

Verification matrix – PHASE 1A – 2014 Higher Education Reform Communication Campaign

Statement	Context / spoken by	Supporting verification	t
Higher learning leads to higher earnings	Narrator	<p>Sourced from an independent report by the Grattan Institute:</p> <p>“In percentage terms, the median man with a bachelor degree earns 65% more over a lifetime than a median year 12 completer who does no further study. For women, the difference is nearly 80%.” <i>Graduate Winners</i>, Grattan Institute, 2012, p. 51.</p> <p>Source: http://grattan.edu.au/wp-content/uploads/2014/04/162_graduate_winners_report.pdf</p>	
Uni graduates can earn 75 per cent more than school leavers and have more career opportunities	Narrator	<p>75% figure derived from the statistics sourced from the report <i>Graduate Winners</i> by the Grattan institute. The 75 per cent figure is derived by weighting the 65 per cent for males and 80 per cent for females by the number of male and female undergraduates (completions) in 2012 (latest available data: see http://www.education.gov.au/ucube-higher-education-data-cube).</p>	
The Australian Government will continue to pay around half your undergraduate degree	Narrator	<p>The Australian taxpayer currently funds around 60 per cent of the total cost of a student’s average university degree cost and the student covers, on average, the remaining 40 per cent of the cost, which they can borrow through HECS.</p> <p>“The average proportion of base funding contributed by students depends on the actual discipline mix of units of study undertaken in a given year but is around 40 per cent of total base funding.” <i>Higher Education Base Funding Review Final Report October 2011</i>, p. 98.</p> <p>Source: http://www.industry.gov.au/highereducation/Policy/BaseFundingReview/Documents/HigherEd_FundingReviewReport.pdf.</p> <p>Under the proposed changes, it is anticipated that students and the taxpayer will on average pay around half each.</p> <p>The Queensland University of Technology has indicated what its 2016 prices would be should the current Bill pass. Students who enrol in a Bachelor of Nursing will pay no more than \$10,600 a year. The Australian Government will contribute around \$12,000 – i.e. more than half the total</p>	

		<p>cost of the course. Similarly:</p> <ul style="list-style-type: none"> • a Bachelor of Science student will pay \$10,733 a year with a Commonwealth contribution of \$12,000 • a Bachelor of Engineering student will pay \$12,900 a year with the Commonwealth contributing \$12,000 • a Bachelor of Education (Primary) student will pay \$8,325 each year with a Commonwealth contributing \$9,000. <p>Student contributions will inevitably vary from institution to institution and may be significantly lower or higher than around half – as occurs now under current arrangements. This is to be expected and is not unusual.</p> <p>The Council of Private Higher Education (COPHE) indicated in their August 2014 Senate inquiry submission that its members would pass on any new subsidies as fee reductions.</p> <p>Based on current fees charged by (state government-owned) TAFEs, if they also were to pass on new subsidies as reduced fees, some of their higher education students could pay as low as around 40 per cent of the total cost of a course.</p>	
<p>HECS covers the rest HECS is here to stay</p>	<p>Narrator</p>	<p>This is a continuation of current arrangements.</p> <p>Students contribute to the cost of their education by paying tuition fees and HECS allows eligible students to access a loan to pay their student contribution amount resulting in nil upfront tuition costs. The ability to access HECS will not change as part of the proposed reforms but the balance between the government and the student contributions will change as explained above.</p> <p>“The Government will continue to help students defer the cost of their study until they reach a point where it is fair that they begin to repay their loan.” <i>Budget 2014-15 Higher Education 13 May 2014</i>, p. 6.</p> <p>Source: http://budget.gov.au/2014-15/content/glossy/education/download/Budget_Glossy_education_web.pdf</p> <p><i>The Higher Education and Research Reform Amendment Bill 2014</i> simplifies and improves the sustainability of the HELP components. It does not remove HECS.</p>	

<p>Pay zero course fees up front</p>	<p>Narrator</p>	<p>This is a continuation of current arrangements.</p> <p>Under current HESA legislation, HECS-HELP is available for the entire student contribution, requiring no upfront payment by students.</p> <p>FEE-HELP is also available to all eligible higher education students that are not in Commonwealth supported places to pay for their tuition costs.</p> <p>Under the HERRA legislation, HECS-HELP and FEE-HELP will be merged to become HECS-HELP and the existing loan fee of 25 per cent for FEE-HELP will be removed for undergraduates, as will the lifetime limits. All eligible students will be able to defer tuition fees onto HECS-HELP minus any upfront payments (such as Commonwealth subsidies) resulting in no upfront payments required for tuition costs.</p> <p><i>Higher Education Support Act 2003 (HESA)</i></p> <p>Division 93—How are amounts of HECS-HELP assistance worked out?</p> <p>93-1 The amount of HECS-HELP assistance for a unit of study</p> <p>The amount of *HECS-HELP assistance to which a student is entitled for a unit of study is the difference between:</p> <ul style="list-style-type: none"> (a) his or her *student contribution amount for the unit; and (b) the sum of any *up-front payments made in relation to the unit. <p>Division 107—How are amounts of FEE-HELP assistance worked out?</p> <p>107-1 The amount of FEE-HELP assistance for a unit of study</p> <p>The amount of *FEE-HELP assistance to which a student is entitled for a unit of study is the difference between:</p> <ul style="list-style-type: none"> (a) the student's *tuition fee for the unit; and (b) the sum of any *up-front payments made in relation to the unit. <p><i>Higher Education and Research Reform Amendment Bill 2014 (HERRA)</i></p>
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		<p>107-1 The amount of HECS-HELP assistance for a unit of study</p> <p>The amount of *HECS-HELP assistance to which a student is entitled for a unit of study is the difference between:</p> <ul style="list-style-type: none"> (a) the student's *tuition fee for the unit; and (b) the sum of any *up-front payments made in relation to the unit. 	
<p>Plans to extend fee subsidies to even more students</p> <p>More pathways</p> <p>More choices for you</p> <p>That's why we are planning to open more doors</p>	<p>Narrator</p>	<p>Currently, the government provides fee subsidies only to publicly funded universities and to a small number of private providers in areas of national priorities. If passed, the Budget measures will open up this funding to eligible students at all approved higher education providers including private colleges and TAFEs as well as to students studying higher education diplomas, advanced diplomas and associate degree courses. This will result in an estimated 80,000 additional students receiving Commonwealth support in 2018.</p> <p>To expand the demand driven system to private universities and non-university higher education providers, item 33 of Schedule 1 of the <i>Higher Education and Research Reform Amendment Bill 2014</i>, currently before Parliament, repeals the current section 30-1 of the <i>Higher Education Support Act 2003</i>:</p> <p>30-1 Eligibility for grants</p> <p>(1) A grant under this Part is payable, as a benefit to students, to a higher education provider, in respect of the year 2005 or a later year, if:</p> <ul style="list-style-type: none"> (a) the provider: <ul style="list-style-type: none"> (i) is a *Table A provider; and (ii) has entered into a funding agreement with the Commonwealth under section 30-25 in respect of a period that includes that year; or (b) all of the following apply: <ul style="list-style-type: none"> (i) the provider is a higher education provider specified in the Commonwealth Grant Scheme Guidelines as a higher education provider that can be paid grants under this Part; (ii) the Minister has allocated a *number of Commonwealth supported places to the provider for that year under section 30-10; (iii) the provider has entered into a funding agreement with the Commonwealth under section 30-25 in respect of a period that includes that year. 	

(2) However, a grant is payable to a higher education provider that is not a *Table A provider only if the grant relates only to *national priorities.

and replaces with the following:

30-1 Eligibility for grants

A grant under this Part is payable, as a benefit to students, to a higher education provider in respect of a year, if there is a funding agreement under section 30-25 between the provider and the Commonwealth in respect of a period that includes that year.

To expand the demand driven system to sub-bachelor places, item 205 of Schedule 1 repeals the determination that specifies that sub-bachelor (diploma, advanced diploma, associate degree and enabling) courses are designated courses of study under subsection 30-12(2)

Higher Education (Designated Courses of Study) Specification 2011

205 The whole of the Determination

Repeal the Determination.

Item 37 adds enabling courses to the list of designated courses in section 30-12 as the DDS is not being extended to these courses

37 After paragraph 30-12(1)(b)

Insert:

(ba) * enabling courses;

Other minor amendments have been made to provisions in Divisions 30, 33 and 36 to remove references to Table A providers to ensure that the provisions apply consistently to all providers.

Your future is Australia's future	Narrator	<p>Opinion but consistent with the higher education reforms brochure handed out to students at university open days:</p> <p>"New opportunities, new choices, it's your future".</p> <p>And consistent with budget statements:</p> <p>"Our goal is to ensure that Australia has one of the world's best higher education systems." Budget 2014-15 Higher Education 13 May 2014, p. 2.</p> <p>"Higher education is one of the most successful new export industries in Australia." Budget 2014-15 Higher Education 13 May 2014, p. 4.</p> <p>Source: http://budget.gov.au/2014-15/content/glossy/education/download/Budget_Glossy_education_web.pdf</p>
That's why higher education is so important to all of us	Narrator	Opinion – as above
So it's worth doing	Narrator	Opinion – as above
With HECS you can access a world class education	Narrator	<p>The review of the demand driven system found that Australia already has one of the world's better higher education systems:</p> <p>"Australia has one of the world's leading higher education sectors, comprising both public and private providers. Our 37 public universities, the principal institutions in this sector to date, number among them some of the world's best. In the 2013 Times Higher Education ranking, five Australian universities are listed in the world's top 100. Australia has paid considerable attention to quality issues, and the institutions not ranked in the top 100 also have high quality features and maintain good standards." <i>Review of the Demand Driven Funding System Report</i>, The Hon Dr David Kemp, Andrew Norton, p. 1.</p> <p>Source: https://education.gov.au/report-review-demand-driven-funding-system</p>
More scholarships on		As part of the Government's proposed changes, the <u>Commonwealth Scholarship Scheme</u> will be introduced where \$1 of every \$5 of additional revenue raised by higher education providers from

<p>the way</p>	<p>fees will go towards the scheme, which will help students that need it the most.</p> <p>This will provide support to students through scholarships to meet the costs of attending, participating in or succeeding in higher education. These will be allocated to students either as direct scholarship payments or as individualised support, such as assistance with the cost of living, additional tutoring, mentoring or outreach. Each individual institution can decide how best to allocate the scholarships.</p> <p>As part of its proposed changes to higher education, the Government has also announced that it will introduce a <u>dedicated scholarship fund within the Higher Education Participation Programme (HEPP)</u>, targeted to universities with a proportion of low SES students to be determined by the Minister.</p> <p>The HEPP scholarship fund will be in addition to the Commonwealth Scholarship Scheme, meaning there will be even more scholarships available as part of the Government's changes to higher education to help support disadvantaged students.</p> <p>"To keep things fair, higher education providers will be required to direct 20 per cent of the additional revenue raised to Commonwealth Scholarships, supporting access for disadvantaged students." Budget 2014-15 Higher Education 13 May 2014, p. 5</p> <p>Source: http://budget.gov.au/2014-15/content/glossy/education/download/Budget_Glossy_education_web.pdf</p> <p>36-75 New Commonwealth Scholarship Scheme</p> <p>(1) A higher education provider must, no later than 6 months after the end of each year in respect of which a grant is made under this Part to the provider, allocate the provider's *eligible amount for the year for use:</p> <ul style="list-style-type: none"> (a) in accordance with the Commonwealth Grant Scheme Guidelines; or (b) if there are no Guidelines for the purposes of paragraph (a) - in accordance with the provider's funding agreement for the year or period that includes the year. <p>Note 1: See also section 19-35 (benefits and opportunities must be available equally to all students).</p> <p>Note 2: This Scheme is separate from the Commonwealth scholarships under Part 2-4.</p> <p>(2) Subsection (1) does not apply to a higher education provider in relation to a year if:</p> <ul style="list-style-type: none"> (a) circumstances prescribed by the Commonwealth Grant Scheme Guidelines 	
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		<p>exist in relation to the provider; or</p> <p>(b) there are no circumstances prescribed by the Guidelines in relation to the year and the *number of Commonwealth supported places provided by the provider during the year is less than 500.</p> <p>(3) The Commonwealth Grant Scheme Guidelines may:</p> <p>(a) for the purposes of paragraph (1)(a), prescribe the use of 30 allocated amounts to provide scholarships or other benefits 31 for the purposes of:</p> <p>(i) increasing access to and participation in higher education by students and prospective students from 2 disadvantaged backgrounds; and</p> <p>(ii) improving completion by disadvantaged students of *courses of study; or</p> <p>(b) prescribe any other matters ancillary or incidental to matters 6 referred to in paragraph (2)(a) or paragraph (a) of this 7 subsection.</p>	
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