

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000187

Senator Kim Carr provided in writing.

Policy objectives

Question

Please explain how the Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 hopes to accommodate the Government's two inherently incompatible policy objectives of

- i) matching cost of provision to funding, and
- ii) of providing incentives to direct students into courses of perceived future national need.

Answer

These policy objectives are not incompatible. Better aligning funding to the costs of delivery involves adjusting total funding per place (including the Commonwealth contribution and the student contribution). The reduction of student contributions in priority fields signals to students the courses that have better employment prospects, in line with longer term national priorities. Aligning funding to cost of delivery ensures efficient use of public funds.

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Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000188

Senator Kim Carr provided in writing.

Policy change data

Question

The underlying data used to calculate cost of provision far exceeds the limitations of the data identified in the Deloitte report (see pp 52-54).

- i. What further work has the Department conducted to ensure this policy change is based on reliable data?
- ii. Please provide the Committee with this work and any associated analysis. If no further work had been done, why not?

Answer

- i. The November 2019 report by Deloitte continues the Transparency in Higher Education Expenditure work.
- ii. The report is available at: <https://docs.education.gov.au/documents/2019-transparency-higher-education-expenditure-publication-0>.

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Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000189

Senator Kim Carr provided in writing.

Higher Education funding regime

Question

The new funding regime strips from the value of CSPs the proportion that has long been understood to cover the additional costs of provision incurred at universities, whose distinctive characteristic is higher education exposed to the current research. This premium has been included since the 1980s Dawkins reforms to enable university academics to remain acquainted with the latest discoveries in their fields, ensuring students are as up-to-date as possible.

- i. Has the Department modeled the likely reduction in quality of provision that will result from the denial of these enabling funds?
- ii. If so, please share the results with the Committee. If not, why not?

Answer

The Job-ready Graduates package will not lead to lower quality provision. Through the redesign of Commonwealth Grant Scheme (CGS) cluster rates and student contribution bands, the package better aligns funding with the costs of teaching and scholarship, allowing universities to continue to provide quality higher education teaching that is informed by the current research.

In the existing system, the inherent lack of transparency creates an incentive for universities to reduce teaching costs to fund other activities including engagement, research, administrative collaboration, research, and other activities.

The proposed funding system under the Job-ready Graduates package establishes new funding streams to ensure universities have dedicated resources for performing the roles required to fulfil their missions. The new National Priorities Industry Linkage Fund (NPILF) and Indigenous, Regional and Low SES Attainment Fund (IRLSAF) will provide funding on top of teaching and learning funding, explicitly and transparently, to ensure universities are well resourced to perform other mission based activities.

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Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000190

Senator Kim Carr provided in writing.

Price signals and enrolment preferences

Question

Regarding the use of price signals as an incentive to divert students to areas of presumed future national workforce need:

- i. Please provide the detailed evidence upon which areas of future national workforce need have been identified.
 - a. If this does not exist, why has the Department not conducted this underlying work?
- ii. What is the basis for such differential treatment in the incentive structure of the humanities and STEM, given their graduate employment outcomes are virtually identical?
- iii. Since poorer families are understandably more sensitive to price-signals than those with higher incomes, what work has the Department conducted to explore the potential impact of essentially narrowing the choices of many poorer students by differentiating the student contributions of different courses?
- iv. The policy intent of the legislation claims to direct students into STEM, yet the price signal actually points in the other direction.
 - a. Please explain this apparent contradiction.
- v. Numerous economists have shared the view that price-signalling will be ineffective in directing student enrolment preferences.
 - a. Please share with the Committee the modelling that is the basis of the Department's confidence that these opinions are wrong.
 - b. If no such modeling exists, please share your basis for your confidence that the policy design is not inherently flawed.
- vi. Numerous education experts have shared the view that student success is favoured by encouraging students to follow their interests and aptitudes, rather than Government direction into specific fields.
 - a. Please share with the Committee the modelling that is the basis of the Department's confidence that these opinions are wrong.
 - b. If no such modeling exists, please share your basis for your confidence that the policy design is not inherently flawed.

Answer

The Department of Education, Skills and Employment refers to its submission to the inquiry, with specific sections relating to each of the parts of the Question on Notice as set out below:

- i Sections 3.3 and 3.4
- ii Sections 3, 3.3, 5.2.5 and 5.2.8
- iii Sections 3.2 and 4.7
- iv Section 4.5
- v Section 5.2.8
- vi All of chapter 4.

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QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
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17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000191

Senator Kim Carr provided in writing.

Financial hit to universities

Question

The Department would be aware of the significant financial hit visited upon universities by the pandemic, yet this package asks universities to do more with no increase in real funding.

- i. By what means does the Department imagine universities will be able to preserve quality, especially in light of the likely additional needs of next year's first year school-leaver cohort, whose final year of secondary schooling has been so dramatically disrupted?

Answer

The Higher Education Relief Package, announced in April 2020, guaranteed Commonwealth Grant Scheme (CGS) payments for higher education institutions in 2020. This means CGS payments will be paid throughout 2020, regardless of any change in domestic enrolments due to COVID-19. Higher Education Loan Program (HELP) advances will continue to be paid for 2020 with recovery of any excess advances over a deferred and extended period of 2022 to 2029.

The Job-ready Graduates package ensures a consistent alignment between the measured cost of delivering teaching and learning and total resourcing by field of education.

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QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000192

Senator Mehreen Faruqi provided in writing.

Organisational Chart

Question

1. Please provide the current organisational chart for the Department.
2. Please provide details of any changes to the organisational structure of the Higher Education, Research and International branch of the Department since 1 March 2020, including new appointments to key roles and title changes.
3. What was the operating budget for the Higher Education, Research and International branch of the Department for the following financial years:
 - a. 2017-18
 - b. 2018-19
 - c. 2019-20
 - d. 2020-21

Answer

1. The Department of Education, Skills and Employment's current organisational chart can be found at: <https://www.dese.gov.au/document/departmentskillsandemploymentorganisationchart>
2. The Job-Ready Graduates taskforce was set up within the Higher Education Division with staff contribution from across the department. Two senior staff were moved to leadership roles in the taskforce and one position was backfilled.
3. Higher Education, Research and International Group internal budget allocation as at 30 June (Net Cost of Services).

	Year	\$'000
a.	2017-18	56,839
b.	2018-19	53,893
c.	2019-20	54,969
d.	2020-21	51,573*

*2020-21 as at 31 August

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Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000193

Senator Kim Carr provided in writing.

International students

Question

Has the department modelled the likely revenue effect of fewer international students in Australia in 2021 and over the medium term?

- a. What does the modelling indicate?
- b. What effect does that outcome have on the overall financial ability of the sector and of individual universities?

Answer

The Department of Education, Skills and Employment has analysed a range of possible scenarios, based on varying assumptions, relating to international student revenue reductions.

- a. There is significant variability about future scenarios but the range of amounts of revenue reductions are not inconsistent with estimates provided by Universities Australia of \$3.1 to 4.8 billion in 2020 and \$16 billion over four years. The variation depends on assumptions of:
 - a. the timing of the return of international student enrolments
 - b. the take up of online enrolment options by international students
 - c. the speed of student re-engagement with their courses
 - d. travel restrictions imposed by Governments on international arrivals
 - e. changes to fee arrangements, such as discounting to attract students.
- b. Based on the expected revenue reductions by universities it is appropriate that some universities are taking steps to adjust their expense profiles, but overall the sector remains financially robust.
 - a. in 2019, \$18 billion out of total sector revenue of \$36 billion was underwritten by the Commonwealth
 - b. the department's analysis indicates that generally universities have reserves to draw on to support adjustment to a lower level of international student enrolments
 - c. universities also have flexibility to adjust their costs, given significant capital investment plans and a mix of staff employment arrangements
 - d. given the wide range of university operating models, including the mix of international and domestic students, the financial viability of providers relies on the responses at institutional level
 - e. results for individual university vary in line with the proportion of revenue raised from international students.

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Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000194

Senator Kim Carr provided in writing.

Commencements

Question

Since 2001 has there been any indication that there has been change in commencements associated with past changes in student contribution levels for maths, science, teaching and nursing?

If so, please provide details.

Answer

Yes. Please refer to section 5.2.8 of the Department of Education, Skills and Employment's submission to the inquiry for the details.

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Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000195

Senator Kim Carr provided in writing.

Modelling

Question

Has the department modelled the impact of the Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) packages impact on doubtful debt?

- a. What does that modelling indicate?
- b. Please provide a copy of the modelling.

Answer

The term “doubtful debt” is not used in relation to the Higher Education Loan Program (HELP) as it relates to potential loan default. This does not recognise that the core policy idea of the HELP arrangements is that individuals repay their debts only when they can, and therefore the concept of loan default does not apply.

Estimation of the HELP debt not expected to be repaid (DNER) is undertaken by the Australian Government Actuary (AGA) as part of the annual estimate of the fair value of the HELP asset. The AGA’s microsimulation model uses a combination of assumptions about future economic trends and historical information about HELP debtors such as patterns and changes in incomes.

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Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000196

Senator Kim Carr provided in writing.

IRLSAF

Question

The department says on its website that the IRLSAF will see “relevant elements of the National Institutes Grant”[1] incorporated into it.

- a. What is the relevant element and what is non-relevant?
- b. How much is being transferred over in dollar terms?
- c. Once this funding is merged into the IRLSAF would private providers – at the discretion of the Minister – be able to access funds that were previously only available for the National Institutes providers?

Answer

The Australian Government has committed to maintaining the current arrangements of the Indigenous, Regional and Low SES Attainment Fund (IRLSAF) until consultation with the sector about the implementation of the IRLSAF. The final operation of the IRLSAF from 2024, including which elements of the National Institutes Grant would be included, the dollar amount and whether private providers will be eligible, will be determined following that consultation. There will be no change to the eligibility without parliamentary scrutiny as the Guidelines are disallowable instruments.

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Department of Education, Skills and Employment Question No. IQ20-000197

Senator Kim Carr provided in writing.

Indexation rate

Question

Can the department please advise which financial indexation rate they have applied to their modelling for both the forward estimates and the medium term?

Answer

The Department of Education, Skills and Employment used the latest available Treasury projections of the Consumer Price Index (CPI) at the time that the estimate of the financial impact on the forward estimates and medium term were prepared for the relevant measure.

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17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000198

Senator Kim Carr provided in writing.

Growth Rate

Question

Can the department please advise what is basis for their estimate growth rate of the student population?

Answer

Details regarding the estimates of additional places are available in the response to IQ20-000209.

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**Higher Education Support Amendment (Job-Ready Graduates and Supporting
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Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000199

Senator Kim Carr provided in writing.

Implementation

Question

What is the imperative to implement changes in less than four months?

Answer

The Department of Education, Skills and Employment notes that the resolution of the legislation at the earliest available opportunity is necessary to support institutions and students who are planning to study in 2021. This normal planning cycle is even more important given the context of the COVID-19 pandemic.

As set out on page 10 of its submission, the department estimates there will be a likely increase in demand for higher education in 2021 and the passage of the legislation will enable additional places in 2021.

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QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000200

Senator Kim Carr provided in writing.

Deloitte research

Question

The departments submission says that “The Government’s assessment of the cost of delivering a course was informed by Deloitte research based on university self-reported data on the cost of delivery of teaching and scholarship.”^[2]

How does that observation fit with Deloitte’s warnings about use of their data^[3]:

“The key limitations of this analysis are set out [...] below. These limitations were recognised at the outset of this exercise and are ongoing challenges faced by exercises of this nature. ... An ongoing challenge faced by universities is the accurate attribution of costs between teaching and research functions and costs, recognising that these are often interrelated.”

^[2] P29 Department of Education, Skills & Employment. Sub #67

^[3] P52. Deloitte. Transparency in Higher Education Expenditure.

Answer

The Department of Education, Skills and Employment notes that the quote from Deloitte’s report has not been sourced from the most recent report. The equivalent paragraph from the latest report (p. 56 -

https://docs.education.gov.au/system/files/doc/other/transparency_in_higher_education_expenditure_2019_final_report.pdf) is produced below:

“The key limitations of this analysis as set out in Table 3.1 below. These limitations were recognised at the outset of this exercise and are ongoing challenges faced by exercises of this nature. Importantly, strategies have been undertaken to minimise their impact over time, including working with universities to improve the accuracy of their cost allocation processes and promote consistency in completing the TCW [Transparent Costing Worksheet].”

The most recent report notes on page xiv:

“The results presented in this report build on the findings of the 2018 study on the costs of teaching and scholarship in Australia. Indeed, the relative consistency of results across the two most recent studies, which have adopted a consistent cost collection template and data collection guidelines, provides policymakers with a greater level of confidence in the reliability of the findings and their comparability over time. This consistency has also been welcomed by the sector to the extent that it has allowed them to develop reporting systems that align with the cost collection template.”

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Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000201

Senator Kim Carr provided in writing.

Proposals in Job-ready Graduates

Question

What labour market evidence or analysis has been used to support the specific proposals in Job-ready Graduates concerning which disciplines should be encouraged or discouraged?

Answer

The Department of Education, Skills and Employment's submission to the Education and Employment Legislation Committee's inquiry into the Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 ([submission 67](#)) outlines the labour market evidence and analysis used to support the specific proposals in the Bill. Please refer to section 3, 3.3 and 3.4 in the submission.

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QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
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Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000202

Senator Kim Carr provided in writing.

Napthine Review

Question

Did the Napthine Review propose reducing assistance for students from low SES backgrounds to improve support for rural and regional students?

Answer

Recommendation five of the Napthine Review proposed improving participation and outcomes for rural, regional and remote (RRR) students from equity groups including low SES students, Indigenous students, students with disability and remote students by modifying the Higher Education Participation and Partnerships Program to better target funding to cost effective RRR programs.

The package does not remove assistance from students from low SES backgrounds.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
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17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000203

Senator Kim Carr provided in writing.

Briefing slides provided to Vice-Chancellors and University groups

Question

Can the department please provide the briefing slides that were provided to Vice-Chancellors and University groups, 19 June 2020?

Answer

The slides that were presented to vice-chancellors and university groups are provided at Attachment A.



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The fault lines in higher education have been revealed by COVID-19 Crisis

A static funding model, focused on institutional allocations	Demand for higher education will increase in 2021 and 2022 <ul style="list-style-type: none"> For example, a one percentage point increase in the youth unemployment rate (15-19 year olds), leads to a 1.15% increase in the applications for higher education from Year 12 students. If youth unemployment rises from 16.4% to 30% this will likely increase demand for places by Year 12 students from 133,000 applications in 2019 to 154,000 in 2021 (15.6%)
Reliance on international students as a source of revenue for universities is a risk to stability and focus	<ul style="list-style-type: none"> Over the last five years up to 2019, international student enrolments in higher education have grown by an average annual rate of 13%, allowing universities to invest in research and capital. But universities now face critical decisions to realign their activities and future plans with unbalanced cost structures and a new reality in the international education market.
Investment in research is more important than ever but financial impact of COVID-19 will impact on capacity in the sector	<ul style="list-style-type: none"> Public investment in research at universities created the underpinning capacity the nation is now relying on to address the pandemic. As universities respond to the impact of the COVID-19 crisis, research effort will need to be focused and prioritised.
Institutional and qualification reform is needed	<ul style="list-style-type: none"> The COVID-19 Crisis demands more flexible institutions and qualifications, such as private providers, micro-credentials and alternative pathways. Our short course offering is a success: to date we have 52 providers, offering 329 courses across 8 fields of education.

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2

An ambitious agenda for tertiary education

Steps already delivered	Next steps
 Performance-Based Funding <ul style="list-style-type: none"> From 2020, performance-based funding will determine more than \$80 million in Commonwealth Grant Scheme funding. Amount linked to population growth, at around 1.3 per cent per annum, applied to funding for bachelor level students at public universities. Maximum of 7.5 per cent of bachelor funding. 	 Expert Review of Australia's Vocational Education and Training System <ul style="list-style-type: none"> National Skills Commission and Skills Commissioner: co-design underway National Careers Institute and National Careers Ambassador Pilot Skills Organisations and Industry Training Hubs Reform public funding in cooperation with States
 National Regional, Rural and Remote Tertiary Education Strategy <ul style="list-style-type: none"> Final report released 28 August 2019. 	 Higher Education Provider Category Standards Review <ul style="list-style-type: none"> Simplified category structure. Increased requirements for quality and quantity of research. Deliver University College category
 Higher Education Provider Category Standards Review <ul style="list-style-type: none"> Final report released 15 October 2019. 	 Review of the Australian Qualifications Framework <ul style="list-style-type: none"> National marketplace for microcredentials. Consolidate short course arrangements
 Review of the Australian Qualifications Framework <ul style="list-style-type: none"> Final report released 24 October 2019. 	 National Regional, Rural and Remote Tertiary Education Strategy <ul style="list-style-type: none"> Response will drive increased participation in post-secondary education for RRR students Enhance access, outcomes and opportunities.
 Allocation of Designated Places <ul style="list-style-type: none"> From 2020, greater flexibility for universities to manage sub-bachelor and post-graduate places. 	<div style="background-color: #0072bc; color: white; padding: 10px; text-align: center;"> Build a coherent tertiary system, sustainable and fit for the future, focused on building a strong pipeline of work-ready graduates </div>

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The first step: delivering the skills and job outcomes that pave the way for post-COVID economy

Tertiary reform that achieves a more integrated HE & VET sector

- Deliver new provider standards, a better qualifications framework and national repository of tertiary qualifications
- Improve integration and alignment of costs

Better Regional Outcomes

- More opportunity for regional students
- Support growth corridors and economic opportunity, delivering higher productivity and a \$25 billion dividend in 2050

Better Performing Universities, support jobs of the future

- Rebase funding to align with cost and increase focus on the national interest
- Incentivise students and universities to focus on work relevant qualifications
- Support growth in tertiary qualified workforce

These reforms prepare the way for sustainable growth

- Next steps should consolidate the reforms to micro-credentials and short courses
- Expand the options for students to engage with higher education to get the result they want

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4

Reducing complexity in higher education funding to increase accountability

Old Model (2021)

New model (2021)

Commonwealth Contribution: 8 clusters

Cluster 1 - \$2,237	Cluster 2 - \$6,226	Cluster 3 - \$11,015	Cluster 4 - \$11,462
<ul style="list-style-type: none"> Law & Economics Management & Commerce 	<ul style="list-style-type: none"> English Philosophy and History 	<ul style="list-style-type: none"> Social Studies, Political Science and Behavioural Science Maths Architecture IT Other Health 	<ul style="list-style-type: none"> Teaching
Cluster 5 - \$13,547	Cluster 6 - \$15,125	Cluster 7 - \$19,260	Cluster 8 - \$24,446
<ul style="list-style-type: none"> Communications Clinical Psychology Creative Arts Languages Allied Health 	<ul style="list-style-type: none"> Nursing 	<ul style="list-style-type: none"> Engineering Science 	<ul style="list-style-type: none"> Agriculture Environmental Studies Medical Dental Veterinary Science

Student Contribution: 3 bands – based on private returns

Band 1 \$6,804	Band 2 \$9,698	Band 3 \$11,355
<ul style="list-style-type: none"> English Social Studies, Political Science and Behavioural Science Teaching Communications Clinical Psychology Creative Arts Languages Nursing 	<ul style="list-style-type: none"> Maths Architecture IT Other Health Allied Health Engineering Science Agriculture Environmental Studies 	<ul style="list-style-type: none"> Law & Economics Management & Commerce Medical Dental Veterinary Science

Commonwealth Contribution: 4 clusters

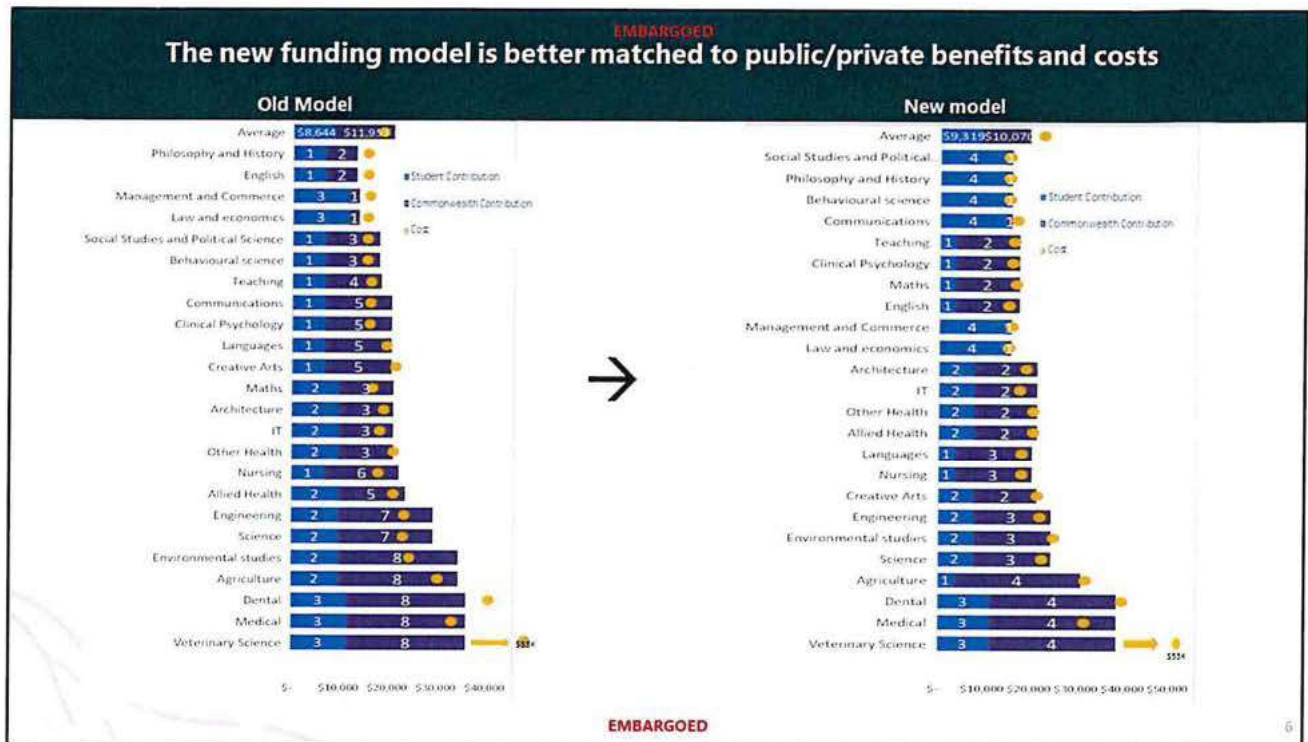
Cluster 1 - \$1,100	Cluster 2 - \$13,500	Cluster 3 - \$16,500	Cluster 4 - \$27,000
<ul style="list-style-type: none"> Law & Economics Management & Commerce Social Studies, Political Science and Behavioural Science Communications 	<ul style="list-style-type: none"> Teaching Clinical Psychology English Maths Allied Health Other Health Architecture IT Creative Arts 	<ul style="list-style-type: none"> Nursing Languages Engineering Environmental Studies Science 	<ul style="list-style-type: none"> Agriculture Medical Dental Veterinary Science

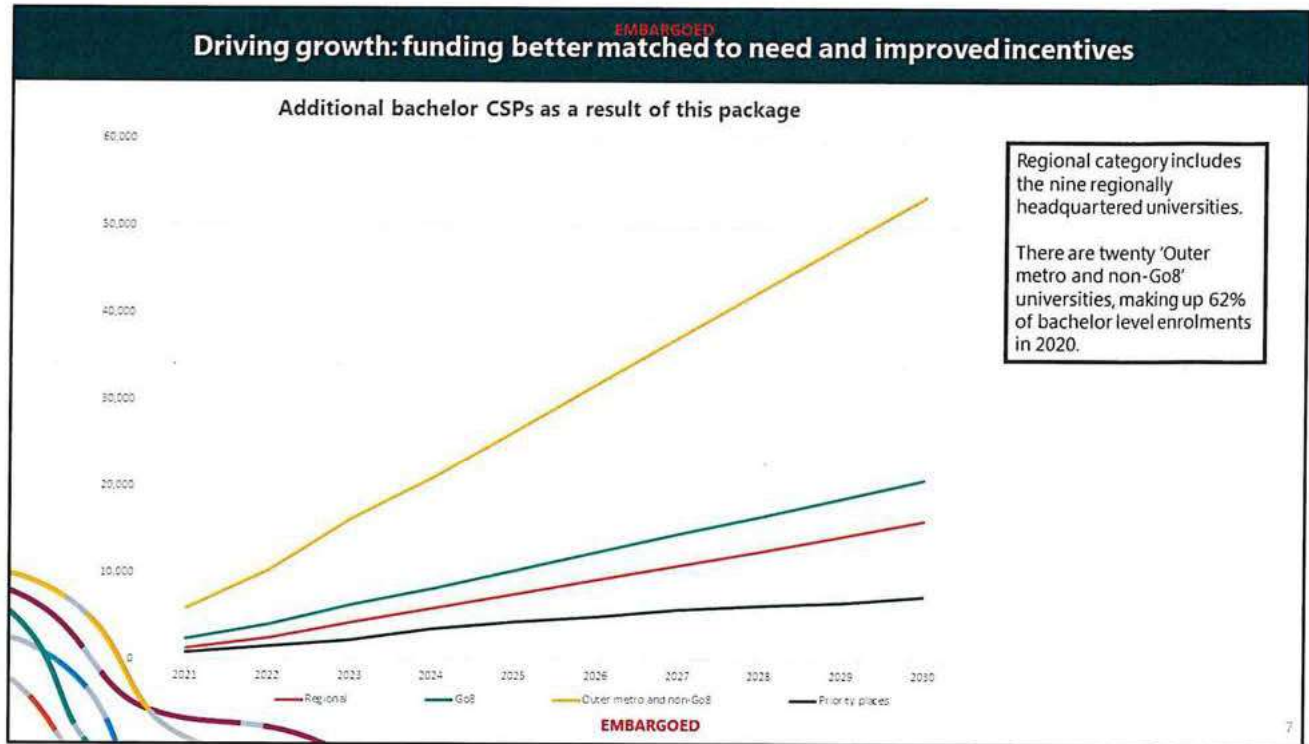
Student Contribution: 4 bands – based on private returns & national priorities

Band 1 - \$3,700	Band 2 - \$7,700	Band 3 - \$11,300	Band 4 - \$14,500
<ul style="list-style-type: none"> Teaching Clinical Psychology English Maths Nursing Languages Agriculture 	<ul style="list-style-type: none"> Allied Health Other Health Architecture IT Creative Arts Engineering Environmental Studies Science 	<ul style="list-style-type: none"> Medical Dental Veterinary Science 	<ul style="list-style-type: none"> Law & Economics Management & Commerce Social Studies, Political Science and Behavioural Science Communications

- 60 per cent of students will be equal or better off compared to current costs.
- Continuing students who would be worse off will be grandfathered at current rates.

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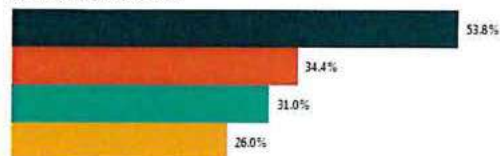


Driving growth where we need it

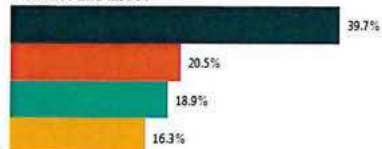
Halving the gap in attainment and participation rates in regional and remote areas by 2030 would increase GDP by 0.6 per cent by 2050, or around \$25 billion.

Education Attainment Rates

Certificate IV and above



Bachelor and above



■ Major Cities ■ Inner Regional ■ Outer Regional ■ Remote

Data current as of 2016

Poor education outcomes in the regions undermines fairness and growth: Napthine gives a blueprint

Achieves:

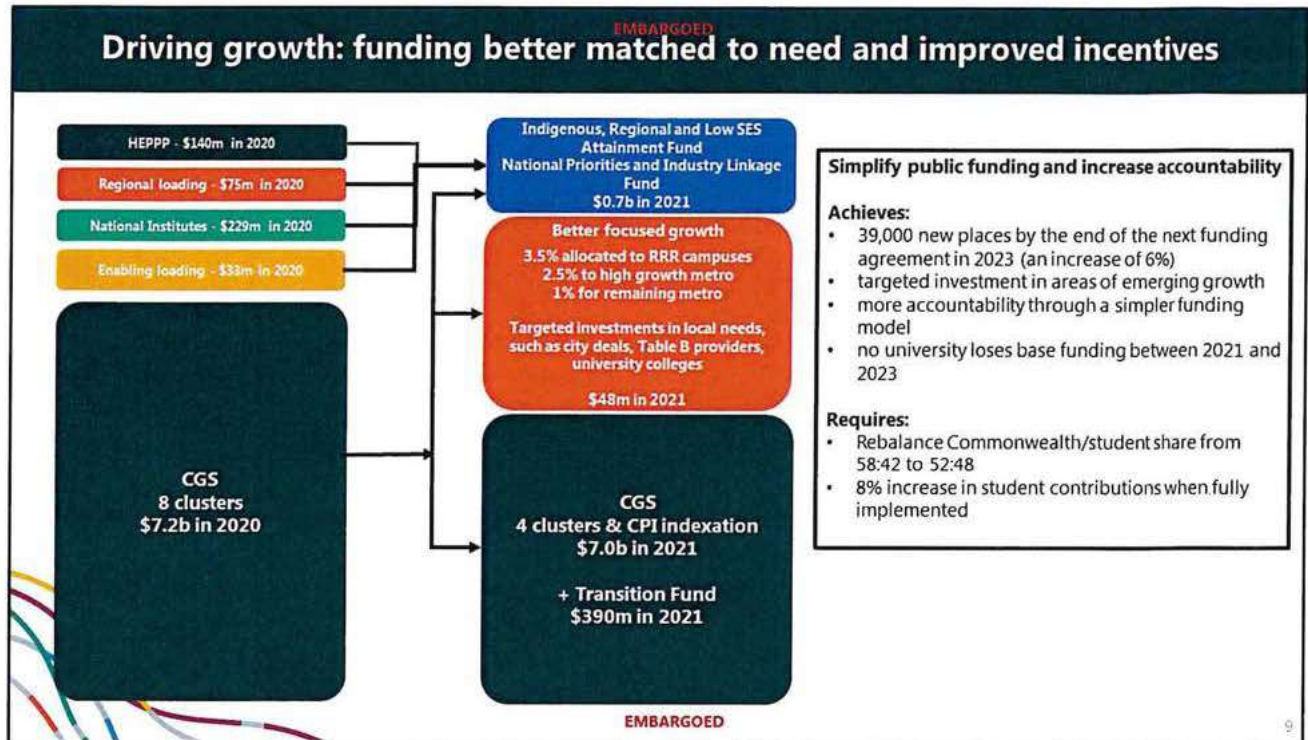
- **Key initiative: \$5,000 Tertiary Access Payment for school-leavers (\$159m over four years)**
- Regional Education Commissioner
- Expand and enhance Regional University Centres
- Strengthen research in regional universities
- Places for RRR Indigenous students
- Improve Fares Allowance

Requires:

- Restructure current HEPPP to better support regional and remote students.

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Improving sector linkages with industry

NPILF

- **Purpose:** provide Table A universities with certainty of funding for engagement with industry to design and deliver high quality teaching that will produce job ready graduates.
- Each university will be allocated an ILF amount which corresponds to the enrolment band they fall under as highlighted in the table to the right.

Enrolment band (number of Commonwealth supported places provided to university in 2018)	NPILF allocation
• Less than 9,999	• \$3.25 million
• Between 10,000 – 14,999	• \$4.75 million
• Between 15,000 – 21,999	• \$7 million
• Greater than 22,000	• \$8.75 million

Work Experience in Industry (WEI)

- **Problem:** WEI units are currently not eligible for CGS funding, reducing the incentive for universities to offer such places.
- **Solution:** WEI units will become eligible for CGS funding, meaning universities receive the same funding for these units as they do for all other CSPs.

Alignment with jobs of the future

- Government investment has been prioritised towards areas where future industry demand is expected to be strongest allowing student contributions to be reduced, including:
 - Teaching
 - Nursing and other health professions
 - Information Technology
 - Engineering
 - Science

EMBARGOED

10

Senate Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Australian Government response to the COVID-19 pandemic - 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000204

Senator Kim Carr provided in writing.

New allocations of funding

Question

Can the department confirm that new allocations of funding are from a new lower base, after cuts to Commonwealth contributions in some fields?

Do the Department's documents show that spending on the Commonwealth Grant Scheme (CGS), from which Commonwealth contributions are paid, would drop \$200 million between 2020 and 2021, with \$48 million put back in for growth funding, leaving an overall reduction of approximately \$150 million?

Answer

Additional Commonwealth Grant Scheme funding based on campus location is estimated using university maximum basic grant amounts (MBGA) in 2021.

Under the Job-ready Graduates Package, universities will not receive a dollar less from 2021 to 2023 and the Government's funding of more than \$18 billion in 2020 to fund Australia's universities will grow to \$20 billion by 2024. This is ensured through a \$650 million transition fund loading that will be established and distributed to universities.

The numbers outlined in the question do not align with the Department of Education, Skills and Employment's analysis.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000205

Senator Kim Carr provided in writing.

Deloitte costing for regional universities

Question

Can the department confirm that on cost-inflation adjusted Deloitte figures regional universities will find themselves in a more serious financial situation than metropolitan universities if Job-ready Graduates is implemented?

Answer

The Department of Education, Skills and Employment notes that since 2016 the Government has invested more than \$1 billion in initiatives to support higher education in regional Australia and that it continues to provide regional loading each year to eligible universities (worth \$75 million in 2020).

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000206

Senator Louise Pratt provided in writing.

Forward Estimates

Question

What is the impact of the Bill on the budget over the forward estimates?
What is the impact of the Job Ready package in full over the forward estimates?

Answer

The Bill enables the full implementation of the Job-ready Graduates package and it is therefore not possible to divide the impact of the Bill from the the impact of the entire package.

The following table shows the current estimate of the financial impact on underlying cash of the Job-ready Graduates package, including the recent changes to professional pathways social work and professional pathways psychology.

Impact on underlying cash	2019-20	2020-21	2021-22	2022-23	2023-24	Forward estimates
	-\$0m	-\$230m	-\$230m	\$70m	\$286m	-\$105m

Any savings over forward estimates are reinvested in support for Australian students.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000207

Senator Louise Pratt provided in writing.

Modelling

Question

Please provide modelling of the impact of the JRG package at ‘all institution’ level and the individual institution level, broken down by: the Commonwealth contribution, student contribution and total funding:

- a. Taking into account only the elements in the legislation under consideration
- b. Taking into account the full JRG package.

Answer

To finalise the financial impact on each institution, the Department of Education, Skills and Employment provided universities with a calculator that sets out the impact of the Job-ready Graduates package on each institution for them to check and validate. It is premature to provide the institutional impact of the Job-ready Graduates package before each institution provides their confirmation.

Commonwealth contribution, student contribution and total base funding for each Table A institution in the next funding period 2021-23

	Commonwealth Contribution (Includes Additional Places and CPI)			Student Contribution (Includes Additional Places)			Total Base Funding*		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Australian Catholic University	\$ 238,123,016	\$ 236,776,283	\$ 238,027,428	\$ 136,164,916	\$ 146,439,236	\$ 154,944,036	\$ 394,049,358	\$ 397,198,111	\$ 400,297,167
Charles Darwin University	\$ 55,604,412	\$ 55,429,547	\$ 56,100,102	\$ 31,226,318	\$ 33,793,558	\$ 36,064,276	\$ 91,771,838	\$ 92,547,855	\$ 95,565,597
Charles Sturt University	\$ 169,805,218	\$ 171,267,421	\$ 175,150,812	\$ 98,762,805	\$ 107,468,455	\$ 115,380,745	\$ 278,803,322	\$ 283,595,126	\$ 295,502,570
CQUniversity	\$ 115,643,345	\$ 117,995,123	\$ 121,735,209	\$ 65,129,699	\$ 68,886,887	\$ 72,553,089	\$ 193,475,626	\$ 194,786,632	\$ 197,689,518
Curtin University	\$ 258,109,135	\$ 258,638,490	\$ 261,292,489	\$ 175,242,366	\$ 184,621,646	\$ 192,340,600	\$ 456,492,645	\$ 461,541,435	\$ 466,314,840
Deakin University	\$ 279,228,423	\$ 273,767,604	\$ 272,455,830	\$ 227,223,498	\$ 247,432,165	\$ 264,371,979	\$ 527,330,238	\$ 531,029,248	\$ 545,984,937
Edith Cowan University	\$ 150,321,491	\$ 148,861,120	\$ 148,984,959	\$ 86,754,659	\$ 93,148,490	\$ 98,281,338	\$ 249,116,864	\$ 251,273,233	\$ 253,385,332
Federation University Australia	\$ 81,677,520	\$ 82,711,258	\$ 84,660,641	\$ 37,309,190	\$ 40,316,134	\$ 43,049,831	\$ 124,939,652	\$ 126,352,142	\$ 131,111,691
Flinders University	\$ 146,880,955	\$ 145,103,142	\$ 144,862,749	\$ 90,970,396	\$ 97,692,438	\$ 103,066,408	\$ 252,228,113	\$ 254,461,739	\$ 256,655,827
Griffith University	\$ 273,236,617	\$ 267,247,877	\$ 264,946,281	\$ 226,610,714	\$ 247,714,941	\$ 265,137,427	\$ 518,289,777	\$ 523,914,068	\$ 539,240,837
James Cook University	\$ 138,638,136	\$ 141,610,320	\$ 145,982,323	\$ 61,155,245	\$ 65,069,388	\$ 68,901,325	\$ 203,043,380	\$ 210,004,458	\$ 218,284,867
La Trobe University	\$ 231,757,448	\$ 233,176,509	\$ 237,546,671	\$ 158,690,714	\$ 170,475,556	\$ 181,127,746	\$ 406,855,703	\$ 410,813,065	\$ 426,000,120
Macquarie University	\$ 170,378,838	\$ 160,595,595	\$ 154,766,740	\$ 199,996,163	\$ 222,151,556	\$ 240,619,527	\$ 377,375,002	\$ 389,908,151	\$ 402,711,969
Monash University	\$ 331,183,504	\$ 330,419,673	\$ 333,580,234	\$ 243,434,587	\$ 261,749,553	\$ 277,607,462	\$ 613,860,942	\$ 618,849,311	\$ 623,794,306
Murdoch University	\$ 91,370,262	\$ 87,903,807	\$ 86,281,254	\$ 72,774,131	\$ 80,247,926	\$ 86,546,464	\$ 174,347,842	\$ 175,791,595	\$ 177,202,417
Queensland University of Technology	\$ 276,735,459	\$ 275,905,947	\$ 278,863,139	\$ 244,891,361	\$ 263,338,129	\$ 279,549,648	\$ 543,546,896	\$ 548,195,326	\$ 567,569,915
RMIT University	\$ 253,633,039	\$ 248,889,974	\$ 247,344,992	\$ 225,613,612	\$ 241,286,324	\$ 254,004,666	\$ 506,015,116	\$ 510,084,612	\$ 514,080,868
Southern Cross University	\$ 81,857,905	\$ 81,327,351	\$ 82,081,934	\$ 49,007,975	\$ 53,648,367	\$ 57,755,261	\$ 138,842,441	\$ 139,825,951	\$ 143,238,414
Swinburne University of Technology	\$ 162,549,254	\$ 156,202,786	\$ 153,114,309	\$ 144,966,256	\$ 159,574,054	\$ 171,941,446	\$ 320,025,691	\$ 322,937,840	\$ 332,381,458
The Australian National University	\$ 77,807,980	\$ 74,399,205	\$ 72,536,490	\$ 75,007,046	\$ 83,550,510	\$ 90,646,371	\$ 158,515,657	\$ 161,274,465	\$ 166,584,081
The University of Adelaide	\$ 170,108,566	\$ 169,033,771	\$ 169,549,728	\$ 106,608,105	\$ 114,074,892	\$ 120,103,813	\$ 288,115,380	\$ 290,712,872	\$ 294,624,554
The University of Melbourne	\$ 283,304,659	\$ 278,344,168	\$ 276,576,049	\$ 185,655,723	\$ 199,786,532	\$ 210,915,661	\$ 492,585,628	\$ 497,094,956	\$ 501,695,762
The University of New England	\$ 109,288,149	\$ 107,921,170	\$ 108,308,688	\$ 81,800,999	\$ 89,979,607	\$ 97,061,506	\$ 197,830,986	\$ 202,760,026	\$ 210,341,207
The University of Newcastle	\$ 221,847,063	\$ 222,605,285	\$ 224,747,764	\$ 125,550,084	\$ 132,940,499	\$ 138,941,556	\$ 367,222,989	\$ 370,996,786	\$ 374,313,130
The University of Queensland	\$ 301,108,199	\$ 298,675,709	\$ 299,314,341	\$ 191,257,102	\$ 204,829,888	\$ 215,926,201	\$ 520,223,826	\$ 524,465,280	\$ 528,614,997
The University of Sydney	\$ 304,521,840	\$ 300,770,598	\$ 300,230,674	\$ 204,086,754	\$ 218,649,682	\$ 230,374,281	\$ 531,913,568	\$ 536,530,445	\$ 541,065,912
The University of Western Australia	\$ 163,219,421	\$ 161,236,851	\$ 160,826,650	\$ 103,692,360	\$ 111,328,575	\$ 117,378,722	\$ 279,500,598	\$ 282,334,985	\$ 285,163,153
University of Canberra	\$ 88,701,378	\$ 85,610,454	\$ 84,208,604	\$ 67,692,577	\$ 74,049,248	\$ 79,483,713	\$ 164,471,268	\$ 165,579,967	\$ 167,093,536
University of New South Wales	\$ 278,105,016	\$ 276,059,541	\$ 276,655,198	\$ 199,155,406	\$ 211,650,353	\$ 221,765,356	\$ 508,843,773	\$ 513,161,050	\$ 517,405,876
University of South Australia	\$ 185,608,966	\$ 183,202,387	\$ 182,827,056	\$ 142,968,434	\$ 152,285,508	\$ 159,789,188	\$ 343,656,737	\$ 346,638,328	\$ 349,941,948
University of Southern Queensland	\$ 131,039,590	\$ 130,471,584	\$ 131,817,442	\$ 70,479,783	\$ 75,936,981	\$ 80,861,810	\$ 214,313,330	\$ 216,190,497	\$ 218,042,645
University of Tasmania	\$ 210,672,814	\$ 210,433,426	\$ 213,219,227	\$ 93,851,041	\$ 102,719,295	\$ 110,720,836	\$ 318,952,073	\$ 321,584,749	\$ 328,911,076
University of Technology Sydney	\$ 203,419,932	\$ 200,069,952	\$ 199,123,800	\$ 188,077,173	\$ 200,122,760	\$ 209,860,063	\$ 418,770,949	\$ 421,925,271	\$ 425,001,657
University of the Sunshine Coast	\$ 133,862,363	\$ 147,738,013	\$ 146,703,199	\$ 66,320,638	\$ 72,883,233	\$ 79,648,940	\$ 212,805,636	\$ 230,855,926	\$ 232,950,079
University of Wollongong	\$ 146,286,587	\$ 142,879,046	\$ 141,455,238	\$ 109,682,259	\$ 118,928,780	\$ 126,346,850	\$ 269,114,095	\$ 270,995,812	\$ 272,899,413
Victoria University	\$ 118,987,983	\$ 117,617,395	\$ 117,881,885	\$ 88,727,989	\$ 96,283,303	\$ 102,682,452	\$ 218,515,372	\$ 220,541,748	\$ 225,535,349
Western Sydney University	\$ 283,484,500	\$ 275,916,032	\$ 272,428,070	\$ 221,662,570	\$ 241,202,413	\$ 256,907,985	\$ 531,049,847	\$ 536,481,198	\$ 541,858,936
Grand Total	\$ 6,918,108,983	\$ 6,856,814,413	\$ 6,866,188,201	\$ 4,898,200,646	\$ 5,286,256,863	\$ 5,612,658,578	\$ 12,406,812,158	\$ 12,553,234,259	\$ 12,769,055,961

*Please note the total base funding amount for each institution includes its commonwealth contribution, student contribution, the impact of additional places and CPI on its base funding and the National Priorities and Industry Linkage Fund.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000208

Senator Louise Pratt provided in writing.

Modelling

Question

Please provide details of the labour market modelling used to inform the adjustment of Student Contribution Amounts.

a. Does this modelling remain relevant in the post COVID-19 economy that graduates will be entering?

Answer

Information regarding labour market outcomes that informed the adjustment of university funding and its relevance in the post COVID-19 economy is outlined in the Department of Education, Skills and Employment's submission to the inquiry, in particular sections 3.3 and 3.4.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000209

Senator Louise Pratt provided in writing.

Modelling

Question

Please provide details of the modelling used to estimate the number of additional places created by the JRG package.

- a. What is in the forward estimates for the delivery of the 39,000 places that the government has promised?
- b. What rate will be paid for those 39,000 places?
- c. What is in the 10 year estimates for delivery of the 100,000 places?
- d. What rate will be paid for delivery of the 100,000 places?
- e. Where will those places be allocated, by institution?

Answer

Total Commonwealth funding for each institution is no longer determined based on the number of places provided, as it was in 2017. Accordingly, the projection of 'additional places' that can be delivered within the envelope of funding provided is dependent on assumptions regarding university and student decisions on enrolments in different disciplines.

- a. The forward estimates reflect the financial implications of the decisions announced by the Government. The elements of those decisions that are taken into account in the estimation of the 'additional places' that could be achieved by universities under the Job-Ready Graduates package include:
 - the allocation of funding for growth, with a focus on regional universities
 - the application of CPI indexation to all elements of the Maximum Basic Grant Amount provided to universities
 - the allocation of additional funding for national priorities and for indigenous students, and
 - the expected impact of the additional flexibility arising from the creation of the 'funding envelope' for Table A providers as set out in page 21 of the Explanatory Memorandum relating to Item 9 of the Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020.
- b. All places delivered by universities in 2023 will be funded in line with the provisions of the Higher Education Support Act 2003.
- c. As for (a) above, the 10 year projections reflect the impact of policy decisions taken by Government under the Job-Ready Graduates package and include:
 - the allocation of funding for growth, with a focus on regional universities
 - the application of CPI indexation to all elements of the Maximum Basic Grant Amount provided to universities, and

- the allocation of additional funding for national priorities and for indigenous students.
- d. All places delivered by universities in 2030 will be funded in line with the provisions of the Higher Education Support Act 2003.
- e. As is the case under current arrangements, institutions are not allocated places they are allocated funding amounts. It is up to the institutions to determine the mix of places, courses and degree types that align with their mission and student demand.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000210

Senator Louise Pratt provided in writing.

Modelling

Question

Has there been any modelling of the number of additional places required given a COVID-19 economic recession as well as projected population growth during the 2020's? Please provide

Answer

The Department of Education, Skills and Employment's submission to the Education and Employment Legislation Committee's inquiry into the Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 outlines the labour market evidence and analysis used to support the specific proposals in the Bill. Please refer to section 3.1.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020

17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000211

Senator Louise Pratt provided in writing.

Modelling

Question

Please provide modelling on how the changes to cluster rates in the legislation will impact students from Rural, Regional and Remote areas, Indigenous students, female students, and students with a disability.

Answer

As set out in the submission by the Department of Education, Skills and Employment to the Inquiry (Submission number 67), the changes to the cluster rates set out in the legislation are designed to grow the capacity of Australian universities and to incentivise students to make job-relevant choices, that lead to more job-ready graduates, by reducing the student contribution in areas of expected employment growth and demand (section 4.2).

The additional capacity in Australian universities will benefit students from all backgrounds, especially those who have previously faced educational disadvantage (section 4.3).

The regionally focused measures in particular will help address the disparity between metropolitan and regional and remote students, whether they choose to relocate to study or stay in their local community (section 4.4).

The Bill lowers the cost of education in current female dominated careers like teaching and nursing, as well as reducing the cost of Science, Technology, Engineering and Mathematics subjects, where labour market analysis shows opportunities will be greatest in the future and modelling suggests that the returns to education are higher than alternative education pathways (section 5.2.7).

The Bill delivers demand driven funding for Indigenous students from regional and remote areas, as well providing greater support for Indigenous students through the Higher Education Participation and Partnerships Program (section 5.3.2).

How students and institutions take advantage of the opportunities afforded by the Job-Ready Graduates package remains a matter of choice and will be shaped by the emerging economic circumstances.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: | HERI | Higher Education

Department of Education, Skills and Employment Question No. IQ20-000212

Senator Louise Pratt provided in writing.

Consultations

Question

Please provide a list with dates and details of all consultations/meetings between the department and universities or their representatives.

Answer

The Department of Education, Skills, and Employment has regular meetings with universities and their representatives.

Attachment A provides an indicative list of meetings between the Department of Education, Skills and Employment and Universities in the period since the announcement of the Job-Ready Graduates package. Note that the list reflects the meetings of a subset of departmental officials in the Higher Education Division and will not reflect the full span of engagement across the Department with Universities.

Section 5, beginning on page 34 of the department's submission to the inquiry sets out the consultation undertaken, as well as the issues raised and responses through that consultation.

Page 29 of the department's submission to the inquiry details the working groups established with universities to implement the Job-ready graduates package of reforms to higher education, with more detail in Appendix B.

Attachment A: Departmental meetings with universities and peaks regarding the Job-ready Graduates Package

Date	Institution
19 June 2020	Vice Chancellor Briefing
22 June 2020	Royal Melbourne Institute of Technology University
22 June 2020	Universities Australia
22 June 2020	Australian National University
22 June 2020	University of Wollongong
22 June 2020	Australian Catholic University
24 June 2020	Regional University Network and affiliated Vice Chancellors
25 June 2020	Australian Technology Network of Universities
26 June 2020	Victoria University
26 June 2020	Australian Technology Network of Universities
29 June 2020	University of Tasmania
29 June 2020	TAFE Directors
30 June 2020	Federation University
30 June 2020	NUW Alliance
01 July 2020	Innovative Research Universities
01 July 2020	University of Canberra
01 July 2020	Charles Darwin University
02 July 2020	University of Newcastle
02 July 2020	University of South Australia
02 July 2020	Australian Catholic University
02 July 2020	Central Queensland University
06 July 2020	University of Adelaide
06 July 2020	University of the Sunshine Coast
06 July 2020	University of Southern Queensland
07 July 2020	University of Tasmania
07 July 2020	Charles Darwin University
07 July 2020	Batchelor Institute
07 July 2020	Australasian Association for Institutional Research
08 July 2020	Roundtable with Regional Universities
09 July 2020	Latrobe University
09 July 2020	Innovative Research Universities Griffith University James Cook University Western Sydney University Flinders University
10 July 2020	National Nursing and Midwifery Education Advisory Network
10 July 2020	Group of 8 Universities
13 July 2020	Western Sydney University
13 July 2020	University of Sunshine Coast
14 July 2020	University of Canberra
15 July 2020	Central Queensland University
16 July 2020	La Trobe University University of Southern Queensland Queensland University of Technology Psychology council
16 July 2020	La Trobe University University of Southern Queensland Queensland University of Technology
16 July 2020	Western Sydney University

17 July 2020	University of the Sunshine Coast
21 July 2020	University of South Australia
22 July 2020	Roundtable with Regional Universities
22 July 2020	National Aboriginal and Torres Strait Islander Higher Education Consortium
23 July 2020	Equity Practitioners in Higher Education Australasia
23 July 2020	Roundtable with Regional Universities
23 July 2020	Flinders University
24 July 2020	University of New England
24 July 2020	University of New South Wales
27 July 2020	University of New England
27 July 2020	University of Notre Dame
27 July 2020	Australian Technology Network of Universities
27 July 2020	La Trobe University
28 July 2020	La Trobe University
28 July 2020	Australian Catholic University
28 July 2020	Group of Eight University of New South Wales
29 July 2020	Flinders University
29 July 2020	University of Tasmania
29 July 2020	University of Wollongong
29 July 2020	Universities Australia
31 July 2020	Swinburne University
04 August 2020	Griffith University
05 August 2020	University of New England
07 August 2020	University of Notre Dame
07 August 2020	Swinburne University
12 August 2020	University of Melbourne
13 August 2020	University of Wollongong
21 August 2020	James Cook University
24 August 2020	University of Wollongong
24 August 2020	Australian Network of University Planners (NSW forum)
27 August 2020	Universities Australia
04 September 2020	Higher Education Standards Panel
09 September 2020	UA DVC Academic Committee
11 September 2020	UA DVC Corporate Committee

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020

17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000213

Senator Louise Pratt provided in writing.

Student movement from Band 1 to Band 2

Question

How many students will move from the current Band 1 to the new Band 2 given the newly proposed professional pathway to psychology and pathway to social work category? Please provide a definition of those pathways including detailed breakdown of the associated occupations and course codes.

Answer

In 2019, there were approximately 272,000 EFTSL in Band 1. Of these, around 44,000 would be in Band 2 of the JRG reform system. This takes into account, inter alia, the proposed psychology and social work professional pathway adjustments.

The professional pathways apply to units in fields of Human Welfare Studies and Services and Behavioural Science in accredited psychology and social work degrees, respectively. The final list of accredited courses is subject to consultation with professional bodies.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020

17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000214

Senator Kim Carr on 17 September 2020, Proof Hansard page 80

Modelling over a ten year spread, including by institution (to 39,000 and to 100,000) annually

Question

Senator KIM CARR: I will just indicate to you now that there will be a series of questions I'll put on notice concerning that modelling over a 10-year spread. Do you have that available?

Dr Bruniges: A 10-year spread with respect to what?

Senator KIM CARR: For instance, university places?

Dr Bruniges: Are these the questions that you have already provided us on notice?

Senator KIM CARR: No, these are additional questions I want to put to you particularly in regard to the claimed \$100,000 university places.

Dr Bruniges: Would it be helpful if we stepped you through that?

Senator KIM CARR: No, it won't be helpful because I actually want to see it in a written form, in a spreadsheet, across the whole system, institution by institution.

Dr Bruniges: I'm happy to take that question on notice and see what we can do as soon as possible.

...

Senator KIM CARR: Thank you. I was interested that in your submission you don't refer to the 39,000 places, do you?

Dr Bruniges: Let me just double-check. In the executive summary, we only refer to the 100,000 places by 2030. That is correct.

Senator KIM CARR: I'm wondering why it was that you would omit from the forward estimates the 39,000 claimed places in your submission to this inquiry?

Dr Bruniges: I'm happy to amend it—39,000 places by 2023.

Senator KIM CARR: If you would, please, and by institution annually, please.

Dr Bruniges: I'm happy to take that on notice.

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Senator KIM CARR: What was the list of decisions in terms of ministerial decisions? Were they provided to you by the government or did you make recommendations to the government on those?

Dr Bruniges: We would have provided advice to government.

Senator KIM CARR: You provided advice on what matters should be left to discretion of the minister?

Dr Bruniges: We would have, as normal, provided advice to government on a range of issues associated with the legislation.

Senator KIM CARR: What was the minister's timetable for those decisions to be made and published?

Dr Bruniges: I'd have to take that on notice

Answer

The following table outlines the current estimate of additional places by year.

2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
15,000	28,000	42,000	49,000	62,000	73,000	81,000	87,000	92,000	96,000

The Department of Education, Skills and Employment is currently in the process of validating the financial outcomes for each university.

The Hon Dan Tehan MP, Minister for Education, approved the draft Bill for consultation on 3 August 2020, and the final Bill for introduction to Parliament on 21 August 2020, including amendments to reflect stakeholder feedback on the exposure draft of the Bill.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000215

Senator Kim Carr on 17 September 2020, Proof Hansard page 91

Universities Australia's recommendation

Question

Senator KIM CARR: Have you responded to Universities Australia's recommendation that the current bill be amended so as to include a range of matters? Have you actually responded to those specific requests?

Dr Bruniges: Again, I'd have to take that on notice—

Answer

Universities Australia's recommendations were evidenced in their submission to the Senate Inquiry. The Department of Education, Skills and Employment continues to provide advice to Government on matters relating to the Bill and recommendations received during this process. Amendments to the Bill are a matter for Government.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000216

Senator Mehreen Faruqi on 17 September 2020, Proof Hansard page 86

Calculation of new positions by year (including year 1)

Question

Senator FARUQI: As you know, most universities who have given their qualified support to this bill, with major amendments, have done so largely on the basis that new places are coming next year. I'm putting to you that multiple experts are refuting that. How are you going to reassure those universities that the places are coming?

Dr Bruniges: I am of a different view. The modelling and the work that we've done indicates that those extra places can indeed be created. As Mr English has gone through, his latest work indicates that, rather than the 12,000, places are growing for 2021. We stand by that as we speak today.

Mr English: I can deconstruct the 2023 number for you; maybe that will help. The number of 39,000 places in 2023 draws on four main elements. There's growth allocated explicitly to support regional campuses. If we use the current spread of student—

Senator FARUQI: Sorry, Mr English, could you provide that on notice? It's all outside of the legislation. I was more interested in 2021. If you have any evidence for that, it would be good to receive that on notice as well.

Dr Bruniges: We are happy to take that on notice and see if we can break it down so that you have a clearer line of sight to what generates that total.

Answer

The Department of Education, Skills and Employment estimates that in 2021 there will be:

- Over 3,000 additional places delivered as a result of CPI indexation allowing universities to continue to maintain the value of their current places
- Over 4,000 additional places provided directly to universities through the allocation of new growth places with a focus on regional universities
- Almost 1,000 places provided to national priorities and for Indigenous students
- 7,000 places from the increased flexibility for universities within the funding envelope. As stated on page 21 of the Explanatory Memorandum, Item 9 of the Bill replaces section 30-27 with a new section to give effect to the creation of the new 'funding envelope' for Table A providers and to reflect the changes being made to section 33-5 by item 13.

As is the case in the current funding arrangements, universities are not allocated places, they are allocated funding amounts. It is up to the institutions to determine the mix of places, courses and degree types that align with their mission and student demand.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000217

Senator Deborah O'Neill on 17 September 2020, Proof Hansard page 86

Percentage of new positions in South Australia

Question

Senator O'NEILL: But, as my colleagues have said, these are all promises that are not in the legislation. I can't understand how you can say 39,000 places—for South Australian universities to be under some impression that they might be getting regional status. Are your figures particular or general?

Dr Bruniges: I think Mr English just said the modelling is based on campus based information. If it is of assistance, we're happy to take that on notice and break that down for you so that you have it for—

Senator O'NEILL: Yes, please do that. Given the evidence we received from South Australia today, I really want to understand whether they are regional or not regional in those figures. Thanks very much, Senator Faruqi; I appreciate you allowing me to ask that.

Answer

As South Australian universities have not been designated as regional, this proposal is not reflected in the estimates of additional places provided by the Government.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000218

Senator Mehreen Faruqi on 17 September 2020, Proof Hansard page 86

Is it possible to model or calculate what might happen if Adelaide, USA, Flinders and UWS were classified as 'regional' (3.5% growth)?

Question

Senator FARUQI: I actually had a question along similar lines. We know that the South Australian universities are asking for 3½ per cent growth in places and that Western Sydney University is also asking for higher growth in places. Would it be possible for you to do a calculation on the cost of that? Is that an easy exercise to do?

Dr Bruniges: We are probably in the land of hypotheticals, in terms of asking us to do something. Would the calculator help?

Mr English: Universities will be able to adjust their calculator to reflect any figure assumptions they want to make. I would note that the technical note we provided last night with the calculator embeds the list of campuses and their classification under that regional funding system.

Senator FARUQI: Because you are familiar with this, if those places were to be given would they be in the tens of thousands or millions of dollars— just as a ball park figure?

Dr Bruniges: I wouldn't like to speculate. I am happy to take that on notice and see what we can do. As Mr English said, the calculator that we've supplied to the committee gives you a mechanism by which you can scenario build, in a way, to have a look at the consequence and impact of varying some of those rates.

Answer

Applying a 3.5 per cent growth rate to all campuses of the three South Australian universities and Western Sydney University would increase the Maximum Base Grant Amount of these universities collectively by approximately \$90 million over the forward estimates (2020–21 to 2023–24).

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000219

Senator Rex Patrick on 17 September 2020, Proof Hansard page 88

What per centage of students enter higher education based on ATAR?

Question

Senator PATRICK: It does seem that the universities use that as a mechanism for controlling demand. In the last three or four weeks, that has been the focus of my own daughter, irrespective of the fact that it is relative. Students look at the ATAR and look at the requirement for each of the universities that they have their eye on. The point is, if students are looking at that and not looking at price signals, why are you not focusing on that as a mechanism to steer kids down that particular pathway?

Dr Bruniges: Off the top of my head—I am happy to confirm this on notice—across our country, fewer than 50 per cent use ATAR as an entry means. We are seeing a great expansion of learning portfolios, interviews. Some universities do, but I think you see fewer and fewer using ATAR. They might use it as one driver but not the key driver. There's a range of things there. I am happy to take that statistic on notice because I think it is important. When I went through schooling, it was all about the ATAR.

Answer

In 2018, 33 per cent of bachelor domestic students were admitted using the Australian Tertiary Admission Rank (ATAR). Universities set ATAR entry requirements with their relevant Tertiary Admissions Centre.

The Department of Education, Skills and Employment has no control over university entry processes. Individual universities set the entry requirements for courses, including the use of ATAR (and level) or the appropriateness of a particular ATAR for a course.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000220

Senator Deborah O'Neill on 17 September 2020, Proof Hansard page 90

Follow up to Senator Gallagher's questioning in the COVID-19 Committee

Question

Senator O'NEILL: So we should chase it with them in case you don't get it to us in time. There was a request made by Senator Gallagher on the COVID committee on 13 August around the Jobs-ready Graduates Package, to which I believe a response has not yet been provided.

Dr Bruniges: I do have that question, and I will follow it up.

Answer

There are no outstanding Questions on Notice from Senator Gallagher in the COVID-19 Inquiry with relation to higher education.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000221

Senator Deborah O'Neill on 17 September 2020, Proof Hansard page 90

Plibersek office question to Minister Tehan on ten year projections

Question

Senator O'NEILL: Yes. We will give that to you on notice. Also, there's a request made by the office of shadow minister Plibersek to Mr Tehan's office about the number of places in the system over 10 years. A response has not been provided to that either.

Dr Bruniges: If you give me those questions, then I'll try and follow up appropriately

Answer

The Hon Tanya Plibersek MP's office wrote to the Hon Dan Tehan MP, Minister for Education's, office on 27 August with a list of questions. The questions, including number of places in the system over ten years, were discussed at a meeting later that day.

Responding to informal requests such as the above is a matter for the Minister.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000222

Senator Deborah O'Neill on 17 September 2020, Proof Hansard page 91

Office for Women consultation

Question

Senator O'NEILL: Did you involve the Office for Women, Mr English?

Mr English: Certainly, the Office for Women would have had access to the material we provided, in the usual—

Senator O'NEILL: Did you ask them specifically about this policy decision?

Mr English: I would need to check the record on the discussions with them. I personally have not had a discussion with the Office for Women about this policy. As—

Senator O'NEILL: So the Office for Women may or may not have been consulted; you just know that they had access to the legislation?

Mr English: The Office for Women had the normal access to the documentation that is prepared for government to consider changes to policy, in the usual way, like every other—

Senator O'NEILL: But you can't tell me today if they actually informed your decisions?

Mr English: No, I know that they had the ability to comment on—

Senator O'NEILL: 'They had the ability', but, Mr English, please don't play with the language here. Did you consult them and did they provide you with detailed evidence that supports accurate modelling about the impact on women or not?

Mr English: I will take it on notice.

Answer

As part of the standard cabinet submission development process, the policies that form part of the Job-ready Graduates package were provided to the Department of the Prime Minister and Cabinet (PM&C), which contains the Office for Women. PM&C provided comments on these policies.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000223

Senator Deborah O'Neill on 17 September 2020, Proof Hansard page 92

2019 women enrolled in society and culture degrees as a per centage

Question

Senator O'NEILL: That's a better answer, because we might get the truth then. I will go to my next question. Can the minister or the department confirm what percentage of students in humanities and society and culture degrees in 2020 were female? Mr English: No. Senator O'NEILL: You don't know. Dr Bruniges: That would be held at the university level. Senator O'NEILL: You don't have that data to refer to in informing the government about its legislation? Dr Bruniges: No. We wouldn't collect how many students in 2020 were studying humanities across the country. Senator O'NEILL: That goes to one of the critiques that has been really evident in the material that has been put to the committee so far, which is that there are, in fact, gaping holes in terms of an evidence base for this legislation. The gap between the evidence that is known to the universities and what the government has proposed is enormous. They've talked about perverse outcomes and unintended outcomes, and you've just told me that you don't know the percentage of students who are women in humanities and society and culture degrees. Mr English: We know the percentage of women enrolled in humanities degrees, but until recently the data we had available was the 2018 data. We now have 2019 data. I do not have 2020 data at this time. The data collection cycle wouldn't deliver that before a full— Senator KIM CARR: So can we have the 2019 data on notice please?.

Answer

In 2019, women's enrolments in society and culture bachelor degree as a percentage of all fields of education was 31 per cent.

In addition to 2019 data it is informative to consider the longitudinal trend of gender enrolments.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000224

Senator Deborah O'Neill on 17 September 2020, Proof Hansard page 92

2019 Indigenous enrolled in society and culture degrees as a per centage

Question

Senator O'NEILL: The Indigenous students issue is one that's loomed very large in this series of days of hearings. The proposed top rate of \$14,500 targets generalist degrees that are often the entryway for many into higher education, including 40 per cent of the units that Indigenous students undertake. Based on evidence that we've received, average Indigenous student contributions will increase by 15 per cent. Can the department confirm what percentage of students in business and society and culture degrees in 2020 are Indigenous, or, if not 2020, then 2019?

Dr Bruniges: I'm happy to take that explicit question on notice. I did note that, in the case of Professor Maddocks's witness statement, their data showed that 60 per cent of their female students and just under 60 per cent of all their Indigenous students will be studying disciplines for cheaper under this bill. So I think that's a really important factor given Charles Darwin probably has one of the highest levels of concentration of Indigenous students in our university landscape.

Answer

The Department of Education, Skills and Employment uses Equivalent Full-Time Student Load (EFTSL¹) to measure the study load of students by discipline group.

The proportion of all domestic Indigenous EFTSL for Society and Culture in 2019 is 32.1 per cent (across all providers and all course levels). 2020 data is not yet available.

'Business' falls into the 'Management and Commerce' discipline group. The proportion of all domestic Indigenous EFTSL for Management and Commerce in 2019 is 7.3 per cent (across all providers and all course levels)².

The department has not projected future growth or change in these percentages, but notes that Indigenous student enrolments have shown stronger growth in other areas in recent years.

The proportion of all domestic Indigenous EFTSL for other Fields of Education is 60.6 per cent.

¹ EFTSL is a measure of the study load, for a year, of a student undertaking a course of study on a full time basis, where the student undertakes a standard program of study.

² HEIMS data - <https://www.education.gov.au/selected-higher-education-statistics-2019-student-data> > Load time series > Student Load by Discipline Groups (Microsoft Power Bi). Filtered by 'Indigenous students' and 'Domestic students'.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000225

Senator Deborah O'Neill on 17 September 2020, Proof Hansard page 93

Did the department suggest HELP changes

Question

Senator O'NEILL: Was it the department who suggested to the government to punitively attack students who fail in their first year at university, despite the fact that the evidence shows that often that's indicative of mental health challenges at a key transition point in life and often related to financial problems, as evidenced by ANU today?

Dr Bruniges: I'm having to take that on notice. In the tranches of advice that we provided government, that may well have been one of the pieces of advice that we provided, but I would need to take it on notice.

Answer

The Department of Education, Skills and Employment does not accept the premise of the question to the effect that the student protection measures in the Jobs Ready Graduate package are punitive.

The department provided advice to government on the protection measures in the Jobs-Ready Graduate Package.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000226

Senator Kim Carr on 17 September 2020, Proof Hansard page 93

Do future doctors have lower HELP debt than librarians, chaplains, historians?

Question

Senator KIM CARR: Madam Secretary, it has been put to us that this package lessens the sustainability of the student contribution arrangements. Specifically, it proposes future doctors have a lower annual student contribution than future librarians, curators, religious ministers, human service managers and accountants. Can you confirm that? I'm more than happy for you to take it on notice.

Dr Bruniges: I can't confirm that right now. I'd have to have further details.

Answer

This package sets funding levels and contributions splits at the unit level and not the degree level. Therefore, the cost of a degree to any individual student will depend on their subject choices.

The annual student contributions for a professional group will be determined by the mix of units undertaken within the degree course chosen by the student to achieve their preferred outcome. The total student contributions paid by an individual will depend on the length of their course of study, the success rate for units attempted and the engagement with post-graduate or micro-credential study programs.

As many of the professions nominated are not subject to regulated professional standards, it is not possible to provide the calculations.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

**Higher Education Support Amendment (Job-Ready Graduates and Supporting
Regional and Remote Students) Bill 2020
17 September 2020**

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000227

Senator Kim Carr on 17 September 2020, Proof Hansard page 93

Will the Bill exacerbate intergenerational inequality (70% tax rate)

Question

Senator KIM CARR: Fair enough. Secondly, there are many issues here, but it exacerbates inequality; there is poor integration of student contribution repayment arrangements, with the tax transfer system resulting in a single person with children and single earner couples with children having an effective tax rate exceeding 70 per cent for income from \$50,000 to \$120,000. The proposal exacerbates the significant intergenerational disparity in the burden of taxation. Can you confirm that matter?

Dr Bruniges: No, I can't, but I would certainly appreciate any details you've got.

Senator KIM CARR: I wouldn't expect you to be able to. Can you take that on notice, please.

Answer

No. The Jobs Ready Graduates package does not affect HELP repayment thresholds and therefore does not affect effective marginal tax rates.

Senate Standing Committees on Education and Employment

QUESTION ON NOTICE

Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020 17 September 2020

Outcome: Higher Education, Research and International

Department of Education, Skills and Employment Question No. IQ20-000228

Senator Kim Carr on 17 September 2020, Proof Hansard page 93

Correspondence from Mr Warburton to the Secretary

Question

Senator KIM CARR: ...Mr Warburton, in his submission, suggested to us that the claims with regard to the Job-ready Graduates Package indicated, in relation to the student places, that there was an inconsistency between the statements made by the department on the funding formulas and with respect to the briefing papers and the PowerPoint slides provided to vice-chancellors, and that he had written to the department regarding the claims that you'd made that he was wrong on those matters, but there had been no response from the department. Can you confirm that, and, if so, why has the department not engaged with Mr Warburton with regard to these specific matters?

Dr Bruniges: I'm happy to follow up on any correspondence that I've received from Mr Warburton. Off the top of my head, I can't recall receiving any, but I'm happy to follow that up.

Senator KIM CARR: I think it might be on page 28 of his submission.

Answer

The Department of Education, Skills and Employment participated in a meeting with Mr Warburton on 26 June.

The department received an email from Mr Warburton on 8 July seeking a meeting with the department on an article he was writing. While the department was open to a meeting, this was not able to be scheduled before Mr Warburton published the article on 10 July.

Further emails from Mr Warburton on 4 August and 21 August sought comment on a detailed paper. He subsequently submitted this paper to the Senate Inquiry. Given other priorities, the department was unable to provide detailed commentary.

