

Senate Committee: Education and Employment

**QUESTION ON NOTICE
Additional Estimates 2016 - 2017**

Outcome: Higher Education Research and International

Department of Education and Training Question No. SQ17-000083

Senator O'Neill, asked on 01 March 2017, Proof Hansard page 127

Also refer to previous hearing Question No. SQ16-000881

Impact on Universities

Question

Senator O'NEILL: How many students is that cut projected to impact, Mr Learmonth?

Mr Learmonth: I do not think you can really attribute it to students, in terms of how the money flows. In its various forms, it funds programs, research—it funds a range of things.

Senator O'NEILL: So, a better question might be: what is the impact on the universities?

Mr Learmonth: It would be hard to gauge what the impact is.

Senator O'NEILL: Could you take that on notice.

Mr Learmonth: I am not sure we could give you better information about what the impacts might be. It would be speculative.

Senator O'NEILL: Could I ask what growth there has been in low-SES Indigenous and regional and remote students since the introduction of the program?

Mr Learmonth: Yes, if we have it—all significant.

Senator O'NEILL: Maybe, in the interests of time, I might ask you to provide that on notice.

Mr Learmonth: I will take that on notice. It has all been significant growth in the mentioned equity groups.

Answer

Please see the response to previous hearing Question No. SQ16-000881 regarding the impact of budget savings measures (see attached).

There has been growth in the numbers of students participating in higher education who are from low SES backgrounds, including those who are Indigenous or from regional or remote Australia, since introduction of the HEPPP in 2010. The table provided below outlines growth in enrolments across all three equity groups from 2010 to 2015.

It is not possible to disaggregate growth in low SES enrolments since the introduction of the HEPPP in 2010 from changes resulting from the introduction of the demand driven system in 2012.

Note that in 2011 the department shifted to more accurate measures to identify low SES, and regional and remote students. The time series provided therefore includes enrolments data for both the old and new measures in the 2011 calendar year to allow comparison with data provided for the 2010 calendar year.

Domestic undergraduate student enrolments at Table A universities

Equity Group	2010	2011	2012	2013	2014	2015
Low SES (2006 postcode measure)	96,706	102,163				
Low SES (SA1 measure)		91,467	99,035	106,375	110,211	115,021
Low SES Indigenous (2006 postcode measure)	2,644	2,785				
Low SES Indigenous (SA1 measure)		2,853	3,095	3,329	3,519	3,776
Low SES Regional (2006 postcode, MCEETYA)	39,020	40,864				
Low SES Regional students (ASGS, SA1)		35,794	38,252	40,238	40,346	41,968
Low SES Remote (2006 postcode, MCEETYA)	2,192	2,198				
Low SES Remote (ASGS, SA1)		1,721	1,766	1,878	1,775	1,829
All domestic undergraduate students at Table A universities	580,372	600,412	634,434	668,665	695,869	717,195

Note: Data excludes students where permanent home address is overseas.

- *Low SES SA1 measure is based on a geocoded SA1 (Statistical Area 1) with the SES value derived from the 2011 SEIFA Education and Occupation Index for SA1, where SA1s in the bottom 25% of the population aged 15-64 being classified as Low SES.*
- *Low SES postcode measure is based on the student postcode of permanent home residence, with the SES value derived from the 2006 SEIFA Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 being classified as Low SES.*
- *Regional and Remote categories derived from 2011 Australian Statistical Geography Standard (ASGS).*
- *Regional and Remote categories derived from Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). The MCEETYA classification was built using the Australian Bureau of Statistics' 2006 Australian Standard Geographical Classification (ASGC) Remoteness Structure, but with specific adjustments to cater for the department's special needs.*