategy is to seek to address the gap in higher educational attainment experienced in Tasmania. We intend to use the tools within the package to give us more flexibility to deal with unmet demand wherever possible.



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Question 8, 9 and 10. Given our costs of course delivery largely line up with the national average cost of delivering each type of course on which the new total funding rates are based we anticipate that to provide the same high quality education we currently are, we expect that the majority of both the student and government contribution to any given course will be directed into that course.

Historically universities have used the margin above the cost of delivery to cross-subsidise research and cover other costs such as campus operations, systems and governance costs. This disadvantages a university like ours that serves a smaller population as the more students a university has, the more total funding it has to cross-subsidise research. Given the importance of our research to Tasmania's future, the globally important contributions we make from here and the University itself, we consider there is a need for a new research funding model which distributes funding on the basis of research excellence and impact rather than the size of the student population.