

QoN	Senator	Area	Topic	Question
EDSQ15-000005	Carr, Kim	Cross Portfolio - Corporate	Market research - higher education system	Senator KIM CARR: Can I ask the Secretary, what was the date in which the department decided to commission the market research on the level of awareness and understanding of the higher education system? Ms Gleeson: The department issued a request for quotes for developmental research on 3 October, 2014. Senator KIM CARR: I take it a decision was taken to commission research prior to the request for tender being issued. Ms Paul: Sure. You want the date of that internal decision. We may not have that. That would be an internal decision. Senator KIM CARR: There will be a date in the department that the decision was taken to commission this report. Ms Paul: Okay. We will take that on notice.
EDSQ15-000006	Carr, Kim	Cross Portfolio - Corporate	ORIMA Research	Senator KIM CARR: Can you provide me with a copy of the research report? Ms Paul: Sure, I will take that on notice. Senator KIM CARR: When did the department receive that report? Ms Paul: Sorry, we will have to take it on notice.
EDSQ15-000007	Carr, Kim	Cross Portfolio - Corporate	ORIMA Research focus groups	Ms Gleeson: The variation was due to the department commissioning additional focus groups. Senator KIM CARR: How many focus groups were involved? Ms Gleeson: I would have to take that on notice. Senator KIM CARR: And where were they conducted? Ms Gleeson: That part of the research was conducted nationally. Again, I would like to take that on notice.
EDSQ15-000008	Carr, Kim	Higher Education Research and International	Higher education advertising campaign	Senator KIM CARR: Thank you. Are you able to tell me on what date and in what form the minister sought endorsement from the Special Minister of State? Ms Paul: The date, yes. It looks like 2 December. Senator KIM CARR: And what was the form of the endorsement? Ms Paul: Do you mean transmittal or endorsement by the Special Minister of State? Senator KIM CARR: What was the form of it? Ms Paul: I do not know. We will take that on notice.
EDSQ15-000009	Rhiannon, Lee	Higher Education Research and International	Higher Education advertising campaign objectives	Senator RHIANNON: Can you go through the objectives now, please? Ms Gleeson: Of course, these were in accordance with principle 1 of the short-term interim guidelines on information and advertising campaigns by Australian government departments and agencies. The campaign objectives of phase 1 were to counter myths and misconceptions about the current higher education system; to raise awareness of government support for higher education and the mechanisms that will remain in place into the future; to set the scene for the reforms; and to encourage audiences to seek further information about current government resources, assistance and financial support for Australian higher education. Ms Paul: I think we may have already taken that on notice for Senator Carr. But we will take that on notice. Senator RHIANNON: Yes, for when we come back to outcome 3. Ms Paul: Just those objectives? Senator RHIANNON: Yes.

EDSQ15-000010	Carr, Kim	Cross Portfolio - Corporate	Media buy on the higher education advertising campaign	Senator KIM CARR: I presume that you will not have this in a readily available form. If you have I would be delighted to take it now. I am interested to know the details of the media buy. Which outlets were utilised on what dates and how much was spent on each occasion? What languages were used? How many radio and television outlets were used and what did the social media campaign consist of? Ms Paul: Yes, we can provide that on notice.
EDSQ15-000011	Rhiannon, Lee	Higher Education Research and International	misrepresentation of the Legislation.	Senator RHIANNON: Not specifically. So if the minister and Ms Paul can put on the record where it was inaccurate. You have said that I have misrepresented the legislation. You need to be accurate when you make those serious accusations. Senator Birmingham: Senator Rhiannon, I have quoted you. But beyond that, if you would like us to go through errors in the Greens' figures, we can certainly attempt to do that tonight. I am also happy to take it on notice and come back with further evidence in relation to how the Greens have used figures misleadingly. I think that Mr Norton has said that your figures are misleading. I think if you look at the facts of what the UWA— Senator RHIANNON: You need to say where. Senator Birmingham: I will happily seek a quote, Senator Rhiannon. As I said, we can discuss the misleading Greens campaign in outcome 3 tonight at length. And I will also take it on notice for us to provide information about where it is misleading. Senator RHIANNON: Excellent. Thank you, Chair.
EDSQ15-000012	Rhiannon, Lee	Agency: ASQA	ASQA - How many providers do you register that have courses in hypnotherapy, reiki, life coaching and body-mind-soul coaching?	Senator RHIANNON: I have a few questions that you could maybe take on notice, or perhaps somebody has the figures here. How many providers do you register that have courses in hypnotherapy, reiki, life coaching and body-mind-soul coaching? Mr Robinson: We would have to go and check the register as to which RTOs had those courses on their scope. We would have to take that one on notice. Senator RHIANNON: Yes, if you could give us a breakdown for the four categories, that would be useful. Mr Robinson: Yes, we could give you the number of RTOs that have any one of those, and we could give you the number that have each of those. Senator Birmingham: It might be useful to add on to that the level of qualifications associated with any of those— Mr Robinson: Yes, we could say whether it was a cert III or a cert IV or whatever.
EDSQ15-000013	Rhiannon, Lee	Higher Education Research and International	Registration period for RTOs	Senator RHIANNON: Did you advise—I was just trying to understand the process here—the government that the registration period for RTOs should be extended from five to seven years? Senator RHIANNON: Minister, have you been lobbied by any RTOs or lobbyists for the industry for this sector to make that extension? Cont. page 117 Senator RHIANNON: Mr Robinson and Senator Birmingham, could you both take on notice if you have been lobbied by the sector, by lobbyists for the sector or by RTOs? Mr Robinson: I do not need to take that on notice. I have not been lobbied by any professional lobbyists. Senator RHIANNON: Okay, so Senator Birmingham? Senator Birmingham: I will check. Obviously, as a new minister, lots of people have written me letters. Whether it has been included in one of those letters as a suggestion we will check. I certainly do not recall any conversations to that effect.

EDSQ15-000014	Carr, Kim	Cross Portfolio - Corporate	Higher Education call centre	<p>Ms Paul: ... We can take on notice when the campaign is finished how much was actually spent. Senator KIM CARR: How many people are employed in the call centre? Ms Paul: I do not know. We will have to take that on notice. I think through the shared services centre we contract out for a whole lot of different lines. Senator KIM CARR: But you have been allocated \$500,000, so you must be able to give us an indication of how many people have been employed in this call centre. Ms Paul: They are the people who have always been employed to answer higher education questions. I will take it on notice. Senator KIM CARR: How much do you pay the call centre on an annual basis? Ms Paul: I have no idea. I'll take it on notice. Senator KIM CARR: What other work do they do for you? Ms Paul: I will take that on notice, too. I am not completely sure. I think we have always had, in every iteration, a contact centre or we have outsourced to contact centres. Senator KIM CARR: So you should be able to tell me how much you spend on that if it has been long established. Ms Paul: Yes, we will. Senator KIM CARR: The 134 calls that you have received, from what dates does that occur? Ms Gleeson: It is over the period of the campaign. Senator KIM CARR: So give me the dates, please. Ms Gleeson: I will take that on notice. Senator KIM CARR: What is the nature of the calls? Ms Paul: We would definitely have to take that on notice. I do not think we would have that with us. I am happy to do so. Senator KIM CARR: What, they were people ringing up complaining about the Labor Party, were they? Ms Paul: I am happy to take it on notice. Senator Birmingham: I get plenty of those sorts of calls, Senator. Senator KIM CARR: Yes, but you don't get paid \$500,000. Ms Paul: They won't have been paid \$500,000. That is the budget. Senator KIM CARR: How much have you spent to date on the call centre? Ms Paul: I will take that on notice.</p>
EDSQ15-000015	Ruston, Anne	Agency: ASQA	ASQA - Data on noncompliance	<p>Senator RUSTON: You may not have the information on you but, in follow-up to Senator Rhiannon's questions, do you have a breakdown of the data on noncompliance between the public providers, private not-for-profits and private profits? Mr Robinson: I would have to take that on notice. Cont. Page 118 Mr Robinson: We will get you a breakdown of the public-private split or the provider type and the regulatory action we have taken, to date.</p>
EDSQ15-000016	Wright, Penny	Higher Education Research and International	IMOS data	<p>Senator KIM CARR: This is IMOS, is it? Senator WRIGHT: Yes. Mr English: Yes, data from the facilities is generally made publically available, although for particular collection points and particular results we would have to check to get a bit more precise advice for you. But, generally, the principle around the National Collaborative Research Infrastructure Scheme is that the results of their work would be publically available, and, generally, that would include data. But, for a site within a network that spans the coast of the country, I would have to check; I am sorry. Senator WRIGHT: Do you mean you would have to check for a particular site? Mr English: Yes, that is right. Senator WRIGHT: Thank you for that— Mr English: For the facts of Kangaroo Island, I would have to check. Senator WRIGHT: because that was my question: when will it become available? I am asking because the data collected will likely contain whale calls, which will help determine whale presence in that particular area off Kangaroo Island. It is information which is of critical importance because of the amount of oil and gas exploration that has been planned in the Great Australian Bite in coming months and years by a number of operators, including Bite Petroleum, Schlumberger, Ion, Chevron and BP. How long does it usually take between collecting the data and it becoming publically available, in the general scope of things? Mr English: I would take that on notice</p>
EDSQ15-000017	Carr, Kim	Cross Portfolio - Corporate	Market research on the Higher education campaign	<p>Senator KIM CARR: How much has been spent on market research services? Ms Gleeson: I would need to take that on notice.</p>

EDSQ15-000018	Carr, Kim	Higher Education Research and International	University figures	<p>Senator KIM CARR: Are you now able to give me a revised estimate across the forward estimates based on these figures? I am looking particularly for the number of Commonwealth supported domestic undergraduate places. You clearly have one for this year.</p> <p>Mr Taylor: My colleagues may have that figure. We certainly produced these for the budget documents. Mr Griew: I think we should take that on notice. Because this is an estimates document, it is in financial years, so there is an added complexity, because the universities estimate to us in calendar years. Could I suggest we take on notice for you our current projections based on university advice of the years that they have given us those projections for? Senator KIM CARR: I am looking for—given you are going to answer the same question and give me the same answer, I am sure—the number of Commonwealth supported domestic undergraduate places; the number of Commonwealth supported domestic postgraduate places; the number of domestic enrolments full-time equivalent; the number of domestic postgraduate enrolments full-time equivalent; the number of undergraduate completions; the number of postgraduate coursework completions; the number of higher education graduates in full-time employment within four months of the completion of a degree as a proportion of those available for work; the graduate starting salaries as a proportion of male average weekly earning; the number of domestic undergraduate low-SES enrolments; the statistical area 1 measure of the number of domestic undergraduate students in low-SES across the forwards; and the proportion of higher education undergraduate students from low-SES background. Can you provide that? Ms Paul: If we can and, of course, Dr Taylor said it relies on university estimates. But you want that over the forwards— Senator KIM CARR: That is right—based on these new estimates. Ms Paul: Yes, that is fine.</p>
EDSQ15-000019	Carr, Kim	Cross Portfolio - Corporate	Website of the higher education campaign	<p>Senator KIM CARR: How much has been committed on the website? Ms Gleeson: It is \$245. Senator KIM CARR: So you have \$1.3 million allocated. When is the rest going to be spent? Ms Paul: I do not know. We might need to take that on notice. I'm not sure why there is a difference there. I think possibly because we did it in-house. Senator KIM CARR: In my experience, getting \$1.3 million out of Finance for a website would be an interesting experience in itself. Getting \$1.3 million for a website development is quite a lot of money, especially when you are doing it in-house Ms Paul: Yes. Senator KIM CARR: I presume that was the proposition you put to the Department of Finance when this proposition went forward. Ms Paul: I can't remember. Senator KIM CARR: Did you tell them you have a contract or that you are going to do it in-house? Ms Paul: I can't remember. I do not know. I'm happy to take it on notice. Clearly, we have not spent \$1.3 million and we are unlikely to do so because it has been done in-house. In-house meaning through the shared services centre arrangement.</p>
EDSQ15-000020	Carr, Kim	Higher Education Research and International	RIS figure	<p>Senator KIM CARR: Okay. When I look at the RIS that was published last year for the higher education bill, on page 111, under '7.2 no change option', the department has estimated that: ... the uncapping of student places in 2009 and subsequent enrolment growth are estimated to cost an additional \$7.6 billion in CGS outlays by government over five years from 2013-14. Mr Griew: That remains our estimate. I do not have the RIS with me but that figure— Senator KIM CARR: You are familiar with that estimate? Mr Griew: I am familiar with that estimate, yes. Senator KIM CARR: And you are saying that that remains your view? Mr Griew: I will take on notice whether there is any refinement to that, because, as you have just noted in the previous exchange, we have twice-yearly updates from the universities on their projections of likely enrolments, but that figure is familiar to me as the figure that we have previously used. Senator KIM CARR: It has been used several times, I know. Are you able to provide me with a funding profile of that estimate? How do you reach that conclusion year by year? Mr Griew: Certainly not this minute, but I can take that on notice.</p>
EDSQ15-000021	Carr, Kim	Higher Education Research and International	Growth rate	<p>Senator KIM CARR: Would you take that on notice, please. In terms of the department's estimate, what now is the growth rate in the system? What do you anticipate the growth rate to be? Mr Griew: Between '14 and '15? Cont. page 123 Senator KIM CARR: Over the forward estimates, year by year, what do you think it will be? Mr Griew: We will have to take that on notice as well.</p>

EDSQ15-000022	Carr, Kim	Higher Education Research and International	Breakdown by University of 2014 payments	Senator KIM CARR: Let's start with the 2014 amount. Mr Hart: This is by financial year basis. These are initial estimates that were done in the context of the 2013-14 budget, I believe. It was \$84.9 million. Senator KIM CARR: Okay, that is for 2014. Mr Griew: That figure is a total figure, and bear in mind that some part of that will be implemented through legislative instruments and some part through the proposed bill. It may be best if we give you that breakdown on notice. Senator KIM CARR: Thank you. But it is of that range, around 85 million required, and for the reconciliation. Mr Hart: Yes, around that range. Senator KIM CARR: Do you have a breakdown for individual universities? Mr Hart: I would have to take that on notice.
EDSQ15-000023	Carr, Kim	Higher Education Research and International	NCRIS funding	Senator KIM CARR: Is it correct that \$2.5 billion in taxpayers' money has been invested in the NCRIS infrastructure since the program was established under the Howard government? Mr English: That is correct. Senator KIM CARR: Can you tell me whether or not it is true that this is leveraged from state governments, industry, universities, research agencies and the like at a rate of \$3 for every \$1 of Commonwealth investment? Senator KIM CARR: I would say to you that Universities Australia is asserting that it is \$3 leveraged for every \$1 from the Commonwealth. You think that is wrong? Mr English: I am not sure. Ms Paul: We best have a look at that. Senator KIM CARR: Fair enough—you dispute that. How much of that would come from overseas? Mr English: I would have to take that on notice and interrogate our data. Senator KIM CARR: How many international users participate in the NCRIS facilities? Cont. page 138 Mr English: We need to take that one on notice as well. Again, there is substantial engagement internationally between the projects and researchers overseas, but I do not have that number now.
EDSQ15-000024	Carr, Kim	Higher Education Research and International	NCRIS facilities wind-down	Senator KIM CARR: I understand that a number of NCRIS facilities are now beginning wind-down processes. Is that true? Mr Griew: There are some that have started talking to us as they are concerned as the end of this financial year, and their funding, certainly draws close. Senator KIM CARR: How many? Ms Zizi: Fourteen. Mr English: Fourteen projects have written to either express their view about the current funding situation or to ask about the current funding situation. I would need to interrogate that material further to answer the question you asked. Senator KIM CARR: Is it possible to get a copy of the 14 letters that have been sent to the department? Ms Paul: We would probably need to ask them, but we can do that if you would like us to. Senator KIM CARR: Yes, could you please take that on notice.
EDSQ15-000025	Rhiannon, Lee	Higher Education Research and International	Higher Education reforms modelling impact	Senator RHIANNON: The question was about putting downward pressure on prices. Is it modelling? Is it experience from other jurisdictions? What is your evidence? That is all the question is. Ms Paul: I would like to be precise about that, so I will take that on notice
EDSQ15-000026	Carr, Kim	Cross Portfolio - Corporate	Higher education campaign - funding	Senator KIM CARR: Where is the government finding the money to run this particular campaign? Where is the \$14.6 million coming from? Ms Paul: I cannot recall. Can I take that on notice? Senator KIM CARR: It should be pretty straightforward. Ms Paul: No, not necessarily. I would prefer to take it on notice. Senator KIM CARR: Will you be able to give me an answer today? Ms Paul: I should be able to.

EDSQ15-000027	Carr, Kim	Cross Portfolio - Corporate	Higher education website disclaimer	<p>Senator KIM CARR: The interim guidelines require campaign materials to 'enable the recipients of the information to distinguish between facts, comment, opinion and analysis.' That is a requirement of the matter. I note your campaign website, www.highered.gov.au, includes a claim that the government is providing more support, for instance, in regard to student services, which of course quite clearly it is not because the Higher Education and Research Reform Bill introduced into the house on 3 December outlined cuts to higher education funding of \$451 million for the forward estimates and \$5.8 billion over a ten-year period. The website actually says that, 'the department does not make any representation or warranty about the accuracy, reliability, currency or completeness of any material contained on this website.' I'm just wondering how you get the two propositions to line up. Ms Paul: You are now entering into the debate about the reforms, and I think that is probably more appropriate when we have the high ed people here for outcome 3. I am quite happy to go through it then. Senator KIM CARR: But there is quite clearly a disclaimer on the government's own website, on the department's website, as to its accuracy. Ms Paul: I think all websites have that disclaimer. I do not think there is anything new about that. I am happy to check.</p>
EDSQ15-000028	Carr, Kim	Cross Portfolio - Corporate	Higher education campaign social media	<p>Senator KIM CARR: Tell me about the campaign Facebook page. When was that created? Ms Paul: We will have to take that on notice. ... Senator KIM CARR: So that is a separate cost, is it? How many staff would monitor the Facebook page? Ms Paul: Probably not very many, but we take that on notice. I suppose you could count that as part of the \$14.6 million under website development. But as it has happened, we have managed to do it with existing resources. However, if you would like me to cost up out of the website development \$1.3 million how much has been spent in terms of staff time internally, I am happy to do that. It might give you what you are looking for. Senator KIM CARR: What about the Twitter username—@HighEdGovAu? What date was that created? Ms Gleeson: These were all timed to be in the public arena for the commencement of the first part of the campaign. The date that we launch that. But I would like to take that on notice and confirm it because it may have been a few hours prior. I would just like to be accurate with the timing. Senator KIM CARR: I would obviously be interested in the cost of the Twitter page. What was the date the higher education hotline was actually established? Ms Gleeson: It was already in existence. Ms Paul: When was it scripted? I think what you probably want to know is when was the existing hotline scripted for this. Senator KIM CARR: Yes. Ms Paul: We will take that on notice.</p>
EDSQ15-000029	Carr, Kim	Agency: AITSL	AITSL - Bonus Schemes	<p>Ms Paul: I am not sure. It is worth asking. Otherwise we will take it on notice. TEMAG also obviously found this a frustration. We will see if they found anything, too. Senator O'NEILL: I have a couple of question about principal standards that I might put on notice, and, obviously, the interface between professional experience in schools, school placement and the theoretical practical interplay, which obviously is of great concern in the accreditation process and in the funding process. I have a number of more detailed questions around that and I will foreshadow that I would like to speak about that next time.</p>
EDSQ15-000030	O'Neill, Deborah	Agency: ACARA	ACARA - Education Council decision (senior secondary years 11 & 12)	<p>Senator Ryan: I will take on notice what the exact decision of the Education Council was, but what Mr Cook is saying reflects my memory of the previous meeting—that the states and territories guard their autonomy in senior secondary, years 11 and 12, particularly strongly. That is reflected on both sides of politics at the state level. Senator O'NEILL: Can you tell me about the funding that was allocated to that? What has happened with the funding that was allocated to that work? Mr Randall: I will take that on notice.</p>

EDSQ15-000031	O'Neill, Deborah	Agency: ACARA	ACARA - forum consultation	<p>Mr Randall: Dr Lambert has just reminded me about what I said earlier on, when making a point about where we were up to with years 9, 10, 11 and 12. I said we had not started writing the curriculum. We had conducted a forum. We brought together groups of people to scope some of that work. Senator O'NEILL: When was that? Dr Lambert: 2013. But I will need to take on notice what the particular day was. Senator O'NEILL: Thank you. That would be helpful. Mr Randall: We had started some of the conversation through that national forum about the shape and form of the curriculum. But, again, I made the point earlier on about the progress of that work, the support or lack thereof in states and territories, but also further down the track in terms of the change to the election. I do not have the brief in front of me in terms of all those time lines. I am happy to give you some advice about what we did and the time frame so that it is all on one page. Senator O'NEILL: Thanks for that. You took on notice to get me the details about a number of matters. Could I also ask for the names of the people that you consulted and the industries that you consulted to get that advice. Mr Randall: Sure.</p>
EDSQ15-000033	O'Neill, Deborah	Agency: ACARA	ACARA - number of placements (regarding 9 to 10 rollout of the National Trade Cadetship)	<p>Senator O'NEILL:How many placements with the national 9 to 10 rollout of the National Trade Cadetship have occurred, and what partnerships are established there? Mr Randall: We will have to come back to you with some information, if we can collect it, about what states and territories are doing with that. It is not different from my answer on languages. We develop the curriculum. We are not responsible for implementing it. It is there, and then states and territories within their frameworks will make decisions about implementing it. I understand your question. We do not have that data. I will have to have a look to what extent it is available for us to bring back to you. Senator O'NEILL: What processes do you have in place for those implementing the program? Is it implemented in every state and territory? Mr Randall: It is available for states and territories to use. My point just a moment ago was we need to have a look at what decisions they are taking and in what time lines. I think, in a question on notice, we have given you some advice about where various states and territories are up to with things. It will be said in that context. There may be some that have not even looked at it yet. We will have to take that on notice and come back to you. Cont. page 55 Mr Cook: I think the year 9 and 10 work is more focused on vocational learning as opposed to work placements. Is that correct, Mr Randall? Mr Randall: Again, we will have a look.</p>
EDSQ15-000034	O'Neill, Deborah	Agency: ACARA	ACARA - staffing	<p>Senator O'NEILL: Can I just check the staffing levels. I think the average staffing level was expected to reduce from 116 in 2013-14 to 95 in 2014-15. Mr Randall: Yes. Senator O'NEILL: Is that the reduction that you are still expecting? Mr Randall: By the end of the year that will be the average. Yes. Senator O'NEILL: You are on track to achieve that reduction? Mr Randall: Yes. Senator O'NEILL: Has there been any revision to the agency staffing level, at all? Mr Randall: No. Those projections are still there. We are working with them but I would make two observations. One is that because we have had additional funding for programs like languages and others, the figure is in relation to the core funding. So if you came and counted the heads there would be a few more, whether it was in national trade cadetships or languages. But we are working towards that in terms of an average level. Senator O'NEILL: Could you advise, either today or on notice, what positions have gone. Senator O'NEILL: Yes; what has gone down and what has gone up—a full picture. How many redundancies have there been at ACARA in 2014-15? Mr Randall: Again, I would need to go back and seek that. I will come back to you. There have been some because we have changed, along the way, our structural arrangements. We have decided, organisationally, priorities. I recall we did some work within the communications team and adjusted some things there. So there have been some there, which were about the operation of the organisation as opposed to any other factors. I will come back to you with that advice. Senator O'NEILL: Could you could do a 2014-15 acquittal of redundancies—forced and voluntary—and a comparison with 2013-14, for the same matrix. Mr Randall: I will give you, for 2013-14 and 2014-15, our staffing and the changes and the extent that those changes have been from redundancies. Yes, I can provide that. Senator O'NEILL: Whether forced or voluntary and identified accordingly? Mr Randall: Yes, and/or people just choosing to move on, for example.</p>

EDSQ15-000035	O'Neill, Deborah	Agency: ACARA	ACARA - report to Education Council	Senator O'NEILL: Could you provide us with an outline of the reports, assessments and research that underpinned the report that you are providing—where you got your information? Mr Randall: I expect I can give you a summary, an outline of that, yes. Senator O'NEILL: Of the 30 recommendations from ACARA, which ones are you taking on board and making adjustments to your work based on? Mr Randall: I am happy to come back to you. I understand your question
EDSQ15-000036	O'Neill, Deborah	Schools and Youth	Review of ACARA	Senator O'NEILL: Who determines the person who undertakes the review? Mr Cook: The department does that. Senator O'NEILL: And how did you determine that, that it was Mr Grahame Cook who would do this job? Mr Cook: I think that was part of an RFQ we put out, or a request for quote. Senator O'NEILL: And did you have many respondents? Mr Cook: I would have to take that on notice, Senator—I am not sure; I am happy to take that on notice. Senator O'NEILL: Would you be able to indicate—if you can, on notice—the people who did express interest and the criteria in which Mr Cook was determined the most suitable candidate? Mr Cook: Sure; happy to take that on notice. Senator O'NEILL: And the cost of undertaking that review. Mr Cook: Happy to do that as well.
EDSQ15-000037	Wright, Penny	Agency: ACARA	ACARA - withdrawal rates from NAPLAN test	Senator WRIGHT: Because ACARA will have data about withdrawal rates from the NAPLAN test, I am interested in knowing if the change in withdrawal rates has been higher in any particular state or states. Mr Randall: I think we have got data in front of us at the national level. If you are asking for us to provide you a state-by-state breakdown, I would take that on notice. Senator WRIGHT: Thank you. Do you know, off the top of your head, whether it was higher in some states than others? Dr Rabinowitz: Yes, it has been higher in some states than others. Senator WRIGHT: Can you tell us which states it was higher in—not necessarily the numbers? Do you know? Dr Rabinowitz: Certainly in the Northern Territory and in at least one other state, which I do not recall. I will submit that as Mr Randall has suggested.
EDSQ15-000038	Carr, Kim	Cross Portfolio - Corporate	Campaign evaluation process	Senator KIM CARR: What are the percentages? Do you have the details there? Ms Paul: These are top line, so it doesn't have it. Ms Gleeson: We do not have a formal report yet. Ms Paul: The evaluation is currently underway. Senator KIM CARR: On what date was that undertaken? Ms Paul: We can take it on notice. There were two stages. Why don't we give you both. Senator KIM CARR: Can you tell me, in terms of your research how many people actually believed that the HECS scheme had been abolished? Ms Paul: It was prevalent. I would have to take on notice that percentage, but it was absolutely prevalent and quite confrontingly so. In the 46 open days and experiences— Senator KIM CARR: No, in your research. Ms Paul: And then also in the research.
EDSQ15-000039	Carr, Kim	Higher Education Research and International	CEO Appointment for TEQSA	Mr Griew: That is right. Senator KIM CARR: So it will be a cabinet appointment? Ms Paul: I think it is a ministerial appointment. Mr Griew: We will take that on notice. Senator KIM CARR: Surely that goes to cabinet? Ms Paul: I will check that; it could well.
EDSQ15-000040	Carr, Kim	Agency: TEQSA	Core Standards	Senator KIM CARR: Before Professor Saunders thinks he has got away with this matter, I would like to know the substance of the 33 areas that you are no longer surveying. Prof. Saunders: I will take it on notice and I am happy to tell you what standards are included and what ones are not.
EDSQ15-000041	Rhiannon, Lee	Agency: TEQSA	TEQSA Employee Figures	Senator RHIANNON: Could you give us comparable figures, even if you have to take it on notice, of what it was initially, what you built up to and then maybe on a yearly basis—it is not that many years—to see what the changes are, for full-time positions? Prof. Saunders: Sure, I would be happy to take that on notice.
EDSQ15-000042	O'Neill, Deborah	Agency: AITSL	AITSL - sample tests	Senator O'NEILL: Do you have samples of the test that you could make available to the committee? Ms Evans: We are very happy to provide that as soon as they are available, and that would be within the month.
EDSQ15-000043	Carr, Kim	Agency: TEQSA	Study Group	Senator KIM CARR: How many students are involved in Study Group? Prof. Saunders: I would have to take that question on notice. Senator KIM CARR: That is based where—in Melbourne? Prof. Saunders: I would have to take that question on notice. I think Study Group has multiple campuses, but I will have to take that on notice.

EDSQ15-000044	O'Neill, Deborah	Schools and Youth	AITSL additional funding announcement	Senator O'NEILL: Okay. And you are 100 per cent clear that there was no announcement of additional funding when the teacher training announcement was made by the minister? Senator O'NEILL: If you could find out if there was, and provide us with that information, that would be pretty important. Ms Paul: Yes, sure.
EDSQ15-000046	Carr, Kim	Agency: TEQSA	Self-accreditation	Senator KIM CARR: Do you have any other applications before you for self-accreditation? Prof. Saunders: Yes, we do. We have three being actively considered at the moment. That assessment is almost finished. And we are expecting a number of other providers to apply for self-accrediting status during this year. Senator KIM CARR: What are the names of the three? Prof. Saunders: I will have to take that on notice, I am sorry.
EDSQ15-000047	O'Neill, Deborah	Higher Education Research and International	Functional and Efficiency review	Ms Paul: Yes. Nous Group consulting formed the independent review team and Jennifer Westacott has lead review oversight. Senator O'NEILL: 'Nous Group'—is that what you said? N-O-U-S? Ms Paul: Yes. Senator O'NEILL: And how many consultants were given the opportunity to put in a bid for this review? Ms Paul: That was left with the independent oversight reviewer, Jennifer Westacott. Senator O'NEILL: It is in the hands of Ms Westacott, this decision—is that correct? Ms Paul: Yes. And I have just been reminded that we did run a small process for interest, if— Senator O'NEILL: Could you just take me through that please? Ms Paul: Sure. Senator O'NEILL: And if we could just go back to Jennifer Westacott getting this position? Talk me through the whole but history of what is going on here? Ms Paul: Sure. I will start. Choosing the lead oversight person was a matter for ministers Pyne and Cormann. That is their decision, based on advice from us. Senator O'NEILL: And did you provide a number of names for the ministers to consider? Ms Paul: Yes, we did. Senator O'NEILL: Would you be able to provide us with that list? Ms Paul: Probably not, because it is to do with a decision that relates to cabinet. But I will certainly take it on notice—more than happy to take it on notice. Senator O'NEILL: Are you saying that is confidential? Ms Paul: Only in that this comes out of a cabinet process. I will take it on notice and it may be absolutely fine to give to you. I am happy to do that. Senator O'NEILL: And what were the criteria on which you created that short list that we hope you may be able to furnish? Ms Paul: It was to meet the particular terms of reference and to be able to do a review within a certain time et cetera. All those things were taken into account. Senator O'NEILL: I will come back to the terms of reference. There were a number of names proffered, Jennifer Westacott was the selection of both ministers—Pyne and Cormann— Ms Paul: Yes. Senator O'NEILL: And the date at which that occurred. Ms Paul: Gosh—can we take that on notice for you? Senator O'NEILL: Yes, please. And there is this contract arrangement? Ms Paul: Yes—I will have to clarify that too, actually. Senator O'NEILL: And how much is that contract worth? Ms Paul: I think the lead reviewer is working essentially pro bono. Then, of course, Nous Group will be paid for by us. We can supply those arrangements on notice, if you like. Senator O'NEILL: Yes—how much that contract is, and who else tendered for the work. Ms Paul: Sure. Senator O'NEILL: And the criteria on which Nous Group was selected. Ms Paul: Sure—we can take all that on notice.
EDSQ15-000048	O'Neill, Deborah	Cross Portfolio - Corporate	Terms of reference & Payment- FE review	Ms Monkley: Just going to the firms that we approached in the lead-up to making our selection: we approached six different companies and asked them to provide a response on the basis of the terms of reference of the review. Firstly, we asked them to indicate whether they were interested in undertaking the review and then to provide us with a response. We did not receive responses from all of them. As we worked with the reviewer we actually narrowed the field and that led to the Nous Group. Senator O'NEILL: And the terms of reference that you are referring to: are they able to be provided to the committee now? Ms Paul: I do not think they are in the public gaze, actually, but can I take that on notice? Senator O'NEILL: Because it would be— Senator O'NEILL: Can I ask for the terms of reference? Ms Paul: Sure—I will take it on notice. Senator O'NEILL: And today, please. Ms Paul: We will see what we can do. ... Senator O'NEILL: How much has been allocated to this task? How much are Nous Group going to get? Ms Paul: It is not so much a matter of allocating, because, as I say, the lead reviewer is working largely pro bono. We have already taken on notice the sort of payment arrangements for now, so we will put that on notice for you.

EDSQ15-000049	Carr, Kim	Higher Education Research and International	Self-accrediting authority	<p>Senator KIM CARR: Avondale is the first time you have done this, isn't it? Prof. Saunders: It is the first time we have done it through this sort of thorough process. We did actually grant self-accrediting authority to the overseas universities and Torrens University, which we inherited from the state government processes. Senator KIM CARR: But they were established institutions with an international reputation; is that correct? Prof. Saunders: The two overseas universities, yes. Torrens is, as you know, a branch of Laureate. Senator KIM CARR: Yes. Surely, it is arguable that this is an entirely different circumstance? Prof. Saunders: Yes, it is. We applied the process really from go to whoa here in terms of that assessment. Senator KIM CARR: Is this a disallowable instrument? Ms Paul: I do not think so. Mr Griew: I do not believe it is, no. Ms Paul: We will check it out.</p>
EDSQ15-000050	O'Neill, Deborah	Schools and Youth	Enrolment projections over the forward estimates	<p>Senator O'NEILL: Given that explanation, can I ask you to provide the revised enrolment projections over the forward estimates. Ms Paul: We may be able to do that in outcome 2 for you, if you like. Senator O'NEILL: I guess I am asking it now so that I can get a look at the information and then I might have some further questions when we get to outcome 2. Ms Paul: Sure, if you like, but I do not know that we would have enrolment projections here now. No. We can do that under outcome 2 this afternoon. Senator O'NEILL: If you can get some people to get it for you, and also for any period beyond— CHAIR: Mr Cook, did you have something to add? Ms Paul: Just to clarify, the very large difference is not necessarily enrolment, it is because the figures that we used in the modelling originally were 2011 figures which were grown out by indexation over a number of years. When we used the figures, we used 2013 actual data. So it is not as much enrolment; it is a projection of what we thought the characteristics of students would have been about three, four or five years ago. The big difference in the actual shift is not enrolment; it is from actually using demographic details of students as opposed to indexation projections. We can still provide you with the information. I am just clarifying that a very large proportion is actually— Senator O'NEILL: The data is pretty different from what you expected, by the sounds of things. If we can get the projections of any period beyond that for which the enrolled projections are available—just extend it out as far as you can. Mr Cook: I think we answered the question on notice about that last time. I will see if there is updated information. Senator O'NEILL: Could I also ask for the provision of a breakdown of the revised consequential changes in the Commonwealth share of base funding that is referred to in MYEFO, page 47? Mr Cook: We would have to take that on notice. That will require a bit of arithmetic to work that through. I can give you the actual numbers, in terms of differences between the states and the Commonwealth, but we will have to do some maths on the share. Senator O'NEILL: A breakdown of that revised set of consequential changes. Mr Cook: Yes, I can do that in outcome 2.</p>
EDSQ15-000051	Rhiannon, Lee	Cross Portfolio - Corporate	Higher Education advertising campaign	<p>Ms Paul: That is just the figure to date on people reached through Facebook, which is 3,800,000. Senator RHIANNON: When you say 'reached', we know there are Facebook likes and such. I assume you would have a breakdown of that 3.8 million with regard to how far people went into it. Ms Paul: I am not sure how these metrics are done, so we can take them on notice for you. Senator O'NEILL: And time on site. Ms Paul: We will take that on notice.</p>

EDSQ15-000052	Carr, Kim	Cross Portfolio - Corporate	Grant program	<p>Senator KIM CARR: Question on notice ED0543_15 is one where we sought advice on financial budget committed project funding. It was not answered in its entirety. Can the department complete an Excel spreadsheet, that I provided to the secretariat, regarding budget and actual spends for the program from each year 2011-12 to 2013-14 and budget and committed contractual spending by program each year 2014-15 to 2017-18? That is material I have had in the past from you. Ms Paul: Is it? I will take that on notice. I am happy to have a look at it. Senator KIM CARR: Would it be possible to get that spreadsheet completed by the dinner break this evening? Ms Paul: I would doubt that very much indeed. Senator KIM CARR: You doubt that? Ms Paul: I doubt it. Not over all those years and everything, but I am happy to take it on notice. Senator KIM CARR: What happens, Ms Paul, when we have long delays is that I get anxious about questions being taken on notice and not answered. Ms Paul: We have answered everything, but this is a really complex thing you are seeking. We will do it as quickly as we can. Senator KIM CARR: You have done it before, and I think the finance people know the format. It is not a particularly difficult task to undertake. Ms Paul: We are happy to do it as quickly as we possibly can.</p>
EDSQ15-000053	O'Neill, Deborah	Cross Portfolio - Shared Services Centre	Contact Centre	<p>Senator O'NEILL: With regard to the declaration of the expenditure on the contact centre, the department hotline, of \$6,179 for 136 calls, which equates to about \$45 per call, do you consider that good value for money? Cont. page 48 Ms Paul: It depends entirely on what that money was for. We were doing that analysis in the context of a media release which was using a different figure. It depends on what that money was for. It could have been to develop, for example, the scripts. There is a whole bunch of infrastructure like writing the scripts for a call centre. I do not know what the call cost is in our call centre at the moment. I suspect it is considerably less than \$45. The money is not used in that way; the money is used to write scripts et cetera. I do not know everything that was inside that \$6,179. I am quite happy to take that on notice and unpack that for you.</p>
EDSQ15-000054	O'Neill, Deborah	Agency: ACARA	ACARA - languages curriculum	<p>Senator O'NEILL: ... Can I go straight to the languages curriculum. I have some more general questions but I will just ask a few specific ones, if I can, straight up. In relation to the 2014-15 budget, there was an initiative of \$1.8 million for ACARA to improve the take-up of foreign languages. Can you provide a breakdown of how that \$1.8 million has been or will be spent by key milestones for each language. Mr Randall: For the level of detail you want, it is probably better to take that on notice. Senator O'NEILL: You indicated the costs of the developmental course at \$50,000; curriculum writing, \$127,000; consultation, \$12,000; curriculum final release, \$41,000; and the total estimated cost of developing those costs at \$231,200 each. In the same format would be very helpful, Dr Lambert. Dr Lambert: Sure.</p>
EDSQ15-000055	Carr, Kim	Cross Portfolio - Corporate	Changes to QoN answers	<p>Senator KIM CARR: Were any of the answers changed in the minister's office? Ms Paul: I do not think so. They are our answers, but I can take that on notice, if you like.</p>
EDSQ15-000056	O'Neill, Deborah	Agency: ACARA	ACARA - number of students studying 7 to 10 classical Greek or Latin	<p>Senator O'NEILL: Which does vary, I will give you that. Does ACARA have any indication at all of the number of students studying 7 to 10 classical Greek or Latin? Mr Randall: Not at the moment, no. Senator O'NEILL: No ballpark figure? You cannot even give me rounded off numbers within 10 or 100? Mr Randall: No, not here at the moment. I am happy to look at that.</p>
EDSQ15-000057	O'Neill, Deborah	Agency: ACARA	ACARA - future demand for languages and classical Greek	<p>Senator O'NEILL: How do you anticipate the future demand for those language skills, in terms of the skills that need developing in the country? Mr Randall: In terms of languages and classical Greek? Senator O'NEILL: Yes. Mr Randall: I will get you some advice on that.</p>

EDSQ15-000058	O'Neill, Deborah	Agency: ACARA	ACARA - curriculum writing	<p>Senator O'NEILL: The payment for the curriculum writing is \$127,000. Would that be part of the cost of the curriculum writing or would that come under consultation and feedback? Dr Lambert: I have got the figures here, but I just need to highlight it in my iPad. Could I take that on notice? The figures are not quite here as I thought they were. Senator O'NEILL: If you could, on notice, provide the actual breakdown of the costs of the process that you are going through, because you have indicated today something that I was unaware of—that there is a framework for classical languages that is new. Where does that fit within the costings that we have received? What would the cost of employing the curriculum writers be? If you can also provide the time line and the rationale around the selection of the way in which you are going to proceed, that would be pretty helpful. Dr Lambert: Sure.</p>
EDSQ15-000059	Carr, Kim	Cross Portfolio - Shared Services Centre	Previous QoN ED0392_15	<p>pg 27 Senator KIM CARR: .. Question 392 regards contract description. You basically said to me, 'Read the website.' I think you would appreciate we do that ... p28 Senator KIM CARR: I appreciate your advice, Minister, but when I ask for a copy of a report I ask for a copy of a report. I should not be referred to the AusTender documents. We have had a long history here—over 20 years I have been able to share these matters in both government and opposition. I have also asked, Ms Paul, you would certify, departmental officials to answer questions even when we were in government. I am concerned that a deterioration in the standard of answers provided—that may not be your problem. That is why I asked the question: 'Were these answers changed in the minister's office?' When I ask for a copy of a report I do not expect to be referred to the original tender notification on AusTender. Ms Paul: We have answered the bit on outcomes and outputs, although probably not to your satisfaction. We did have a look at it and said it would be an unreasonable diversion of departmental resources. You are right, we have not provided the report, so I will take that piece away and have a look at how many of those have reports and whether they can be provided.</p>
EDSQ15-000060	Carr, Kim	Higher Education Research and International	AAT - modelling statements	<p>Senator Birmingham: I requested the document because you were quoting from it, Senator Carr. Senator KIM CARR: I was actually summarising it, but that is neither here nor there. The question I am putting to you, Ms Paul, goes to the issue of whether or not this committee has been misled by the department on regular occasions. In answer to 355, for instance, on the question of modelling, there are repeated references to modelling through the Hansard. It is my contention, Ms Paul, that the department has sought to convey the impression that you did not undertake modelling. It would be apparent to me from the statement that Mr Griew has made that extensive modelling has been undertaken. I am wondering how you reconcile the evidence presented to the AAT with the statements made by officers and answers to questions concerning modelling. Ms Paul: I am happy to give you my own undertaking that I will have a look at this, on notice. I am not quite sure of the status of this document, but nonetheless I will take more broadly on notice, if that may be more appropriate, to review our previous evidence and to correct anything that might need correcting. I am not saying I am thinking it will; I am just saying that I am giving you a genuine undertaking. Senator KIM CARR: I appreciate that. It may well be that you come back to me and say, 'You've misunderstood my answers.' I can expect that that is what you will say. But I am also putting to you that by any fair reading of your answers an impression was created that modelling had not been done by the department. I think—and I am putting it to you—that that is a serious discrepancy in the evidence that has now been presented to a judicial body, which has not been presented to the parliament when numerous requests have been made for that material. Putting aside the sub judge issue, because I am not going to the case itself—and I was not even aware of the status of the particular— Ms Paul: Neither was I.</p>

EDSQ15-000061	Carr, Kim	Higher Education Research and International	Contract numbers: CN2855672, CN2835442 & CN2797872	<p>Ms Paul: If it is PhillipsKPA, as you and I both know, it is probably to do with higher education. If we cannot rustle it up here, given that we do not want to waste any of your time, why don't we find out what it was by the time we get to outcome three? Senator KIM CARR: It is for \$12,000. I am just wondering what the policy review is that this contractor is undertaking. Ms Paul: I do not know off hand, I am sorry. But the higher ed folk can find out for us. Senator KIM CARR: The next one is \$174,400 for the evaluation of the 2014 strategic priority projects. It was an open tender: RMIT; CN2835442. What is that for? Ms Paul: I do not know. Senator KIM CARR: It is an education executive—that is the division. Ms Paul: Executive? That is me and my nearest and dearest colleagues, so I am not sure— Senator KIM CARR: That is a perfectly legitimate cross-portfolio issue then. Ms Paul: Quite right. But I think I am just going to have to take it on notice. Senator KIM CARR: Is the finance officer here? Ms Paul: Yes, but it is a long list. We may just not be able to get to it now. We will see if we can. What does work well, actually, if you want to think about—and I think I said this last time—you may want to give us some of these in advance. There are so many on AusTender at any given point in time. We have done that in the past. Ms Monkley: I do not have details of that contract in front of me. Senator KIM CARR: Do you want the number again? Ms Monkley: If you can, please. Senator KIM CARR: CN2835442. Ms Monkley: As Ms Paul has indicated— Ms Paul: Ms Monkley has a table that is very lengthy. I think we should probably take it on notice. I do not even know which program it is for—whether it is higher ed or schools, or something for the department itself. Senator KIM CARR: This is for the education executive. Ms Paul: That is just to me. It might even be for the department itself, but I do not know. Senator KIM CARR: There is another one for the education executive: impact analysis report for the education services overseas; \$57,478; CN2797872. What is that one for? Ms Paul: I do not know. But we would definitely be able to answer that in outcome three, because that, obviously, is international ed. I do not know what it was for. Senator KIM CARR: It is education executive. Ms Paul: Yes. I do not know why it is saying education executive. We will answer that, too. But it is clearly out of international ed by the title.</p>
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EDSQ15-000062	Rhiannon, Lee	Cross Portfolio - Corporate	Advertising Campaign	<p>Senator RHIANNON: Before we get to that, what did you actually use? Was it the number of emails you received, the number of visits to the website or to a specific part of the website? What measurement standards have you used? Ms Paul: I think we may have taken this on notice, but I am not sure. We would track how many hits there have been to the website. We mentioned how many calls. We certainly do track contacts once a campaign has begun. We can take that on notice for you. . . Ms Paul: There would be a range of metrics. I am quite happy to take on notice the full run of this conversation and look at what we have been measuring and what the relevant benchmarks might be. I may be misunderstanding you a bit. But, anyway, it strikes me that there are probably two components. One is: what is the level of activity? Which is what I was talking about a minute ago. Secondly, what sort of things will an evaluator—because that is outsourced—look for. I think you were also asking if there are certain benchmarks. Did you mean industry benchmarks, or— Senator RHIANNON: No. I understand that you are taking the quantitative data on notice. Ms Paul: Yes. Senator RHIANNON: So we have agreed to that. I would understand that you would have to sign off on what is being evaluated so you get that quantitative data. Going through some examples, are you requesting that records are kept of the number of email inquiries about this issue, following the advertising campaign? Is that one of your metrics? Ms Paul: Okay. I am not sure about email. Certainly we know how many hits et cetera but I am not sure about email. Let me take that on notice. Now I understand what you are getting at. Senator RHIANNON: Again, I would have thought that you would have to sign off on how it is going to be evaluated. Do you sign off on that? Ms Paul: Not necessarily. My formal sign off is quite particular. That goes to the content of the paid campaign. So that comes earlier. It would not have necessarily been me who said 'Let's track emails et cetera,' but I am sure it is being done, and I am happy to take it on notice. Senator RHIANNON: But, again, the question was about the form that the evaluation takes. So you do not sign off on, 'The evaluation will take this form and these are the metrics we are going to track and report back to you and the minister'? Ms Paul: I personally have not signed off on the contract with the evaluator, but someone will have, and I can find out who that was. They will, when we contracted with an evaluator, have specified what is required to be evaluated. So, I am quite happy to take that on notice for you. I hope that gets a bit closer to it.</p>
EDSQ15-000063	Rhiannon, Lee	Cross Portfolio - Corporate	Ad campaign - market research	<p>Ms Paul: We are also talking about two different things. We have been talking about—quite rightly, because you have asked about two—the market research done before the campaign was developed and the evaluation research done after. Senator RHIANNON: But I am trying to work through it very systematically, to be fair. So, to repeat the question— Ms Gleeson: The methodology for the developmental research was a mix of focus groups and an online questionnaire. Senator RHIANNON: For the focus groups, you understand you will give us the quantitative data there. Ms Gleeson: Correct. Senator RHIANNON: For the online survey, can you provide the quantitative data? Ms Gleeson: We will do that. We can take that on notice. Senator RHIANNON: You have or you will? Ms Gleeson: We can take that on notice. Senator RHIANNON: Good. Can you supply the questions that were asked; what reach you expected to get, that you were told you would get by the company; what the company was— Ms Paul: It was ORIMA Research. Senator RHIANNON: thank you—who the company was; and what the response was. Ms Paul: Sure. Yes, we can take that on notice.</p>
EDSQ15-000064	Rhiannon, Lee	Cross Portfolio - Corporate	Advertising campaign - Focus Groups	<p>Senator RHIANNON: Again, could you take on notice, please, to provide the number of focus groups; the number of people who attended the focus groups; where they were held; who the company was; what your expectation was, what you were told attendance would be; and how many did attend. Ms Gleeson: Of course. Senator RHIANNON: Okay. That was creative concepts. Thank you for that one; I had missed that. So now we are up to the advertising. How do you evaluate that? What form did the evaluation take? Ms Gleeson: There are three different types of research that are conducted in terms of the implementation of a campaign. It is referred to and known as benchmarking, tracking and evaluation research.</p>

EDSQ15-000065	Carr, Kim	Agency: ARC	ARC - Industrial PhDs	<p>Senator KIM CARR: What are you doing to develop stronger industrial PhDs? Prof. Byrne: One of the schemes that is having some good inroads to that area is the Industrial Transformation Research Program and specifically training centres. Those training centres are about specifically training PhD students to work in industry, post-doctoral students for working in industry. Each of those training centres has to have 10 PhD students working with an industry partner. I think that is a terrific scheme. I forget how many we have launched so far, but I will have that number for you shortly.</p>
EDSQ15-000066	Rhiannon, Lee	Cross Portfolio - Corporate	Advertising campaign - Online and telephone surveys	<p>Senator RHIANNON: They rely on online and phone surveys? Ms Gleeson: Correct. Senator RHIANNON: Can you take it on notice? If you had the figures, it would be wonderful. Ms Gleeson: Yes, definitely. Senator RHIANNON: If you had the figures now is what I meant. Ms Gleeson: I would prefer to take that on notice. Senator RHIANNON: Okay. Again, the questions there, for both sections, are: how many people were involved in the surveys; what was the reach of the surveys; how many people did the company commit to undertaking research with; and how many actually responded to the online and phone surveys? ... Senator RHIANNON: So for each of those three sections you are taking on notice the quantitative data for the online surveys and phone surveys? Ms Gleeson: Correct. Senator RHIANNON: And did I understand that you just said that they have a way of ensuring different people are involved? So we have six things there: three lots of online surveys and three phone survey, right? Ms Gleeson: Correct. Senator RHIANNON: Do they ensure that different people are involved in each one of those? Ms Gleeson: That is my understanding. It is one of the reasons why we contract these kinds of companies through the Department of Finance's multi-use list for communication companies, because they have met certain criterion and thresholds in knowing their business in terms of research work. Senator RHIANNON: So when you say 'it is my understanding' do you need to take that on notice and determine that that is the case? Ms Gleeson: I am happy to take that on notice and provide a written response.</p>
EDSQ15-000067	Carr, Kim	Higher Education Research and International	Translation metrics project	<p>Senator KIM CARR: There is an article by Professor Peter Gray in the latest issue of Australian Science. He talks about the knowledge translation metrics project. He is chairing the steering committee. Is the ARC involved in that? Prof. Byrne: This is the one referred to, that has some sponsorship from the department. It involves representatives from ourselves, NHMRC, the industry and science department, and it is run by ATSE, who have a very strong participation in that exercise. Senator KIM CARR: What is the status of the project? I understand the report has been delivered? Prof. Byrne: I believe the report is due to the department in a month or so. Mr Griew: I will have to confirm that later.</p>
EDSQ15-000068	Lines, Sue	Schools and Youth	universal access preschool funding for 2015 - bilateral agreements	<p>Senator LINES: You are telling me that all of those bilaterals have been signed by every state and territory. Mr Cook: That is correct. Mr Cook: As part of the purse requirement, all states and territories have agreed to the national partnership. Their first deliverable to us is an implementation plan, which is a condition of that. We have received all of those, I think, other than two states at this point. Ms Gordon: We have received all except for the Northern Territory since the advice provided to the associate secretary. We have since received Tasmania as well, so we have now received each of them except for the Northern Territory. Those have not been agreed at this stage, but we have received the draft plans for consideration. Senator LINES: Can you tell me when each jurisdiction with the exception of the Northern Territory signed up? Mr Cook: We will have to take that on notice.</p>

EDSQ15-000069	Lines, Sue	Schools and Youth	National partnership agreements	<p>Senator LINES: So you have the national partnership agreement and then the bilaterals between each state which set out the conditions. Are they on the federal financial relations website? Mr Cook: My understanding is implementation plans and bilateral agreements are the same thing. Senator LINES: So they will go up once they are approved. Mr Cook: That would be the normal process? Senator LINES: When do you think that will be? I apologise if you told me. Mr Cook: We are going through them at the moment Once they are approved by the minister, we have to give advice to the minister—I would have to take it on notice, but I think probably in the next four to six weeks. ... Senator LINES: What are the conditions attached to each of the agreements? You told us there is the implementation plan that gets states 30 per cent of the funding. What other conditions are attached? Mr Cook: The other conditions are the actual performance benchmarks. Senator LINES: Could we be provided a copy of those other benchmarks? Mr Cook: Yes, that is not a problem. We can take that on notice.</p>
EDSQ15-000070	Lines, Sue	Schools and Youth	universal access national partnership	<p>Senator LINES: Thank you. In relation to each year since the universal access national partnership started in 2009 but particularly for recent years, including 2014, does the department have any data on how jurisdictions are meeting the enrolment and attendance targets? Mr Cook: I think we can probably take that on notice, but I understand that in the PC report, which is now public, some of that data is included. Senator LINES: Okay, but you will take it on notice. Can the department provide the most recent data to the committee? Ms Paul: We are happy to take it on notice. I do not know when the most recent would be. Certainly exactly that sort of data fed into the review, of course, because it is one of the obvious and most important questions, but we will make sure we give you the most recent data if you like. Senator LINES: Thank you. Can you do that along with baseline comparisons from 2009? Ms Paul: Sure, if we have them. I am not sure whether we baselined in 2009 or not. I presume we did; so, if we did, we certainly will provide.</p>
EDSQ15-000071	Lines, Sue	Schools and Youth	National Partnership - Enrolment and attendance rates	<p>Senator LINES: ..Are you able to give us the enrolment and attendance rates in each state and territory for each year since 2008? Ms Gordon: That information is actually not available in complete form. Part of the national partnership was to develop a national collection. That national collection has been progressively developed over time. The first year of that collection was 2010, but it was not a complete national set at that point. We have been working with states and territories to improve that collection. Even the 2013 collection from last year was supplemented with additional information from states and territories to inform the review that Mr Cook has been talking about. So the ABS collection that will be released tomorrow will provide 2014 data. Unfortunately, because it has been a progressive development of a national collection, we have not been able to go back in time for every state and territory for all the information. But we are developing that. Senator LINES: Is that some of the tardiness that Ms Paul was talking about? Ms Paul: Yes, exactly. Senator LINES: But you will give us what you got. Mr Cook: Yes. Ms Paul: We should be assisted by the release of the ABS thing tomorrow Senator LINES: Can the department also break that data down to show enrolments for low-SES students, Indigenous students, students with a disability and students with English as a second language? Ms Gordon: The information is available by indigeneity. One of the issues with the collection is that the definition for vulnerable and disadvantaged children is different in each state and territory. So we do have some information on that available, and a lot of that information has come from the bilateral agreements and reporting that we get. Senator LINES: So you can give us what you have. Ms Gordon: We can absolutely give you what we have.</p>

EDSQ15-000072	Lines, Sue	Schools and Youth	Preschool attendance rates	<p>Senator LINES: Which are the Commonwealth's anyway. Over the forwards, how much would it cost to achieve an effective attendance rate at 15 hours of quality preschool right across the country so that attendance was in line with attendance at the first year of school? And, if you have got that number, can it be broken down by state? Ms Paul: I do not think we have that number. The question is quite complex. We will get it from the record and we will have to take it on notice. Senator LINES: Over the forwards, how much would it cost to achieve an effective attendance rate at 15 hours of quality preschool right across the country? Ms Paul: How long would it take to achieve 15 hours—is that what you are saying? Senator LINES: No, how much would it cost? Senator Ryan: At the school attendance rate— Senator LINES: Yes. Senator Ryan: if that was below 95 per cent, less than 95 per cent? Ms Paul: Yes. Senator LINES: If you have got that, if you can show us by state. Ms Paul: I suspect we do not have it; we will take it on notice and see what it would take to work it out. Senator LINES: Thank you.</p>
EDSQ15-000073	Lines, Sue	Schools and Youth	Productivity Commission Report	<p>Senator LINES: Does the costing undertaken by the PC include funding for universal access to preschool, or would that need to be additional? Ms Paul: I do not think it includes it. I think that is in the overall PC report. But we will check this, if you like— Senator LINES: Okay, thanks, Ms Paul.</p>
EDSQ15-000074	Lines, Sue	Schools and Youth	PC report - out of pocket costs for parents	<p>ACTING CHAIR (Senator Lines): I note that the PC recommends a reduced benchmark price when preschool is provided at a long-day-care centre. What impact will this have on out-of-pocket costs for parents? Senator Ryan: When we had this discussion at the start of estimates last week, I think, Senator Lines, you outlined that you had some questions for Social Services in this area, and you wanted to know whether they would be there at Social Services. ACTING CHAIR: Yes. Senator Ryan: I assume they were, because it has not been raised here. I think that goes to the Social Services part of this particular policy area. ACTING CHAIR: They punted that back to you. They would not impart anything in relation to universal access. Senator Ryan: But your question relates to costs in long-day-care centres? ACTING CHAIR: When preschool is provided in long-day care, which it currently is. Mr Cook: It is about childcare benefit and childcare rebate and the interface—as you would be well aware, Senator—of the childcare benefit and childcare rebate with universal access. This is also a recommendation to government. Whether the government accepts that or not is a decision for government, so we have not costed— Ms Paul: I think the PC inquiry themselves, against their own schema of this proposed discount rate, offered what it might be, so there are quite a few considerations here. My own view would be that those considerations lie between us and Social Services, and that is fine. ACTING CHAIR: Would you take that on notice— Ms Paul: We will take it on notice. ACTING CHAIR: because they have punted anything— Ms Paul: Have they? Senator Ryan: Whenever they hear the term 'universal access', do they kick back? ACTING CHAIR: Yes, they do. Ms Paul: That is fine. ACTING CHAIR: So, if you take that, just work out who is going to answer that.</p>
EDSQ15-000075	O'Neill, Deborah	Schools and Youth	The independent public school fund	<p>Senator O'NEILL: So you are just saving Western Australia's money until they find an enlightened moment to sign up? Ms Paul: They have asked to be part of the scheme and, as Mr Cook said, we are currently going through that assessment process. I would not characterise it the way you have just characterised it there. Senator O'NEILL: Could you split the \$70 million into the amount per state and territory for me? Mr Cook: Yes, we can do that. We will take it on notice. At the moment, almost \$62 million of that has been agreed through the current signed agreements. Senator O'NEILL: That means there is \$8 million left. Mr Cook: About \$8 million for Western Australia, correct. Senator O'NEILL: What is the amount per student? Mr Cook: I would have to take that on notice.</p>

EDSQ15-000076	O'Neill, Deborah	Schools and Youth	Students receiving additional funding for disability under the Australian Education Act	<p>Senator O'NEILL: ..What proportion and number of students are currently receiving additional funding for disability under the Australian Education Act? Mr Cook: That is in ROGS. Senator O'NEILL: Sorry? Mr Cook: Report on government services. This is taken from the Report on government services 2014. The latest data you will have will be 2012 data. In terms of total students with disability, it is 5.1 per cent across all schools of Australia. Senator O'NEILL: And how many attended special schools? Mr Cook: I am sorry. I do not have that information. Senator O'NEILL: If you could find that out, and also how many attend mainstream schools? Ms Paul: We probably do have that. Mr Cook: Actually, census data will probably be able to tell us that. Senator O'NEILL: Do we have a raw number? Ms Paul: We will have. You mean numbers of kids in those categories? Sure. I think we probably would by enrolments. Senator O'NEILL: By state and by school sector. Mr Cook: Yes. This is public information. This is in the RoGS: 183,000 out of 3.5 million for Australia. Then I can break that down by state and territory and by government and non-government. Senator O'NEILL: And give that to us on notice? Mr Cook: That is correct. Senator O'NEILL: That would be very helpful. Thank you very much. I have a couple of questions about the process and the findings of the NCCD. Mr Cook: I am sorry. That was 2012 data. I have 2013 data as well. I just realised I have another page. We will give you that on notice, if you like, but if you look at— Senator O'NEILL: If you can give me the 2013 and 2014 proportion of students with disability in schools. Mr Cook: Only 2013; that is the latest data set that we would have. Senator O'NEILL: When will you get the 2014 data set?</p>
EDSQ15-000077	Wright, Penny	Schools and Youth	Education - fourth report: academies and free schools - UK parliament	<p>Senator WRIGHT: Okay. Are you aware of any evidence then that establishes that achievement will be improved by independent public schools, particularly in disadvantaged groups? I am asking the department first of all. Mr Cook: I guess there is a range of research. There is various research around forms of autonomy; various jurisdictions call that 'independence', or 'independent public schools' or however they describe or define it. There was research in 2014 from Stanford University, the London School of Economics and the Harvard Business School, which actually said that autonomous-in-government schools appear to have significantly higher management and management scores than regular government schools and private schools. They talked about higher management being important—where principals have greater autonomy to make decisions around budget and selection of staff and personnel. They have indicated that that possibly correlates with better pupil outcomes. Senator WRIGHT: Can I ask about that particular one? I do not know if you have others— Mr Cook: Sure. Senator WRIGHT: I do not want to cut you off, but just in relation to that one: does the better pupil outcome relate to any evidence? Particularly for pupils of disadvantage? Mr Cook: I have to take that on notice. I have the global outcome here, rather than having it broken down into particular groups. I am not sure, so I would have to take that on notice. Senator WRIGHT: If you could. And was there something else you were going to refer to there in that answer? Mr Cook: Some— Ms Paul: In the question on notice we can also just put the link as well. Senator WRIGHT: That would be good, thank you</p>
EDSQ15-000078	Wright, Penny	Schools and Youth	Education - Fourth report: academies and free schools	<p>Senator WRIGHT: Perhaps in the response to the question on notice you could just indicate in relation to each of those whether there is— Mr Cook: About disadvantage? Senator WRIGHT: a clear link—or a clear 'causal relationship'—between the independent public school aspect of it—which you are choosing to call 'autonomy', but I think it is bigger than that—and, particularly, students of disadvantage. Mr Cook: Happy to do that. Senator O'NEILL: Especially— CHAIR: Sorry, I think you have had a good hit out, Senator O'Neill. Senator WRIGHT: I will just finish on that report, given that you were not aware of it—it is only a recent one. Would you also take the opportunity to have a look at it and to provide a response to it, please. Mr Cook: Sure—happy to do that.</p>

EDSQ15-000079	Wright, Penny	Schools and Youth	Student outcomes under IPS	Senator WRIGHT: ... In terms of the student outcomes being one of those five areas, is there any request or any requirement for states to particularly address student outcomes of the student groups that were recognised by Gonski as being particularly at risk of disadvantage? Mr Cook: I am sorry, Senator, I will have to take that on notice. I cannot recall. But if they use NAPLAN data, as often people do, around performance, then that could be done. I will have to take that on notice. I do apologise. I cannot remember that level of detail. Senator WRIGHT: That is fine. Thank you for that
EDSQ15-000080	Wright, Penny	Schools and Youth	School Funding - ED0574_15	Senator WRIGHT: Catholic and independent school enrolments by disability and remote area students. Mr Cook: Okay. So the thing I will look at is whether, in terms of the non-government, we broke it down by Catholic and independent. That might be the issue. Ms Paul: That might be it. Senator WRIGHT: That was the specific question. Mr Cook: Sorry. Ms Paul: It looks like we have given you government and non-government. Senator WRIGHT: Sorry? Ms Paul: It looks like we have given you government and non-government, but we have not broken down non-government. Senator WRIGHT: Yes. We wanted to look at it by sectors. Obviously that is quite different— Ms Paul: Sure. Senator WRIGHT: particularly in terms of the remote education. Mr Cook: I will just check as to whether there is a reason we were not able to do that. Senator WRIGHT: Thank you. Ms Paul: We will have a look. We will take it on notice. Mr Cook: We will look at it further. We are happy to do that. Senator WRIGHT: All right. I am really keen to get it quickly. That is why I wanted to raise it again today. So could you take that on notice. So you do still keep that data? Ms Paul: We are not sure. We are having the off-table conversation about whether we do, and we are not sure, so we will have to take it on notice. That may have been why we did not supply it.
EDSQ15-000081	O'Neill, Deborah	Schools and Youth	Students with disability reports	Mr Cook: There is the National Quality Framework, which is actually looking at the process and ensuring the rigour of the process and that the data that is being collated is rigorous and robust. So there is the National Quality Framework report; that will be part of what would go to ministers as well. Senator O'NEILL: So when could we expect these to be published? Mr Cook: Again, that is up to the Education Council, I guess. Ms Paul: That is probably up to ministers. Senator O'NEILL: Could you give us, just on notice, an indicative time line of what is up to where and when we could expect it. Ms Paul: Sure.
EDSQ15-000082	Wright, Penny	Schools and Youth	ACER Research	Senator WRIGHT: When did the department receive the research? Mr Cook: We would have to take that on notice. It would not have been the department. It would have been TEMAG. Senator WRIGHT: So, the department has access to that research now, I presume. Mr Cook: The research is public. Everyone has access to it. It is on the Students First website. Senator WRIGHT: Perhaps you could find out for me when TEMAG received it—if it was sent to TEMAG. Mr Cook: Sure. We will take that on notice. Senator WRIGHT: Did Professor Craven sit down with the ACER team and spend time working on the findings? Ms Paul: We would have to take that on notice. CHAIR: I am not sure who would know that. Senator WRIGHT: Is it possible to ask? Should we call TEMAG? How do we find that out? Ms Paul: You are asking whether the chair of TEMAG discussed with ACER— Senator WRIGHT: The researchers. Ms Paul: We can take that on notice. We will have to ask. Senator WRIGHT: I am asking specifically whether he sat down with them and spend some time working on the findings of TEMAG before they were published—before TEMAG finalised its findings. Senator WRIGHT: If I could refer back to the earlier question about the degree to which the chair of TEMAG sat down and spoke with ACER, I will say that I am really interested in the extent to which the research was taken into account in terms of the recommendations. And yes, we can read both. Ms Paul: That is probably the question to take on notice, actually, and we will need to ask TEMAG. Given that, as Senator Ryan pointed out, both pieces you are talking about are public, that is a helpful situation too.

EDSQ15-000083	O'Neill, Deborah	Schools and Youth	Draft classifications of need	<p>Senator O'NEILL: That is great. So what are the draft levels of classification? Ms Efthymiades: There are four categories, starting from the highest level, which is labelled 'extensive'. The second one down is 'substantial'. The third one is 'supplementary'. The fourth one is, as Mr Cook mentioned earlier, 'no adjustment required at this time'. So all of those categories cover the scope under the breadth of the Disability Discrimination Act, but, as Mr Cook gave evidence earlier, all the systems and schools are very focused on the fact that there are not additional resourcing other than quality differentiated teaching happening for that bottom category there. The levels of resourcing, though, for those other three, are part of what is being modelled through with the collection processes at the moment. Senator O'NEILL: Thank you. That is very clear. I understand exactly what you are saying. How many students fall into each of the categories, based on your information to date? Mr Cook: We would have to take that on notice. Part of that is also in confidence in the sense that states and territories have indicated to us that, because that information is still not complete, they have a strong preference that that information is not made public, but we are happy to take that on notice. Ms Paul: It is their information. We will as</p>
EDSQ15-000084	Ludwig, Joe	Schools and Youth	Australian Research Alliance for Children and Youth programme	<p>During Supplementary Estimates in 2014, Finance flagged changes to the Australian Research Alliance for Children and Youth program (Q F83). 1. Could you please provide a summary of these changes? 2. What is the timeframe for implementation? 3. Who is the responsible agency for actioning these changes? 4. When was the minister last briefed on this item? Was this briefing requested or initiated by the Minister or was it initiated by the department? 5. What action has the minister taken on this policy?</p>
EDSQ15-000085	Xenophon, Nick	Agency: TEQSA	TEQSA	<p>1. In relation to TEQSA's Commission and senior management team, are any of those individuals currently employed by a tertiary education provider? 2. If so, how does TEQSA ensure all its members remain independent? 3. What is TEQSA's priority – protecting students by overseeing the quality of service providers, or advocating for those providers in terms of the regulatory environment? 4. There have been some relatively recent concerns raised about the quality of some VET providers in Victoria. I understand VET comes under the provision of the Australian Skills Quality Authority (ASQA), but have there been any lessons for TEQSA in these cases? 5. There have been some concerns raised that the Government's proposed deregulation of higher education may lead to an increase in unscrupulous providers. What requirements does TEQSA currently have in place that would protect against this?</p>
EDSQ15-000087	Wright, Penny	Schools and Youth	TEMAG Advisory Group	<p>Senator WRIGHT: And when we do read the reports it may be evident that it has been taken into account. My last question—and you possibly will not be able to answer this now—is: how many times did the TEMAG advisory group meet, and how many times did Professor Craven meet the minister? Ms Paul: We can take that on notice. Mr Cook: And I will just say that when it comes to the minister's diary I will take that on notice. It is more appropriate that I take on notice anything with reference to his office.</p>

EDSQ15-000088	Xenophon, Nick	Agency: ASQA	Complaints to ASQA	I refer to new research by the University of Sydney's Business School on behalf of the Australian Education Union which found that privatisation of vocational training and TAFEs has led to a drop in quality of courses and huge taxpayer funded profits to providers. The research showed that the average profit made by sharemarket-listed for-profit providers was around 30 per cent, with Australian Careers Network earning 51 per cent annual profit. Furthermore, there are no limits on what the providers can charge for courses through the FEE-HELP system and students are being burdened with massive debts. 1. How many complaints has ASQA received about RTOs in each year since it was established in 2011? 2. What is the process by which these complaints are assessed and investigated? 3. What are ASQA's KPI's with regards to timeframes for addressing complaints? 4. Can ASQA provide a breakdown of the status of complaints (eg. addressed, unsubstantiated, etc) in 2014 and the timeframe in which they were addressed? 5. How many audits have been conducted by ASQA in each year since inception? 6. How often are providers routinely inspected? 7. I note the annual report of ASQA last year found that 75 per cent of Registered Training Organisations (RTOs) failed to meet minimum standards on a first inspection. a. What action can ASQA take if a provider is found to be non-compliant?
EDSQ15-000089	Xenophon, Nick	Agency: ASQA	ASQA - providers	Since inception, can ASQA advise how many providers have been: a. Cancelled b. Suspended c. Refused Registration
EDSQ15-000090	Xenophon, Nick	Agency: ASQA	ASQA - spruikers	I refer to an ABC Report from October 2014 in which chief executive of Adult Learning Australia Sally Thompson raised the issue of "spruikers" recruiting disadvantaged students to training companies outside of her local Centrelink office. She told the ABC the promoted courses were often not appropriate for long-term unemployed people with high needs and the advertising was often misleading with regards to the debts that could be incurred by students. Furthermore, she raised concerns about the claims about jobs that could arise after completion of course. I understand she made a formal complaint to ASQA in July. Can you advise of what investigations took place into Ms Thompson's reports and of any outcomes?
EDSQ15-000091	Xenophon, Nick	Agency: ASQA	ASQA - providers misleading students	What action does ASQA take on providers found to be misleading students in the advertising of their courses on the basis of cost and/or job outcomes?
EDSQ15-000092	Xenophon, Nick	Agency: ASQA	ASQA - VET FEE HELP	Does ASQA agree that the VET-FEE-HELP student loans are spurring growth in the industry? Has ASQA provided advice to the Education Department and/or the Government on limiting VET-FEE-HELP funding to private providers? What is ASQA's position on linking VET- FEE-HELP funding for private providers on demonstrating ongoing compliance with the conditions and standards for registration?
EDSQ15-000093	Xenophon, Nick	Agency: ASQA	ASQA - National ombudsman scheme	How does ASQA respond to calls by the Australian Council for Private Education and Training to have a national ombudsman scheme to field student complaints as a part of their submission into the Senate Inquiry into private VET providers?

EDSQ15-000094	Leyonhjelm, David	Schools and Youth	Education Services Australia (ESA)	<p>1. Regarding the arrangement with Education Services Australia (ESA) to develop an online assessment capability for the 'National Assessment Program - Literacy and Numeracy' (NAPLAN) online, is this arrangement a contract? Is the contract, or other documentation of the arrangement, public? If so, where can it be located? If not, could you provide the contract to the Committee?</p> <p>2. How much funding is to be provided to ESA? How much of the funding is to come from the Commonwealth Government? Is the funding amount fixed or subject to change? 3. What are the performance criteria and who is assessing this performance? What are the deadlines? 4. Is ESA duplicating anything previously developed by ACARA? 5. Does the engagement of ESA serve to extract contributions from States and Territories? 6. How was ESA selected? Was ESA selected as the best bid following a competitive tender? Were other IT consulting organisations considered? Why was a private sector company not selected? 7. Is ESA's annual report tabled in any Australian Parliament? 8. Do Commonwealth Government payments to ESA appear in Portfolio Budget Statements? If so, where? 9. Has ESA ever appeared at Senate Estimates? Can they be called? 10. Can the Commonwealth Minister divest his share of ESA? 11. What is the monetary value of the Commonwealth Minister's share of ESA?</p>
EDSQ15-000095	Whish-Wilson, Peter	Higher Education Research and International	University of Tasmania	<p>Is the Department aware of an offer being made to the University of Tasmania (UTas) for funding in the order of \$400 million? If so, is the Department aware of any conditions or arrangement contingent on or associated with this offer of funding to UTas? Is the Department in possession of any modelling on the impact of the government's proposed higher education reforms to UTas? If so, can the Department release this modelling or a summary of it?</p>
EDSQ15-000096	Rhiannon, Lee	Agency: ASQA	ASQA - Aspin	<p>May I have details about the specific issues were found in relation to the practices of Aspin, a subsidiary of Vocation, that led to ASQA issuing Aspin an ultimatum and then ultimately its closing down?</p>
EDSQ15-000098	Rhiannon, Lee	Higher Education Research and International	Higher Education reform costs	<p>1. How much money would the government save from: a. Not extending Commonwealth supported places to private providers, and b. Not extending Commonwealth supported places to sub-degree qualifications. 2. Please provide a breakdown in the cost increase between the concessions associated with interest charges and bad and doubtful debts or any other costs? How much of this increase is due to the increase in the average value of HELP debt and what the assumptions about fee increases underpins these calculations.</p>
EDSQ15-000099	Rhiannon, Lee	Higher Education Research and International	Total saving - HIGHER EDUCATION AND RESEARCH REFORM BILL	<p>Considering the following: • In the May 2014 budget, budget figures stated that the savings associated with lowering the HELP debt repayment threshold and adjusting the indexation of HELP debt would save \$3.2 billion over the forward estimates. • In the Explanatory Memorandum of the HIGHER EDUCATION AND RESEARCH REFORM BILL 2014, total savings associated with the bill are \$451 million. • When questioned on this issue of the government presumably saving less as a result of the proposal to drop the change to interest rates, a spokesman for the Minister stated the "\$3.1bn asset writedown to the HECS loan book, a capital item would not impact on the deficit." Source – The Australian, December 4. • However in the May 2014 budget the government stated that these changes to HECS interest rates were necessary too "repair the Budget". Which are the correct figures: the government in the May budget or the Minister last December?</p>
EDSQ15-000100	Rhiannon, Lee	Higher Education Research and International	unpaid HELP debt	<p>Looking specifically at unpaid HELP debt – may I have details on any department analysis into how that's broken up? For example: • Statistics on the proportion of unpaid HELP debt broken down by gender and degree studied? • Analysis about the household income of those who have outstanding HECS debt?</p>
EDSQ15-000101	Rhiannon, Lee	Cross Portfolio - Corporate	Campaign's social media outlets	<p>What kind of analysis has the Department undertaken on the feedback metrics that is generated by the campaign's social media outlets, including Facebook? In particular, what has the overall tone of the public responses posted to social media posts, tweets etc, that have been made in response to Department's promotion the campaign and the government's objectives?</p>

EDSQ15-000102	Rhiannon, Lee	Higher Education Research and International	VET FEE-HELP LOANS	1. May I have details about fees charged by VET providers? In particular, fees for Diplomas and Advanced Diplomas that are deregulated where there is no government subsidy? Is it possible to get that data? 2. What is the average amount for VET-FEE-HELP loans at the moment? What are the minimum and maximum VET-FEE-HELP loans currently issued? 3. How many students currently have VET-FEE-HELP loans? May I have this information broken down by: a. State and field of study? b. And for each year going back to the introduction of VET-FEE-HELP? 4. In relation to the repayment threshold for VET-FEE-HELP, what is the logic of linking that to the same level as HECS-HELP? 5. It is often cited that university graduates earn significantly more than non-graduates, whereas income levels for students with VET qualifications are often lower than their counterparts in the university system: why is the repayment threshold the same? 6. What proportion of VET-FEE-HELP debt is estimated will never be repaid?
EDSQ15-000103	Rhiannon, Lee	Skills and Training	Workforce Development Fund and Industry Skills Fund	Has the funding within the Workforce Development Fund and Industry Skills Fund been allocated yet? a. Where was that money allocated? b. What was the public/private split in terms of recipients of that funding? c. What are the outcomes in terms of qualifications and jobs or industry areas?
EDSQ15-000104	Rhiannon, Lee	Skills and Training	vocational education qualifications	What is the progress with tendering or procuring the development of vocational education qualifications foreshadowed in the Government's discussion paper on 'Industry engagement in training package development – towards a contestable model'? What is the teaching or other educational expertise of the body 'procuring' the development of vocational qualifications? In view of the extensive failures of quality and standards in the contestable delivery of vocational qualifications, what measures have the Government put in place to protect quality and standards with the contestable development of vocational qualifications
EDSQ15-000105	Rhiannon, Lee	Higher Education Research and International	VET FEE HELP	What is the criteria RTOs must meet before becoming eligible for VET-FEE-HELP? How is it appropriate that the taxpayer is effectively subsidising the teaching of courses like hypnotherapy and “transpersonal art therapy” through VET-FEE-HELP, given that nearly half of the loans aren't being repaid and thus those costs borne by the taxpayer.
EDSQ15-000106	Rhiannon, Lee	Higher Education Research and International	VET-FEE-HELP - enrolments	What processes are in place to ensure that students accessing VET-FEE-HELP are in fact enrolled at the registered provider eligible to access the system, and not actually studying at another RTO – whether it be a subsidiary, parent or part company?
EDSQ15-000107	Rhiannon, Lee	Higher Education Research and International	Providers with access to VET-FEE-HELP	1. In response to question ED0568_15 from Senate Estimates in 2014 ASQA provided a table listing a number of providers with access to VET-FEE-HELP. However, a number of providers that advertise their eligibility for VET-FEE-HELP on their website such as Group Colleges Australia, The Whitehouse Institute of Design and the Australian College of Hypnotherapy were not on that list. Why is that? a. Please detail the amount of VET-FEE-HELP funding accessed by these institutions? 2. Could I please request an updated table similar to what you provided me in response to question ED0568_15 but also include figures for 2014?

EDSQ15-000110	O'Neill, Deborah	Cross Portfolio - Corporate	Intergenerational report	<p>Senator O'NEILL: They might have some friends that they could talk to about it. I go to the IGR are from today. In relation to education funding projected in the report, what input did the department provide? Ms Paul: I am not sure, actually. This is Treasury's work. I am not sure whether we provided any input or whether they were working from information which they have had. I will need to take that on notice. Mr Cook: My schooling staff have indicated they did not provide any data or input. Treasury would have these models based in their Treasury models anyway. Senator O'NEILL: There were three scenarios contained in the report. There was a previous policy scenario, current legislated scenario and the proposed policy scenario. You are telling me that none of that was provided by the department? Ms Paul: I cannot answer for everyone. We are here only for outcome 2 at the moment. I am happy to take that on notice. It may be that some other part of the department has. I literally do not know the answer and I cannot expect the schools people to be able to speak for higher education, vocational education et cetera. Senator RYAN: That is more a cross-portfolio question, Senator O'Neill. Those staff are not present. Senator O'NEILL: Perhaps you could take on notice any information that the department did provide. Then, could you look at the projections and confirm whether the department does actually endorse the projections based on— Ms Paul: It is not a matter for us to endorse. This is a Treasury product. We only saw it today too, probably at the same time that you did. I suspect our answer will be that this is a Treasury product.</p>
EDSQ15-000111	Wright, Penny	Schools and Youth	TEMAG Issue and ACER report	<p>Senator WRIGHT: I would like to go back to the TMAG issue and the ACER report. I think we all agree that attracting the best and brightest careers in teaching is important. ACER, in their report, says Australia has more a recruitment problem than a selection problem. Ms Paul: Sorry—recruitment? Senator WRIGHT: More a recruitment problem than a selection problem—that is, tougher selection processes will not be enough because teaching does not compete well with other professions in terms of salary and career development. What does the department consider about that particular finding? Ms Paul: I would like to see it in context, to be honest. I am not sure of the context of the run of text, unless Mr Cook is. We will have to take it on notice. It sounds like you are asking us for an opinion. Senator WRIGHT: If you could comment on that finding— Ms Paul: I do agree to take on notice what that is about, but I cannot offer an opinion about what we think of it. Senator WRIGHT: If you find that concern is well founded, then obviously it could— CHAIR: That is still an opinion, Senator Wright, whether they think it is well founded. Mr Cook: Salary matters are a matter for states. Senator WRIGHT: What policy implications might there be from that? Perhaps that is another way to put it. Ms Paul: We will need to take that on notice. Do you have a reference, a page number? Senator WRIGHT: I do not have the page number. CHAIR: Could you provide that in your question on notice</p>

EDSQ15-000112	O'Neill, Deborah	Schools and Youth	Funding allocated to students with disability	<p>Senator O'NEILL: Okay. Nonetheless, you are confident that you will be able to get it ready, get it the ministers, and that they will be able to sign off on an allocation that they all agree on, and then the money will be distributed. How much federal funding was allocated to students with disability in the 2014-15 year? Mr Cook: Senator, I have it in calendar years rather than financial years. Let me have a quick look. Are calendar years okay? Senator O'NEILL: Yes, so long as we are clear about what it is. Ms Paul: Overall it is \$5.2 billion for the period of the quadrennium 2014-2017. Senator O'NEILL: So, \$5.2 billion over— Mr Cook: That is 2014 to 2017. So, \$1.1 billion in 2014; \$1.2 billion in 2015; \$1.3 billion in 2016; and \$1.5 billion in 2017. Senator O'NEILL: And, the money that has gone out this year—is that in line with what you have just said? Mr Cook: That is correct. They are the amounts that have come from the Commonwealth. As you know, the Commonwealth is the minority funder around disabilities, so I think it is something like \$10 billion, or even more, over the same period if you include both state and Commonwealth funding. Senator O'NEILL: You have indicated how much over the forward estimates. Can you provide a breakdown of that by state and territory? Mr Cook: Yes, we can do that. Senator O'NEILL: And by school sector within each state and territory? Mr Cook: By Catholic and independent—yes, we can do that. Senator O'NEILL: Thank you. That would be great, on notice. What about additional students with disability—if they become identified and the students with high needs are identified as part of the NCCD process? What is the funding to support them? Where is that going to come from? Ms Paul: We have already, obviously, collected for 73 per cent, so you would not expect too many surprises, but nonetheless.</p>
EDSQ15-000113	O'Neill, Deborah	Schools and Youth	indexation rate of school funding	<p>Senator RYAN: In the past, previous IGRs, from other portfolio perspectives, tend to be generated out of Treasury assumptions and long-term modelling. Senator O'NEILL: There is some data in there about the indexation, on page 76. I put on notice: what legislative changes are needed to enable the government to change the indexation rate of school funding? Ms Paul: Sure. Senator O'NEILL: You can't answer that now, can you? Ms Paul: We have answered that before here. To change indexation, the act needs to be amended. Senator O'NEILL: I do recall that now. Mr Cook: The Australian Education Act has to be amended. Senator O'NEILL: Have we got any idea about when that legislation is coming into parliament, Minister? Ms Paul: That is a matter for government. Senator Ryan: I will take that on notice on behalf of the minister.</p>
EDSQ15-000114	Carr, Kim	Agency: TEQSA	TEQSA - Employee Figures	<p>Senator KIM CARR: In the regulation and review area, how many staff have you lost? Prof. Saunders: I will have to take that on notice because I can only tell you about the last six months. They are operating at the moment with 28 people plus eight contractors, so a total of 36 people. That is the level of budget that they were allocated in the 2014-15 financial year.</p>
EDSQ15-000116	Wright, Penny	Cross Portfolio - Corporate	Events - school visits	<p>1. Since becoming Education Minister, how many schools has Minister Pyne visited? 2. How many of these have been Government schools and how many have been non-government schools? Please provide a full list of the school visits and whether a press conference was held in conjunction with these visits or not. 3. Similarly, how many schools has the Minister visited in South Australia in the same time period? How many were government and non-government and how many were held in conjunction with press conferences or media activity?</p>
EDSQ15-000117	Wright, Penny	Higher Education Research and International	Minister Pyne Travel	<p>I understand the Minister travelled to China and Laos between September 8 and 14, 2014. a) What formal meetings were held during the course of this trip? b) Which representatives of the Minister's office and the Department travelled with the minister?</p>

EDSQ15-000118	Wright, Penny	Agency: ACARA	ACARA: Funding figures for government	Please provide the following funding figures for government, Catholic and Independent schools by state and national for 2013: a) Average Australian Government recurrent funding per student b) Average state/territory government recurrent funding per student c) Average income from fees, charges and parent contributions per student d) Average income from other sources per student e) Total average gross recurrent income per student f) Total average net recurrent income per student g) Total Australian Government capital expenditure per student h) Total state/territory government capital expenditure per student i) Total government capital expenditure per student
EDSQ15-000119	Wright, Penny	Agency: ACARA	ACARA: Enrolment figures for each low SES	Please provide enrolment figures for each low SES quartile (1 - 4) by school sector (Government, Catholic & Independent) by state/territory and at a national level for the years 2009 to 2014.
EDSQ15-000120	Wright, Penny	Agency: ACARA	ACARA: estimating expenditure of schools	Have any significant changes been made to the methodology for estimating the recurrent and capital expenditure of schools as published on the My School website since 2010? If so, what are they and when were the changes made? Please provide a list of the items are included (or excluded from) in the estimates of recurrent and capital expenditure of schools as published on the My School website?
EDSQ15-000121	Wright, Penny	Agency: ACARA	ACARA: School transport expenditure	How is school transport expenditure treated in the estimates of government expenditure on government and private schools in the National Report on Schooling in Australia? What are the respective estimates of school transport expenditure for government, Catholic and Independent schools in each state/territory and national over the period 2008-09 to the latest estimates available?
EDSQ15-000122	Wright, Penny	Schools and Youth	School support	1. Whose decision was it not to publish ACER's 'Best Practice Teacher Education Programs and Australia's Own Programs' report before the TEMAG final report or indeed to not include it as an attachment to that report? 2. The ACER report says Australia has more of a 'recruitment problem' than a 'selection problem' (p. xiii) and states surveys of secondary school students indicate that long-term salary prospects and status are the main reasons why abler students are not choosing teaching, even though they regard it as an important profession. I am aware that teacher salaries are a matter for the states, but given ACER's finding that 'Recent research indicates a clear correlation between investment in teachers' salaries and PISA performance'— is there scope for some Federal leadership on this issue
EDSQ15-000124	Carr, Kim	Skills and Training	VET Advisory Board	Minister McFarlane announced the new VET Advisory Board on 15 August 2014. In the Schedule of Documents supplied to Hon Sharon Bird MP under the Freedom of Information Act, a number of documents have been withheld in full or part: • Brief on establishment of an Industry Skills Advisory Board (15 April 2014) • Email dated 3 July 2014 regarding the approval of the advisory board • Email dated 15 July 2014 – Draft Advisory Board brief • Email dated 16 July 2014 – Prime Ministerial approval of advisory board • Brief on Vocational Education and Training Advisory Board Member Letters (18 July 2014) 1. Can the Department advise why these documents were not released? 2. What was the process for deciding who was to be Chair and why was John Hart chosen for the position? 3. In seeking approval of the appointment, was the Minister or the Prime Minister advised that John Hart was also the Chair of the North Sydney Forum – a fund-raising body attached to the Liberal Party federal electoral conference in the Treasurer's seat of North Sydney? This detail does not seem to appear in any of the documents released under Freedom of Information. 4. If yes, was information contained in a written briefing to the Prime Minister and Minister? 5. What was the nature of this briefing? Why was this not supplied under the release of information under Ms Bird's request under Freedom of Information Act.
EDSQ15-000125	Carr, Kim	Higher Education Research and International	Higher Education Support Group	In relation to the Higher Education Support Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group

EDSQ15-000126	Carr, Kim	Higher Education Research and International	Higher Education Reform Group	In relation to the Higher Education Reform Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000127	Carr, Kim	Skills and Training	VET Advisory Board	1. The VET Advisory Board are tasked with providing advice to the Minister – how has this been occurring? 2. Which issues have they provided advice on? 3. What is the nature of that advice?
EDSQ15-000128	Carr, Kim	Higher Education Research and International	Research and Economic Group	In relation to the Research and Economic Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000129	Carr, Kim	Higher Education Research and International	International Group	In relation to the International Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000130	Carr, Kim	Skills and Training	VET Advisory Board	1. The term of the current members of the VET Advisory Board are due to expire in June 2015. Has the Department prepared briefings on the replacement of current board members? 2. Will the Board continue? 3. Will the current members remain on the Board? 4. Will the new Board be as Queensland-centric as the previous Board (1 – NSW / 1 – VIC and 3 - Qld)? 5. Will the new Board be comprised of five members? 6. Is the Government considering expanding the representation to hear voices from students in the sector, unions and professional organisations? Will the Government take the opportunity to reintroduce a tripartite approach to advice from the sector? At present the Minister only receives advice from employers and industry which is limited in its scope. 7. What level of funding is allocated to the Board?
EDSQ15-000131	Carr, Kim	Skills and Training	Skills Policy Group	In relation to the Skills Policy Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000132	Carr, Kim	Skills and Training	VET Reform Taskforce	In relation to the VET Reform Taskforce please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000133	Carr, Kim	Cross Portfolio - Corporate	Transfer of staff from Industry to Education	1. Has the transfer of staff from Industry to Education been completed? 2. If not, how many staff are still displaced? 3. Have any staff been made redundant? 4. What has been the cost of relocating the Skills section from Industry to Education (including IT, personnel, stationary and website changes)? 5. How many websites on skills, training and apprentices does the Department manage? 6. What is the cost of designing, administering and maintaining these websites?
EDSQ15-000134	Carr, Kim	Higher Education Research and International	HELP debts	The Age reports that, in a letter sent to Senator Leyonhjelm of 17 March 2015, the Minister said that the Government would consider reducing Commonwealth grants to providers if a proportion of their graduates failed to repay the HELP debts. (a) Can the department provide detail of this proposal? Can the department provide details of the modelling it has carried out relevant to this proposal? (b) What factors would influence the non-repayment of HELP debts? (c) What modifications in enrolment policies and in course provision would the department expect to see if the Government implemented this proposal? (d) What kinds of courses would be adversely affected? (e) Would visual and performing arts courses be affected? (f) Would humanities courses be affected? (g) Would agriculture courses be affected? (h) What categories of students would be disadvantaged? (i) Would low-SES students be disadvantaged?

EDSQ15-000135	Carr, Kim	Skills and Training	Skills Programmes Group	In relation to the Skills Programmes Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000136	Carr, Kim	Cross Portfolio - Corporate	Finance, Parliamentary and Assurance Group	In relation to the Finance, Parliamentary and Assurance Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000137	Carr, Kim	Higher Education Research and International	Minister's plan to publish details by individual provider of debt not expected to be repaid	Can the department provide further information on the Minister's plan to publish details by individual provider of debt not expected to be repaid? What other aspects of providers' performance are included under the Government's proposal? What would be the quantum of funding reductions under this proposal? What formulae would be applied? Will this proposal be included in legislation? When will that legislation be introduced?
EDSQ15-000138	Carr, Kim	Cross Portfolio - Shared Services Centre	Shared Services Centre	In relation to the Shared Services Centre please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000139	Carr, Kim	Higher Education Research and International	Professor Bruce Chapman - proposal to deter providers from setting their fees inordinately high	At the Senate Education & Employment Committee's hearing of its inquiry into the provisions of the Higher Education and Research reform Bill 2014, Professor Bruce Chapman outlined a proposal to deter providers from setting their fees inordinately high. This involved progressively withholding Commonwealth CGS funding in instances when providers set their fees above certain limits. (a) Has the department held further discussions with Professor Chapman – or other proponents of this idea – about the proposal? (b) Can you provide details of the nature and content of these discussions? (c) What were the date of the discussions? (d) How many staff were involved? (e) How many staff hours were expended on these discussions? (f) Has the department developed a detailed model of the way this might work? Can you provide this to the Committee? (g) Is this model to be included in forthcoming legislation? When will that legislation be introduced?
EDSQ15-000140	Carr, Kim	Higher Education Research and International	CGS funding for places in diploma and associate degree courses	QON ED0713_15 tells the Committee that, in 2014, universities requested CGS funding for around 2,100 places in diploma and associate degree courses. There seems to be an inference that these requests provide an accurate reflection of the extent of demand for such courses. (a) What analysis of requests by universities for these places has been made? (b) Would it be possible that – just to take an example of such courses that you provide in ED0714_15 – the University of Tasmania might well plan to offer an Associate Degree of Science, but might not get many takers? (c) Is it the Department's experience that universities adopt an optimistic stance when they ask for additional places? Is this optimism always warranted?
EDSQ15-000141	Carr, Kim	Higher Education Research and International	Expenditure for Universities - projections for 2017	In the answer to QON ED-0661_15, the department provides figures up to 2016. I actually requested the projections for 2017. Can these be provided? The growth in 2016 over 2015 seems to be largely accounted for by the extension of CGS subsidies to NUHEPs and private universities – is that correct? What do you expect to be the growth in subsidies, under the demand driven system, in funding for CSPs at public universities? Is it no more than \$137 million in that year? Is growth of that order in line with past long-term trends?

EDSQ15-000142	Carr, Kim	Higher Education Research and International	TAFE providers that will experience cuts in CGS funding under the Government's proposed reforms	Can you tell the Committee which are the two TAFE providers that will experience cuts in CGS funding under the Government's proposed reforms – the 20 % cut to CSP funding, plus the cut in that funding to 70% of the standard university rate? How much would each of them lose under the proposed arrangements?
EDSQ15-000143	Carr, Kim	Higher Education Research and International	Presentation by Dr Ben Phillips to the University of Canberra's Higher Education Roundtable	Is the department aware of a presentation by Dr Ben Phillips to the University of Canberra's higher education Roundtable on 13 February this year? It was reported in the Fairfax press. The presentation addressed the question of the financial sustainability of various higher education policies. Dr Phillips says that demographic trends – namely an ageing population – mean that, under present policy settings, higher education costs are not going to blow out over the medium term. This is because, on the next ten years, the 18-24-year-old cohort will grow by only 7%, compared to 17% for the population as a whole. In fact, higher education spending as a percentage of GDP will fall from 0.6% to 0.5%. Can you confirm these figures? Do these figures support the Government's assertion that higher education funding is in crisis? In the context of demand-driven funding, approximately in how many years will demographic change precipitate a need to review higher education funding?
EDSQ15-000144	Carr, Kim	Higher Education Research and International	Commonwealth Scholarship Scheme	The department has provided several answers to QONs about the proposed Commonwealth Scholarship Scheme. Timing and consultation (a) The department says (ED410_15) that a final set of guidelines for the scheme will be released by June 2015. You say (ED696_15) that the consultation process will precede the release of the draft – can you confirm that? (b) Who will be consulted? (c) Will NUS and CAPA be consulted? (d) Will the NTEU be consulted?
EDSQ15-000145	Carr, Kim	Higher Education Research and International	Commonwealth Scholarship Scheme	The department says (ED0696_15) that, since applications to state admission centres close in late September, providers will have "at least three months to make information about their proposed scholarships available" to students. (a) Can you confirm that? (b) Is the department still on track to meet the June deadline? (c) Can you provide a date for the release? (d) Will you require providers to publish details of their scholarship schemes by a given date? What date?
EDSQ15-000146	Carr, Kim	Cross Portfolio - Corporate	People, Communications and Legal Group	In relation to the People, Communications and Legal Group please: (a) List the number of staff in head count, ASL and FTE in this section (b) Outline the activities and program this group is responsible for, including grants and budget measures (c) Provide Departmental and Administered expenses for this group for 2014-15 and through the forward estimates period (d) Provide an updated organisation structure for this group
EDSQ15-000147	Carr, Kim	Higher Education Research and International	Commonwealth Scholarship Scheme	You say (ED696_15) that providers can start developing their planned scholarship schemes prior to the release of the draft and the final guidelines, guided by the provisions set out in the Bill currently before the Parliament. (a) Do the provisions set out in the bill provide sufficient detail for providers to develop their schemes? (b) Practically, speaking, how much development can providers undertake, in the absence of even draft guidelines?
EDSQ15-000148	Carr, Kim	Higher Education Research and International	Commonwealth Scholarship Scheme	You say (ED0410_15 and 0696_15) that there will be no approval process for the scholarship schemes developed by individual providers. Yet the schemes will have to be compliant with the guidelines you're working on. This will be a condition of CGS funding – can you confirm that? How will the department ascertain whether any scheme is compliant?

EDSQ15-000149	Carr, Kim	Higher Education Research and International	Universities capacity to undertake outreach to attract and retain more students from disadvantaged backgrounds	In QON ED697_15, the department refers to all universities' capacity to "undertake outreach to attract and retain more students from disadvantaged backgrounds." Isn't it the case that, under the proposed package and with fee deregulation, some universities will be in a better position to offer scholarships than others? For example, won't a sandstone university be able – indeed required – to offer more scholarships than a small regional institution? And, typically, where do the more disadvantaged students study? Is it at regional and outer metropolitan institutions? Where are the bulk of scholarships needed? Where, for example, do mature-age women living in regional areas choose to study? Do you agree with commentary that suggests that students usually cannot leave their jobs and their families to study in inner-city sandstone universities?
EDSQ15-000150	Carr, Kim	Higher Education Research and International	Commonwealth Scholarship Scheme	Will the guidelines for the Commonwealth Scholarship Scheme allow arrangements like the reported delivery of a Diploma of Tertiary Preparation to students at Scots College to proceed? Or will they allay the concerns of the NSW Minister for Education?
EDSQ15-000151	Carr, Kim	Higher Education Research and International	five disincentives faced by regional providers	The answer to QON ED0719_15 lists five "disincentives" faced by regional providers. (a) Would these militate against their capacity to compete in a deregulated system? (b) Will the Government's proposed \$100 million adjustment fund be adequate to address all these disadvantages? (c) Is the \$100 million a one-off allocation? (d) How will these problems be addressed in an ongoing fashion, to deal with the ongoing disadvantage experienced by regional providers and campuses? (e) Will the adjustment fund be restricted in its application to regional universities and campuses? (f) So will regional institutions have to share this money with some metropolitan providers? (g) Can you confirm that Universities Australia thinks the adjustment fund should be \$500 million? (h) Why has the Government settled on just a quarter of that amount? How did the Government arrive at the \$100 million figure?
EDSQ15-000152	Carr, Kim	Higher Education Research and International	Paper by Long and Shah – published by NCVET in 2008 – on rates of return to VET qualifications	I refer to the paper by Long and Shah – published by NCVET in 2008 – on rates of return to VET qualifications. (a) What do the authors of this paper find the average rate of return on a Certificate III or IV to be? (b) What rate of return did the Lomax-Smith Base Funding Review find that a bachelor's degree would bring? (c) Did the Government make this comparison when formulating its 2014 Budget package? (d) Why did the Government choose to use "earnings over a lifetime" figures instead of the more generally used "rates of return" figures? Are "rates of return" figures commonly used in discussion about student financing? (e) Is it the case that the rate of return of a Certificate III or IV is higher, on average, than that for a bachelor degree? (f) Don't these figures show that, financially, it might be better to undertake a trade course than a university degree?
EDSQ15-000153	Carr, Kim	Higher Education Research and International	Commonwealth Scholarship Scheme	ED0669_15 says that the department and the Parliamentary Budget Office's respective estimates of funding "diverge" after the year 2017-18. (a) Can you confirm that the PBO estimates that the savings generated by the original package would amount to \$18 billion over eleven years? (b) The department says that it agrees with the PBO in its estimates up until 2017-18, but after that the department's estimates vary from those of the PBO, because of "the difficulties associated with medium-term forecasting". What are you referring to here? (c) What are the factors that mean that the department's estimates differ from those of the PBO? (d) Can you give the Committee those factors in detail, including figures? (e) What reduction does the department envisage over eleven years? (f) Is the PBO mistaken in its estimates?
EDSQ15-000154	Carr, Kim	Higher Education Research and International	Commonwealth supported student places	In the PAES you have revised down the number of Commonwealth supported student places for 2017-18. At the time of the Budget, you said that student places in that year would be 562,200. Now you say they will number 558,700. (a) Why is that? (b) What changes have there been to lead you to revise your estimate? (c) What trends is the revision reflecting?
EDSQ15-000155	Carr, Kim	Higher Education Research and International	regulating the number of places in medical courses	In QON ED 0390_15, the department says that the Working Group headed by Prof Dewar recommended that the Government deregulate fees for medical students. My question, referred to, was actually about regulating the number of places in medical courses. Has the Government received any advice on this matter? What does it plan to do?

EDSQ15-000157	Carr, Kim	Higher Education Research and International	Earnings between different Certificate levels	In answering QON ED0405_15, the department uses figures found in a NATSEM report. You say that, over a lifetime, a Certificate III or IV holder will earn \$2.09 million. (a) Can you confirm that the NATSEM report quotes that figure for a Certificate holder, but not for a Cert III or IV holder? (b) Doesn't that mean that the figure would include people with only Certificates I and II? (c) Would those people tend to earn lower incomes than Cert III or IV holders? (d) Can you provide me with figures for Cert III and IV holders, without those for people with lower-level Certificates? Can you disaggregate the figures for Cert III and Cert IV? (e) The figures include incomes for those working both full-time and part time. How do you think that inclusion of part-time workers affects the figures? (f) Would there be more degree-holders working part-time, or more Certificate holders? (g) Can you provide a gender breakdown to shed more light on these figures?
EDSQ15-000158	Carr, Kim	Higher Education Research and International	Discussion of the Bologna Process	In QON ED0700_15, I asked for a discussion of the Bologna Process. This has not been provided. Can you provide a discussion on this process? I also asked the department how countries such as India, Malaysia, Singapore and China were currently funding expansion and improvement in their higher education systems. Can you confirm that? How will Australia's public expenditure on higher education change as a proportion of GDP – and as a proportion of Commonwealth outlays – as a result of the Government's proposed changes?
EDSQ15-000159	Carr, Kim	Higher Education Research and International	Decline in university-level study of Indonesian in Australia since 2001	'Professor David Hill, of Murdoch University, has documented a decline in university-level study of Indonesian in Australia since 2001 of 37%. This decline has been less marked in the past few years – but that is against a background of increasing enrolments overall. (a) Can you confirm that these figures are correct? If not can you provide an updated figure? (b) Do you agree with Professor Hill that Indonesian is a “nationally strategic language for Australia”? (c) What measures is the Government considering to reverse this trend? (d) Will the Government set aside funding specifically to encourage Indonesian language study in universities? (e) Will the Government act to halt the closure of Indonesian language courses around the country? (f) Does the Government or Department have any power to stop the closure of Indonesian Language courses in universities around the country?
EDSQ15-000160	Carr, Kim	Higher Education Research and International	VET FEE-HELP complaints	1 How many complaints has the Department received about VET FEE-HELP each year over the past five years? a. Can we get a breakdown of the number, summary of issues, provider and State/Electorate breakdown? b. Have any complaints not been investigated? c. How many were resolved? d. How many involved writing off a debt and what was the total of the debt write-offs? 2. What has been the outcome of the complaints – have they been substantiated? a. If they are substantiated, what recourse do students have to recover money paid and/or have their debt to the Commonwealth waived? b. Can you provide numbers who have accessed these options?
EDSQ15-000161	Carr, Kim	Higher Education Research and International	Demand Driven System “soaked up” unmet demand	Universities Australia has said that the first two years of the demand Driven System “soaked up” unmet demand. (a) Does the department think that is correct? (b) What will be the trends for growth in the next ten or 15 years – say to 2013? (c) The Go8 predicts that, over the decade 2020-2030, growth will be about 14%. How does that compare with the decade 2002-2012?
EDSQ15-000162	Carr, Kim	Higher Education Research and International	Just over the period 2010 to 2013, what has happened as far as applications and offers are concerned? Have both applications and offers declined?	Just over the period 2010 to 2013, what has happened as far as applications and offers are concerned? Have both applications and offers declined?

EDSQ15-000163	Carr, Kim	Higher Education Research and International	VET FEE HELP - unscrupulous providers	Is the Department aware of or have they compiled a database of unscrupulous providers or providers who are of concern to the Department in their utilisation of VET FEE-Help? a. Who is on this list? b. Has there been an investigation or action taken against these providers? c. How many students are affected? Have students been notified? d. Has the Department been aware of problems in Victoria with Vocation? How long was the Department aware that there were problems with Vocation? e. Have these matters had implications for VET FEE-Help? Is there a pattern of behaviour amongst providers of concern? f. What action has the Department taken in order to tackle patterns of behaviour of high-risk providers?
EDSQ15-000164	Carr, Kim	Higher Education Research and International	Audit the utilisation of VET FEE-Help by providers	Does the Department audit the utilisation of VET FEE-Help by providers? a. When was the last compliance audit undertaken? b. What Departmental resources are provided for auditing? c. Has the Department analysed the effectiveness of the level of auditing and resourcing this work? d. Are RTOs required to provide evidence of student participation (rolls, assignment results) in order to access VET FEE-HELP?
EDSQ15-000165	Carr, Kim	Higher Education Research and International	HELP debt	In QON ED0725_15 the department says that, if the Government's higher education package is not passed by the Senate, HELP debt not expected to be repaid would grow from a current 17% to 22% in 2016-17. (a) What are your estimates on how this debt would grow under the Government's package? (b) Has the department said that it will "stabilise at 25 per cent"? Is that correct? (c) What assumptions have you used in calculating that figure? (d) Can you predict it with any accuracy?
EDSQ15-000166	Carr, Kim	Higher Education Research and International	Growth of VET FEE-HELP	Over the next few years the number of students accessing VET FEE-HELP is expected to grow to around 250,000 students – can the department provide details by course, student profile and state/region of the expected growth in students accessing the scheme? a. What was the average VET FEE-HELP debt in 2012-13 b. What was the average VET FEE-HELP debt in 2013-14? c. Has the department undertaken any forecasting of expected VET FEE-HELP debt by state? d. At what rate does the department expect the average VET FEE-HELP debt to grow over the next (i) year, (ii) three years, (iii) five years?
EDSQ15-000167	Carr, Kim	Higher Education Research and International	Modelling of future HELP scheme	In QON ED0718_15, the department says that modelling of future HELP scheme expenditure for the 2014-15 Budget was "not intended" as a prediction of course fees. (a) What did the modelling represent? (b) What predictions were made? (c) Were predictions made about with course fees? If not about course fees, what were the predictions about? (d) Can you provide us with details showing on what you based your modelling? (e) In this particular answer – and numerous times in other answers – you have provided four times the following sentence: "Disclosing Government estimates of student contributions or the assumptions underpinning these would signal estimates to the market in a way which might lead either to collusion or suboptimal market operations." What is meant by this sentence? (f) Does it indicate that the department is not prepared to disclose the basis on which it has calculated how much expenditure there will be in HELP payments to universities? Or what the so-called "HELP asset" will be worth? Or what will be the doubtful debt liability for the HELP scheme?
EDSQ15-000168	Carr, Kim	Higher Education Research and International	VET FEE-HELP -non-completion rates	Does the Government have concerns about non-completion rates and students being left with a VET FEE-HELP debt but without a qualification? a. Can the Department supply non-completion rates? b. Has any analysis been undertaken by the Department on students dropping out after the census date and thereby carrying a debt but having achieved no qualification? c. Can this work be provided? If not, why not.
EDSQ15-000169	Carr, Kim	Higher Education Research and International	Estimated number of students that will take out a loan	You say in part (g) of your answer to QON ED0718_15 that, in 2016, you estimate that 405,000 students will take out a loan. You describe these as "non-preserved students". What do you mean by this? Then you say that, in 2017, 570,000 students will borrow through HELP. Can you unpack the difference here? Why the sudden increase? If that increase includes students in private colleges and in sub-degree courses, why does the increase occur in 2017, and not in 2016?

EDSQ15-000170	Carr, Kim	Higher Education Research and International	doubtful debts	The Department expects doubtful debts to rise from \$1.4 billion this year to \$2.3 billion in 2018. How much of this increase is a result of debts incurred by students undertaking VET courses?
EDSQ15-000171	Carr, Kim	Higher Education Research and International	HELP loan scheme	In reference to PAES for Programme 3.4: (a) Why have you projected such a substantial increase in expenditure on the HELP loan scheme for the current year over the previous one? (b) What are all the factors that will cause a rise from \$1.5 billion last year, to \$2.3 billion this year? (c) And by 2017-18 we will see a massive blowout in costs under this scheme – the figure will be \$4.4 billion. Why is that? (d) Does this figure reflect your modelling of fee levels and student numbers in that year? (e) Can you tell us what your assumptions have been? (f) What assumptions underlie that increase? (g) How much of it is due to expected growth in the number of students taking out a HELP loan? (h) Or is it because you expect that students will need to take out much bigger loans – almost twice as big as they currently take out? (i) What trend do you expect to see beyond 2017-18? (j) Will expenditure on HELP continue to rise significantly? (k) The Government says that higher education expenditure is not currently sustainable. If so, how is this increase in HELP expenditure sustainable? (l) How much of it do you expect will never be repaid? (m) That amount will rise significantly too, won't it, so long as students have to borrow more to pay increasing university fees?
EDSQ15-000172	Carr, Kim	Higher Education Research and International	alternative indexing arrangements	Has the department been asked to model or has it considered alternative indexing arrangements for the repayment threshold? Can this be provided?
EDSQ15-000173	Carr, Kim	Higher Education Research and International	Data from Graduate Careers Australia - fulltime employment	Data from Graduate Careers Australia suggests that, three months after graduation, graduates are considerably less likely to be in fulltime employment. The figures are: in 2008, 82.2% were in fulltime employment. In 2014, the figure was 68.1%. (a) Do you think that change is significant? (b) What policy implications does it have? (c) Do you think that this trend will continue? Why?
EDSQ15-000174	Carr, Kim	Higher Education Research and International	repayment threshold for VET courses	Has the department been asked to model or has it considered changing the repayment threshold for VET courses? Can this be provided?
EDSQ15-000175	Carr, Kim	Higher Education Research and International	The GCA publication GradStats also draws attention to a decline in graduates' starting salaries	The GCA publication GradStats also draws attention to a decline in graduates' starting salaries. In 2008, graduates' starting salaries sat at around 80% of male average weekly earnings. In 2014 the corresponding level was less than 75%. Back in 1977, graduate starting salaries sat at 100% of male average weekly earnings. (a) What are the policy implications here? (b) Do you think this trend could suppress demand, long-term? (c) Has the department factored in predictions about graduate employment and graduate starting salaries to your projections of future demand? (d) How will these factors affect demand?
EDSQ15-000176	Carr, Kim	Higher Education Research and International	VET FEE-Help loans - write offs	How long do the debts stay against someone until they are written off? What is the process for writing debts off? What are the reasons for writing debts off? What percentage of VET FEE-Help loans did the government write off last year? Has the Department done any modelling on future trends for loan repayments and write-offs? If not, why not?
EDSQ15-000177	Carr, Kim	Higher Education Research and International	availability of VET FEE-HELP on TAFE and RTO course	Has the Department done any analysis on the impact of the availability of VET FEE-HELP on TAFE and RTO course fee levels? Can this be provided?
EDSQ15-000178	Carr, Kim	Higher Education Research and International	Students paying full fees at bachelor's level and in sub-bachelor courses	In answer to QON ED0711_15, the department says that, in 2013, there were approaching 51,000 students paying full fees at bachelor's level and in sub-bachelor courses. Are these students all enrolled with private providers? Can you provide the Committee with a breakdown by provider?

EDSQ15-000179	Carr, Kim	Higher Education Research and International	availability of VET FEE-HELP	Has any analysis been done on decisions by State Governments to change their Diploma/Assoc Diploma fee structures and subsidies in response to the availability of VET FEE-HELP? Can this be provided?
EDSQ15-000180	Carr, Kim	Skills and Training	VET FEE-HELP	At the Supplementary estimates I asked the department a number of questions about apparent rorting of VET FEE-HELP. Since then, a report has appeared on the issue by the Workplace Research Centre at the University of Sydney. Are you aware of this report? Are you planning to implement its recommendations? • What do you plan to do in response to its recommendation to mandate minimum hours of course delivery where public subsidies are involved? • How do you respond to the recommendation to cap public funding to private RTOs? • How do you respond to the proposed ban on subcontracting course delivery to unregistered providers? • How do you respond to the proposal for better regulation of RTOs' recruitment practices and business models? Do you believe that the rorting of VET FEE-HELP by private RTOs has implications about what to look out for in higher education? What measures do you have in place to prevent something like this occurring in higher education? Are those measures adequate?
EDSQ15-000181	Carr, Kim	Higher Education Research and International	VET FEE-HELP - course subsidies	Are course subsidies still being offered or are State Governments with-drawing from funding this level so that students have to rely on VET FEE-HELP?
EDSQ15-000182	Carr, Kim	Higher Education Research and International	forecasting student fees or student contributions	Can you confirm that the department has adopted a new approach to forecasting student fees (or "student contributions")? Is it taking a "hands-off" stance, saying that to provide forecasts in this area "would signal estimates to the market in a way which might lead either to collusions or sub-optimal market operations..?" What does it mean? Does it mean that the Government, henceforth, plans to adopt a "hands-off" stance on the financial health of public universities? What role do you see for the Commonwealth in overseeing the financial health of our universities?
EDSQ15-000183	Carr, Kim	Higher Education Research and International	extension of VET FEE-Help	The extension of VET FEE-Help to Certificate IV level courses was introduced as a trial – what work is being done to monitor and analyse the uptake, effectiveness and problems of this?
EDSQ15-000184	Carr, Kim	Skills and Training	Industry Skills Fund	How many applications have been received for funding under the Industry Skills Fund? Can the Department provide an electorate by electorate breakdown of applications received? Can a progress report be provided?
EDSQ15-000185	Carr, Kim	Skills and Training	Apprentice Trade Support Loans	How many apprentices have taken out a Trade Support Loan? Can the Department provide a breakdown of the number of Trade Support Loans by electorate? Can the Department provide an electorate by electorate breakdown of Tools for Your Trade payments?
EDSQ15-000186	Carr, Kim	Higher Education Research and International	CGS funding	In the answer to QON ED0388_15, the department provides details of the expected financial impact of the extension of CGS funding to all TEQSA-accredited courses. Can you outline the assumptions that underlie these figures? How many places do you expect to be funded in private universities already operating in Australia, both locally-established and foreign institutions? How many places do you expect to be funded in NUHEPs? What assumptions have you made about currently accredited courses in NUHEPs? Do you expect, roughly speaking, that all existing accredited courses at these providers will be subsidised? If not, what assumptions have you made?
EDSQ15-000187	Carr, Kim	Skills and Training	COAG Industry and Skills Council	When will meetings of the COAG Industry and Skills Council be held this year?
EDSQ15-000188	Carr, Kim	Skills and Training	Australian Workplace Practitioner's Network Funding	Can the Department confirm whether the WELL Strategic Project funding for the Australian Workplace Practitioner's Network will continue past the current expiry date of May 2015? If not, are there any other funding options available to AWPEN?

EDSQ15-000189	Carr, Kim	Skills and Training	National Training Complaints Hotline	1. How much funding is allocated to the National Training Complaints Hotline? 2. How many staff monitor the Hotline? 3. Will the National Training Complaints Hotline actually resolve student issues and concerns or simply refer them to ASQA or other State, Territory or Commonwealth departments and agencies? 4. How many calls has the Hotline received to date? 5. What issues have been raised? 6. Is the Department advertising the Hotline? Where? How much is this costing?
EDSQ15-000190	Carr, Kim	Higher Education Research and International	CSP funding	In the Explanatory Memorandum to the current Bill, the Government says that the ten-year impact of the changes included in the Bill will be \$5.84 billion in savings to the Budget. Can you unpack that figure for us? How much of the \$5.8 billion is represented by the planned 20% cut to the CGS? What will be the cost of the extension of CSP funding to NUHEPS over ten years? What will be the cost of extending CSP funding to sub-bachelor courses? What will be the cost to the Budget of the new provision "pausing" HELP repayments for five years for the main care-giver to a new baby?
EDSQ15-000191	Lines, Sue	Cross Portfolio - Corporate	Discretionary Grants	Further to the answer provided to ED0543_15, can the Department provide the same information for the programs outlined in the answer for the 2015-16, 2016-17 and 2017-18 financial years? Can the Department provide information on the level of funding for the programs outlined in the answer that is both contracted, and non-contracted, for the 2014-15, 2015-16, 2016-17 and 2017-18 financial years?
EDSQ15-000192	Carr, Kim	Higher Education Research and International	UK Browne Review	Has the department considered the UK Browne Review's proposals for a "progressive" levy on fees charged by universities? Have you considered or modelled this idea in the Australian context? Would such a levy pose a constraint on excessive fee rises? Does this kind of levy generates savings in government outlays? What uses would such savings be put to? Would they go towards equity measure in higher education? If not, where would they go? Would these potential savings obviate the need for a 20% cut to the CGS? Or would they go into consolidated revenue?
EDSQ15-000193	Lines, Sue	Cross Portfolio - Corporate	Exactly which programs have remained with Education, and which programs have moved across to Social Services?	In relation to the machinery of Government change, can the Department provide exactly which programs have remained with Education, and which programs have moved across to Social Services? Please include information on where all relevant department functions, programs and grants under the old Outcome 1 are now located, and indicate the funding and staff attached to each of those programs
EDSQ15-000194	Carr, Kim	Higher Education Research and International	Student fees	In the current Bill, it is proposed that non-Commonwealth funded students' (ie international students)' fees must be equal to or greater than domestic students' fees plus the (missing) Commonwealth contribution. Is that correct? What will be the impact on fees of this change? For science courses, for example, to make up for the 20% CGS cut, universities would need to charge around \$14,200. Is that correct? For international students, universities would need to charge this amount plus an amount equal to the Commonwealth contribution – is that correct? Does that come to \$26,200? How many universities currently charge international students less than that for science courses? What will happen to these universities in the Science education marketplace?
EDSQ15-000195	Lines, Sue	Cross Portfolio - Corporate	Cost of the change to the Machinery of Government	Can the Department also provide a full breakdown of the cost of the change to the machinery of government?
EDSQ15-000196	Lines, Sue	Cross Portfolio - Corporate	Department's Functional Review	In relation to the Department's Functional review: Which entity will conduct the review? What are the terms of references of the review? When will the review commence and report back to Government? Which Department will have oversight of the review? MYEFO states on p27 (see attachment)

EDSQ15-000197	Carr, Kim	Higher Education Research and International	Academic Ranking of World Universities	In the department's view, does the Academic Ranking of World Universities provide a reasonable measure of Australian universities' world standing? Has the department looked at these AWRU rankings scaled by population and GDP? Adjusted for these factors, and for the top 100 universities globally, is it the case that: • In 2014, Australia stood at ninth position; and • In 2013 Australia stood at fifth position? Were their unweighted spots were, respectively, 10th and ninth? For the top 500 globally, similarly adjusted, in 2014, was Australia fourth? With respect to the increases in numbers of Australian universities in the top 100, 200, 300, 400, and 500 – over the period 2004-2014, in each of these groupings, has Australia increased the number of universities in that grouping? For example, is it the case that, over the last decade, the number of Australian universities in the top 500 has grown from 14 to 19? Do these figures support the statement that "Australia's universities cannot compete with the best in the world with the current constraints of an outdated funding system"?
EDSQ15-000198	Carr, Kim	Higher Education Research and International	Applications for university entry	On QON ED0664_15 you tell us that most applications for university entry that go directly to institutions are non-Year 12 applicants. You gave us 2014 figures. Can you supply 2015 figures?
EDSQ15-000199	Carr, Kim	Higher Education Research and International	Disparities in catering cost	Can you confirm that the Legislation and Financing Working Group the department established met six times, and the Quality, Deregulation and Information Working Group met only three times? Nevertheless, can you explain the disparities in the two groups' expenses for catering. Why did the Legislation group have a catering bill of \$3,651 while the Quality group only spent \$92 on catering?
EDSQ15-000200	Carr, Kim	Higher Education Research and International	Decline in financial support for overseas-trained professionals	The number of applications funded under ASDOT: Financial support for overseas-trained professionals has declined in the last couple of years. What are the reasons for that? Does the program fund all eligible applications? If not, how is a decision made to approve, or not to approve, an application?
EDSQ15-000201	Carr, Kim	Higher Education Research and International	Undergraduate enrolment trends	Back in October, Dr Taylor said that he would be in a position to have an informed discussion about undergraduate enrolment trends "in a month's time". Can you provide the Committee with definitive data about these trends now? Can you provide us with information about trends in direct applications to universities? Have universities reported to you about these trends? I'm particularly interested in these trends among mature-age students, especially those at regional universities. What projections have you made about future demand in a demand-driven system? Can you provide the Committee with projections for the next 10 years, and the assumptions that underlie them? How do trends in applications line up against the number of Year 12 students – the pool of potential school-leaver applicants? What projections do you have about the trend in those numbers in coming years – say, in the next 10 years?
EDSQ15-000202	Lines, Sue	Schools and Youth	Revised payments for government and non-government schools	In relation to the 2014-15 Mid-Year Economic and Fiscal Outlook's revised payment estimates for government and non-government schools, "which are expected to increase by \$313 million in 2014-15 (\$878 million over four years" (p 47). Why is this? Please provide the revised enrolment projections over the forward estimates – and for any period beyond for which enrolment projections are available?

EDSQ15-000203	Carr, Kim	Higher Education Research and International	Commonwealth supported places	<p>You have updated figures for the number of Commonwealth supported places for 2014-15. Is that correct? And can you provide updated numbers across the forward estimates? So given this has the Department updated its assessment of the number of extra students expected should the Senate approve the governments unfair and necessary higher education legislation? Your answer to QON ED0710_15 tells us that, currently, there are 50,845 domestic full-fee undergraduate students in Australian higher education – can you confirm that? Under the Government’s plan, the places these students occupy would be subsidised through the CGS – is that correct? On top of that number, about 30,000 new places would be funded. Is that right? And did you calculate that number on the basis of current estimates of growth caused by demographic and social factors – 2-3% per annum? Where does the claim of “80,000 more students” arise from? Isn’t it the case that 50,000 existing students would be attracting a Commonwealth subsidy for the first time, but that the only growth in the system is 2-3%, plus an estimate of 7,800 additional “growth” places?</p>
EDSQ15-000204	Carr, Kim	Higher Education Research and International	Commonwealth subsidies	<p>Under the Government’s proposals, what would be the subsidy per CSP paid for courses with private providers in alternative therapies such as homeopathy, acupuncture and aroma therapy? And what would be the CSP subsidies for Economics, Law and Humanities at a public university? Are you aware of the NHMRC Review of the Australian Government Rebate on Private Health Insurance for Natural Therapies? Did this Review examined the evidence of efficacy, cost-effectiveness, safety and quality of natural therapies? What are the key findings of the review with regard to homeopathy? This finding mirrors a finding of a UK House of Commons 2010 Science and Technology Select Committee. Are you aware of that finding? Is it the case that the Committee found that “... the systematic reviews and meta-analyses conclusively demonstrate that homeopathic products perform no better than placebos”? Yet apparently the Government is still proposing to subsidise the teaching of future practitioners in this type of therapy? How is that justified? Does the Government have a consistent approach to Commonwealth subsidies for natural therapies? Or is the teaching of these unrelated to their practice?</p>
EDSQ15-000205	Lines, Sue	Schools and Youth	Breakdown of the revised consequential changes in the Commonwealth share of base funding	<p>Please provide a breakdown of the revised “consequential changes in the Commonwealth share of base funding” referred to in MYEFO (p 47)</p>
EDSQ15-000206	Carr, Kim	Higher Education Research and International	Commonwealth grants	<p>1. Is it a legislative requirement that Table A and B providers are required to enter into a compact with the Commonwealth that covers a current year in which they receive a Commonwealth grant? 2. Who is the officer in charge of compact discussions? 3. The current compacts expire at the end of 2016. Are there any plans to commence compact discussions? If not, why not? 4. How does this sit with the requirements under the Act for a provider to enter into a compact as a condition of receiving a grant?</p>
EDSQ15-000207	Lines, Sue	Schools and Youth	Victorian Heads of Agreement under the National Education Reform Agreement	<p>Referring to the Victorian Heads of Agreement under the National Education Reform Agreement: a) Is the Department confident that for the 2014 school year, the Victorian Government upheld all required elements of the agreement? b) Was funding maintained as required? c) Did the Victorian Government make the full additional contributions as required in 2014? d) Where those contributions distributed to schools through a needs-based process as required? e) Can the Department confirm that every school that would have received funding under the Low Socioeconomic Status School Communities National Partnerships in 2014 continued to receive at least an equivalent level of support in 2014?</p>

EDSQ15-000208	Lines, Sue	Schools and Youth	Independent review of the Trade Training Centres in Schools Programs	With reference to the Government's review of the Trade Training Centre program and the letter from the review to the Minister – which is attached to the review – which states that it was a 30 day review (attached). Also with reference to the review fact sheet on the Department's web page which states: "The independent reviewer was undertaken between May and October of 2014." a. Can the Department explain the discrepancy? And over what period of time was the review actually undertaken? b. The letter from the reviewed is dated 17 October 2014. Is that the time the Department received the review? When was the Minister first presented with the report? Why did it take so long for it to be released? c. Is the Government going to respond to the review? Has the Department commenced drafting the Government's response? When is this expected? d. Is the Department already implementing any of the report's recommendations?
EDSQ15-000209	Lines, Sue	Schools and Youth	Tasmania's public school system funding	Is the Department aware of exactly how much money will be spent in Tasmania's public school system this year? How much will each school get - please provide a list? Can the Department confirm whether all Commonwealth money is reaching Tasmanian classrooms? And if the Tasmanian Government is contributing all the funding it is required to under the NERA?
EDSQ15-000210	Lines, Sue	Schools and Youth	Participating jurisdictions under the Australian Education Act	Can the Department confirm that all states and territories are considered 'participating' jurisdictions for the purposes of the Australian Education Act
EDSQ15-000211	Lines, Sue	Schools and Youth	States and territories on track to comply with s34 of the Australian Education Regulation	Is the Department aware if all states and territories are on track to comply with s34 of the Australian Education Regulation? Does the Department have any information that would suggest one or more states or territories might not be in a position to comply with this requirement? Or might not have spent or committed all federal money in the way that is required by the Act and the Regulation? Do you know if there are any plans to delay the date that this certificate would be required by under s34 of the Regulation? Has the Department been asked to provide a brief to the Minister on this matter?
EDSQ15-000212	Lines, Sue	Schools and Youth	Youth Support	With reference to Programme 2.7 Youth Support: 1. Given the Youth Connections, Partnership Brokers and National Career Development programs all wound up at the end of 2014, would the Department be able to provide information about the final outcomes of the programs? Could the Department please provide – in relation to these programs and any other program or activity under Program 2.7 that has ceased since September 2013: a. The total number of participants broken down by state, program and electorate? b. Outcomes by state, program and electorate? c. Expenditure in each financial year of the program by state, program and electorate? d. The names and contact details of organisation delivering program by state, program and electorate?
EDSQ15-000213	Carr, Kim	Agency: TEQSA	TEQSA registered provider enrolments	At the last Estimates hearing, I asked TEQSA to provide detailed data about enrolments in all – that is each – registered provider. You provided me with an aggregate figure (an estimated 1,279,200 students); and a breakdown by level of course. Can I please have data, by provider, on enrolments and level of course?
EDSQ15-000214	Lines, Sue	Schools and Youth	Section 35 and 36 of the Australian Education Regulation	In relation to section 35 and 36 of the Australian Education Regulation: a. Is the Department confident that all states, territories and school systems are compliant with these sections? Or that they will be compliant? b. For each of these sections, what is the day that this report was required – or is required – to be given to the Secretary? c. The Regulation requires the department to collect information about each school's base funding under the Australian Education Act and the Gonski loadings from s35 of the Australian Education Act – Does the Department currently hold this information? Can the Department provide it for each school – showing the base funding and the loadings under the Australian education Act?
EDSQ15-000215	Lines, Sue	Schools and Youth	Youth Unemployment	Is the Department or the Government currently working on any policies to address rising youth unemployment? Is any work being undertaken by or for COAG or the Ministerial Council?

EDSQ15-000216	Lines, Sue	Schools and Youth	National Partnership on Youth Attainment and Transitions	What funding – if any - for career education apart from the National Partnership on Youth Attainment and Transitions, which ceases on 30 June 2015, does the Australian Government provide? What career development programs, such as the myskills website, does the Attorney Generals Department provide? What is the value of these programs? Please consult with other agencies if required
EDSQ15-000217	Carr, Kim	Higher Education Research and International	Dental Schools	1. Can you remind me how many dental schools are there in Australia? 2. Are you aware of any plans to establish anymore? 3. How many students are studying dental course in Australia? How many of these are in courses that lead to registration as a dental practitioner, and how many lead to occupations as allied dental practitioners? 4. And how many do we expect to have graduated in 2014? 5. Do you agree with the Australian Dental Association that these numbers are leading to an oversupply of dental graduates? 6. Will dental degrees be covered by the government proposals for fee deregulation? 7. At the moment what is the cost for an Australian student to finish a dental degree? 8. And what is the international student course cost? 9. And in 2015 the Australian government contribution for dentistry is?
EDSQ15-000218	Lines, Sue	Schools and Youth	National Career Development Programs	Is anything going to be put in place to replace the National Career Development programs that have been cut? Are there currently any federally funded career advice programs across government?
EDSQ15-000219	Lines, Sue	Schools and Youth	Independent Public Schools program	Has Western Australia signed up to the Independent Public Schools program? If so, on what date did this occur
EDSQ15-000220	Carr, Kim	Agency: TEQSA	TEQSA's Risk Assessment Framework document	TEQSA's Risk Assessment Framework document says that the risk thresholds are "held confidentially within TEQSA". Why are they confidential? It's understandable that a risk assessment of an individual provider might be confidential, why are the standards against which risk is assessed not public information? TEQSA has reported elsewhere that around 20 per cent of providers are moderate to high risk. Since TEQSA has publicly reported this figure, can TEQSA inform the Committee how much at risk these providers are, both in terms of risk for students and also in financial terms?
EDSQ15-000221	Lines, Sue	Schools and Youth	Jobs Guide	The previous Assistant Minister for Education, Susan Ley, indicated that the option of continuing the Jobs Guide in an online format might be considered. Is the Department looking into this? Is it a viable option? How much would an online version of the Jobs guide cost? Has the Department received requests to continue the Jobs Guide?
EDSQ15-000222	Lines, Sue	Schools and Youth	Online language learning for children at pre-school	How many preschool children have participated in the Government's one-year trial of on online language learning for children at pre-school? How many children in how many preschools will participate in this initiative in total? What will the cost per participant and per preschool be?
EDSQ15-000223	Carr, Kim	Higher Education Research and International	Report on the Higher Education Standards Framework	Has the Review Panel completed its report on the Higher Education Standards Framework? Did the report go to the Minister in December 2014? I understand that it proposes changes that would vary the Standards in important ways. Can you summarise the proposed changes? Currently, what version of the Standards is TEQSA operating on? Is it business as usual, using the "old" Standards, even though the Panel has proposed significant changes? What will be the status of any registrations or accreditations done since December? Will they be interim decisions? Will they need to be reviewed?
EDSQ15-000224	Lines, Sue	Schools and Youth	Youth Organisations	In relation to grants and support for youth organisations: a.Are there any youth organisations that were previously funded by the Department, in the 2012-13 financial year, that are no longer receiving support? b.Can the Department provide a full list of all these organisations?
EDSQ15-000225	Lines, Sue	Schools and Youth	Funding for students with disability	How much funding does the Department expect to allocate for students with disability over each year of the forward estimates? Can you please provide a break-down of that by state and territory? And also by school sector within each state and territory?

EDSQ15-000226	Carr, Kim	Higher Education Research and International	Essay mills selling assignments	In relation media reportings about essay mills selling assignments, including the MyMaster website: (a) Can the Department provide an update on what steps it has taken following these media reports (b) Has the Department or TEQSA contacted the ten universities named in media reports? (c) Is the Department satisfied that the institutions named have addressed these issues?
EDSQ15-000227	Lines, Sue	Schools and Youth	Expenditure - Youth Support	1. Can the Department provide a full line-item breakdown of expenditure in this measure (Program 2.7 or its equivalent) over the last five years? Outlining all programs and grants, including the budget for each program and grant in each financial year, the organisation that received each grant and a description of each grant or program? 2. Can the Department also provide the same information for the current financial year and the forward estimates? This should capture all funding under this measure, including all resources allocated under the "Youth engagement" and "national youth affairs" items outlined in the Program Expenses Table on page 61 of the PBS.
EDSQ15-000228	Carr, Kim	Higher Education Research and International	Coalition Government Budget measure that "puts back" \$563 million in Sustainable Research Excellence funding	On the ABC television program Q&A on 30 March 2015, Minister Pyne said "Labor cut \$563 million on the sustainable research excellence program. We are putting it all back." a) Please provide a reference to the Coalition Government Budget measure that "puts back" \$563 million in Sustainable Research Excellence funding. b) Has the Coalition Government implemented any measure that would see Sustainable Research Excellence funding increase above the level that would be delivered by maintaining the previous Government's policies? c) Please provide a table of all Coalition Government Budget measures that have had (or would have if implemented) an impact on university research funding, including measures related to ARC, NHMRC and the Research Training Scheme. Please provide the estimated net impact of each measure on university research funding for each year of the current forward estimates period.
EDSQ15-000229	Lines, Sue	Schools and Youth	Youth Support - Program Deliverables	I refer to the program deliverables on page 61 of the PBS. Is the 90 per cent Year 12 retention target going to be met in the 2015-16 year? And after this time, will the Department or Government have any national target for school retention?
EDSQ15-000230	Lines, Sue	Schools and Youth	Studies into Youth Unemployment	Has the Department conducted or commissioned – or is the Department aware of – any studies into the most effective ways to address youth unemployment and improve transitions? Can the Department provide a list of these studies? And if they have been commissioned or conducted by the Department, can the Department provide a copy of the study?
EDSQ15-000231	Carr, Kim	Higher Education Research and International	The Research Investment Adjustment Scheme	The Research Investment Adjustment Scheme appears in the funding table on page 43 of the Portfolio Additional Estimates Statement 2014 15, as an additional item that was not included in the Portfolio Budget Statement 2014 15. a) Please provide details of the purpose and operation of the Research Investment Adjustment Scheme. b) Is this an ongoing scheme? If not, what year does it terminate? c) What are the deliverables and key performance indicators for the scheme?
EDSQ15-000232	Lines, Sue	Schools and Youth	NCCD process - identification of additional students with disability	Can the Department confirm that if additional students with disability are identified, or if students with higher needs are identified as part of the NCCD process, funding to support them will come from the existing allocation for students with a disability, and that there will be no additional funding above what is allocated in the forward estimates?
EDSQ15-000233	Carr, Kim	Higher Education Research and International	Collaborative Research Networks program	Has the Collaborative Research Networks program evaluation now been completed? If so, please provide a copy of the evaluation report.

EDSQ15-000234	Carr, Kim	Higher Education Research and International	Research Infrastructure Review	In relation to the Research Infrastructure Review: a) The Department's website says that "The Review is expected to deliver its findings to the Minister at the end of May 2015". Given this timing, when and how will a decision be made about NCRIS funding for 2016 17? b) Was there any public announcement when the Review commenced? If so, please provide a copy of the announcement. c) How were stakeholders informed about the review? d) Who has been consulted during the course of the review and what form did these consultations take? e) The review panel did not issue any public consultation documents, such as an issues or options paper. Please explain why no consultation paper was issued. f) Was there any capacity for public submissions to the review? If not, why not? g) Please explain why the Research Infrastructure Review is not listed on the Department's "Current Reviews and Consultations" web page.
EDSQ15-000235	Lines, Sue	Schools and Youth	Students with disability	Can you confirm that in the case of a higher than anticipated proportion of students with disability, or higher than predicted levels of need, this could leave students worse off?
EDSQ15-000236	Lines, Sue	Schools and Youth	Students are currently receiving additional funding for disability under the Australian Education Act	What proportion and number of students are currently receiving additional funding for disability under the Australian Education Act? How many attend special schools and mainstream schools? Can this be broken down by state and by school sector?
EDSQ15-000237	Carr, Kim	Higher Education Research and International	Relationship between the Research Infrastructure Review and the Higher Education Infrastructure Working Group	What is the relationship between the Research Infrastructure Review and the Higher Education Infrastructure Working Group?
EDSQ15-000238	Lines, Sue	Schools and Youth	Nationally Consistent Collection of Data on Students with Disability (NCCD)	With reference to the Nationally Consistent Collection of Data on Students with Disability (NCCD): a. Based on the NCCD in 2013 and 2014, what is the proportion of students with disability in schools? b. What are the draft classifications of levels of need (they should say: supplementary, substantial and extensive)? And how many students fall into each classification? What is the proportion and number of students with disability in each classification in government and non-government schools? c. Can you provide these figures broken down by state and territory? d. How does the proportion of students with disability according to the NCCD in 2013 and 2014 compare with earlier NCCD collections, including trials? e. Is any work occurring – possibly for the Ministerial Council – do determine the cost to government of meeting unmet need? Either in terms of additional previously unidentified students with disability or higher levels of need? What is this cost? f. What reports and analysis has the Department commissioned, or is the Department preparing on this topic? When will they be completed? What will each of them examine? When will they be published?

EDSQ15-000239	Carr, Kim	Higher Education Research and International	Higher Education Infrastructure Working Group	<p>In relation to the Higher Education Infrastructure Working Group: a) The web page for the Working Group says "On 15 December 2014, the Working Group wrote to university vice-chancellors seeking to meet with them to hold consultations in early 2015. The meeting schedule is being finalised and will be published shortly." Why has the meeting schedule not been published as of 17 April 2015? b) The Working Group has not to date issued any public consultation documents, such as an issues or options paper. Please explain why no consultation paper has been issued. c) Will there be any capacity for public submissions to the Working Group? If not, why not? d) The Working Group's terms of reference include the following: "With specific reference to major national collaborative research infrastructure, investigate and report on the feasibility of financing new infrastructure through capital markets or other mechanisms, as well as options for meeting the costs of loan repayments." Given that the Research Infrastructure Review is scheduled to complete its work before the Higher Education Infrastructure Working Group, is this term of reference still expected to be addressed? e) Please provide any examples that the Department is aware of (international or domestic) where major national research infrastructure has successfully been funded by capital markets or commercial lending arrangements.</p>
EDSQ15-000240	Carr, Kim	Higher Education Research and International	Australian Consensus Centre	<p>In relation to the establishment of the "Australian Consensus Centre" at the University of Western Australia: a) What was the source of the \$4 million of Federal Government funding allocated for this project? b) What was the application process for this funding? c) Who approved the funding allocation?</p>
EDSQ15-000241	Lines, Sue	Schools and Youth	National School Chaplaincy Programme	<p>With reference to a letter from the WA Education Minister, the Hon. Peter Collier MLC, to Senator Sterle from 12 February 2015. (see attachment for extract of letter). In this letter the Western Australian Government indicates that the National School Chaplaincy Program Funded in 2015 was \$1.45 million less than the funding received in 2014 under the previous chaplaincy and welfare program. This is a reduction in funding of almost 20 per cent. Also with reference to an article from the Canberra Times from 9 September 2014 ACT, SA urged to accept school chaplains, which states that the ACT would face an \$180,000 cut to the program: "Ms Burch said she was also concerned the federal Government proposal would equate to a \$180,000 cut, funding only 47 ACT schools of the current 56 – meaning at least nine support staff would be left without jobs." a. How was this reduction in funding determined for each jurisdiction? Was it simply a case of removing funding from the program where it previously went to supporting secular welfare workers? If this is the case, doesn't this unfairly penalise states like Victoria, where there were a high proportion of secular welfare workers under the previous program? b. Can the Department provide a list of every school in Australia, broken down by state, that received funding in 2014 under the National School Chaplaincy and Student Welfare Program but will not receive funding in 2015 under the National School Chaplaincy Program; for those schools, provide the quantum of funding each received in 2014, the name of the service provider, and the sector of the school. c. Can the department also please provide a full list of all schools that are receiving funding under the program in 2015, including the service provider for each school, the quantum of funds allocated, the qualifications of the person employed and the state and sector of the school? d. Noting the Project Agreement for the National School Chaplaincy Program required the set up of state based panels to decide which schools receive funds. Can The Department advise how many schools applied for funding but did not receive it? Can you provide a list, by sector, for each state and territory of the unsuccessful schools? e. I also note the agreement has certain standards in relation to the qualifications and the behavior of chaplains. Will the department be made aware of any breaches or complaints? How many have been made? f. Is the department satisfied that every state and territory has processes in place to ensure compliance with these parts of the agreement? Can the department publish the relevant guidelines and processes for each state and territory?</p>

EDSQ15-000242	Carr, Kim	Agency: AIATSIS	AIATSIS - Digitising of documentary and audio-visual materials	Please provide an update on the Institute's work in digitising the range of documentary and audio-visual materials held in non-digital form.
EDSQ15-000243	Carr, Kim	Agency: AIATSIS	AIATSIS - Years to complete the digitisation of the Institute's existing non-digital materials	If funding were to continue at the level provided in 2014 15, how many years would it take to complete the digitisation of the Institute's existing non-digital materials?
EDSQ15-000244	Lines, Sue	Schools and Youth	School funding	<p>With reference to this answer (see Table A in Attachment) provided to the Senate Select Committee on school funding by the Department which shows the per cent of the SRS by state and sector that will be reached by the end of the 2017 school year – when the Commonwealth Government stops matching the Gonski funding: Also with reference to information provided in QON EW007_14 (see Table B in Attachment) a. Could the Department provide a version of this table (from EW007_14) that is broken down by state and sector? Like the one that was provided to the Select Committee? And to update it in line with the projections in MYEFO? b. Will the gap between relative per student levels of funding in each state and territory increase or decrease between 2013 and the end of 2017? Can the department provide a break-down of the per student levels of funding for each state and territory, broken down by Commonwealth and state share, and by school sector, for 2013, 2014, 2015, 2016, 2017 and 2018? c. Between 2013 and the end of 2017 by what proportion will the average level of per student funding inequality between each state and territory, relative to each other state and territory, increase or decrease? d. What will the average base level of per student funding be in dollars (broken down to show state and Commonwealth share) be in 2017? Please provide a table that provides comparison information for 2013. Please also show the average level of funding taking into account base funding and loadings under the Australian Education Act. e. Can the department show the relative differences in per student school resourcing that will occur between states and sectors because the Gonski transition path is scheduled to stop at 4 years – compared to the relative differences that would occur for each state and territory if the six year funding transition path under the NERA was fully implemented? f. Follows from previous question - for instance (acknowledging some inconsistencies in the tables provided above), the consequence of stopping at four years is that Victoria Government Schools will fall further behind NSW and Tasmanian government schools, as well as Catholic and Independent schools. And South Australian Government schools will not see levels of resourcing change at all relative to the SRS. - In dollar terms, how much will the average government secondary student in NSW miss out on compared to Tasmania, because NSW will be six points behind in the SRS in 2017? - Can the Department provide a table showing the average per student funding difference, in dollars, between each state and territory, because of the variation in the proportion of the SRS that will be achieved by each jurisdiction by the end of 2017? - Can the department also provide a table showing the same average per student funding difference broken down for secondary and primary school in each state and territory, and broken down by school sector?</p>

EDSQ15-000245	Lines, Sue	Schools and Youth	Quality Outcomes and Grants Awards	With reference to ED0684_15, and to page 5 of the answer provided by the Department: a. I refer to the school and parent organisations which appear not to have any federal funding beyond 2014-15. Is that still the case? Exactly when did/does the funding run out? At the end of the 2014 school year or the 2014/15 financial year? b. Does the funding shown for the period for 2014/15 relate to six months or a whole year? c. Why was this funding cancelled? Was it a decision of Government? d. Have you received any representations from the organisations who have seen their funding cut? What was the nature of those representations? Did the Minister meet with any of these organisations before making a decision about ongoing funding?
EDSQ15-000246	Lines, Sue	Schools and Youth	Senate Select Committee on school funding outlines of program of reviews	I refer to the QON 5 from the Senate Select Committee on school funding which outlines a program of reviews the Minister was pursuing (see attachment): a. I note that all of the reviews except the Review of Indexation are scheduled to be completed by now. Is this the case? Why have they been delayed? Have the outcomes been provided to the Minister? Or his office? b. Does the Department have the review findings? Can these be provided or published? When will they be published? c. In each review please provide a full list of all consultation undertaken, the number of submissions received, provide the submission themselves and provide details of any reports or outcomes from these reviews? d. For each review, when will the outcome be made public? e. What is the expected outcome from these reviews? Are changes to policy or legislation being considered? When would they occur?
EDSQ15-000248	Rhiannon, Lee	Higher Education Research and International	International fees	Senator RHIANNON: Do you have examples where international fees have gone down? Ms Paul: We might do. I would have to take that on notice. We certainly would have examples of scholarships, discounts, et cetera, which work in a competitive environment. Senator RHIANNON: That is a little bit of cover, with all due respect, Ms Paul. The question specifically is: where you can supply examples of where fees have gone down. Ms Paul: Yes, I said I would give it on notice, and I have given you some context.
EDSQ15-000249	Carr, Kim	Higher Education Research and International	CPI	Senator KIM CARR: I am still having trouble following this, because in the previous estimates wasn't it the case that they vary quite substantially beyond that? What was the cost of the discount? Mr Hart: The cost of actually going from— Senator KIM CARR: Bond rate back to CPI? What is the cost of that. Mr Griew: That is page 16. Ms Paul: Mr Griew is pointing out page 16. Mr Griew: Which does include some other elements. Let me be clear. We can take it on notice.
EDSQ15-000250	O'Neill, Deborah	Schools and Youth	Education Council communique	Senator O'NEILL: Is there any public documentation around this? Mr Cook: The communique would cover that off, I would imagine. Ms Paul: Yes, I think it would. Mr Cook: The council communique would have mentioned this. Senator O'NEILL: I would appreciate a copy of that. I do not have that to hand. Ms Paul: Yes, sure.
EDSQ15-000251	Carr, Kim	Cross Portfolio - Corporate	Advertising - radio and TV	Senator KIM CARR: So what is the \$2.3 million spent on? Can you take me through that line by line? Ms Paul: It would be spent broadly on exactly what you have asked for—that is, the creatives for the TV ads and any type of actual ads are developed in that creative. Senator KIM CARR: Can we get a breakdown of the difference between the radio and TV on that? Ms Paul: Sure. It should be possible.
EDSQ15-000252	Rhiannon, Lee	Cross Portfolio - Corporate	Online Survey	Senator RHIANNON: And when will the online surveys and the phone surveys finish? And when will the report be handed to you? Ms Gleeson: I will have to take that on notice. Ms Paul: It is probably up to the company. Senator RHIANNON: Up the company—but surely you give them a date when you want the report by? Ms Paul: We may have—let us take that on notice. Senator RHIANNON: But isn't that what you would sign off on? Ms Paul: As I said, I do not think I have signed off on this. But, yes, we probably have signed off on a report date, I should imagine. We will get that for you.
EDSQ15-000253	Wright, Penny	Agency: ACARA	NAPLAN testing	Senator WRIGHT: So approximately 1,000 students. That was correct for years 3 and 9—around that figure? Percentages do not necessarily mean much. I am just trying to imagine how many students that is. Dr Rabinowitz: I will get you those numbers.

EDSQ15-000254	Carr, Kim	Agency: TEQSA	Reaccreditation	Senator KIM CARR: Have you made a decision in regard to the Western Australian course? Prof. Saunders: No, we haven't. We are in the process of making that decision, and it would not really be appropriate for me to say much more. Senator KIM CARR: No, but you have not made it. Prof. Saunders: We have not made a decision on that. Senator KIM CARR: And the provider can continue while that process is underway. Prof. Saunders: That is correct. Senator KIM CARR: The second course—I have a date here of 2 April 2015 for reaccreditation—have you commenced the process for that? Prof. Saunders: I would have to take that question on notice. The submission usually has to be made six months prior to the expiry of the date, so yes we would have at least received that.
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