

RESPONSE TO THE QUESTIONS ON NOTICE TO THE HIGHER EDUCATION BILL 2018

1. Can UA provide information as to how many full-fee courses available to Australians have fees which exceed the FEE-HELP cap?
 - a. Can UA provide the institution and course names?

Data on domestic fee paying students' actual fees at course level are not collected centrally.

2. Can UA provide information about graduate salaries, according to discipline in 2017?

According to the [2017 Graduate Outcome Survey](#), the median salary of all undergraduates in fulltime employment—four months after completing their studies— was \$60,000 in 2017.

Table 1 below shows that median undergraduate salaries in full-time employment ranged from a high of \$78,300 for Dentistry and down to \$44,200 for Pharmacy in 2017.

Table 1: 2017 Undergraduate median fulltime salaries by study areas

| Study area | Male (\$) 2017 | Female (\$) 2017 | All Graduates (\$) 2017 |
|---|----------------|------------------|-------------------------|
| Science and mathematics | 59,200 | 56,900 | 57,500 |
| Computing and Information Systems | 60,000 | 58,000 | 59,900 |
| Engineering | 63,500 | 65,000 | 64,000 |
| Architecture and built environment | 60,000 | 52,200 | 56,400 |
| Agriculture and environmental studies | 57,400 | 55,000 | 55,800 |
| Health services and support | 62,600 | 60,500 | 61,300 |
| Medicine | 71,000 | 70,000 | 70,300 |
| Nursing | 62,000 | 60,000 | 60,000 |
| Pharmacy | 45,900 | 43,800 | 44,200 |
| Dentistry | 94,600 | 75,100 | 78,300 |
| Veterinary science | n/a | 50,600 | 51,600 |
| Rehabilitation | 62,600 | 60,500 | 61,500 |
| Teacher education | 65,000 | 63,400 | 63,500 |
| Business and management | 58,000 | 55,000 | 55,200 |
| Humanities, culture and social sciences | 59,600 | 55,100 | 57,000 |
| Social work | 63,200 | 62,500 | 62,600 |
| Psychology | 60,000 | 56,600 | 57,600 |
| Law and paralegal studies | 63,000 | 58,000 | 60,000 |
| Creative arts | 49,600 | 47,200 | 48,000 |
| Communications | 50,000 | 50,000 | 50,000 |
| Tourism, hospitality, personal services, sport and recreation | 55,000 | 51,800 | 52,200 |
| All study areas | 60,100 | 59,000 | 60,000 |

Source: Table 28, 2017 Graduate Outcome Survey.

3. Ms Jackson described the HELP and the demand-driven system as underwriting the growth of a mass higher education system in Australia. Can UA provide details of increased participation in higher education over the past decade? Can you also provide details of increased participation rates across traditionally underrepresented groups?

The introduction of the demand-driven system, combined with the flagship equity program—the Higher Education Participation and Partnerships Program (HEPPP)—has led to an increase in Indigenous students, students with a disability, and students from low socio-economic background, both in number and as a proportion of the total student body.

It is evident from Table 2 below that:

- » low SES undergraduate student enrolments increased 55 per cent, from 90,467 in 2008 to 140,462 in 2016;
- » Indigenous undergraduate student enrolments have increased from 7,038 in 2008 to 13,320 in 2016, a growth of 89 per cent;
- » enrolments of undergraduate students with a disability have more than doubled, from 24,311 in 2008 to 50,206 in 2016; and
- » Enrolments of students from regional and remote areas have increased from 110,124 in 2008 to 163,292 in 2016, a growth of 48 per cent.

As a result, low socio-economic students' share of total domestic undergraduate enrolments has increased to 17.9 per cent – up by 1.8 percentage points on 2008. The Indigenous share of enrolments has increased to 1.7 per cent – up 0.4 percentage points on 2008.

Table 2: Growth in the number and share of domestic undergraduate students, by equity group

| | Number of domestic undergraduate students | | | As a proportion of domestic undergraduate student enrolment | | |
|--|---|----------------|--------------|---|-------|---------------------------|
| | 2008 | 2016 | Growth (%) | 2008 | 2016 | Growth (percentage point) |
| Students with Disability | 24,311 | 50,206 | 106.5% | 4.3% | 6.4% | 2.1% |
| Indigenous Students | 7,038 | 13,320 | 89.3% | 1.3% | 1.7% | 0.4% |
| Low SES Students | 90,467 | 140,462 | 55.3% | 16.1% | 17.9% | 1.8% |
| Regional and Remote | 110,124 | 163,292 | 48.3% | 19.6% | 20.8% | 1.2% |
| All Domestic Undergraduate Students | 561,886 | 784,524 | 39.6% | - | - | - |

Source: DET 2017, Selected Higher Education Statistics – 2016 Student data, Appendix 2.

4. UA said they didn't have a considered view on the loan limit sending a price signal in to the Australian higher education market. Can you provide some further reflections on this policy change?

Counting HECS-HELP borrowing towards a limit on total HELP borrowing means that students who already have Bachelor degrees will be entitled to borrow less money for further study than they are now. Any impact of this policy change on pricing is a matter of speculation.