

## Questions on Notice: Inquiry into the Higher Education Support Amendment (Response to the Australian Universities Accord Interim Report) Bill 2023

17 September 2023

The following are answers to questions on notice sent to the Regional Universities Network (RUN) as part of the Education and Employment Legislation Committee's Inquiry into the Higher Education Support Amendment (Response to the Australian Universities Accord Interim Report) Bill 2023

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### Uncapping Indigenous CSPs

- 1) *What commitments will your universities provide to ensure there isn't a focus wholly on enrolments of Indigenous students, but on attainment success?*

Regional universities are committed to improving student success as well as access and opportunity. This is not a zero sum game. No university enrolls students to see them fail, however regional universities have the lived experience of providing a range of supports to ensure student success. To ensure greater attainment, universities require changes to student support funding to enable greater student support programs to be implemented. It should also be noted that students attrite from university for a range of reasons, and they are not solely academic. Regional universities enrol a greater proportion of part-time students, which increases time to completion and increases the opportunities for attrition due to non-academic, life, reasons.

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- 2) *The Productivity Commission Report in 2019 titled "The Demand Driven University System: A Mixed Report Card" clearly noted that whilst the demand driven system was effective for increasing university enrolments, it was not effective for completions, in fact it had a detrimental effect with the rate of non-completions increasing, particularly for equity cohort students. How will time, experience and lessons learnt by the sector ensure that student completions improve along with enrolment levels?*

Universities are always reflecting on and monitoring what initiatives work, and share this expertise among the sector, either through best practice forums, such as the RUN Learning and Teaching Showcase, or through conferences and research papers.

Most RUN universities have improved their systems to provide comprehensive data on initiatives that are most impactful. However, increasing numbers of students from equity groups will impact timely completions as the major factors that contribute to high attrition, program abandonment and progression delay are personal (most equity students need to work while balancing family responsibilities, study, and personal factors such as fluctuating health in the case of students with disability). This is why there needs to be more attention to systemic barriers to success for students from under-represented backgrounds including financial support (providing sufficient bursaries shows the most impact in improving retention and success for these cohorts of students).

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- 3) *a) ATN has warned that supports for increasing attainment is expensive. They reference a recent study in their submission to the Interim Report noting the average annual cost for a full-time undergraduate student from an equity group comes at a cost of \$109,430 annually compared to \$17,360 for other students. That's an increased delivery cost of 530% between equity cohorts. Do you have a position on these findings?*

RUN do not have a position on these findings. While we are familiar with the report, we are not familiar enough with the methodology used to comment. We do acknowledge that the cost of supporting students to succeed is more expensive.

*b) If the uncapping of CSP's for Indigenous students, comes with no enabling course funding and no funding for additional support how will universities ensure that student attainment and success is the focus and shift away from enrolment of equity students being the measurement of success?*

All universities want students to succeed at universities. While no additional enabling course funding or additional student support has the potential to limit student success, universities will continue to focus on providing access and opportunities to those that meet our academic entry requirements while simultaneously supporting those students to succeed. This will include an increased utilisation of student learning analytics.

Lack of funding for support and or enabling courses would be a significant policy oversight. There is well established data that shows that there is a significant gap in attainment at year 12 between Indigenous and non-Indigenous Australians. Opening access to higher education without sufficient support is setting this cohort up to fail.

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- 4) *a) If we are to shift the focus from purely enrolment levels to student attainment levels, what additional supports need to be provided to achieve this, and at what additional cost?*

RUN suggests that an increased focus on pathway program, changes to student support funding, and funding initiatives like the Office for Learning and Teaching would all be beneficial.

*b) Given that the uncapping of Indigenous places by the Government is not accompanied by any enabling place funding and that reports in recent years have shown students, particularly Indigenous students, have a far lower attainment rate than other students, how will universities deliver on and measure improved outcomes for Indigenous students?*

All universities want students to succeed. While not providing additional enabling course funding or additional student support has the potential to limit student success, universities will continue to focus on providing access and opportunities to those that meet our academic entry requirements while simultaneously supporting those students to succeed. This will include an increased utilisation of student learning analytics.

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- 5) *a) In relation to the implementation of the uncapping of CSP's for Indigenous students, was the funding model, including any changes to the existing arrangements for universities, discussed with you prior to it being introduced to the Parliament?*

No, not with the RUN Secretariat, nor with RUN universities.

*b) What advice you did you receive regarding this change? Please table any communications received by the Minister, his Office or the Department of Education in relation to any funding changes to the existing allocations to universities.*

No advice was received.

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- 6) *Based on advice provided by the Department, there is to be a 'one-off' adjustment to universities Maximum Basic Grant Funding for 2024 when this commences and then future funding would flow from the demand driven 'bucket'. Does this correlate with your understanding of how this will be delivered?*

The RUN Secretariat are not familiar with this process.

- 7) *Are you concerned that this reduction in the existing maximum basic grant funding will reduce the ability to offer places and supports to other students, including those from other equity groups?*

Yes, although if the reduction is focussed solely on Indigenous students, then universities will receive full funding through demand driven mechanisms so it should not adversely impact the total level of funding provided.

- 8) *a) How many Indigenous students are enrolled at all universities within your group?*

There were 5,588 Indigenous students enrolled at all RUN universities according to 2021 Department of Education Higher Education Statistics enrolment data.

- b) Can you please provide this broken down by university?*

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
1,353	967	133	657	974	611	893

- c) Can you please provide this broken down by equity cohort?*

Below are the number of Indigenous students at RUN universities in additional equity categories based on 2021 enrolment data. The Department of Education may be able to provide more detailed data for additional equity categories, such as Indigenous students who are also from regional and remote areas.

	CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Indigenous & Low SES	548	492	53	233	353	218	373
Indigenous & with a disability	153	77	25	82	272	107	173

- d) Of those enrolled, how many Indigenous students are full fee-paying students versus those in a Commonwealth Supported Place?*

	CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Commonwealth supported place	591	479	74	347	472	382	436
Domestic fee paying	120	19	2	24	18	2	17

Note – this data is on an EFTSL and not student count basis due to the nature of the available data. The Department of Education may be able to provide more detailed data.

9) *How many of your member universities are currently at, over or below their CSP cap?*

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Over CSP cap for 2023	N/A	Under CSP cap for 2023	Over CSP cap for 2023	Under CSP cap for 2023	Below CSP cap for 2023	N/A

10) *Given your strong support for equity and uncapping Indigenous places to support Indigenous advancement and more opportunities for Indigenous Australians, do you support this uncapping being limited to only Table A providers?*

The RUN Secretariat have no view on this other than in the aim to increase participation and attainment, students should have the fullest of choices available to them.

11) a) *Can you please provide in the most recent year of data collected the number of applications you have received from Indigenous students at each of your member universities?*

The below data is for 2022. Please see breakdown for universities below in 11b.

b) *Can you provide this data broken down by university?*

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
1,818	1,100	304	Data still be collected.	1,272	2022 data, including QTAC and direct applicants: 1004 applications from 643 applicants	354 – QTAC only

c) *Can you provide this data broken down by equity cohort?*

This data is not readily and consistently available. This data may be available from the Department of Education on request. Analysis of RUN's enrolment data shows that students at RUN universities are 2.5 times more likely to be both First National and Low SES and nearly twice as likely be Indigenous and living with a disability. A breakdown of this data is found in Attachment A.

d) *Can you provide this data broken down by metropolitan, regional, rural and remote students?*

This data is not readily and consistently available. The Department of Education holds nationally consistent data on applications, offers and acceptances and should be able to provide data upon request for all institutions. A breakdown of this data is found in Attachment A.

12) a) Can you please provide in the most recent year of data collected the number of offers made to Indigenous students at each of your member universities?

Data is found below in 12b.

b) Can you provide this data broken down by university?

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
1,382	832	272	Not available at present	1,119	2022 data, including QTAC and direct offers: 531 offers to 486 individual offerees.	187 – QTAC only

c) Can you provide this data broken down by equity cohort?

This data is not readily available. This data may be available from the Department of Education on request. Analysis of RUN's enrolment data shows that students at RUN universities are 2.5 times more likely to be both First National and Low SES and nearly twice as likely be Indigenous and living with a disability. A breakdown of provided university data is found at Attachment A.

d) Can you provide this data broken down by metropolitan, regional, rural and remote students?

This data is not readily available. The Department of Education holds nationally consistent data on applications, offers and acceptances and should be able to provide data upon request for all institutions. A breakdown of this data is found at Attachment A.

13) a) Can you please provide in the most recent year of data collected the number of acceptances by Indigenous students at each of your member universities?

Data that was able to be provided is found below in 13b.

b) Can you provide this data broken down by university?

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
578	743	256	Not available at present	951	2022 data, including QTAC and direct acceptances: 425 acceptances from 404 acceptees	356 commencing students

c) Can you provide this data broken down by equity cohort?

This data is not readily and consistently available. This data may be available from the Department of Education on request. Analysis of RUN's enrolment data shows that students at RUN universities are 2.5 times more likely to be both First National and Low SES and nearly twice as likely be Indigenous and living with a disability. A breakdown of this data is found in Attachment A.

d) Can you provide this data broken down by location of the students i.e. metropolitan, regional, rural and remote?

This data is not readily and consistently available. The Department of Education holds nationally consistent data on applications, offers and acceptances and should be able to provide data upon request for all institutions. A breakdown of this data is found in Attachment A.

e) Of those applications and acceptances, how many received an offer for a Commonwealth Supported Place? Can you provide this data broken down by university, equity cohort and location of the students (i.e. metropolitan, regional, rural, remote)?

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Not available at present	Not available at present	Not available at present	Not available at present	883 in CSP Programs  49 in Full-Fee Paying Courses.	All eligible Indigenous students were offered a CSP for programs that are CSP eligible.  New enrolments for CSP Indigenous students were 224 in 2022 and 285 in 2023	249 commencing CSPs

While commencements are not offers, they are an indicator of students commencing studies based on student liability.

Commencing EFTSL 2022	CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Commonwealth supported place	245	216	38	152	186	182	178

Note – this data is on an EFTSL and not student count basis due to the nature of the available data. The Department of Education may be able to provide more detailed data than what is publicly available.

*f) Of those applications that did not receive an offer for a Commonwealth Supported Place, how many still enrolled as a full fee-paying student? Can you provide this data broken down by university, equity cohort and location of the students (i.e. metropolitan, regional, rural, remote)?*

While commencements are not offers, they are an indicator of students commencing studies based on student liability. EFTSL amounts listed below may from students in non-CSP eligible courses.

Commencing EFTSL 2022	CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Domestic fee paying	71	<10	<10	14	<10	<10	<10

Note – this data is on an EFTSL and not student count basis due to the nature of the available data. The Department of Education may be able to provide more detailed data than what is publicly available.

14) *a) How will uncapping Commonwealth Supported Places for Indigenous Students change enrolments at your universities?*

This will not substantially change enrolments at RUN universities, other than those that are, or will be at the MBGA cap, who can now enrol Indigenous students who live in metropolitan areas and receive Commonwealth funding for those students.

*b) Have you been advised how the funding will be adjusted for this for next year?*

Universities do not appear to have been informed or advised about the funding adjustment.

15) *In terms of completion rates for Indigenous students, they have historically been low compared to that of other students. The four-year completion rates as at 2021 for Indigenous students is only 26.3% compared to overall completion rates of 40.7%. The six-year completion rates for the same period for Indigenous students is 41.3% compared to an overall completion rate of 62.5%. The nine-year completion rate for the same period for Indigenous students is 50% compared to an overall completion rate of 70.5%. Given this data, how do you believe uncapping Commonwealth Supported Places for Indigenous students will help improve completion outcomes for Indigenous students?*

For universities currently at cap, the uncapping will enable the universities to receive Commonwealth funding for the students enrolled over the current cap, providing additional funding, and therefore enabling greater support.

- 16) *The uncapping of places for Indigenous students does not include medical places – if we are trying to advance equity cohorts and Indigenous people, what are your thoughts on this excluding medical places?*

Medical places could be included to best maximise equity however medical programs have some of the most rigorous academic entry standards so any student into a medical program would need to meet the academic threshold for entry.

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- 17) a) *For the 2022 calendar year, please provide:*
- *the number of applications you have received from Indigenous students at each of your member universities;*
  - *the offers made to Indigenous students at each of your member universities; and*
  - *the number of acceptances by Indigenous students.*

See Question 14, above.

b) *Please provide the data above broken down by metropolitan, regional, rural and remote students for each university.*

See Question 14, above.

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- 18) a) *Have you received advice from the Department of Education on how funding for each of your member universities will be adjusted for the demand driven Indigenous places?*

The RUN Secretariat and universities have not.

b) *If so, please provide a copy of the advice received.*

Advice has not been received.

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- 19) *There are a lot of differences amongst Australian universities as to the amount of enabling funding they can access. What is your position on this?*

RUN would welcome demand driven enabling funding, increasing opportunities for all students to access transparent entry pathway programs to university.



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**Commonwealth Supported Places**

- 1) a) *For each of your member universities, please advise the number of Commonwealth Supported Places allocated to each university for the 2022 calendar year.*

Allocation of Commonwealth Supported Places is through a Maximum Basic Grant Amount (MBGA) specified in their funding agreement and not number of actual students. The MBGA for each university in 2022 is found below:

- Charles Sturt University: \$170,642,320
- Central Queensland University: \$120,276,966
- Federation University: \$83,819,984
- Southern Cross University: \$84,093,774
- University of New England: \$99,490,545
- University of Southern Queensland: \$129,598,996
- University of the Sunshine Coast: \$148,999,718

- b) *For each of your member universities, please advise how many of the allocated Commonwealth Supported Places were filled for the 2022 calendar year.*

This data has not been published by the Department of Education at present.

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**50% pass rule**

- 1) a) *How many students had the 50 per cent pass rule applied to them and lost their CSP as a result in the calendar year 2022 at each of your member universities?*

Data across the network is not complete, however data that has been provided is below.

- b) *Can you provide this data broken down by provider?*

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Not available at present	98	104	Not available at present	209	206	254

- c) *Can you provide a breakdown of this data by equity cohort?*

Given the short timeframe, and with this data not being required to be reported on as part of this legislation RUN is still in the process of sourcing this data from our member universities. This data does not appear to be collected uniformly across universities and we recommend that the Committee seek this data from the Department of Education.

From the universities that have been able to interrogate their data, 7 per cent of students were First Nations students, 27 per cent were from low socio-economic backgrounds, and 20 per cent were from regional, rural, and remote backgrounds.

**Federation University**

Cohort	No. Students
Aboriginal & Torres Strait Islander	3
Low SES Background	21
First in Family	52
Full Time	90
Part Time	14

**Charles Sturt University**

Cohort	% of Students
Aboriginal & Torres Strait Islander	7%
Low SES Background	27%
First in Family	56%
Disability	24%
Regional Remote	59%
More than 1 equity group	84%

**University of Southern Queensland**

Cohort	No. Students
Aboriginal & Torres Strait Islander	26
Low SES Background	85
Disability	36

d) Can you provide a breakdown of this data by location of the students (i.e. metropolitan, regional, rural, remote)?

Given the short timeframe, and with this data not being required to be reported on as part of this legislation RUN is still in the process of sourcing this data from our member universities. In the first instance this data does not appear to be collected uniformly across universities and we recommend that the Committee seek this data from the Department of Education.

**Federation University**

Cohort	No. Students
Regional	52
Remote	0

**Charles Sturt University**

Cohort	% of Students
Inner Regional	44%
Outer Regional	13%
Remote	1.5%
Metro	41%

**University of Southern Queensland**

Cohort	No. Students
Remote	8
Rural	116
Metropolitan	128

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- 2) a) Are universities themselves responsible for assessing exemption applications from students?

Yes.

b) How many students who had the 50 per cent pass rule applied to them and lost their CSP as a result in the calendar year 2022 at each of your member universities applied for an exemption?

See Question 1, above.

c) Can you provide this data broken down by provider?

See Question 1, above.

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- 3) a) How many students who applied for an exemption after having the 50 per cent rule applied to them in the calendar year 2022 at each of your member universities were granted an exemption and under what category?

While not all institutions have report data at present, data that has been collected is found below in 3b.

*b) Can you please provide a breakdown of this data by provider?*

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
3	16	13	Not available at present	46	0	Not available at present

*c) Can you provide a breakdown of this data by equity cohort?*

Given the short timeframe, and with this data not being required to be reported on as part of this legislation RUN is still in the process of sourcing this data from our member universities. In the first instance this data does not appear to be collected uniformly across universities and we recommend that the Committee seek this data from the Department of Education.

#### **Federation University**

Cohort	No. Students
Aboriginal & Torres Strait Islander	0
Low SES Background	2
First in Family	5
Full Time	3
Part Time	10

#### **Charles Sturt University**

Cohort	% of Students
Disability	75%
Low SES Background	25%
First in Family	100%
Regional	75%

*d) Can you provide a breakdown of this data by location of the students (i.e. metropolitan, regional, rural, remote)?*

Given the short timeframe, and with this data not being required to be reported on as part of this legislation RUN is still in the process of sourcing this data from our member universities. In the first instance this data does not appear to be collected uniformly across universities and we recommend that the Committee seek this data from the Department of Education.

#### **Federation University**

Cohort	No. Students
Regional	4
Remote	0
Metropolitan	9

**Charles Sturt University**

Cohort	% of Students
Regional	75%
Metropolitan	25%

- 4) a) How many students who applied for an exemption after having the 50 per cent rule applied to them in the calendar year 2022 at each of your member universities were not granted an exemption and the reason for refusal?

This data is presented below in 4b, where available.

- b) Can you please provide a breakdown of this data by provider?

Given the short timeframe, and with this data not being required to be reported on as part of this legislation RUN is still in the process of sourcing this data from our member universities.

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
0	Not available at present	0	Not available at present	50	Not available at present	Not available at present

- c) Can you provide a breakdown of this data by equity cohort?

Given the short timeframe, and with this data not being required to be reported on as part of this legislation RUN is still in the process of sourcing this data from our member universities.

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
0	Not available at present	0	Not available at present	0	0	Not available at present

- d) Can you provide a breakdown of this data by location of the students (i.e. metropolitan, regional, rural, remote)?

Given the short timeframe, and with this data not being required to be reported on as part of this legislation RUN is still in the process of sourcing this data from our member universities.

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
0	Not available at present	0	Not available at present	0	0	Not available at present

- 5) a) What is the process at each of your member universities for when a student is flagged as potentially at risk of failing 50% of their courses?

<b>CSU</b>	Academic Progress policy
<b>CQU</b>	Not available at present
<b>FED</b>	If identified at risk students are sent a letter notifying of their LCR and giving options for assistance, including changing study load and study support available. We also have a calculator for students to predict their future LCR
<b>SCU</b>	Not available at present
<b>UNE</b>	Progressions teams reviews: a. The current completion rate for the flagged students b. Analysis of historical success rates for each unit enrolled. Outreach and student engagement teams provide direct support for students identified at risk before the next cycle.
<b>UniSC</b>	UniSC employs a Monitoring Academic Performance (MAP) process. We monitor students' academic performance to ensure they are moving toward successful completion of their program requirements, and to identify and support students who are at risk of not meeting these requirements
<b>UniSQ</b>	Students approaching the 50% low completion rate are contacted in the study period prior to reaching the assessment threshold (8 units for bachelor/4 Units for Sub-Bachelor). This phone and email outreach aims to raise awareness of the completion rate requirements and consequences, with tailored support for students in the current period of enrolment.

b) Is this different for each university? Please describe or provide the policy for each university.

Yes, this is different for each university. See synopsis of processes above in Question 5a.

*c) What student support policies are in place at each of your member universities to correct a student's performance academically to reduce their risk of failing?*

<b>CSU</b>	Part of academic progress process: communication campaign enacted informing students of their position and appeal rights, call campaigns for at risk students
<b>CQU</b>	
<b>FED</b>	Students are identified throughout semester via 'at risk' flags and contacted by email and/or phone call All students get a check in opportunity between week 3 & 4. This is an email with the option for a phone call. Student's program progression is assessed at the end of each semester and academic Interventions implemented where required, including unsatisfactory progress letter, meetings with academics to create a success plan. Details are included in the <a href="#">Monitoring Program/Qualification Progression Procedure</a>
<b>SCU</b>	
<b>UNE</b>	UNE has multiple support options for students who are at risk of failing. Students are identified in a proactive fashion, however students take these support processes up on an opt-in basis.
<b>UniSC</b>	
<b>UniSQ</b>	<a href="#">Student Academic Progress procedure</a>

*d) What are the reporting requirements of the universities regarding this data?*

There are no formal data reporting requirements regarding this policy to the Department of Education, other than all reporting requirements through TCSI.

*e) What data points are your member universities required to collect?*

Data collected by universities varies, but there are no formal data reporting requirements regarding this policy to the Department of Education.

*f) What was the timing for reports to be submitted to the Department of Education?*

There are no formal data reporting requirements regarding this policy to the Department of Education.

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- 6) a) Can you provide the number of students to whom the 50 per cent rule was applied?

See Question 1, above.

- b) Can you provide this data broken down by provider, equity cohort and location of the students (i.e. metropolitan, regional, rural, remote)?

See Question 3, above.

- c) Of the total number of students to whom the 50 per cent rule was applied, how many chose to leave the system?

See Question 3, above.

- d) Of the total number of students to whom the 50 per cent rule was applied, how many chose to leave the system continue with their studies as full fee paying students?

See Question 3, above.

- e) Can you provide this data broken down by provider, equity cohort and location of the students (i.e. metropolitan, regional, rural, remote)?

See Question 3, above.

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- 7) a) What data did you have from your member universities that informed RUN's position in your Accord Discussion Paper in April 2023?

RUN did not have a position on the 50 per cent rule in our April submission to the Australian Universities Accord.

- b) On what basis did you make the claim that students from low socio-economic backgrounds were the most impacted? Please provide the data on which you based this claim in your submission

RUN did not have a position on the 50 per cent rule in our April submission to the Australian Universities Accord.

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- 8) a) Do your member universities have a policy or process to notify students of their appeal rights when they are affected by the application of the 50 per cent pass rule, i.e. a letter is sent to the student advising them of their appeal rights against the decision?

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Yes	Not available at present	Yes	Not available at present	Yes	Yes	Yes



*b) Please provide a copy of the correspondence that your member universities send to students who are affected by or at risk of being affected by the 50 per cent pass rule.*

<b>CSU</b>	Part of automated communication campaign to support the <a href="#">above policy</a> , includes mailers, phone, etc.
<b>CQU</b>	Unavailable at this time
<b>FED</b>	Attachment B
<b>SCU</b>	Unavailable at this time
<b>UNE</b>	Unavailable at this time
<b>UniSC</b>	Attachment B
<b>UniSQ</b>	Affected students are notified using the communication in Attachment B. Students wishing to appeal the decision are supported to go through the <a href="#">Student Grievance Resolution</a>

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## Student Support Policy

- 1) a) *The Department of Education has released a consultation paper to develop a student support policy. Did the Department or the minister's office consult with RUN or any of your member universities in developing this paper?*

The RUN Secretariat and RUN universities were not consulted.

- b) *If so, please advise the date the RUN or any of your member universities were consulted.*

The RUN Secretariat and RUN universities were not consulted.

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- 2) *Can you provide an outline of the current student support policies your university has in place? A summary will be sufficient.*

All RUN universities have policies and procedures in place (listed below) to ensure that students are making satisfactory progress in their courses and enable appropriate intervention if they are not.

- Charles Sturt University: [Academic Process](#)
- Central Queensland University: [Academic Progression Policy and Procedure](#)
- Federation University: [Academic Progression Policies](#)
- Southern Cross University: [Student Academic Experience Policy](#)
- University of New England: [Course Progression Rule](#)
- University of Southern Queensland: [Student Advice, Student Welfare and Pastoral Support Policy and Procedure](#)
- University of the Sunshine Coast: [Monitoring Academic Progress – Academic Policy](#)

RUN universities have a broad range of specific student support initiatives in place to support students to succeed from pre-enrolment through orientation through to all aspects of a student's academic endeavour.

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- 3) a) *In terms of student satisfaction with teaching and course quality, do you support a student ombudsman being put in place as a mechanism for students to escalate complaints if they are unsatisfied with the response provided by the university processes?*

RUN do not have a position on this and would require far more detail about how a Student Ombudsman would work, their powers, and their interactions with existing regulatory authorities alongside the costs associated with running this scheme.

*b) There has been significant discussion publicly recently about student safety on campus in relation to sexual assault and harassment. How are RUN and your member universities managing this?*

Regional universities do not tolerate any form of sexual assault or sexual harassment either on or off campus, not for students, nor staff. While there will always be more to do in this regard, regional universities, their leadership teams, staff, and students are all actively working together to ensure that everyone feels safe, on and off campus. In addition to individual institutional action, regional universities have included compulsory consent education for all students and staff, the publication of annual public reports on sexual assault and sexual harassment including primary prevention activities is either complete or in development.

<b>CSU</b>	<a href="https://www.csu.edu.au/current-students/support/student-services/support-services-directory">https://www.csu.edu.au/current-students/support/student-services/support-services-directory</a>
<b>CQU</b>	<a href="https://www.cqu.edu.au/about-us/safer-communities/national-student-safety-survey">https://www.cqu.edu.au/about-us/safer-communities/national-student-safety-survey</a>
<b>FED</b>	<a href="https://federation.edu.au/international/international-student-advisory/student-safety">https://federation.edu.au/international/international-student-advisory/student-safety</a>
<b>SCU</b>	<a href="https://www.scu.edu.au/experience/safety/">https://www.scu.edu.au/experience/safety/</a>
<b>UNE</b>	<a href="https://www.une.edu.au/current-students/support/respect-now-always">https://www.une.edu.au/current-students/support/respect-now-always</a>
<b>UniSC</b>	<a href="https://www.usc.edu.au/about/locations/safety-and-security/respect-now-always">https://www.usc.edu.au/about/locations/safety-and-security/respect-now-always</a>
<b>UniSQ</b>	<a href="https://www.unisq.edu.au/current-students/support/safer-communities">https://www.unisq.edu.au/current-students/support/safer-communities</a>

*c) Have you or any of your member universities consulted with Fair Agenda and End Rape on Campus on your management strategies?*

<b>CSU</b>	<b>CQU</b>	<b>FED</b>	<b>SCU</b>	<b>UNE</b>	<b>UniSC</b>	<b>UniSQ</b>
No	No	No	Investigating at present	No	No. Prior consultation with 'Our Watch' occurred in 2021	Investigating at present

*d) Is RUN supportive of legislation governing the student support policy being passed before the policy is actually developed?*

No. RUN is not supportive of legislation governing the student support policy being passed before the policy is developed.

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**Legislation**

- 1) *Please provide a copy of any correspondence RUN, or any of your member universities, have sent to or received from Minister Clare, his office or the Department of Education in relation to the Higher Education Support Amendment (Response to the Australian Universities Accord Interim Report) Bill 2023 (the Bill) or any of the individual elements contained within the Bill. This includes informal correspondence such as emails and whatsapp messages.*

RUN and RUN universities have received none, and have not sent any correspondence regarding this matter to the Minister or the Department.

---

### Other questions on notice

- 1) Provide equity cohort data for each RUN university and RUN as a whole? Indigenous, low-SES and regional, remote and rural backgrounds,

	CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Indigenous	1,353	967	133	657	974	611	893
Low-SES	7,594	6,995	2,134	3,241	4,704	3,861	6,516
Regional and Remote First Address	15,233	13,873	4,649	6,536	9,170	4,211	10,200
Disability	2,597	1,391	1,044	1,281	4,048	2,015	2,256

- 
- 2) Level of enabling funding per RUN university?

Allocation of the Enabling Loading Program (ELP) is specified in each university funding agreement. The ELP for each university in 2022 is found below:

- Charles Sturt University: \$693,316
- Central Queensland University: \$2,937,012
- Federation University: \$522,600
- Southern Cross University: \$1,449,344
- University of New England: \$951,132
- University of Southern Queensland: \$2,574,327
- University of the Sunshine Coast: \$1,762,904

- 
- 3) What do RUN enabling programs involve?

CSU	Pathway programs
CQU	Pathway programs
FED	Pathway programs
SCU	Pathway programs
UNE	Pathway programs
UniSC	UniSC's enabling program is the Tertiary Preparation Pathway (TPP). TPP is a bridging program that allows students to experience university life before commencing a full degree. Students in the program study skills and gain knowledge that enable success at university. Upon successful completion, the program provides a pathway into further tertiary level study.
UniSQ	Pathway programs

- 
- 4) Why would students not complete? What challenges do they face?

The answer to this question is complex as are the factors that inform attrition and indeed the challenges that learners face. Personal issues, other, medical condition, family issues, financial issues, travel, work, study at another institution. Students from low-SES and First in Family cohorts are particularly prone to experience financial challenges and students from the regions who are also low-SES and First in Family tend to experience family interpersonal issues and other challenges at greater levels than those not in those equity groups.

---

5) What students study at study hubs?

Additional information requests about the Regional University Centres, should be directed to the Department of Education. A briefing on the existing centres in 2022 can be found [here](#).

CSU	CQU	FED	SCU	UNE	UniSC	UniSQ
Not available at present	Not available at present	Not available at present	Not available at present	285 students	Not available at present	Not available at present

6) What are RUN universities doing to raise aspirations for Indigenous students?

CSU	<a href="https://www.csu.edu.au/division/student-success/units/first-nations-student-success">https://www.csu.edu.au/division/student-success/units/first-nations-student-success</a>
CQU	<a href="https://www.cqu.edu.au/about-us/indigenous-engagement">https://www.cqu.edu.au/about-us/indigenous-engagement</a>
FED	<a href="https://federation.edu.au/about-us/our-university/indigenous-matters">https://federation.edu.au/about-us/our-university/indigenous-matters</a>
SCU	<a href="https://www.scu.edu.au/about/first-peoples/">https://www.scu.edu.au/about/first-peoples/</a>
UNE	<a href="https://www.une.edu.au/info-for/indigenous-matters/oorala">https://www.une.edu.au/info-for/indigenous-matters/oorala</a>
UniSC	UniSC's enabling program is the Tertiary Preparation Pathway (TPP). TPP is a bridging program that allows students to experience university life before commencing a full degree. Students in the program study skills and gain knowledge that enable success at university. Upon successful completion, the program provides a pathway into further tertiary level study. <a href="https://www.usc.edu.au/about/aboriginal-and-torres-strait-islander-engagement">https://www.usc.edu.au/about/aboriginal-and-torres-strait-islander-engagement</a>
UniSQ	<a href="https://www.unisq.edu.au/about-unisq/schools-sections/college-for-first-nations">https://www.unisq.edu.au/about-unisq/schools-sections/college-for-first-nations</a>

## Attachment A

### UNE Indigenous Data for 2022

UNE DATA: Below data for 2022 is for Indigenous students across Equity and Location fee type								
		Broken down by Equity Cohort				Broken down by Location		
Enrolment = (Commencing & Continuing)	Total # Indigenous	# of Indigenous - SES	# of Indigenous -NESB	# of Indigenous - Disability	# of Indigenous - Women	# of indigenous - metropolitan	# of indigenous - regional	# of indigenous - rural and remote
<b>Applications</b>	1272	490	10	271	944	449	746	40
<b>Offers</b>	1119	432	9	243	829	411	652	32
Offer included CSP	976	373	5	217	723	338	588	28
Offered didn't incl CSP	143	59	4	26	106	73	64	4
<b>Enrolments</b>								
Enrolments at Census: CSP	883	347	6	267	662	346	502	35
Enrolments at Census: Full Fee Paying	49	15	0	9	40	23	26	0
Enrolments at Census: Research training Program	19	9	6	1	9	5	13	1
<b>Total Enrolments at Census</b>	<b>951</b>	<b>371</b>	<b>12</b>	<b>277</b>	<b>711</b>	<b>374</b>	<b>541</b>	<b>36</b>

## Charles Sturt University Indigenous Data for 2023 YTD

CSU DATA: Below data for 2023 YTD is for Indigenous students across Equity and Location fee type								
		Broken down by Equity Cohort				Broken down by Location		
Enrolment = (Commencing & Continuing)	Total # Indigenous	# of Indigenous - SES	# of Indigenous -NESB	# of Indigenous - Disability	# of Indigenous – First in Family	# of indigenous - metropolitan	# of indigenous - regional	# of indigenous - rural and remote
Applications	1819	617		194	1223	552	1214	53
Offers	1371	447		141	935	424	909	38
Acceptances	626	208		80	428	206	400	20
Enrolments								
Enrolments at Census: CSP		179		75	357	145	352	19
Enrolments at Census: Full Fee Paying		13		1	87	28	15	0



## University of Southern Queensland Indigenous Data for 2022

UniSQ DATA: Below data for 2022 is for Indigenous students across Equity and Location fee type – QTAC Only								
		Broken down by Equity Cohort				Broken down by Location		
Enrolment = (Commencing & Continuing)	Total # Indigenous	# of Indigenous - SES	# of Indigenous -NESB	# of Indigenous - Disability	# of Indigenous – First in Family	# of indigenous - metropolitan	# of indigenous - regional	# of indigenous - rural and remote
Applications	354	NA		51	305	169	160	25
Offers	187	NA		14	115	79	96	12
Commencements (total)	356	145		27	NA	165	168	23
Commencements								
Commencements: CSP	249	101	NA	3		114	117	18
Commencements: Full Fee Paying	12	6	NA	2		9	2	1

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## Attachment B – Correspondence to Students



Dear ,

## **Low Completion Rate exceeded – Commonwealth assistance withdrawn**

We are contacting you to advise that Commonwealth assistance has been withdrawn for your current program due to your Low Completion Rate exceeding 50% following Semester 1 results. This means that you are no longer eligible for a Commonwealth Supported Place (CSP) or a HELP loan and this will impact your Semester 2 enrolment.

**Please read this email as it contains important information on your options and what you need to do now.**

As a CSP student, it is a legislative requirement that you maintain a Low Completion Rate of 50% or under to remain eligible for commonwealth assistance. You have attempted 8 or more courses and due to the number of not successfully completed courses your Commonwealth assistance has been withdrawn by the Australian Government.

A course is deemed not successfully completed if you receive any of the following grades: F, XF, UN, MF, W, or LW.

The withdrawal of Commonwealth assistance for your current program does not impact your eligibility for a CSP and/or a HELP loan when applying for a future program.

Low Completion Rate requirements are separate to Academic Progression requirements and processes. For further information and frequently asked questions visit our [Low Completion Rate page](#).

## **Your options**

It's important that you understand your options moving forward, decide what's best for you and take action.

### **Option 1: Continue in a Domestic Full Fee-paying Place (no HELP loan available)**

If you continue your program as a Full Fee-Paying student, you will need to make upfront payment of your fees. For further information including 2023 tuition fees visit our [Domestic Full Fee-paying page](#). If you continue studies and your Low Completion Rate returns to 50% or under, your Commonwealth assistance will be reinstated from the next applicable semester.

### **Option 2: Submit a [Low Completion Rate Special Circumstances application](#)**

If you believe that special circumstances impacted your studies, you may apply for those not successfully completed (failed or withdrawn) courses to be excluded from your Low Completion Rate. Special Circumstances must not have made the full impact on you until on or after the course census date. If your [application](#) is successful, the approved courses will be excluded when



calculating your Low Completion Rate. The original fail or withdrawn grade will remain against the course.

### Option 3. Transfer to a new program

If you [change to a different program](#), your current program low completion rate will not carry over and you will be able to access Commonwealth assistance for your new program. When transferring to a new program, your application will be assessed on whether you are academically suited.

### Option 4. Withdraw from your program

If you are not taking up any of the previous options you will need to withdraw from your current program. You must complete an 'Amend your Program Status form' online via your [my Student Centre](#) account. Download our [Amend Your Program Status Guide \(PDF 679KB\)](#) [here](#).

## What you need to do now

You need to advise the option you have chosen by completing the [online response form](#) by 17 July 2023.

We know making these decisions can feel overwhelming and are here to provide information and support. To contact Student Administration please submit an enquiry via the [online portal](#) under enrolment and progression.



CRICOS Provider No. 00103D | RTO Code 4909 | TEQSA PRV12151 (Australian University)  
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*Federation University Australia acknowledges the Traditional Custodians of the lands and waters its campuses are located, and we pay our respects to Elders past and present, and extend our respect to all Aboriginal and Torres Strait Islander and First Nation Peoples.*

**You are receiving this email because you are a student of Federation University Australia.**

*You cannot unsubscribe from emails relevant to your studies. If you believe you have received this email in error, please delete this email and let us know via the [Enquiry and Application Portal](#).*

*Our mailing address is: Federation University Australia, PO Box 663, Ballarat, VIC 3353, Australia. Our physical address is: Federation University Australia, University Dr, Mount Helen VIC 3350, Australia.*





**You are receiving this email because you are no longer eligible for Commonwealth Assistance in the Bachelor of Human Services. Please read the below information carefully.**

Under the Australian Government's Job-ready Graduates legislation, all domestic students who commenced their program from 2022 onwards must meet [minimum pass rate requirements](#) in that program to remain eligible for access to Commonwealth Assistance. Students who do not meet the pass rate requirements are considered by the Government to have a 'low completion rate'.

Based on your results from Study Period 1, you do not meet the minimum pass rate requirements for the Bachelor of Human Services. **As a result, you are no longer eligible for Commonwealth Assistance in this program.**

## **What does this mean?**

Not being eligible for Commonwealth Assistance means you no longer have access to a Commonwealth Supported Place and/or cannot defer your fees using HECS-HELP or FEE-HELP. If you choose to stay enrolled in the Bachelor of Human Services, you will need to pay full tuition fees upfront each semester/trimester/session.

You can find more information on the [difference between a Commonwealth Supported Place and full tuition fees](#) in our FAQs.

## **Next steps**

Your next step is to [book an appointment with a Student Success Adviser](#), who can help you understand your options. These include:

- Continuing your studies in the Bachelor of Human Services in a full fee-paying place until you are at or above the 50 percent pass rate requirement (at which time your Commonwealth Assistance can be reactivated).
- Applying to transfer to another program that is a better fit for you. (Your completion rate is program specific, meaning that it will not transfer over to another program.)

## **If your studies were impacted by special circumstances**

If you failed a course (or withdrew from a course after the census date and received a WN or WF grade) due to special or unforeseen circumstances, you may apply to be [formally withdrawn from the course](#). If your application is successful, the course/s for which you applied will not be included in the calculation of your completion rate.

For more information, visit [Pass rate requirements](#) on the UniSC website. **If you meet the criteria, it's important that you apply as soon as possible.**

## **For more information and support**

For more information, visit [Pass rate requirements](#) on the UniSC website, or the [Australian Government's FAQs for students](#).

We understand this information may be personally upsetting. If you would like personal support, please consider using UniSC's free and confidential [Student Wellbeing counselling services](#).

If you have questions about your study options, please [contact the Student Success team](#).

Kind regards,

Tony Saint

Associate Director, Student Business Services

University of the Sunshine Coast

University of the Sunshine Coast, Queensland, Australia  
CRICOS Provider No. 01595D

[usc.edu.au](http://usc.edu.au)

UniSC acknowledges the Traditional Custodians of the land on which its campuses sit.  
We recognise and pay respect to Elders past, present and emerging.

CRICOS Provider No: 01595D | 90 Sippy Downs Drive, Sippy Downs QLD 4556, Australia

*Sample Low Completion Rate notification*



University of  
**Southern  
Queensland**

Dear

The University is required to monitor your eligibility for [Commonwealth assistance](#) each Study Period.

Students who commenced studies in 2022 in a Commonwealth supported place must successfully complete at least 50% of their enrolled courses to remain eligible for Commonwealth assistance. Students enrolled in sub-Bachelor level must have their completion rate assessed after four courses have been attempted. Bachelor level or higher programs must be assessed after 8 courses have been attempted.

Your most recent results indicate that you have failed more than 50% of your attempted courses and you have been assessed as having a low [completion rate](#).

## What happens now?

As you are no longer eligible for Commonwealth assistance for your current program, your access to enrol in further courses has been removed. Any courses you were already enrolled in for the current study period have been withdrawn.

You may be eligible to continue your studies through one of the following options:



- submit a request via a response email to continue in your current program as a fee-paying student. You will not be able to access a FEEHELP loan and will be required to pay your tuition fees in full by the University payment due date.
- apply to transfer to another Commonwealth supported program. The completion rate for your current program will not carry over and you will be eligible for Commonwealth assistance for the new program. You will still need to meet the admission requirements for the new program, and you must maintain a 50% or higher completion rate to continue to receive Commonwealth assistance.
- if you have experienced extenuating circumstances after the [census date](#) of the last teaching period that have adversely affected your ability to successfully complete one or more of your courses, you can submit a [Waive Academic Penalty and/or Fee Reversal application](#) to have courses you have not successfully completed removed from your completion rate calculations. Your application must meet the [special circumstances criteria](#) and include independent supporting documentation to verify your circumstances. You should do this as soon as possible if you wish to continue studying in the current study period.

## What you need to do

If you would like to continue your studies in a fee-paying place, or apply to transfer to a new program, you must let us know via return email within 10 University business days from the date of this email.

If we have not heard from you within 10 business days, you will be withdrawn from your program.

We encourage you to [book an appointment](#) with one of our Student Success Advisors if you would like to discuss your completion rate and your options for continuing your studies.

Please contact [iconnect](#) if you have any questions.