

# 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
<b>All study areas</b>	<b>60,100</b>	<b>59,000</b>	<b>60,000</b>

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%
<b>All Domestic Undergraduate Students</b>	<b>561,886</b>	<b>784,524</b>	<b>39.6%</b>	-	-	-

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.