

PDR No	Spoken / Written	Hansard Page	Question Submitted By	Subject	Full Question Text
SQ16-000776	Written		Carr, Kim	Research Investment Adjustment Scheme	<p>With reference to the Research Investment Adjustment Scheme please provide the:</p> <p>(a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.</p>

SQ16-000777	Written		Carr, Kim	Joint Research Engagement Program	<p>With reference to the Joint Research Engagement Program please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.</p>
SQ16-000778	Written		Carr, Kim	Research Infrastructure Block Grants	<p>With reference to the Research Infrastructure Block Grants please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.</p>

SQ16-000779	Written		Carr, Kim	Research Training Scheme	<p>With reference to the Research Training Scheme please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.</p>
SQ16-000780	Written		Carr, Kim	Sustainable Research Excellence	<p>With reference to the Sustainable Research Excellence please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.</p>

SQ16-000781	Written		Carr, Kim	Australian Post Graduate Awards	With reference to the Australian Post Graduate Awards please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.
SQ16-000782	Written		Carr, Kim	Research Support Program	With reference to the Research Support Program please provide the: (a) total funding allocated for each in 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2016-17, 2017-18, 2018-19 and 2019-20 (e) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (f) aggregate staff budget for each in 2016-17 broken down by i) permanent APS staff and ii) contractors (g) number of permanent APS staff responsible for delivering each in 2016-17, the classification of these staff and their geographic location; (h) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.
SQ16-000783	Written		Carr, Kim	Research Training Program	With reference to the Research Training Program please provide the: (a) total funding allocated for each in 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2016-17, 2017-18,

					2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2016-17, 2017-18, 2018-19 and 2019-20 (e) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (f) aggregate staff budget for each in 2016-17 broken down by i) permanent APS staff and ii) contractors (g) number of permanent APS staff responsible for delivering each in 2016-17, the classification of these staff and their geographic location; (h) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.
SQ16-000784	Written		Carr, Kim	Collaborative Research Network program	With reference to the Collaborative Research Network program please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.

SQ16-000785	Written		Carr, Kim	Commonwealth - Australian National University Strategic Relationships	With reference to the Commonwealth - Australian National University Strategic Relationships please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.
SQ16-000786	Written		Carr, Kim	National Collaborative Research Infrastructure Strategy	With reference to the National Collaborative Research Infrastructure Strategy program please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were

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SQ16-000787	Written		Carr, Kim	Higher Education Research Promotion	With reference to Higher Education Research Promotion please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.

SQ16-000788	Written		Carr, Kim	Academic Centres of Cyber Security Excellence	With reference to Academic Centres of Cyber Security Excellence please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.
SQ16-000789	Written		Carr, Kim	Securing Australia's Mathematical Workforce 2016–2020	With reference to the Securing Australia's Mathematical Workforce 2016–2020 please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were

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SQ16-000790	Written		Carr, Kim	AIATSIS - Australian Institute of Aboriginal and Torres Strait Islander Studies	With reference to the Australian Institute of Aboriginal and Torres Strait Islander Studies please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.

SQ16-000791	Written		Carr, Kim	ARC - Excellence in Research Australia	<p>With reference to Excellence in Research Australia please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.</p>
SQ16-000792	Written		Carr, Kim	VET Student Loans	<p>According to the fact sheet on the DET website plans for VET Student Loans will see loans restricted to students in eligible courses, ""Course eligibility will be limited to courses that have a high national priority, meet industry needs, contribute to addressing skills shortages and align with strong employment outcomes."" (a) How will these criteria be defined? (b) How is industry need to be assessed? (c) How will skill shortages be measured? (d) Will the immigration department's Skilled Occupations List (SOL) have any role to play? (e) What benchmarks will be set for strong employment outcomes? Will these benchmarks be applied at the provider level, or across all providers operating the course?</p>

SQ16-000793	Written		Carr, Kim	VET Student Loans & Book industry	1. How many courses on the eligible qualification list will aid in creating capability, or meet skills shortages in the Australian book industry? 2. Will book design skills be catered for in the course list? 3. Will editing and copy writing skills be catered for on the course list? 4. Will printing skills relevant to the book industry be catered for on the course list? 5. Will book binding, book printing, compositing and specialist information technology skills be catered for on the course list?
SQ16-000794	Spoken	6	Collins, Jacinta	Staffing - retirements or separations	Senator JACINTA COLLINS: I am interested, obviously, in the non-SES level and also in the nature of the attritions. Are they retirements or separations for other purposes? I am assuming from what you are telling me that they are not movements elsewhere into the SES level in the Public Service—or they might be? Dr Bruniges: They can be. Some of our separations may indeed be in categories like transferring at level, age retirement, ongoing contract ceased or resignation. There are a number of categories that can cause that change. Senator JACINTA COLLINS: I am particularly interested in retirement.
SQ16-000795	Written		Carr, Kim	VET Student Loans - amending course list	How often is it planned to amend the eligible qualification list?
SQ16-000796	Written		Carr, Kim	VET Student Loans - state and territory skills list	What will be the threshold for a normal course (not STEM) to be included on the eligible qualification list? Will it be automatic once it is included on two state and territory skills lists, or must it be an deliberative decision of the Minister once the course meets this qualifying standard? Is it possible that a course might be included on two state and territory skills lists yet not be placed on the eligible qualification list?
SQ16-000797	Written		Carr, Kim	VET Student Loans - state and territory skills list	How will the Department of Education and Training prevent the mechanism of using state and territory skills lists to determine course eligibility from being manipulated or gamed by states or territories?
SQ16-000798	Written		Carr, Kim	VET Student Loans - inclusion of courses	How will a provider apply for inclusion of a course onto the eligible course list? What will be the criteria? Who will review the application? Who will make a decision on a providers application?
SQ16-000799	Written		Carr, Kim	VET Student Loans - fee caps	How much of the VET FEE HELP estimated study load will fit under the (a) \$5000 cap (b) \$10,000 cap and (c) \$15,000 cap?

SQ16-000800	Spoken	7	Collins, Jacinta	Graduate program	Senator JACINTA COLLINS: What proportion of those generalists would be education-related generalists? Mr Cook: We would have to take that on notice.
SQ16-000801	Written		Carr, Kim	VET courses in Jewellery	1. Is the Diploma of Jewellery and Object Design currently an approved VET FEE HELP course? (a) How many providers offer this course? (b) How many students are studying this course? 2. Is the Advanced Diploma of Jewellery and Object Design currently an approved VET FEE HELP course? (a) How many providers offer this course? (b) How many students are studying this course? (3) Will either of these courses be eligible for funding under the VET Student Loans scheme?
SQ16-000802	Written		Carr, Kim	Jewellery Manufacturing Industry	Is the Department aware that Jewellery manufacturing is an industry with over 1500 employers, \$2 billion in annual revenue and employs over 4200 Australians?
SQ16-000803	Written		Carr, Kim	Niche industry capability	Will the Department, in assessing any application from training provider seeking to service niche industries, consider the need to maintain capability and skills formation in its assessment?
SQ16-000804	Written		Carr, Kim	Research Investment Adjustment Scheme	With reference to the Research Investment Adjustment Scheme please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000805	Written		Carr, Kim	Joint Research Engagement Program	With reference to the Joint Research Engagement Program please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000806	Written		Carr, Kim	Research Infrastructure Block Grants	With reference to the Research Infrastructure Block Grants please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.

SQ16-000807	Spoken	9	Collins, Jacinta	Consultancies	Senator JACINTA COLLINS: How many consultancies has the department contracted this financial year? Cont. pg 10 Senator JACINTA COLLINS: When you provide me the information around all of the consultancies, if there is a process within each group that you can outline, can you indicate which ones have been through such a process and which ones may not. Dr Bruniges: Of course.
SQ16-000808	Written		Carr, Kim	Research Training Scheme	With reference to the Research Training Scheme please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000809	Written		Carr, Kim	Sustainable Research Excellence	With reference to Sustainable Research Excellence please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000810	Written		Carr, Kim	Australian Post Graduate Awards	With reference to the Australian Post Graduate Awards please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000811	Spoken	10	Collins, Jacinta	Tender evaluations	Senator JACINTA COLLINS: Do you also have a panel of external experts that you draw into those processes? Dr Bruniges: I would have to take that on notice, but my understanding is that sometimes indeed they would use staff from other agencies with particular expertise, but I would have to take on notice the question about whether there is a set panel that they use of external expertise beyond the APS. Senator JACINTA COLLINS: The other question is: do you have a panel of external consultants that are in a sense an approved panel of consultants that you would go to on a case-by-case basis? Dr Bruniges: Not that I am aware of, but I am happy to take that on notice and double-check. Senator JACINTA COLLINS: I know in the past that is a process that has applied in Employment. I am curious whether a similar process occurs in Education and, if so, who is on that panel. Dr Bruniges: I am happy to take that on notice.
SQ16-000812	Written		Carr, Kim	Research Support Program	With reference to the Research Support Program please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the

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SQ16-000813	Spoken	10	Collins, Jacinta	Internal Audit	Senator JACINTA COLLINS: Can you describe for me the department's internal audit requirements and guidelines and inform the committee of the membership of the internal audit committee? Dr Bruniges: Yes, I can. First of all, Tony Cook is the chair of our internal audit committee. I might get him to describe the membership of that audit committee. He has both external and internal people on that. It has a charter, which I agree to, for that audit committee. They have regular meetings and they discuss a range of issues, but I might hand over to Mr Cook for more detail. Mr Cook: I will take the actual individual names on notice, but effectively we have three external members. We have two internal members. We have a member from another APS department. The ANAO plays a role in actually attending. They are not formal members as such but they attend all meetings as part of their work.
SQ16-000814	Written		Carr, Kim	Research Training Program	With reference to the Research Training Program please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000815	Written		Carr, Kim	Collaborative Research Network program	With reference to the Collaborative Research Network program please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000816	Written		Carr, Kim	Commonwealth - Australian National University Strategic Relationships	With reference to the Commonwealth - Australian National University Strategic Relationships please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.

SQ16-000817	Written		Carr, Kim	National Collaborative Research Infrastructure Strategy	With reference to the National Collaborative Research Infrastructure Strategy please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000818	Spoken	10	Collins, Jacinta	ANAO audit requirements	Senator JACINTA COLLINS: What are the audit requirements and guidelines for the ANAO? Mr Cook: We have an internal audit which is approved by the secretary and secretary instructions around the audit. We have an internal audit work plan. All of that information is available. I can take that on notice as well.
SQ16-000819	Written		Carr, Kim	Higher Education Research Promotion	With reference to the Higher Education Research Promotion please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000820	Spoken	15	Leyonhjelm, David	Red tape/deregulation	Senator LEYONHJELM: Finally, I have a select committee established to look at red tape. I am wondering if I could ask you about that for a minute or two. Do you ask for feedback from schools about red tape? Senator LEYONHJELM: What is the best thing you have ever done to reduce red tape? I know you have not been the head of the department for a long time, but you have been in the department for a fair while, I think, haven't you? Dr Bruniges: I think some of the harmonisation of legislation that is achieved in some areas has made a big reduction. Senator LEYONHJELM: Harmonisation of legislation? Dr Bruniges: Yes. For the mums and dads and for different sectors out there, when we can get some synergy between some legislation across states and territories, that reduces an awful lot of red tape bureaucracy in terms of— Senator LEYONHJELM: Have you got an example of that? Dr Bruniges: Can I take that on notice, and I will get you one and give you detail. I do not have that detail with me.
SQ16-000821	Written		Carr, Kim	Academic Centres of Cyber Security Excellence	With reference to the Academic Centres of Cyber Security Excellence please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.

SQ16-000822	Written		Carr, Kim	Securing Australia's Mathematical Workforce 2016–2020	With reference to Securing Australia's Mathematical Workforce 2016–2020 please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000823	Written		Carr, Kim	AIATSIS - Australian Institute of Aboriginal and Torres Strait Islander Studies - evaluation reports	With reference to the Australian Institute of Aboriginal and Torres Strait Islander Studies please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000824	Spoken	16	Collins, Jacinta	Property: electricity costs	Senator JACINTA COLLINS: I am also interested in the electricity cost for each of the individual properties.
SQ16-000825	Written		Carr, Kim	ARC - Discovery Program - evaluation reports	With reference to the Discovery Programme please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000826	Written		Carr, Kim	ARC - Linkage Program - evaluation reports	With reference to the Linkage Programme please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000827	Written		Carr, Kim	ARC - Excellence in Research Australia	With reference to Excellence in Research Australia please provide: (a) Copies of any evaluation reports or program analysis prepared by external advisers in the last five years; (b) Copies of any evaluation reports or program analysis prepared within the department in the last five years.
SQ16-000828	Written		Carr, Kim	Discretionary Grants	'In relation to all discretionary grants in the Department of Education & Training, and portfolio agencies, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding.

SQ16-000829	Spoken	16	Collins, Jacinta	Property (owned or rented by the department)	Senator JACINTA COLLINS: Could you give me the details of the lease terms, expiry dates and information on the rent? Mr Ford: I could probably take that on notice and get that detailed information for you.
SQ16-000830	Written		Abetz, Eric	Student Services and Amenities Fee	These questions follow on from Question on Notice SQ16-000044 in relation to the Student Services and Amenities Fee. Do we have the amount of SSAF funding collected by universities in 2015? At the time of that response, the Department had initiated 7 investigations. Has the Department commenced any further investigations?
SQ16-000831	Spoken	16	Collins, Jacinta	Cars owned/leased by the department	Senator JACINTA COLLINS: I am also interested in how many cars are owned or leased by the department, by state or territory.
SQ16-000832	Written		Hanson-Young, Sarah	ACARA - money to third parties	Has the Authority ever released money to third parties (such as suppliers of a good or a service) without a contract and if so, why, how much and what for?
SQ16-000833	Written		Collins, Jacinta	Proposals for a new funding model - advice	Has the Department developed, commissioned or received advice or modelling about the returns on investment and economic growth impacts of investment in school education? • If advice was prepared outside the Department, which firm, department or organisation produced this advice?
SQ16-000834	Spoken	16	Collins, Jacinta	Credit Cards	Senator JACINTA COLLINS: Is that a department-specific protocol, or is it a broader APS protocol that you use? Mr Ford: By 'protocol' do you mean a policy for credit card issue? Senator JACINTA COLLINS: How you determine who should have credit card and what the arrangements are around it. Mr Ford: We have our own protocols. You will probably find that there is some variation across agencies. Not a huge amount, but each agency will have their own policies relating to credit card issue. Senator JACINTA COLLINS: Could you make those available? Mr Ford: Yes, we can.

SQ16-000835	Spoken	16	Collins, Jacinta	Fuel cards and car fleet	Senator JACINTA COLLINS: How many fuel cards are currently issued in the department? Mr Ford: I am not sure whether we have fuel cards specifically. Senator JACINTA COLLINS: Are they part of the leases? Mr Ford: I think they are part of the broader card arrangements, but I will check that as well. We have a very small car fleet. It has come down a lot in the last few years. Senator JACINTA COLLINS: Could you outline that for me? In media monitoring we were back in the 2012, so could you give me that from 2012 on? Mr Ford: We can take that on notice, too. This is the number of cars in the car fleet over financial years?
SQ16-000836	Spoken	17	Collins, Jacinta	Cabcharge cards	Senator JACINTA COLLINS: ... Cabcharge cards? Mr Ford: We would have to take that on notice concerning the number of Cabcharge cards. There is a fair amount of evolution in the way that we manage Cabcharge. I suspect that we have fewer Cabcharge cards on issue than we might have done in the past, as well. Dr Bruniges: I think that comes to our travel and purchasing cards as one category. For example, if I was using a taxi in a different state or territory, I would use the same corporate purchasing card as I would with my credit card. So I do not have a separate Cabcharge, but we will double check to see how many Cabcharge cards we have.
SQ16-000837	Written		Collins, Jacinta	Proposals for a new funding model - Gonski	Has the Department conducted any assessment of the impact that funding delivered under the 'Gonski model' has had on educational outcomes? • If so, how has that assessment been conducted? • What indicators are used?
SQ16-000838	Written		Hanson-Young, Sarah	In-Home Care Programme	Is removal of the In-Home Care Programme as a form of Approved Childcare consistent with the Government's commitment to the COAG National Child Protection Agreement "Protecting Children Is Everyone's Business National Framework for Australia's Children 2009- 2020"?
SQ16-000839	Written		Collins, Jacinta	Proposals for a new funding model - states and territories	Has the Department any modelling on how states and territories funding would be impacted under the government's plans for a new funding model?

SQ16-000840	Written		Collins, Jacinta	Proposals for a new funding model - School Resourcing Standard	Has the Department developed, commissioned or received advice or modelling about when the School Resourcing Standard would be reached under the current School funding arrangements? Has the Department developed, commissioned or received advice or modelling about when the School Resourcing Standard would be reached if the new funding model were to pay the same base-rate of per student funding across states?
SQ16-000841	Written		Collins, Jacinta	Proposals for a new funding model - mechanisms	Has the Department considered mechanisms for a new funding agreement to ensure that states deliver funding directly to schools?
SQ16-000842	Spoken	17	Collins, Jacinta	Credit card use expenses	Senator JACINTA COLLINS: Can you break that down into what proportion of that relates to travel-related expenses? Dr Bruniges: I probably could. That would include transactions for payments within domestic air travel fares, because that is the best way to acquit that so we get a clear statement of the domestic travel. We can try and take that on notice and get back to you. Mr Ford: I would like to do that because, while we have data on our domestic travel and our international travel, the interactions with the credit card acquittals are slightly more complicated. So we will take that on notice. Senator JACINTA COLLINS: Perhaps you could give me a breakdown under categories of different types of usage. I presume that some would be accommodation, some would be domestic travel, some would be overseas travel, some would be other expenses. Can you give a sense of that breakdown? Dr Bruniges: Some could be taxis instead of Cabcharge. We will look at categories and give you a breakdown of that. Cont. pg 28 Senator JACINTA COLLINS: Can I be clear? With regard to the information that I was asking for earlier about the use of credit cards, I would like that breakdown to the hospitality-specific element of the credit cards, please. Dr Bruniges: We will take that on notice and see what we can do.
SQ16-000843	Written		Collins, Jacinta	Proposals for a new funding model - National Schools Resourcing Body	Has the Department provided advice to the Minister's office on the establishment of a National Schools Resourcing Body?
SQ16-000844	Written		Collins, Jacinta	Proposals for a new funding model -	When does the Department anticipate legislation will need to be considered by Parliament in order for funding to be delivered in time for the 2018 school year?

				legislation	
SQ16-000845	Written		Collins, Jacinta	Data and modelling - Gonski	Has the Department any modelling on the difference in funding that individual states, regions, electorates and schools will receive as a result of the decision not to deliver funding planned for the fifth and sixth years of the 'Gonski plan'?
SQ16-000847	Written		Collins, Jacinta	Data and modelling - funding	Can the Department provide information about average per-student Federal funding for each sector by state each year for 2013, 2014 and 2015? Can the Department provide information about average per-student funding from states and territories for each sector by state each year for 2013, 2014 and 2015? Can the Department provide information about projected per-student Federal funding for each sector by state each year for 2016 and 2017?
SQ16-000848	Spoken	20	O'Neill, Deborah	Advice to Secretary on ANAO government advertising	Senator O'NEILL: Could I have someone explain to me the process that was undertaken and the level at which the decision was made. Who was involved in making a decision? And I would like, if possible, a copy of the advice that was given to the then secretary, Ms Paul. Senator Birmingham: The certification is undertaken by the secretary. The then secretary made the decision in relation to the certification. Senator O'NEILL: She said she made her decision on advice. I would like a copy of the advice and I would like to talk to somebody who was part of providing that advice to the secretary. Senator Birmingham: We will have to take it on notice in terms of the copy of the advice. Cont. pg 21 Senator Birmingham:.... In terms of that and who signed off on that advice that went to Ms Paul, I think we will have to take it on notice to ascertain that.
SQ16-000849	Written		Hanson-Young, Sarah	In Home Childcare	What transition plans have been put in place for the more than 6000 children who access In Home Childcare nationally, especially for those families who do not meet Activity Test requirements but will continue to require childcare?

SQ16-000850	Written		Hanson-Young, Sarah	National Association for Mobile Services media statement	NAMS released a media statement on 23rd September 2016, indicating that “The funding reform proposal will no doubt ensure the closure of up to 90% of the current BBF Mobile Children Services across rural and remote communities in Australia” (Anne Bowler, the Chair of the National Association for Mobile Services). Already some In-Home Care providers have started to wind down operations in the face of uncertainty. Often the support of the IHC service can prevent children becoming part of the Child Protection system or place in Foster Care. Has the Government considered the cumulative effect of closure of multiple service types which service vulnerable children? What will be the resultant burden on the Child Protection system, a system already under enormous strain?
SQ16-000851	Spoken	21	O'Neill, Deborah	Material reviewed by ANAO	Senator JACINTA COLLINS:.... Did they go back to Ms Paul's certification and the material that was before her at that time? Dr Bruniges: Again, I am not sure what material. The ANAO had— Senator JACINTA COLLINS: It is the legal advice that they are obviously referring to. Dr Bruniges: That is correct. The department, in any audit, would provide documentation to the ANAO, or sometimes ANAO staff work within the department and extract files and advice. But I am really not across the nature of how many and what they had. Senator JACINTA COLLINS: So you can take that on notice in the way we discussed? Dr Bruniges: Yes. I would have to check with the ANAO if they are happy to release whatever documentation they have got, or whatever they did. Senator O'NEILL: I am particularly interested in the legal advice. I just signal that. Dr Bruniges: Can I take that on notice.
SQ16-000852	Written		Collins, Jacinta	Data and modelling - School Resourcing Standard	How close is the amount of per-student funding provided in the 2016 school year in each state, territory, and non-government system and non-systemic school to the School Resourcing Standard? o How close will this be at the end of 2017? o At the end of 2019?
SQ16-000853	Written		Collins, Jacinta	Additional funding for students with disability	1. How was the cost of the 2016 Budget measure for ‘School funding – additional funding from 2018’ calculated? • How has the distribution of this funding between states been determined? 2. How has the distribution of funding in the School Funding – additional funding for students with a disability measure been determined?

SQ16-000854	Written		Collins, Jacinta	Funding models	Can the Department provide a list of the 27 (or more) different funding models referred to by the Minister in the media? • Do the funding models correspond to 27 different agreements? • How many of those agreements were signed by the Abbott or Turnbull Governments? What is the Department's assessment of the prospects of the states and territories signing onto a single new funding arrangement?
SQ16-000855	Written		Collins, Jacinta	Australian Education Act	Has the Department prepared or sought any legal opinion on whether it is necessary to change the Australian Education Act to end 'Gonski' funding after 2017, or what can be done without changing the Act? • Has this advice been prepared within the department? • Has the Department sought an opinion external to the Department? • Has advice been provided to the Minister? Section 127 of the Australian Education Act requires the Minister to provide a report on financial assistance provided under the Act – has there been a report yet? • If not, when will the next report be published?
SQ16-000856	Written		Collins, Jacinta	NCCD/disability loadings - numbers	What is the current number of students receiving disability loadings in each state?
SQ16-000857	Written		Collins, Jacinta	NCCD - quality of data	Was the Department aware of concerns raised about the quality of data in the Nationally Consistent Collection of Data during the collection process? • If so, When did the Department first become aware of these issues? • What measures were taken to address these concerns?
SQ16-000860	Written		Collins, Jacinta	ACARA - My Schools Data	Referring to My School aggregated financial data, please provide total and per student funding for 2014 for each state and territory: a) Broken down by sector (government, Catholic, and independent); b) By source of funds (Australian Government, state/territory government, private – broken down by fees and other private sources); c) Disaggregate recurrent and capital funding. Please also provide this information for each school.
SQ16-000861	Spoken	25	O'Neill, Deborah	Copenhagen Consensus Center	Senator O'NEILL: So the viewpoint papers were commissioned. What was the cost for those, how many were there and are they published? Ms Hart: I would need to take that on notice. We made a contribution through our contract to the overall cost of undertaking that exercise. I would need to take that on notice.

SQ16-000862	Written		Collins, Jacinta	ACARA - Measurement of Complex Skills - measure skills	Could the Department please provide an update on any discussions on how to measure skills broader than literacy and numeracy tests, such as creativity, communication, collaboration, problem solving and other transversal skills? - Have any suggestions been put forward as to credible methodology to measure these skills? - What are ACARA's findings on assessing these skills?
SQ16-000863	Written		Collins, Jacinta	ACARA - Measurement of Complex Skills - sample assessments	What funding is currently invested in the science, ICT and civics and citizenship sample assessments? What have been the results of these tests? Will the sample assessments be funded on an ongoing basis?
SQ16-000864	Written		Hanson-Young, Sarah	Removal of the category of "Approved Service" of In Home Childcare	Will the current or the previous Minister give an undertaking to hold himself personally responsible for each child/family that will be impacted by the removal of the Category of "Approved Service" of In Home Childcare as set out in the Jobs for Families Package currently initiated by him/them?
SQ16-000865	Spoken	25	O'Neill, Deborah	Copenhagen Consensus Centre	Senator O'NEILL: You mentioned that there were as number of meetings with dignitaries. Where were these meetings held? Ms Hart: Once again, I would need to take the details of that on notice. The nature of the project was that we contributed to an overall set of activities over the course of more than a year. We had milestones, reports, that provided some level of detail about that. I do not have a list of those meetings on me but I would be happy to take that on notice. Senator O'NEILL: A breakdown of costs, particularly if there was any international travel. Was there any international travel as part of this? Ms Hart: I do not have the breakdown of costs in front of me but I can take that on notice and have a look at the breakdown of costs that we have available to us.
SQ16-000866	Written		Collins, Jacinta	Curriculum	<ul style="list-style-type: none"> • Are the primary curriculum changes announced by then Education Minister Pyne in 2015 completed? o If not, can the Department please provide an update on progress? • Minister Pyne's press release at the time also referenced strengthening "references to Western History" in the Australian curriculum – what work has the Department done to pursue this objective? • What languages are being worked on within the secondary language curriculum?
SQ16-000867	Written		Hanson-Young, Sarah	proposed university fee deregulation	What modelling has been undertaken in relation to proposed university fee deregulation? What did it show?

SQ16-000868	Written		Collins, Jacinta	Staffing	What are the current staffing levels in the Higher Education Division? • In Headcount? • In FTE? What percentage of staff in the Division has had experience being employed by a higher education institution prior to joining the Department? How many staff members have undertaken a secondment to a higher education institution in the past 12 months?
SQ16-000869	Written		Hanson-Young, Sarah	Deregulation	What data will the Higher Education panel be given about deregulation? Does the Department accept that the majority of universities have come out against deregulation? What concerns have universities raised with the Department in relation to the potential deregulation of university fees?
SQ16-000870	Written		Collins, Jacinta	Nous Group	Is the Nous Groups still engaged by the Department in any capacity? If so, in what capacity?
SQ16-000872	Written		Collins, Jacinta	Consultancy	What former Departmental staff (from the past two years) [in the Higher Education Division] are engaged in consultancy work for the Department, if so, which firms are they associated with?
SQ16-000873	Written		Hanson-Young, Sarah	VET FEE-HELP	How many students have a VET FEE-HELP debt? What is the average VET FEE-HELP debt per student?
SQ16-000874	Written		Collins, Jacinta	Conference attendance	How many staff members in the Division [Higher Education Division] have attended conferences in the past year? - If so, how many of these staff members presented papers on behalf of the Government? - What was the subject matter of each of the paper(s) and at what conferences were they delivered? - What were the costs associated with the conference fees for these conferences?

SQ16-000875	Spoken	27	O'Neill, Deborah	Copenhagen Consensus Centre	Senator Birmingham: I am trying to interpret your question there, but I think we have said before that there were costs related to the establishment of the centre that were intended. Senator O'NEILL: How much? Do we know that? Senator Birmingham: I think Ms Hart has taken that on notice in terms of breakdowns. And there were costs related to the preparation of the research work, all of which were terminated by Mr Pyne shortly before I became the minister. Senator O'NEILL: So we are still not clear about exactly how much of the \$640,000 went to the book and how much went to the establishment costs and the meetings with dignitaries? Senator Birmingham: Ms Hart has already taken that on notice.
SQ16-000876	Written		Collins, Jacinta	Higher Education cuts	What is the impact of the cut of 20% to the Commonwealth Grants Scheme (CGS) in terms of: o (a) The level of Commonwealth contributes, across the average, to the cost of an undergraduate degree? o (b) The amount that students would pay as a proportion to their degree? ? - Broken down by Discipline areas (in line with funding clusters outlined in the Higher Education Support Act (2003))? ? - Average amount across all disciplines?
SQ16-000877	Written		Hanson-Young, Sarah	VET FEE HELP analysis	Has the Department undertaken any analysis to estimate how many students were enrolled into courses they could never have been expected to complete? What did that analysis show? How many students were enrolled into courses that effectively didn't exist? How many students were enrolled into courses where the fees charged grossly outweighed the cost of delivery?
SQ16-000878	Written		Collins, Jacinta	Higher education and research reviews since October 2013	How many non-legislative inquiries, reviews, options papers and discussion papers, and consultations have been undertaken by the Department in the fields of higher education and/or research or a combination of the two since the 2013 election? o What is the total expenditure by the Department on the administration of these reviews? o How much time does the Department estimate it has spent on administering each of these reviews? o Does the Department have any indication of how much time universities have put into responding to each the reviews?

SQ16-000879	Spoken	30	Collins, Jacinta	Copenhagen Consensus Centre	Senator JACINTA COLLINS: You mentioned that it was printed or published in the US. Can you explain the connection between Copenhagen Consensus and the US? Ms Hart: My understanding is that the Copenhagen Consensus Centre has an office that is located in the US. Senator JACINTA COLLINS: Where is its main office? Ms Hart: I would need to check. I do not know the details of their corporate structure. Senator JACINTA COLLINS: Perhaps you could take that on notice and explain why it was published in the US. Ms Hart: Yes.
SQ16-000880	Written		Collins, Jacinta	Higher education reform Options Paper review panel	What are the terms of reference for the Government's panel appointed to assist higher education reform as outlined in the Options Paper: Driving Innovation, Fairness and Excellence in Higher Education?
SQ16-000881	Written		Collins, Jacinta	HEPPP cuts	What is the totality of cuts to the Higher Education Participation and Pathways program after the 2016-17 Budget? o How many students will be impacted by the cuts to the HEPPP program? o What is the impact on each university?
SQ16-000882	Written		Collins, Jacinta	OLT cuts	Given the Government's decision at the 2016-17 Budget to abolish the Office for Learning and Teaching, can the Department advise: (a) What will happen to staff members who were working in the office (b) What was amount of all grants provided through the Office for the period 2013-14, 2014-15, 2015-16?
SQ16-000883	Spoken	30	Collins, Jacinta	Copenhagen Consensus Centre	Senator JACINTA COLLINS: Were there any other contributors or was it solely the Australian education department? Ms Hart: As I said, that was the education department's contribution to the overall cost of the project. Whether there were other contributors would be a question for the Copenhagen Consensus Centre to answer. Senator JACINTA COLLINS: Surely we would know if we were the sole contributor, aside from the Copenhagen Consensus project. Ms Hart: I would need to take that on notice. Our contract only covers our contribution to the overall project. Senator JACINTA COLLINS: Ordinarily when you are contracting these sorts of things, you would understand whether there were other contributors. Ms Hart: In some circumstances, but I would need to take that on notice to determine who else contributed, if anyone.

SQ16-000884	Written		Collins, Jacinta	Higher Education Loan Program (HELP) - advice	Has the Department developed, commissioned or received advice or modelling about the long term financial viability of the HELP (Higher Education Loan Program) scheme? o If advice was prepared outside the department, which firm or organisation produced this advice?
SQ16-000885	Spoken	37	Collins, Jacinta	Schools funding indexation	Senator JACINTA COLLINS: I appreciate the history of it. The period that I am attempting to understand is the move from the AGSRC to the various indexation elements that were part of the agreements in the act to what you are proposing in the budget papers now. Is that part of the library piece? Mr Cook: You would be able to find the historic AGSRC through that library piece, which stopped at 2013, as you know. In 2014, it is the act. From 2018, it is the budget. Senator JACINTA COLLINS: Yes, and I am asking whether you can point me to somewhere— Mr Cook: They will not be all together; they will be in those separate public documents. Senator JACINTA COLLINS: where the methodology behind the 3.56 is outlined. Mr Cook: We can provide that on notice.
SQ16-000886	Written		Collins, Jacinta	Higher Education Loan Program (HELP) - debt	What average level of HELP debt is currently (as at 30 June 2016) carried by Australian (domestic) students in the following categories: o (a) a student who graduated from an undergraduate degree in 2015? o (b) a student who graduated from a postgraduate degree in 2015? o (c) a student who graduated from an undergraduate degree in 2010? o (d) a student who graduated from a postgraduate degree in 2010?
SQ16-000887	Written		Hanson-Young, Sarah	Student debts	Will students who were lumped with unfair debts have them wiped automatically? Are the unfair debts incurred through unscrupulous recruitment and incentivisation techniques expected to be repaid at the same rate as usual student debts? What modelling is used to predict how debts will be repaid? Is different modelling being used in the wake of the rorting of the sector?
SQ16-000888	Written		Collins, Jacinta	HECS-HELP loan fee - impact of loan fee	Has the Department any modelling about the impact of a loan fee on the HECS-HELP program? o If so, can the Department provide details about this impact according to: ? (a) the long-term impact on student debt? ? (b) impacts on enrolments generally? ? (c) impact on enrolments from students from low-SES and other disadvantaged backgrounds? ? (d) impact on enrolments for indigenous students?

SQ16-000889	Written		Collins, Jacinta	HECS-HELP loan fee - higher education reform Options Paper	How many of the 1,200 submissions to the higher education reform Options Paper have recommended that the Government not introduce a loan fee to the HECS-HELP scheme?
SQ16-000890	Written		Collins, Jacinta	HELP as part of estate debt recovery	Does the Government have any modelling on the impact of adding accumulated HELP debts to estate debt recovery? o If so, what does the modelling demonstrate in terms of money that could be recovered over the medium term?
SQ16-000891	Written		Collins, Jacinta	International posts	How many Australian-based staff is posted by the Department overseas? What changes have been made to these postings, in terms of number of people and locations, in the past twelve months?
SQ16-000892	Written		Collins, Jacinta	Staff travel	What is the total expenditure on travel by staff in the International Division for the last financial year? • Of this expenditure, how much was for overseas travel? • How many overseas trips were for bilateral or government-to-government meetings?
SQ16-000893	Written		Hanson-Young, Sarah	Unpaid debts due to the private VET sector rorting	What is the expected loss to government in the form of unpaid debts due to the private VET sector rorting?
SQ16-000894	Written		Collins, Jacinta	Australia Awards	Are the Australian Awards (including the Endeavour Awards) administered entirely by the Department of Foreign Affairs and Trade, or are there staff members?
SQ16-000895	Written		Hanson-Young, Sarah	Tertiary arts courses	The Minister plans to cut the number of tertiary arts courses eligible for student loans from 70 to just 13. What is the reason for this? Could any of the 57 cut courses prepared people for jobs in the community? Were any factors except for employability considered when deciding which courses to cut?

SQ16-000896	Written		Collins, Jacinta	International Strategy	Noting the release of the national strategy for international education in April 2016, can the Department explain: (a) the reason the strategy took so long to be developed and released given the Chaney report (Australia – Educating Globally) was released in 2013? (b) how the strategy addresses any of the issues/recommendations outlined in the Chaney report.
SQ16-000897	Written		Collins, Jacinta	Council for International Education	Noting the announcement by the Minister of a Council for International Education in May 2016, can the Department provide: (a) The terms of reference for the Council (b) The details of remuneration for Council members (c) Details of meetings held by the Council so far this year (d) Details of secretariat support provided by the Department for the Council (e) Information about any advice developed by the Council for the Minister.
SQ16-000898	Written		Collins, Jacinta	Tuition Protection Service	<ul style="list-style-type: none"> • Can the Department provide details of the staffing levels at the Tuition Protection Service (TPS), in terms of headcount and FTE? • What is the current balance of the TPS Fund? • How many times has the TPS had to make payouts in the past twelve months? • What is the current amount levied on providers in the years 2015-16 and 2016-17? • Has the TPS asked the Department for additional funds to cover any potential funding shortfall for this or subsequent financial year(s)?
SQ16-000899	Written		Cameron, Doug	Breakdown of apprentices by electorate	Please provide a breakdown, by electorate, detailing the number of apprentices in training on September 2013 and at the end of the most recent quarter for which this data is available.
SQ16-000900	Written		Collins, Jacinta	Student Mobility Programs	Can the Department provide details of all current mobility programs which they administer, including: <ul style="list-style-type: none"> o (a) names of the programs and budget allocated over the years 2013-14, 2014-15, 2015-16, 2016-17. o (b) details of the AsiaBound Grants, including history of grants made for the years 2013-14, 2014-15, 2015-16, 2016-17.
SQ16-000901	Written		Collins, Jacinta	Student Mobility Programs - New Colombo Plan	Does the Department of Education and Training have a role in administration of the New Colombo Plan? If so, <ul style="list-style-type: none"> o What budget allocation is provided by the Department? o What staff support is provided by the Department? o What staff travel has been associated with the support/administration of this program in the years 2013-14, 2014-15, 2015-16?

SQ16-000902	Written		Hanson-Young, Sarah	Australian Council statistics	Were statistics released by the Australian Council in 2015, demonstrating that the cultural sector contributed \$50 billion to Australia's GDP in 2012–13, considered when preparing the list of courses to be cut?
SQ16-000903	Written		Collins, Jacinta	Student Mobility Programs	How many vocational (VET) student have accessed mobility programs in the years 2013-14, 2014-15, 2015-16, 2016-17?
SQ16-000904	Written		Hanson-Young, Sarah	Federal funding for students	If averaged out, how much federal funding did each publicly educated student receive in the 2015/16 financial year? If averaged out, how much federal funding did each privately educated student receive in the 2015/16 financial year? If averaged out, how much federal funding did each privately and publicly educated student receive in the 2015/16 financial year, broken down state by state? If averaged out, how much federal funding is each publicly educated student expected to receive in the 2016/17 financial year? If averaged out, how much federal funding is each privately educated student expected to receive in the 2016/17 financial year?
SQ16-000905	Written		Collins, Jacinta	Student Mobility Programs - OS grants	What is the maximum amount a student can access in terms of student mobility grant(s) from the Commonwealth, in terms of: o Maximum grants and loans (including OS HELP) from the Commonwealth for one year's study in an Asian destination in the year 2016-17? o Maximum grants excluding loans for the same period? o Maximum amount an individual student can benefit from the New Colombo Plan for the same period?
SQ16-000906	Written		Collins, Jacinta	Student Mobility Programs - other mobility grants	Can students enrolled in the New Colombo Plan also access other mobility grants from the Commonwealth? If so, How many students in the years 2013-14, 2014-15, 2015-16, 2016-17 have done so What is the average amount each student has been granted?
SQ16-000907	Written		Hanson-Young, Sarah	Schooling Resource Standard (SRS)	1. When considering the Schooling Resource Standard (SRS), how many schools are considered to be overfunded? 2. If overfunded schools were to have their funding reduced to be in line with the SRS, how much money would be saved overall? 3. How many schools are considered to be underfunded? 4. How much funding would be required to bring all underfunded schools up to the SRS?

SQ16-000908	Written		Cameron, Doug	Apprentice support programs	1. Please provide details of all programs the Government currently have implemented to support apprentices in training or encourage people to start an apprenticeship? 2. How much funding is currently allocated to each of those programmes? Please provide an itemised breakdown of programme funding since September 2013.
SQ16-000910	Written		Cameron, Doug	Decline in apprentice numbers	Please provide details of any additional steps the Government taking to reverse the decline in apprentice numbers?
SQ16-000911	Written		Williams, John	Safe Schools program	On 18 March 2016, Minister Birmingham recommended several changes to the Safe Schools program. a. Can the Minister clarify whether these changes are also required for the schools that signed up to Safe Schools Program before the Minister's announcement on 18 March? b. Section 5A mentions that parents need to be consulted on 'the extent of participation and any associated changes to school policies: i. Have parents in Victorian primary schools where 'transitioning' classes have been conducted, been fully consulted? ii. How can the 'extent of participation' even be gauged by parents when teachers have been told to introduce the Safe Schools approach to promoting gender and sexual diversity throughout the curriculum? c. Section 1C required that the amended resources and any further resources be peer reviewed and approved by a panel of qualified educators appointed by the Department of Education and Training. Have the qualified educators completed this review? What was the cost of this additional requirement? Have the outcomes been delivered? d. Do you think we should continue to fund the program when Federal recommendations are not being carried out?
SQ16-000912	Written		Cameron, Doug	Apprentices - future skills demand	How many apprentices does Australia need to produce each year to keep up with or meet future skills demand? Please provide an itemised breakdown by occupation and industry.

SQ16-000913	Spoken	38	Collins, Jacinta	School funding	Mr Cook: It is not just that, it is the fact that every Catholic school in every state is treated the same in terms of their low SES. Senator JACINTA COLLINS: Yes. For each state is there an independent model, or are there a few? Mr Cook: I think it varies in every state. Senator JACINTA COLLINS: Right. Mr Cook: In some states they use the same model for the independent sector as they do for the Catholic sector. In other states they use a different independent model from what they do for the Catholic sector. Senator JACINTA COLLINS: Which is an example where the state treats the Catholic sector the same as the independent sector? Mr Cook: I will take that on notice, but I am aware that is the case.
SQ16-000914	Written		Collins, Jacinta	Student Mobility Programs - support for students studying overseas	Does the Department of Education and Training provide assistance with Department of Foreign Affairs and Trade (DFAT) in the provision of support for students studying overseas? Is so, o What type of support is provided? o Does this include parties and other social events? o Is this limited to New Colombo Plan students only?
SQ16-000915	Written		Cameron, Doug	Completion rate of Australian Apprentices	1. What is the current completion rate for Australian Apprentices? 2. Based on the most recent available data, please detail the drop-out rate for Australian apprentices over the span of apprenticeship, with reporting across the period, including: drop-out rates in the first 3 months, 6 months, 9 months, 12 months; and 2nd year, 3rd year and 4th year.
SQ16-000916	Written		Collins, Jacinta	International student visa issues - visa processing	What advice did the Department of Education and Training received from the Department of Immigration about delays in student visa processing under the streamlined visa processing, in 2016? What role did the Department have in communicating issues about delays in visa processing to sector in 2016? Did the Department formally raise concerns in writing with the Department of Immigration about delays in visa processing for students? Did the Minister or the Department write to the sector about this issue in 2015 or 2016?
SQ16-000917	Written		Cameron, Doug	Industry Skills Fund participants	1. How many participants have received training under the ISF for the period 2015-2016 and so far in 2016-17? 2. How many participants have received nationally recognised and VET accredited training under the ISF in 2015-2016 and so far in 2016-17?

SQ16-000918	Written		Collins, Jacinta	International student visa issues - visa streamlining system	What measures are being taken to ensure the visa streamlining system continues to be effective and does not do reputational risk to Australia's international education sector?
SQ16-000919	Written		Cameron, Doug	Industry Skills Fund - Performance and evaluation measures	What are the performance and evaluation measures that will be used against each ISF project?
SQ16-000921	Written		Cameron, Doug	Industry Skills Fund - quality of training	What criteria is the Department using to measure the quality of training provided as a result of each project?
SQ16-000922	Written		Cameron, Doug	Industry Skills Fund - amount spent	How much was spent out of the ISF in the year 2015-16 and so far in 2016-17?
SQ16-000923	Written		Cameron, Doug	Industry Skills Fund - Grant announcements reporting	Please explain why more than \$6 million worth of grants that have been paid to 32 different projects are not attributed to recipients in your grant announcements reporting, up to 30 June 2016?
SQ16-000924	Written		Carr, Kim	ARC - Discovery Program	With reference to the Australian Research Council Discovery Programme please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of

					contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.
SQ16-000925	Written		Williams, John	Sexual and gender diversity within Australian schools	Are there plans to fund programs to promote sexual and gender diversity within Australian schools and what are the forward estimates for these?

SQ16-000926	Written		Carr, Kim	ARC - Linkage Program	With reference to the Australian Research Council Linkage Programme please provide the: (a) total funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (b) departmental and administered funding allocated for each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (c) number of organisations funded, or grants allocated, under the program in each in those years, the name of each organisation funded, the purpose of the funding and the dollar value of that funding (d) number of individuals projected to be serviced or services to be delivered through each in 2014-15, 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 (e) total funding actually expended on each in 2015-16 and 2014-15 (f) number of individuals actually serviced or services actually delivered through each in 2015-16 and 2014-15 (g) aggregate staff budget for each in 2016-17, 2015-16 and 2014-15 broken down by i) permanent APS staff and ii) contractors (h) number of permanent APS staff responsible for delivering each in 2016-17; 2015-16 and 2014-15, the classification of these staff and their geographic location; (i) dollar value of external advice contracted to support each in 2016-17, as well as the number of contractors engaged, the APS-equivalent classification these contractors were engaged at and their geographic location.
SQ16-000927	Spoken	39	Collins, Jacinta	Schools funding models	Senator JACINTA COLLINS: They were covered by agreement within the independent agreements. Mr Cook: They were, but that is not how it happens now. Senator JACINTA COLLINS: No. Mr Cook: No, that is right. Senator JACINTA COLLINS: And so how many of these nonsystemic independent models or agreements are there? Mr Cook: There is certainly more than one. I will have to take it on notice. I think there might be up to 20, but I will have to take that on notice. We will have a list.
SQ16-000928	Written		Williams, John	Respectful Relationships	What funding has been allocated to Respectful Relationships?
SQ16-000929	Written		Williams, John	Our Watch and ANROWS	What funding has been committed to Our Watch and ANROWS – Australian National Research Organisation for Women’s Safety Ltd (which provides research to Our Watch)? a. What are the expected outcomes of this funding? b. How are these outcomes to be achieved in schools? c. How much will it cost? d. How many years will it take?

SQ16-000930	Written		Gallacher, Alex	Credit and transaction cards	1. What types of credit and transaction cards (including Cabcharge Fastcard and eTickets) does your department issue? 2. What was the total expenditure for each type of card over the last 3 financial years? 3. Can you break down the expenditure into categories? 4. What is the highest and lowest credit limit for each type of card? 5. How many times in the last 5 years has the credit limit been reviewed? 6. What are Credit Cards used for? 7. What are the Governance/probity rules for employees to follow? 8. Are cash advances allowed? a) Can you list the total amount of cash advances from credit and other transaction cards over the last 3 years? b) Can you provide details on the 10 largest cash advances in your department and provide particulars such as how much was accessed? c) Who approves cash advances in your department in the event of paying suppliers 9. Who reviews transactions in regards to all cards? 10. Who provides assurance to the Minister in respect to probity governance and fraud control?
SQ16-000931	Spoken	40	Collins, Jacinta	Schools funding models	Mr Cook: So we are up to 25, then for the independent sector again there are approved authorities that are not systemic authorities. They have a model as well. So that is 26. Senator JACINTA COLLINS: Who are they? Mr Cook: Things like Seventh-day Adventists or something like that. We can take that on notice, again. It is a loose collection of schools, where they do not reallocate at a system level like other systems do. They work together under the act as an approved authority— Senator JACINTA COLLINS: Are there a number of Christian ones? Mr Cook: There are a number of Christian ones. Senator JACINTA COLLINS: Are they bunched together? Is that how we get to 27? Mr Cook: Autism Spectrum Australia, for example, is one. The Uniting Church in Australia Property Trust is another one. We will give you some examples. So, we are up to 26.
SQ16-000932	Written		Collins, Jacinta	Adult Migrant English Program	1. What is the nature, purpose and target group of the two proposed Adult English Migrant Program streams? 2. What is the difference between “pre-employment” and “social English”? 3. Does splitting the Adult Migrant English Programs into two separate Streams reflect the intention to fundamentally change the Program’s employment from its social goals?
SQ16-000933	Written		Cameron, Doug	Industry Skills Fund - not-for-profit employers	Are not-for-profit employers eligible to apply for a grant under the fund to provide training and support? If not, why not?

SQ16-000934	Spoken	43	O'Neill, Deborah	Schools funding	<p>Senator O'NEILL: As I do recall, Chair, Mr Piccoli is indeed a regional representative of New South Wales and currently the Minister for Education. But I go to Mr Baird's comments yesterday when he said There is absolutely no doubt that needs-based funding, made possible by Gonski, has been of enormous benefit to students right across NSW. That is why NSW signed the six-year agreement and why we continue to press the commonwealth government to honour its commitments. Mr Piccoli spoke of Hurstville South Public School, and there are schools right across this country that are writing to senators and members all over the country saying they want the Gonski funding because they absolutely understand what it means for the learning of children. They are concerned about the learning of children, not some arbitrary, 'Let's give all the states the same and pretend it is fair for the learning of children.' Yesterday, he said that in 2016 in Hurstville South Public School, 58 per cent of the year 5 students were achieving results that put them in the top two bands of NAPLAN for reading and numeracy combined—up from 39 per cent in 2012—and that is attributed solely to the additional needs based funding that was used in that school to employ additional staff providing targeted teaching for students who needed extra support and literacy. Mr Piccoli said it was naive to expect to turn around student performance in the way that government is citing some evidence of, given that they have only had nine per cent of the planned Gonski funding so far. My question is: what is the government's response to Mr Baird's comments and Mr Piccoli's articulation of the fact that they only have nine per cent of the funding that they signed up for? Senator Birmingham: I have no idea where that figure comes from but I am happy to take on notice and assess whether that is anything remotely like an accurate representation.</p>
SQ16-000935	Written		Collins, Jacinta	Adult Migrant English Program - English language classes	<p>Can you confirm that: a. English language classes conducted within the Pre-Employment Stream have a maximum class size of 20 students and require a teacher to hold specialist TESOL qualifications? b. English language classes conducted within the Social English Stream have a maximum class size of 25 students and do not require a teacher to hold specialist TESOL qualifications, or even general teaching qualifications?</p>
SQ16-000936	Written		Cameron, Doug	Industry Skills Fund - aged care providers	<p>Are not-for-profit aged care providers eligible to apply for a grant under the ISF programme? Are for profit aged care providers eligible to apply for a grant under the ISF programme?</p>

SQ16-000937	Written		Cameron, Doug	Industry Skills Fund - priority industries	1. What criteria were used to identify priority industries for the ISF? 2. How many businesses from the priority industries received funding under the ISF in 2015-16 and so far in 2016-17? 3. How much ISF funding (\$) went to priority industries in 2015-16 and so far in 2016-17? 4. How many participants from priority industries have received nationally recognised and VET accredited training in 2015-16 and so far in 2016-17, under the ISF?
SQ16-000938	Written		Collins, Jacinta	Adult Migrant English program - different class sizes and teacher qualifications	What is the rationale for the different class sizes and teacher qualifications requirements in these two streams? What is the evidence base on which the Department has determined that learning English in the social English stream is “less rigorous” and therefore the “qualifications required can be less rigorous”
SQ16-000939	Written		Cameron, Doug	Industry Skills Fund - non-priority industries	1. How many businesses from non-priority industries received funding under the ISF in 2015-16 and so far in 2016-17? 2. How much ISF funding (\$) went to non-priority industries in 2015-16 and so far in 2016-17? 3. How many participants from non-priority industries have received nationally recognised and VET accredited training in 2015-16 and so far in 2016-17, under the ISF?
SQ16-000940	Spoken	47	Collins, Jacinta	Schools funding	Senator JACINTA COLLINS: It is just that I have seen descriptions of that case and I have seen some descriptions of other schools put out to the media, but I still have not seen any analysis. I am a bit concerned about this process which is the minister or the department releasing convenient case examples to fit the story of the day, but still no underlying analysis because you are telling us that that is material before cabinet. Senator Birmingham: As I said, we took an example to the education council to demonstrate, in a practical way, the way in which the different funding arrangements impact students in identical need circumstances based, from a federal funding perspective, purely on which state or territory they are in. I am happy, on notice, to provide you with the analysis of how that school of 700 students and the funding was calculated, and what it looks like across the different states and territories.
SQ16-000941	Written		Collins, Jacinta	Adult Migrant English Program - AMEP English language tuition	what ongoing monitoring and reporting processes is the government establishing to assure the public of the quality and effectiveness of the AMEP English language tuition entitlement for newly arrived refugee and migrants under the new contact arrangements?

SQ16-000942	Written		Collins, Jacinta	Adult Migrant English Program - social English stream teachers	The new contract requires that social English stream teachers be enrolled in TESOL teacher training courses. What provision will be made to ensure that these trainee teachers are actually attending and making progress in such a course? What provision has been made to ensure that these TESOL training courses meet quality standards?
SQ16-000943	Written		Collins, Jacinta	Adult Migrant English Program - social English stream	The new requirements say that the social English stream will focus on "conversation". How does the Department envisage a class of 25 students who can't speak English conversing with one English speaker?
SQ16-000944	Written		Cameron, Doug	Industry Skills Fund - Health Care and Social Assistance sector	1. How many businesses in the Health Care and Social Assistance sector received funding under the ISF in 2015-2015, and so far in 2016-17? 2. How much funding has been awarded to the Health Care and Social Assistance sector in 2015-16 and so far in 2016-17, under the ISF? 3. How many participants were trained in nationally recognised and VET accredited skills for the Health Care and Social Assistance sector in 2015-16 and so far in 2016-17, under the ISF?
SQ16-000945	Written		Cameron, Doug	Industry Skills Fund - recipient details	Please provide the missing recipient details for the 32 projects. (See below for the list of relevant project numbers). GRN30150; GRN30174; GRN30199; GRN30253; GRN30411; GRN30193; GRN30361; GRN30294; GRN30214; GRN30144; GRN30218; GRN30270; GRN30316; GRN30197; GRN30268; GRN30281; GRN30206; GRN30231; GRN30242; GRN30381; GRN30347; GRN30304; GRN30373; GRN30434; GRN30337; GRN30273; GRN30229; GRN30352; GRN30329; GRN30310; GRN30286; GRN30300.
SQ16-000946	Written		Collins, Jacinta	Adult Migrant English Program - The Immigration (Education) Act 1971	The Immigration (Education) Act 1971 entitles new arrivals assessed as having less than "functional English" to 510 hours English tuition. In what sense can large "conversation" classes taught by unqualified teachers be said to be tuition in English? Is creation of the social English stream a surreptitious way of eroding this legal requirement in order to cut costs?

SQ16-000947	Written		Cameron, Doug	Apprenticeship training – alternative delivery pilots	Why was the first round of the Apprenticeship training – alternative delivery pilots not open to proposals other than those provided by Master Builders Australia (MBA), National Electrical and Communications Association (NECA), and North East Development Agency (trading as North East Vocational College - NEVC)?
SQ16-000948	Written		Cameron, Doug	Meetings between Minister Hartsuyker and the MBA, NECA and NEVC	2. Please provide details on the meetings that took place between Minister Hartsuyker and MBA, NECA and NEVC that preceded the awarding of the alternative delivery pilots. a. Who attended those meetings? Please name all individuals and the organisations they represented. b. On what dates did each meeting take place? c. What was the duration of each meeting? d. Where was each meeting held? e. What was the agenda for each meeting? f. Which parties instigated each meeting? 3. Please provide any documentation and correspondence that was generated by each meeting, including file notes, letters, emails, further invitations or referrals to other events.
SQ16-000949	Spoken	49	Collins, Jacinta	Schools funding (low SES)	Senator JACINTA COLLINS: Then, if we wanted to inform that data with what proportion of students attract various different loadings or payments—for instance, the Northern Territory, as the minister said, is obviously much higher for that reason— Mr Cook: I do not have that broken down by state; I have got it broken down by country, I think. Senator O'NEILL: Which countries? Mr Cook: No, sorry, I can give you overall dollar amounts but I cannot give you proportional students. I can tell you, for example, what the New South Wales government sector gets from the Commonwealth for low SES in dollar amounts, but to get a proportional amount of those figures we would have to take that on notice. That would be a bit of work for us to pull out of the system Senator JACINTA COLLINS: I might get you to take that on notice, if you would please. Mr Cook: Sure.
SQ16-000950	Spoken	50	McKenzie, Bridget	Schools funding (independent school)	CHAIR: With one school and its students receiving double the funding of the others. Do you have any examples for independent schools? Mr Cook: An independent school in the ACT would receive 64 per cent more Commonwealth funding than a comparable independent school in Western Australia. CHAIR: Do we have a figure on what that boils down to at a per-student level? Mr Cook: I do not off the top of my head. We would have to take that on notice.

SQ16-000951	Written		McAllister, Jenny	Staffing levels	Please provide a breakdown of staffing levels as at 30 June 2016, nationally and for each state and territory, by the following categories: a) Full time equivalent (FTE); b) Head count; c) Gender; d) Ongoing; e) non-ongoing; and f) classification level.
SQ16-000953	Written		McAllister, Jenny	ARC - Staffing levels	Please provide a breakdown of staffing levels as at 30 June 2016, nationally and for each state and territory, by the following categories: a) Full time equivalent (FTE); b) Head count; c) Gender; d) Ongoing; e) non-ongoing; and f) classification level.
SQ16-000955	Written		McAllister, Jenny	AIATSIS - Staffing levels	Please provide a breakdown of staffing levels as at 30 June 2016, nationally and for each state and territory, by the following categories: a) Full time equivalent (FTE); b) Head count; c) Gender; d) Ongoing; e) non-ongoing; and f) classification level.
SQ16-000956	Written		McAllister, Jenny	TEQSA - Staffing levels	Please provide a breakdown of staffing levels as at 30 June 2016, nationally and for each state and territory, by the following categories: a) Full time equivalent (FTE); b) Head count; c) Gender; d) Ongoing; e) non-ongoing; and f) classification level.
SQ16-000957	Written		McAllister, Jenny	ASQA - Staffing levels	Please provide a breakdown of staffing levels as at 30 June 2016, nationally and for each state and territory, by the following categories: a) Full time equivalent (FTE); b) Head count; c) Gender; d) Ongoing; e) non-ongoing; and f) classification level.
SQ16-000958	Written		McAllister, Jenny	Engagements	How many engagements occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; and d) Non-ongoing staff.
SQ16-000960	Written		McAllister, Jenny	ARC - Engagements	How many engagements occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; and d) Non-ongoing staff.

SQ16-000961	Spoken	54-55	McKim, Nick	Additional funding for students with disability measure	<p>Senator McKIM: Did all jurisdictions receive an increase and none a decrease?</p> <p>Senator Birmingham: None received a decrease, because that was the approach we took—that insofar as allocating the additional money— Senator McKIM: No jurisdiction worse off! Senator Birmingham: we decided that, given concerns about the robustness of the data available, we wanted to honour our commitment that funding would be informed by this data, but we did not want to unfairly disadvantage a sector if we had qualms about the robustness of it. So it was allocated only on the basis of sectors and jurisdictions where there appeared to be a possible deficit as to whether any states received nothing and, if so, which ones, versus which ones got an increase. I cannot tell you off the top of my head. Cont. pg 55</p> <p>Senator McKIM: Could I ask either you or the department for a breakdown, on a jurisdictional basis, of the actual amounts allocated? Dr Bruniges: I am happy to take it on notice.</p> <p>CHAIR: And on a system basis. Senator McKIM: Yes, and a system basis.</p>
SQ16-000963	Written		McAllister, Jenny	AIATSIS - Engagements	How many engagements occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; and d) Non-ongoing staff.
SQ16-000964	Written		McAllister, Jenny	TEQSA - Engagements	How many engagements occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; and d) Non-ongoing staff.
SQ16-000965	Written		McAllister, Jenny	ASQA - Engagements	How many engagements occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; and d) Non-ongoing staff.
SQ16-000966	Written		McAllister, Jenny	Separations 2015-16	How many separations occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; d) Non-ongoing staff; and e) Reason for separation.
SQ16-000968	Written		McAllister, Jenny	ARC - Separations 2015-16	How many separations occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; d) Non-ongoing staff; and e) Reason for separation.

SQ16-000970	Written		McAllister, Jenny	AIATSIS - Separations 2015-16	How many separations occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; d) Non-ongoing staff; and e) Reason for separation.
SQ16-000971	Written		McAllister, Jenny	TEQSA - Separations 2015-16	How many separations occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; d) Non-ongoing staff; and e) Reason for separation.
SQ16-000972	Written		McAllister, Jenny	ASQA - Separations 2015-16	How many separations occurred in the 2015-16 financial year, by: a) Classification; b) State or territory; c) Ongoing staff; d) Non-ongoing staff; and e) Reason for separation.
SQ16-000973	Written		McAllister, Jenny	Contractors and consultants 2015-16	What was the total expenditure on contractors and consultants in the 2015-16 financial year. For each contract or consultancy in the 2015-16 financial year, please outline: a) The project or engagement; b) The value of the contract; c) The name of each firm or contractor engaged; and d) The purpose of the contract. For each contract or consultancy in the 2015-16 financial year, please outline: a) The names of each firm or contractor engaged; and b) Total payments made to each contractor or consultant.
SQ16-000975	Written		McAllister, Jenny	ARC - contractors and consultants in the 2015-16	What was the total expenditure on contractors and consultants in the 2015-16 financial year. For each contract or consultancy in the 2015-16 financial year, please outline: a) The project or engagement; b) The value of the contract; c) The name of each firm or contractor engaged; and d) The purpose of the contract. For each contract or consultancy in the 2015-16 financial year, please outline: a) The names of each firm or contractor engaged; and b) Total payments made to each contractor or consultant.
SQ16-000977	Written		McAllister, Jenny	TEQSA - contractors and consultants in the 2015-16 financial year	What was the total expenditure on contractors and consultants in the 2015-16 financial year. For each contract or consultancy in the 2015-16 financial year, please outline: a) The project or engagement; b) The value of the contract; c) The name of each firm or contractor engaged; and d) The purpose of the contract. For each contract or consultancy in the 2015-16 financial year, please outline: a) The names of each firm or contractor engaged; and b) Total payments made to each contractor or consultant.

SQ16-000978	Written		McAllister, Jenny	ASQA - contractors and consultants in the 2015-16	What was the total expenditure on contractors and consultants in the 2015-16 financial year. For each contract or consultancy in the 2015-16 financial year, please outline: a) The project or engagement; b) The value of the contract; c) The name of each firm or contractor engaged; and d) The purpose of the contract. For each contract or consultancy in the 2015-16 financial year, please outline: a) The names of each firm or contractor engaged; and b) Total payments made to each contractor or consultant.
SQ16-000979	Written		McAllister, Jenny	AIATSIS - contractors and consultants in the 2015-16	What was the total expenditure on contractors and consultants in the 2015-16 financial year. For each contract or consultancy in the 2015-16 financial year, please outline: a) The project or engagement; b) The value of the contract; c) The name of each firm or contractor engaged; and d) The purpose of the contract. For each contract or consultancy in the 2015-16 financial year, please outline: a) The names of each firm or contractor engaged; and b) Total payments made to each contractor or consultant.
SQ16-000980	Written		McAllister, Jenny	Labour hire	For the 2015-16 financial year, please outline: a) How many staff were employed through labour hire arrangements; b) Total expenditure on labour hire staff; c) The contractors or labour hire firms engaged to supply these staff; d) Total payments to each of the organisations that provided staff through either a labour hire arrangement or other contractual arrangement; and e) The nature of the work performed by labour hire staff.
SQ16-000982	Written		McAllister, Jenny	ARC - Labour hire	For the 2015-16 financial year, please outline: a) How many staff were employed through labour hire arrangements; b) Total expenditure on labour hire staff; c) The contractors or labour hire firms engaged to supply these staff; d) Total payments to each of the organisations that provided staff through either a labour hire arrangement or other contractual arrangement; and e) The nature of the work performed by labour hire staff.
SQ16-000984	Written		Carr, Kim	AIATSIS - Renewed mandate pursuant to the AIATSIS Amendment Act 2016	1. Could you please advise where AIATSIS is up to in the implementation of the governance reforms mandated in the AIATSIS Amendment Act 2016? 2. Are there any departing Board members as a result of this change? a. If so, which Board members are leaving and when do they depart the Board? 3. Are there new Board members coming on as a result of this change? a. If so, who are the new Board members and when will they be appointed?

SQ16-000985	Written		McAllister, Jenny	TEQSA - Labour hire	For the 2015-16 financial year, please outline: a) How many staff were employed through labour hire arrangements; b) Total expenditure on labour hire staff; c) The contractors or labour hire firms engaged to supply these staff; d) Total payments to each of the organisations that provided staff through either a labour hire arrangement or other contractual arrangement; and e) The nature of the work performed by labour hire staff.
SQ16-000986	Written		McAllister, Jenny	ASQA - Labour hire	For the 2015-16 financial year, please outline: a) How many staff were employed through labour hire arrangements; b) Total expenditure on labour hire staff; c) The contractors or labour hire firms engaged to supply these staff; d) Total payments to each of the organisations that provided staff through either a labour hire arrangement or other contractual arrangement; and e) The nature of the work performed by labour hire staff.
SQ16-000987	Written		McAllister, Jenny	AIATSIS - Labour hire	For the 2015-16 financial year, please outline: a) How many staff were employed through labour hire arrangements; b) Total expenditure on labour hire staff; c) The contractors or labour hire firms engaged to supply these staff; d) Total payments to each of the organisations that provided staff through either a labour hire arrangement or other contractual arrangement; and e) The nature of the work performed by labour hire staff.
SQ16-000988	Spoken	57	Collins, Jacinta	Report on Government Services	Senator JACINTA COLLINS: Could you adjust Commonwealth figures to be comparing like for like? Mr Cook: You would do it the other way around actually. You would take the user cost of capital out of the state figures, because Commonwealth funding is not used for government. Senator JACINTA COLLINS: Did those figures you gave us include it? Mr Cook: For the state—because the RoGS report is state per student funding, including user cost of capital. Senator JACINTA COLLINS: Yes. Mr Cook: The Commonwealth funding does not have a user cost of capital component in it, because we do not provide capital funding to state governments for state schools. I am explaining to you that they are two slightly different buckets. I do not have the state funding with user cost of capital taken out to compare like with like. Senator O'NEILL: Do you have a set of figures that would allow me to compare like with like? Mr Cook: I would have to take that on notice.

SQ16-000989	Spoken	63	Collins, Jacinta	National schools resourcing body	<p>Senator JACINTA COLLINS: Just one last issue related to the Gonski recommendations: Minister, on Q&A on 26 September, you indicated that you were very open to the idea of having a national schools resourcing body. Has that issue been raised with the ministerial council or with states or territories; and what feedback do you have on that issue? Senator Birmingham: I think it came up in the discussions at the education council. I cannot entirely recall it, Senator Collins.</p> <p>Senator JACINTA COLLINS: Would you like to that on notice? Senator Birmingham: I am happy to take it on notice and see whether the minutes or anything else reflect that. Of course such a body only works if all jurisdictions are willing to play ball in it in terms of: if it is a resourcing allocation body, then you would expect that everybody is actually letting it drive or influence resource allocation decisions, not just resource allocation decisions for the Commonwealth. So there is a big question there as to whether any of the states are equally open to it. Certainly the sense I have had to date is more one of resistance than enthusiasm.</p>
SQ16-000990	Written		Carr, Kim	AIATSIS - Renewed mandate pursuant to the AIATSIS Amendment Act 2016	What work is being done to implement the focusing of the Institute's functions as newly re-defined?
SQ16-000991	Spoken	73	Rice, Janet	Safe schools	<p>Senator RICE: For the record, what is the cost of the National School Chaplaincy Program? And when is it funded until? Mr Cook: Off the top of my head it is \$60 million a year. Senator RICE: So it is \$60 million compared with \$2 million for Safe Schools? So with the level of funding you said there, there are how many workers? There are 10 workers? Mr Cook: I would have to take it on notice. I was thinking of 10 across the nation, but I am happy to take that on notice to get the exact figures to you.</p>
SQ16-000992	Written		Carr, Kim	AIATSIS - Renewed mandate pursuant to the AIATSIS Amendment Act 2016	Does this realignment involve any change in staffing numbers? a. If so, how many staff will be affected? (Please supply both FTE and head- count figures) b. What consultations have taken place regarding potential job losses? c. Will staff be given the opportunity for redeployment elsewhere in the organisation before any redundancies are progressed?

SQ16-000993	Written		Rice, Janet	Australian Forest Education Alliance	What education and or training programmes education or awareness raising activities, and/or teaching resources have been partly or wholly funded or contributed to by the Australian Forest Education Alliance from financial year 2012 to financial year 2016?
SQ16-000994	Written		Carr, Kim	AIATSIS - Renewed mandate pursuant to the AIATSIS Amendment Act 2016	Does this realignment involve any reallocation of tasks? a. If so, how many staff will be affected? (Please supply both FTE and head- count figures) b. What consultations have taken place regarding job reassignments?
SQ16-000995	Written		Rice, Janet	Timber harvest and products	Pertaining to timber harvest and products what education and or training programmes, education or awareness raising activities and/or teaching resources have partly or wholly funded or contributed to by Federal Government Departments in each financial year from 2012 to 2016?
SQ16-000996	Written		Rice, Janet	Timber harvest and timber products - funding	What funding has been provided by Federal Government Departments in each financial year from 2012 to 2016 to any external organisations in order to undertake activities relevant to timber harvest and timber products education and/or training programmes, education or awareness raising activities, or teaching resources? If so, what are the names of recipient organisations, amounts and purpose of the funding including the names or titles of relevant feasibility studies, programmes, events, initiatives, or resources undertaken or proposed.
SQ16-000997	Spoken	78	O'Neill, Deborah	Higher Education advertising campaign	Senator O'NEILL: Could I just ask about the matters that I raised this morning with regard to the ANAO report referring to legal advice to the education department that said that the campaign that was allegedly to explain to Australians the reforms that the government was trying to push through with regard to higher education funding could mean that the Australian government could be found to have engaged in misleading or deceptive conduct under section 18 of the Competition and Consumer Act 2010. Was the minister or the cabinet, or their offices, ever provided with this advice or made aware of this advice? Senator Birmingham: We will take that on notice. It could be I do not know, but also we are in outcome 1, related to schools policy. We are now talking about a campaign that related to a previous higher education policy that is no longer the government's policy. But, if you want to pursue questions about it, the higher education section is the relevant part to do so.

SQ16-000998	Written		Carr, Kim	AIATSIS - Renewed mandate pursuant to the AIATSIS Amendment Act 2016	Has the implementation process been completed or is it still underway? a. If it has been completed, when was the transition period finalised? b. If it is still underway, when do you expect it to be complete?
SQ16-000999	Written		Carr, Kim	CEO Appointment for ARC	1. When did the formal process commence to find a replacement for Professor Byrne? 2. Please advise any changes to the ARC CEO position description, selection criteria and other documentation relating to the position since the previous search (i.e. the one leading to Professor Byrne's appointment). Please supply a copy of these documents. 3. Who authorised the final form of these documents? 4. Please outline all steps involved in the appointment process, end to end. 5. And at which stage is the process up to presently? 6. Have any outside agencies been retained to conduct or assist with this search? a. If so, which one/s? b. What is the cost of this work? 7. Is this an international search? 8. Please outline any benchmarking conducted to ensure this is an internationally competitive position, to attract the best talent. a. Has outside assistance been used to conduct this benchmarking? b. If so, by whom? c. At what cost?
SQ16-001000	Written		Cameron, Doug	Apprenticeship Reform Advisory Group	Please provide details on who referred the MBA, NECA and NECV to the Apprenticeship Reform Advisory Group (ARAG). Please provide any Government or Department communications that referred or recommended the MBA, NECA and NECV to the ARAG. Were any other organisations referred by the Government or Department to the ARAG to make presentations? Please provide details of the presentations made to the ARAG by MBA, NECA and NEVC including the names of presenters and their positions within the organisations they represent; and the dates, locations and durations of the presentations.

SQ16-001001	Spoken	85	Collins, Jacinta	Nannies	Senator JACINTA COLLINS: Do you have any terms for those two reviews that we can see? Ms Wilson: Terms of reference? Senator JACINTA COLLINS: Yes. Ms Wilson: Yes Senator JACINTA COLLINS: Do they describe the bringing together of the evaluations of both? CHAIR: Are those terms of reference public? Ms Wilson: I think we have provided on notice the letters we wrote to all the in-home-care providers talking about the review. CHAIR: Have you already provided that? Ms Wilson: Yes, we did. We provided it on notice. Senator JACINTA COLLINS: No, that is the letter; that is not terms of reference for the evaluation. CHAIR: I know. Ms Wilson: And a list of all the people we wrote to. I am happy to have a look at that and provide it to you on notice.
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SQ16-001002	Written		Carr, Kim	ARC - Assessing research impact	<p>1. Please advise details of the response to the consultation of engagement and impact assessment: a. How many responses were received? b. What proportion of responses would be broadly characterised as: supportive; sceptical; and ambivalent? c. Will the submissions be made public? d. Please provide a list of submissions. 2. Please provide an update on progress made by the Engagement and Impact Steering Committee and Working Groups. 3. Which challenges seem to be largely solved and which remain to be solved? 4. When does the ARC expect to have the instrument ready for field testing, and for full implementation? 5. How dependent is the current model on case studies? a. What specific measures have been taken to minimise agency expense, time consumption and evidence subjectivity? b. Please estimate and substantiate the ARC's confidence in the effectiveness of these measures. c. What is the likely compliance cost to universities of the case study component? 6. How dependent is the current model on metrics? a. What specific measures have been taken to ensure the metrics are equally effective across all disciplines, and are comprehensively sensitive to all types of research activity? b. Please estimate and substantiate the ARC's confidence in the effectiveness of these measures. c. What proportion of the metrics will need new data to be collected, and what proportion will rely on existing data? Which existing data? Please break this down by discipline cluster. d. What is the likely compliance cost to universities of the metrics component? 7. Please specify the impact window the instrument will be trying to capture? (That is the period between the time of the research being conducted and published, and the time of its presumed impact.) 8. Does the current model include any component that seeks to anticipate future impact of research? If so, please outline its mechanism and application. 9. What specific measures are being developed to ensure the instrument will capture the benefit of non-commercial as well as commercial research? 10. What measures are being developed to ensure the humanities, arts and social sciences are not unfairly marginalised as a result of the application of an impact measure? 11. What measures are being developed to ensure fundamental research in the natural sciences is not unfairly marginalised as a result of the application of an impact measure? 12. What measures are being developed to ensure research whose impact lies in the future is not unfairly marginalised as a result of the application of an impact measure?</p>
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SQ16-001004	Spoken	85	Collins, Jacinta	Child care package and the funding gap	<p>Senator JACINTA COLLINS: In relation to the child care package and the funding gap, how big is the funding gap that the government is now looking to bridge post the omnibus savings bill? Senator Birmingham: Senator Collins, we would have to take on notice the final estimates of the FTB saves that have been realised as a result of the omnibus bill passing versus those that remain to be realised. Ms Wilson: I think that is still being reconciled, Minister. We will have to take that on notice.</p> <p>Senator JACINTA COLLINS: In terms of taking it on notice, I am responding in part to an interview in The Guardian politics live podcast, where the minister indicated, 'Christian Porter and I have had discussions with a number of crossbenchers about whether there is a way to bridge that gap', so I am seeking to quantify what we believe that gap to currently be, 'and/or whether there is a way to take some of the costs off the childcare model so we can come up with an overall mutual approach.'</p> <p>Senator Birmingham, I think you warned that it may or could be trimmed a little if savings were insufficient. Senator Birmingham: We have always been clear that the reforms need to be budget neutral and need to be paid for, so we are working through how that is achieved and realised. Senator JACINTA COLLINS: You have taken on notice how big the funding gap is post the omnibus savings bill. As part of that, could you please tell me—I think that is the same question, really—how many of the omnibus savings measures relate to the childcare package. Has the department looked at specific options for closing the gap to date? Senator Birmingham: We will have to take that on notice and probably seek some information from the Department of Social Services in responding to that.</p>
SQ16-001006	Spoken	88	Collins, Jacinta	Family day care	<p>Senator JACINTA COLLINS: You will probably need to take this on notice: can you tell me how often in 2014, 2105 and 2016 family day-care educators were paid for more children than, under the regulations, they should be providing care to? Mrs Pearce: I will attempt to do that. There could be a scenario where a family day-carer had children for a couple of hours in the morning, so you really need to do compliance to—</p>
SQ16-001008	Written		Cameron, Doug	Apprenticeship training – alternative delivery pilots - project plans	<p>Please provide the proposals, business plans, project implementation plans and any other documents outlining project aims, activities and deliverables, associated with each of the three projects.</p>

SQ16-001010	Written		Cameron, Doug	Apprenticeship training – alternative delivery pilots - ARAG funding allocation	Please provide details of the process used by ARAG, the Department, and the Minister to determine the funding allocated to each of the projects. In particular, please explain the logic behind three different projects received identical amounts of funding.
SQ16-001012	Written		Cameron, Doug	Apprenticeship training – alternative delivery pilots - ARAG role	Please outline the exact role the ARAG played in the instigation and development of the pilot programme. Please include documented communication between the Department, the Ministers, and the ARAG.
SQ16-001014	Written		Cameron, Doug	Apprenticeship training – alternative delivery pilots - ARAG advice	Did the Department provide advice to ARAG and/or ministers in relation to the awarding of grants in the first round? If yes, please provide details of when the advice was provided and who the advice was provided to.
SQ16-001016	Written		Cameron, Doug	Apprenticeships Reform Advisory Group role	Please outline the exact role the ARAG played in the identification of the MBA, NECA and NEVC as recipients of funding and proponents of the pilot projects.
SQ16-001019	Spoken	90	Paterson, James	Compliance and National Quality Framework	Senator PATERSON: How many of the services that have been investigated had been assessed and rated by state and territory governments as in line with the National Quality Framework? Mrs Pearce: I cannot tell you that off the top of my head. Senator PATERSON: On notice is okay. Mrs Pearce: But I can take it on notice. I do know that some of the more spectacular cases had been. Senator PATERSON: They had been assessed as in line with the National Quality Framework? Mrs Pearce: Or they had not been assessed at all. Ms Wilson: The recent ones in Sydney, for example. Senator PATERSON: Yes. If you could take on notice the number, and also state by state—if you could break that down by state, on notice. Thank you.
SQ16-001020	Written		Cameron, Doug	Minister Hartsuyker's correspondence	Please provide copies of the letters sent from Minister Hartsuyker or Minister Hartsuyker's office to each of the project proponents in December 2015; and any other correspondence from him or his office to the project proponents.

SQ16-001022	Written		Cameron, Doug	Correspondence regarding North East Vocational College	Did the Department ever discuss with the Minister, or any other member of the government, the awarding of the grant to the North East Vocational College? Please provide the dates of the discussions that took place, who was involved and the substance of those discussions, including any file notes and correspondence.
SQ16-001023	Written		Carr, Kim	Copenhagen Consensus Center - itemised account	With reference to the \$640,000 paid to Copenhagen Consensus Center (CCC), please provide a detailed itemised account of all purposes to which this sum was applied. Please ensure the breakdown specifies funds provided for 'establishment costs,' funds provided for 'research', and that a detailed list of costs is furnished under each heading.
SQ16-001024	Written		Cameron, Doug	North East Vocational College Board	Did the Department ever discuss with the Minister the fact that Sen Bob Day was on the Board of the North East Vocational College? Please outline the date that discussions took place, who was involved and the substance of those discussions, including any file notes or correspondence.
SQ16-001025	Spoken	91	O'Neill, Deborah	AITSL - Standards and procedures guidelines	Senator O'NEILL: Is there any documentation that you can provide me with regard to the matters that you have just outlined there verbally? Mr Wardlaw: Absolutely. We can provide you with quite a number of public documents, but there are some significant ones that are very important. The standards and procedures guideline would be the one that goes to the heart of the reform. Senator O'NEILL: If you could capture that in a form that easily identifies where you are up to, that would be most appreciated. Mr Wardlaw: Absolutely.
SQ16-001026	Written		Cameron, Doug	AT-ADP projects	What did the Department, the Government and the ARAG do to ensure that the projects funded under the AT-ADP did not include aims, activities and deliverables that replicated those in projects that had already received Commonwealth funding?

SQ16-001027	Written		Carr, Kim	The Nobel Laureates' Guide to the Smartest Targets for the World' brochure	The CCC brochure titled 'The Nobel Laureates' Guide to the Smartest Targets for the World'* bears an acknowledgment Financial support was provided by New Ventures Fund, Department for International Development (UK Government) and Australian Government. a. Please confirm whether the Australian contribution towards the production of this brochure came from this \$640,000 allocation, or was from some other source? b. If it was from another source, please specify the source and the value of such funding. (* Available at http://www.copenhagenconsensus.com/sites/default/files/post2015brochure_m.pdf (as of 25 October 2016).
SQ16-001028	Written		Cameron, Doug	Energy Industry Apprentice Progression Management System	Did the Department compare the NECA proposal with the "Energy Industry Apprentice Progression Management System" (EIAPMS) commonwealth funded project prior to awarding the grant to NECA? If yes, provide details of the analysis made. What consideration did the Department give to NECA receiving over \$7 million from their involvement in the EIAPMS project, prior to awarding NECA funds for the AT-ADP?
SQ16-001029	Written		Carr, Kim	'Australian Consensus Centre' brochure	The CCC publication also titled 'The Nobel Laureates' Guide to the Smartest Targets for the World'* is co-badged 'Australian Consensus Centre'. a. Please confirm whether the Australian contribution towards the production of this book came from this \$640,000 allocation, or was from some other source? b. If it was from another source, please specify the source and the value of such funding. (* Lomborg, Bjørn. The Nobel Laureates' Guide to the Smartest Targets for the World. 2nd edition. Lowell, Mass: Copenhagen Consensus Centre USA, November 2015. Details and link to Amazon page available at http://www.copenhagenconsensus.com/post-2015-consensus/nobel-laureates-guide-smartest-targets-world (as of 25 October 2016).)
SQ16-001030	Written		Cameron, Doug	Apprenticeship Training - alternative delivery pilots industries	What industries and occupations are included in each of the pilot projects?

SQ16-001031	Written		Cameron, Doug	Apprenticeship Training - alternative delivery pilots advice on industries	Did the government request information on which industries might be of key relevance to the AT-ADP? - Did the Department provide any such advice to the government?
SQ16-001032	Written		Cameron, Doug	Information requested by ARAG	Did the government's advisory body, the Apprentice Reform Advisory Group (ARAG) request information on which industries and occupations might be of key relevance to the apprenticeship alternative delivery pilots? Did the Department provide any such advice to the Apprenticeships Reform Advisory Group?
SQ16-001033	Written		Carr, Kim	Copenhagen Consensus Center - establishment costs	For establishment costs, a. How much of this funding was paid to the University of Western Australia? b. How much of this funding was paid to other Australian suppliers or contractors?
SQ16-001034	Written		Cameron, Doug	ARAG membership	Did the government seek advice from the Department on the make-up of ARAG membership to ensure appropriate industry coverage and expertise?
SQ16-001035	Written		Cameron, Doug	Jobs and skills demand growth	Did the government seek advice from the Department about where jobs and skills demand growth is in the Australian economy? Did the Department provide any such advice and on What date was the advice provided?
SQ16-001036	Written		Cameron, Doug	Health care and social assistance sector representation in the pilots	Why is it that there is no allocation of funding to test models of apprenticeship delivery in the health care and social assistance sector?
SQ16-001037	Written		Cameron, Doug	Proportions of women in the industries and occupations covered by the pilot projects	What are the proportions of women in the industries and occupations that are covered by the pilot projects?

SQ16-001038	Spoken	96	O'Neill, Deborah	AITSL - Evaluation data (quality reforms)	Senator O'NEILL: Has any evaluative data been published yet in any form? Senator Birmingham: You might need to be a little more specific as to what data you are seeking. Senator O'NEILL: Is there any reporting on how the project is going, or are you still at a data collection stage? Senator Birmingham: We can provide a response to how the implementation of the recommendations is going. Mr Wardlaw: Yes.
SQ16-001039	Written		Cameron, Doug	Gender balance in the industries and occupations covered by the pilot projects	Did the Minister seek any advice regarding the gender balance in the industries and occupations covered by the pilot projects?
SQ16-001040	Written		Cameron, Doug	Sustainable models of apprenticeship and trainee delivery and industry, occupation and gender	1. Did the government consider how successful and sustainable models of apprenticeship and trainee delivery might differ due to issues such as industry, occupation and gender? 2. Did the Department provide any such advice? 3. Was any advice sought from the Department by the ARAG on how successful and sustainable models of apprenticeship and trainee delivery might differ due to issues such as industry, occupation and gender? 4. Did the Department provide any such advice?
SQ16-001041	Written		Cameron, Doug	Industry and occupational coverage of the pilots	Was any consideration given to the industry and occupational coverage of the pilots? And the implications industry and occupational differences might have for different apprenticeship delivery models?
SQ16-001042	Written		Cameron, Doug	Multi Industry School Based and Pre-Apprenticeship Support Pilot Project	1. Please outline the exact process followed to award funding for the Multi Industry School Based and Pre-Apprenticeship Support Pilot Project. 2. Please provide the criteria used for awarding the associated grant. 3. Was an open grant process used to select the organisation to deliver the project? 4. How many proposals for the project were received? 5. Please provide copies of the proposals.
SQ16-001043	Spoken	99	O'Neill, Deborah	ACARA - staffing	Senator O'NEILL: The target you set it in your capability statement was to be consistent with staff turnover and retention benchmarks. What is the benchmark? Mr Randall: Against the broader public sector measure? Senator O'NEILL: Yes. Mr Randall: I would need to check that. I do not have that with me.

SQ16-001044	Written		Cameron, Doug	Multi Industry School Based and Pre-Apprenticeship Support Pilot Project - AEN	1. When was the Apprentice Employment Network (AEN) notified that they were successful in receiving the grant? 2. Please provide a copy of the communication notifying AEN of their success. 3. Please provide the business plan, project implementation plan, deliverables and any other documents outlining the aims, activities and expected outcomes of the project.
SQ16-001045	Written		Carr, Kim	Copenhagen Consensus Center - research funding	For research funding, a. Who were the principal researchers listed on the grant? b. What scholarly processes were in place to ensure the work would be of an appropriate standard? c. What were the research project's declared objectives and outputs? d. Was expert advice sought to inform the decision to award this research grant? If so, from whom? e. Was expert advice obtained to inform the decision to award this research grant? If so, from whom? f. Please provide all documentation relating to the funding of this research, including any expert advice. g. If the project has concluded, please provide all acquittal documentation. (i) When did the project conclude? (ii) Did the project meet its objectives? (iii) Who made this assessment? h. If the project is still underway, when is it projected to conclude?
SQ16-001046	Written		Cameron, Doug	Multi Industry School Based and Pre-Apprenticeship Support Pilot Project - ARAG	What role did the Apprentice Reform Advisory Group (ARAG) have in advising government on the project? (Noting that advising on a 'new apprenticeship programme' is listed as a priority area for their consideration.)
SQ16-001047	Written		Cameron, Doug	Apprenticeships Reform Advisory Group membership	1. How was the membership of the ARAG decided? 2. What criteria were used to establish the membership of that group? 3. Did the Department provide a list of potential members to the Minister? 4. Did the Minister request advice from the Department on the potential membership of the ARAG?
SQ16-001048	Written		Cameron, Doug	Apprenticeships Reform Advisory Group meetings	1. Over what calendar period was the ARAG convened? 2. What dates did the ARAG meet?
SQ16-001049	Written		Cameron, Doug	Multi Industry School Based and Pre-Apprenticeship Support Pilot Project - Chair of AEN	1. Was Dean Luciani the Chair of AEN at the time the ARAG convened? 2. Was the Minister aware that one of the members of the ARAG was the Chair of the AEN at the time it was awarded \$6.82 million by the government 3. Was the Department aware that one of the members of the ARAG was the Chair of the AEN at the time it was awarded \$6.82 million?

SQ16-001050	Spoken	100	O'Neill, Deborah	ACARA - NAPLAN online	Senator O'NEILL: Have you undertaken consultation with security agencies on this? Mr Randall: Yes. And, again, if you want—we know some of it, but— Senator O'NEILL: I might get some more detail. Mr Randall: Maybe between us and the department we could give you more of the detail that we are going through. But absolutely. It is quite detailed. And, again, a discussion we had yesterday at the Online Assessment Working Group is an example of the extent to which ESA is going to work through all the security issues. Cont. pg 101 Mr Cook: Just to be very clear, NAPLAN online is very, very different to the website that the Census operated. That was a public website that you went to, and NAPLAN will not be like that; we will not go into detail, for obvious reasons. Mr Cook: The NAPLAN testing site does not have a public face in that sense. But we are happy to provide some of that information for you later.
SQ16-001051	Written		Cameron, Doug	Multi Industry School Based and Pre-Apprenticeship Support Pilot Project - conflict of interest	How has the Department guaranteed there was no conflict of interest from any of the ARAG participants in awarding a \$6.82 million grant to an organisation led by an individual who was advising the government on issues central to the project?
SQ16-001052	Written		Carr, Kim	Watt Review - impact of new funding formulas	Please detail the measures to be put in place to monitor the impact of the new funding formulas on: a. The distribution of research support and research training grants between universities; b. The number and level of HDR scholarships by university, discipline and gender; c. The level and quality of university-end user research collaborations, by university, discipline and gender; and d. Changes to university research and or research training priorities as result of changes funding formulas.
SQ16-001053	Written		Cameron, Doug	Australian Apprenticeships Incentives Program - money spent	1. What proportion (and amount) of the incentive money being spent out of the AAIP has gone to employers; registered training organisations (RTOs); and apprentices, in 2015-16, and in 2016-17 so far? 2. Please provide a breakdown of employer, RTO and apprentice incentive payments made and what they have been paid for, over the 2015-16 period and in 2016- 17 so far.

SQ16-001054	Spoken	101	O'Neill, Deborah	NAPLAN online (subcontractors)	Senator O'NEILL: Do you have contractual arrangements with somebody like IBM or other subcontractors? Mr Randall: ESA has the contractual arrangements. The development of the programs is being in part done by an organisation called Janison, and there will be other providers in that. So yes, there are contractual arrangements for the development and the operation of that, but not with IBM, to answer your question. Senator O'NEILL: Could you provide some detail on the value of those contracts and the subcontractors? Mr Randall: Yes, between us we could—unless Mr Cook wants to— Mr Cook: That would be for the department. We can take that on notice.
SQ16-001055	Spoken	101	O'Neill, Deborah	Higher Education reforms: ANAO report	Senator O'NEILL: I want to return to some issues I raised this morning. The ANAO report that we discussed this morning refers to legal advice that the education department had said that the campaign around the higher education reforms that the government still has on their budget books—even though they were not able to get them through legislatively—could mean that the Australian government could be found to have engaged in misleading or deceptive conduct under section 18 of the Competition and Consumer Act 2010. My question is: was the minister or the cabinet or their officers ever provided with that advice or made aware of that advice? Dr Bruniges: I would have to take that on notice.
SQ16-001056	Written		Cameron, Doug	Trade Support Loans - numbers	How many Trade Support Loans (TSLs) have been taken out? Please provide this data by the number of apprentices taking out a loan in each year of the program; by gender; by occupation; by industry; by age of apprentice at the commencement of the loan; by location (such as rural, remote and metropolitan); and by electorate.
SQ16-001059	Written		Cameron, Doug	Trade Support Loans - analysis/modelling	1. Has the Department undertaken analysis/modelling of the projected debt that will be incurred by this scheme? 2. Please provide a copy of that analysis/modelling.

SQ16-001060	Spoken	104	O'Neill, Deborah	Higher Education reforms	Senator O'NEILL: Could the department provide updated modelling on these over forwards in the long term—10 years? Senator Birmingham: I am not sure about over 10 years, but— Dr Bruniges: Notional. Senator Birmingham: We can take that on notice, I am sure, and provide you with a breakdown of the individual measures as they are currently budgeted to take effect from 1 January 2018. Senator O'NEILL: Okay, that would be helpful, thank you. Can the department provide details on the impacts of these cuts in terms of each university's funding overall and enrolment growth? Senator Birmingham: We can have a look as to whether there is any modelling to that effect. Dr Bruniges: Yes. Senator Birmingham: I doubt that there is, but we will take it on notice and have a look.
SQ16-001061	Written		Carr, Kim	Watt Review - analysis conducted of the forecast financial impact	Please provide details of any analysis conducted of the forecast financial impact of the new formula on the distribution of funds between universities relative to the previous arrangements (excluding the damping effect of transitional measures).
SQ16-001062	Written		Cameron, Doug	Trade Support Loans - analysis of debt	1. Has the Department undertaken analysis that predicts the amount of debt that is likely to remain unpaid? 2. Please provide that analysis.
SQ16-001063	Written		Cameron, Doug	Trade Support Loans - characteristics of the debtors	What are the characteristics of the debtors that are unlikely to be able to repay the debt?
SQ16-001064	Written		Carr, Kim	Watt Review - global academic standing	Has any modelling or consultation taken place on the effect on global academic standing of Australian researchers that could result from any reduction in scholarly publishing that results from responsiveness to the new arrangements? a. What does this modelling or consultation indicate? b. What is the likely effect on international scientific and scholarly mobility?
SQ16-001065	Written		Cameron, Doug	Trade Support Loans - duration of debt	What are the projections for the average duration of debt for the loan scheme participants? Please provide analysis by age of debtor at loan commencement; gender; occupation; and location (such as remote, rural and metropolitan).
SQ16-001066	Written		Cameron, Doug	Trade Support Loans - repayment of debt by gender	1. Has any analysis been done to look at the relative speed with which male and female debt holders are likely to repay the debt? 2. If so, what are those differences? And how are those differences explained?

SQ16-001067	Written		Carr, Kim	Watt Review - impact on HASS relative to STEM disciplines	Has any modelling been done to anticipate the extent to which the removal of publications and the increased weighting given to end-user grants in the funding formulas is likely to impact on HASS relative to STEM disciplines, and on pure basic science research relative to applied science and engineering? a. What does this modelling show? b. Will the department be monitoring such outcomes? c. What measures will be implemented to mitigate pernicious effects?
SQ16-001068	Spoken	105	O'Neill, Deborah	One year funding agreement	Senator O'NEILL: Can you identify which universities will not be subject to a one-year funding agreement for the calendar year of 2017? Mr Learmonth: I am not aware of any exceptions, no. Mr Fintan: I have just been reminded that there is one exception. The University of Western Australia does have an agreement already in place covering that period. Senator O'NEILL: What is the length of their agreement and why are they the exception? Mr Fintan: I would have to take that on notice.
SQ16-001069	Written		Cameron, Doug	Analysis of the impact on apprentices of the TSL scheme	1. Is the Department aware of research or undertaken and/or any analysis of the impact on apprentices of the TSL scheme? 2. If so, what does that analysis show; and how does that analysis inform design of the scheme?
SQ16-001070	Written		Carr, Kim	Watt Review - impact on pure basic science research	Has any modelling been done to anticipate the extent to which the removal of publications and the increased weighting given to end-user grants in the funding formulas is likely to impact on pure basic science research relative to applied science and engineering? a. What does this modelling show? b. Will the department be monitoring such outcomes? c. What measures will be implemented to mitigate pernicious effects?
SQ16-001071	Written		Cameron, Doug	Trade Support Loans - analysis of how the loan funds are being spent	1. Has any analysis been done by the Department to see how the loan funds are being spent? 2. Is there any plan for such research? 3. If not, why not?
SQ16-001072	Written		Cameron, Doug	Trade Support Loan scheme evaluation	How will the TSL scheme be evaluated? Please provide details of the evaluation design and measures that will be used.

SQ16-001074	Written		Cameron, Doug	Displaced workers due to the closures in the Australia automotive manufacturing industry	1. How many workers have been displaced and are estimated to be displaced from jobs due to the closures in the Australia automotive manufacturing industry? 2. How much commonwealth money has the current government allocated to reskilling and retraining workers from the auto-manufacturing sector? Please provide data for 2014-15 and 2015-16 and so far in 2016-17. 3. How much commonwealth money has the current government spent on reskilling and retraining workers from the auto-manufacturing sector? Please provide data for 2014-15 and 2015-16 and so far in 2016-17.
SQ16-001075	Written		Carr, Kim	Watt Review - humanities, arts and social sciences disciplines	What measures will be implemented to ensure humanities, arts and social sciences disciplines remain viable and that researchers and research students are not unfairly disadvantaged?
SQ16-001076	Written		Cameron, Doug	Growth Fund - Skills and Training - spending	What has the Growth Fund - Skills and Training been spent on? Please provide an itemised account for 2015-16.
SQ16-001078	Written		Cameron, Doug	Retrained or reskilled automotive manufacturing workers	How many displaced automotive manufacturing workers and workers in the associated supply chain have the commonwealth under this government retrained or reskilled?
SQ16-001079	Written		Carr, Kim	Review of Research Infrastructure (Clark Review)	Regarding the Review of Research Infrastructure (Clark Review), a. When did the panel provide its final report to Government? b. Where is the report now? c. When will the report be released? d. Please provide a copy of the report.
SQ16-001080	Written		Cameron, Doug	ASQA - Regulatory compliance data - complaints	1. How many complaints about registered training organisations has ASQA received each year of operation? 2. What is the average time taken to complete an investigation? Please report for each year?
SQ16-001081	Written		Cameron, Doug	ASQA - Regulatory compliance data - cancellations and suspensions of RTOs	1. How many breaches, cancellations and suspensions of RTOs have been taken each year of operation? 2. What proportion of each type of action has been for private providers?

SQ16-001082	Written		Carr, Kim	National Research Infrastructure Roadmap	Regarding the National Research Infrastructure Roadmap, a. When is the panel expected to provide its final report to Government? b. When will the Government make a response to the roadmap report? c. When will the report be released? d. Has there been an interim report? e. Please provide a copy of any interim report.
SQ16-001083	Written		Carr, Kim	Education Investment Fund	Please advise the current uncommitted balance of the Education Investment Fund. a. In the Supplementary Budget Estimates hearing on 20 October 2016 the Education and Employment Legislation Committee was told: In the 2014 budget, the government made a decision that the funds that were currently under the Education Investment Fund would be transferred to the Asset Recycling Initiative. Those funds are no longer available. b. Please confirm whether or not this is in fact the case.
SQ16-001084	Written		Cameron, Doug	ASQA - Regulatory compliance data - audits of RTOs	1. How many audits of RTOs have been undertaken by ASQA each year since its inception? 2. How many breaches, cancellations, suspensions and de-registrations have resulted from auditing? 3. How much has time spent on compliance activity grown or reduced over each year of operation?
SQ16-001085	Written		Cameron, Doug	ASQA - Regulatory compliance data - funding	1. What has been the total commonwealth funding received by ASQA in each year of operation? 2. What has been the expenditure on compliance in each year of operation?
SQ16-001086	Spoken	108	O'Neill, Deborah	Higher Education reforms	Senator O'NEILL: If you, Mr Learmonth, could provide on notice some detail about the nature of that secretariat staffing and how long it will be operational for I would appreciate it. The media release on 10 October, regarding modelling, states: In addition to their consultations, the panel will have access to data and analysis on the efficient cost of delivering higher education teaching and scholarship, ensuring Australia's higher education system represents value for money. Will this data and analysis be made public? Senator Birmingham: I will have to take that on notice. I am not sure what assurances universities providing data have sought regarding the confidentiality of their information. Universities Australia has been very cooperative in working with us on some of that work. But it does of course go to financial modelling from individual universities and that may have some sensitivities attached to it. Senator O'NEILL: So the chances of it being made public are pretty slim? CHAIR: The minister has taken it on notice. Senator JACINTA COLLINS: Can I ask, for the sake of transparency in this policy consideration process, that if that is the case a modified version of such analysis be available more publicly? Senator Birmingham: We will give some consideration in the same answer.

SQ16-001087	Spoken	108	O'Neill, Deborah	Higher Education reforms modelling	<p>Senator O'NEILL: How does this differ from, or is the same as, the methodology that was used in relation to the research undertaken by Deloitte Access Economics for the Lomax-Smith review of base funding, in 2010? Is it the same model or is it adjusted?</p> <p>Mr Learmonth: I am not familiar with that one, but I can tell you that this was a survey that was designed specifically for the purpose for which it is to be used.</p> <p>Senator O'NEILL: Can you take on notice—I think you might have to—this question. Regarding the cost of teaching the scholarship and basic research capability, as per the Lomax-Smith review, was that the model or was the analysis restricted to cover only the cost of teaching the scholarship? Mr Learmonth: I will take that on notice. It may have been informed by the earlier work. Senator O'NEILL: With mindfulness, perhaps, of the sensitivities that Senator Collins has already identified, can the modelling be made public? I know that the sector is very interested. Dr Bruniges: We will take that under consideration.</p>
SQ16-001088	Written		Cameron, Doug	VET FEE-HELP debts	How many outstanding VET FEE-HELP loans are there? What is the average debt held by students with a VET FEE-HELP debt? How many (and what proportion) have commenced repayment of their VET FEE-HELP debt?
SQ16-001089	Written		Cameron, Doug	Proportion of debts that will never be repaid	Has the department done any modelling on the proportion of debts that will never be repaid? a. What proportion of students do you expect never to repay their VET FEE-HELP debts? b. What are the characteristics of those students? c. What is the aggregate value of this debt?

SQ16-001090	Spoken	109	O'Neill, Deborah	Higher Education reforms	<p>Mr Fintan: We have been working with Universities Australia and the universities that are providing the data and we are expecting to receive the data by 24 October.</p> <p>Senator O'NEILL: What is the format required for the submissions? Mr Fintan: I would have sake that on notice. I understand that there is a template that the consultants are using that universities have been asked to complete.</p> <p>Senator O'NEILL: When it is collected will the universities be able to receive it? Senator Birmingham: That probably is in alignment with the question about whether it will be made public. If the information is financially sensitive it is probably financially sensitive across the universities, almost more than in any other particular way. So it would not be shared with universities, I imagine, unless we were intending to make a public. I have said we will take that on notice, because I am not aware off-hand what sensitivities the universities have to that.</p> <p>Senator O'NEILL: Did the minister receive any correspondence raising concerns about this process? Mr Learmonth: Yes, there was a letter from Universities Australia that went to both the time frame and questions about interpretation of some of the items in the survey. We immediately met with Universities Australia and worked with them—we formed a reference group with Universities Australia to assist with the process. As a consequence, we have improved the guidance and definitions of terms, so universities understand what is being asked, to the extent there was ambiguity in the original construct. And we have extended the time frame by two weeks.</p> <p>Senator O'NEILL: Can the correspondence be tabled? Mr Learmonth: I will take that on notice.</p>
SQ16-001091	Written		Cameron, Doug	repayment rates under the VET Student Loans Program	<p>Has the department done any modelling on the expected repayment rates under the VET Student Loans program? a. What proportion of students do you expect never to repay their VET Student debt? b. What is the aggregate value of this debt each year over the next ten years?</p>
SQ16-001092	Written		Cameron, Doug	Explanatory Memorandum for the VET Student Loans Bill 2016	<p>The Explanatory Memorandum for the VET Student Loans Bill 2016 outlines a cost to the budget of \$58.6 million over the forwards – with \$13 million of this related to less interest and loan fee receipts. What makes up the rest of the \$58 million? a. Can you break that down into each element? b. Are there additional resources for assessing whether providers meet the new standards? How many staff will be in the unit that undertakes the assessments of providers? c. Will anything be spent on consultants? d. What will the public debt interest impact of this measure be over the</p>

					forward estimates and the medium term? Can you provide that impact on an annual basis on notice?
SQ16-001093	Written		Cameron, Doug	VET FEE-HELP and VET Student Loans Program	Please outline the assumptions that led Minister Birmingham to claim that the VET Student Loans program will see a \$7 billion reduction in outstanding HELP debt over the forward estimates and \$25 billion over the decade. a. How many students does this assume will take out VET Student Loans in each year over the medium term? How does this compare to the continuation of the current system? b. Is this higher or lower than the number who participated in the VET FEE-HELP in 2015-16? c. Does the modelling make any assumptions about students transferring between VET and university courses?
SQ16-001094	Written		Cameron, Doug	VET Student Loans Program	What is the fiscal balance impact of the VET Student Loans program over the forward estimates and over the next 10 years? Break down by year.
SQ16-001095	Written		Cameron, Doug	VET Student Loan program	What is the underlying cash balance impact of the VET Student Loan program over the forward estimates? Over 10 years? Break down by year.
SQ16-001096	Spoken	110	Xenophon, Nick	Investigation into the Bruce Hardwig Flying School	Senator XENOPHON: Dr Banerjee, under the rules of parliamentary privilege it really does not matter if there is a matter before the courts. Nothing we say here is adducible in the court anyway, or before a tribunal. Did the department undertake an investigation into the Bruce Hardwig Flying School last year? Ms Quagliata: It depends what you mean by 'investigation', in that of course we looked into it. We were getting complaints and we did look into it. There was no formal investigation, if you mean that there were terms of reference and specific people allocated to interview students or things like that. Senator XENOPHON: Were any reports or memoranda prepared about the complaints that had been received? Ms Quagliata: There were file notes and there were discussions, but there was no formal report. Senator XENOPHON: Would you be able to provide the committee a copy of those file notes and notes of any discussions? Ms Quagliata: Yes.

SQ16-001097	Written		Cameron, Doug	VET Student Loans Program	What is the headline cash balance impact of the VET Student Loans Program over the forward estimates? Over 10 years? Break down by year.
SQ16-001098	Written		Cameron, Doug	The average lifetime cost of the loan	For students studying a diploma or advanced diploma what is the average lifetime cost of the loan as a percentage of the initial loan amount?
SQ16-001099	Spoken	111	Xenophon, Nick	Investigation into the Bruce Hardwig Flying School	Senator XENOPHON: Yes. My understanding is that—is there a 45-day time limit in order to deal with and respond to these matters? Ms Quagliata: Not that I know of, no. Senator XENOPHON: Sorry, the complaint was to the provider. Are providers meant to respond to complaints within a certain time frame? Ms Quagliata: The providers are meant to have a grievance procedure. I cannot recall offhand exactly whether there are KPIs imposed on what the grievance procedure is. Senator XENOPHON: Sure. Could you take that on notice, because the concern that I have had is that this has taken 15 months for one particular student, who has had to go to the AAT. There were time limits that were meant to have been enforced. My understanding is that they complained to the department that they were not getting responses, but nothing happened. Can you take it on notice and provide me with the details of how many interactions and complaints and from what period, and provide me with copies of that material as to the way these complaints were dealt with? I think Mr Peterson of the VET FEE-HELP branch was primarily the person who dealt with a number of these complaints. My understanding is that the students in particular, those in the ATF, had nothing but hurdles put in their way if they sought to have their HECS debt waived. It has been the case that it has been a very expensive process for them. Some have taken it on on principle, but I think others just could not afford the time or the money to be involved in the process.
SQ16-001100	Written		Cameron, Doug	VET FEE-HELP and VET Student Loans Program	Please provide an analysis of doubtful debt by provider, areas of study, course, and by type of student (age, gender, socio-economic status).

SQ16-001101	Written		Cameron, Doug	VET FEE-HELP and VET Student Loans Program	What proportion of doubtful debts is held by people who have paid fees and got a debt, but remain unqualified? a. How many students have been impacted? b. How much aggregate debt does this account for?
SQ16-001102	Written		Cameron, Doug	VET FEE-HELP debts wiped	How many students have had their VET FEE-HELP debt wiped? a. Please indicate the circumstances that led to the wiping of each debt. b. How many students have applied or enquired about having a debt wiped but no action was taken? c. Has there been any analysis of redress schemes for students carrying doubtful debt? If so can you please provide that analysis?
SQ16-001103	Written		Cameron, Doug	Bad VET FEE-HELP debt	How much would it cost the commonwealth to write off the bad VET FEE-HELP debt? a. Under what circumstances is debt currently written off? b. Can students have debt wiped for hardship reasons? c. What about where a provider has delivered poor quality training? d. How many RTOs have provided courses for which VET FEE-HELP loans have had to be waived? e. Can the Department provide the names of these RTOs?
SQ16-001104	Written		Cameron, Doug	Trade Support Loans program	Can Australian apprentices who are already participating in the Trade Support Loans program also take out a VET Student Loan? If yes, a. If a student has both a Trade Support Loan and a VET Student Debt, are these consolidated or considered separate debts? b. If separate, which do they pay off first? Does the other loan continue to accrue interest while it isn't being paid? If no, a. Does this mean that someone with a Trade Support Loan must fully pay this off before they can access a VET Student Loan, and vice versa? b. What would happen to an apprentice who decided to move into a different field of vocational study, but had already acquired a Trade Support Loan debt?
SQ16-001105	Spoken	112	Xenophon, Nick	Investigation into the Bruce Hardwig Flying School	Senator XENOPHON: So there was not a role for the department to say, 'There is something seriously wrong here, for this flying school to be getting taxpayers' funds through the VET loans'? Ms Quagliata: We did check, and our understanding was—I have the detail written somewhere, but I do not have it right here—that CASA had in fact checked the school in I think it was 2014, and there had been— Senator XENOPHON: What month in 2014? Ms Quagliata: I will either take that on notice or I will have to— Senator XENOPHON: Because the school changed ownership on 5 May 2014.

SQ16-001106	Written		Cameron, Doug	Interaction with state and territory subsidy programs	How will VET Student Loans interact with state government subsidy programs?
SQ16-001107	Written		Cameron, Doug	course eligibility list	Has the Department investigated the potential incentive for states and territories to reduce or discontinue subsidising courses that have been included on the course eligibility list? Please provide any results or conclusions drawn from any such investigation undertaken.
SQ16-001108	Spoken	112	Xenophon, Nick	VET FEE-HELP matters referred to AAT	Senator XENOPHON: How many matters, to your knowledge, in relation to VET FEE-HELP end up at the AAT each year? Ms Quagliata: I do not have that data here, but we have a few—
SQ16-001109	Written		Cameron, Doug	VET Student Loan application	If a student is participating in vocational study through a course subsidised by state or territory governments, can they apply for a VET Student Loan for the residual course fees?
SQ16-001110	Written		Cameron, Doug	Number of state and territory subsidy programs	How many (and what proportion) of the courses on state and territory skills lists are currently subsidised by state and territory governments? Please provide a list with the subsidised amounts. Does the Department expect that number/proportion to change when these courses are directly linked to the VET Student Loans scheme? By how much? Has there been any change in the number of subsidised VET places funded by state and territory governments since 2012? Please report the changes for each year. Is there an explanation of these changes?
SQ16-001111	Spoken	114	O'Neill, Deborah	Clark review	Senator O'NEILL: Why has the government not released it? What is the government trying to hide? It has had this report since September 2015, and there is considerable interest, Minister Birmingham. Senator Birmingham: There is nothing much to hide. I will look into where it is at.

SQ16-001112	Written		Cameron, Doug	VET FEE-HELP – transition arrangements	In relation to transition arrangements under the proposed VET Student Loans Bills: a) What method will the Department use to contact VET FEE-HELP students this year to ask if they want to be ‘grandfathered’ ? b) Can the department guarantee that all students can be contacted? c) Does the Department currently have the contact details for all students? d) How many students don’t you have contact details for? e) How will the Department reach student you don’t have contact details for? f) How much will it cost to contact all students? g) What will you do if a student has not replied by March 2017? h) Will they be deemed to have moved to the new system or will they be ‘grandfathered’? i) If they are moved to the new system, could this mean they will have out-of-pocket costs without knowing in advance? j) If a student opts-in to the new scheme, will that mean they automatically have an out-of-pocket cost if their course fees exceed the relevant cap? k) Given this, what proportion of students do you expect will opt to be ‘grandfathered’ and what proportion will not? Please also report as student numbers.
SQ16-001113	Spoken	18	Collins, Jacinta	Gender and diversity plan	Senator JACINTA COLLINS: My last section is in relation to the gender and diversity plan. Could you provide a copy of the plan? Dr Bruniges: I will see if we have one here for you.
SQ16-001114	Written		Cameron, Doug	VET FEE-HELP – transition arrangements	In relation to the transition arrangements proposed under the VET Student Loans Bill: a) Were any assumptions about the transition included in the costings of the changes? What were the assumptions? In terms of student transition numbers etc? b) What will happen for a student who is studying a course that is not on the approved course list? When will they stop being eligible for a government loan? How will they be transitioned? c) How many students will drop out of study because they can’t afford to complete their course as a result of the transition provisions? d) How many students are likely to end up with a debt and no qualification because of the transition arrangements e) Is it possible that providers will compromise standards in teaching and assessment so student can finish courses before the end of 2017? Has the Department done any assessment of this risk? Do you admit an incentive will exist? f) What if a student needs to defer their study, or progress more slowly through their course because they got sick? Or had a baby? Or had to care for a family member? Will there be any special arrangements for students in those circumstances? g) Has the Government or the Department consulted with any student representatives or consumer representatives about the proposed

					transitional arrangements? h) Who was consulted and when?
SQ16-001115	Written		Cameron, Doug	VET Student Loans course list - lifestyle choices	What is the definition of a course that provides “‘lifestyle’ choices”?
SQ16-001116	Written		Cameron, Doug	VET Student Loans course list - high economic need	What exactly is the Department’s test of “high economic need” that was used to determine the course list? Can you provide a copy of that test? And the results of the test for every course assessed against it? How did the test assess the employability of graduates from each course? Did it measure skills and their transferability? Did it measure employment outcomes for each qualification?
SQ16-001117	Written		Cameron, Doug	State skills needs lists	Are state skills needs lists forward looking? Or backward looking? How appropriate are they for planning future skills needs?
SQ16-001118	Spoken	115	O'Neill, Deborah	NISA	Senator Birmingham: I will happily take on notice providing you with some of the very positive reaction that we received when NISA was released.

SQ16-001119	Written		Cameron, Doug	transferrable skills	Has any assessment been undertaken of the value of transferrable skills learnt by students in each course? And whether courses have contributed to students finding work or starting a business – whether or not it is directly related to the field of study? What consultation was undertaken with providers and students before this course list was released? What consultation has the Government help with the arts sector in relation to the proposed changes?
SQ16-001120	Written		Cameron, Doug	Indicators of problems with VET FEE-HELP	Can you give me an outline of how rapidly the VET FEE-HELP loan scheme has been growing in recent years?
SQ16-001121	Written		Cameron, Doug	Minister responsible for VET portfolio	Outline the period of time each Minister that has been responsible for the VET portfolio since the election of the Abbott-Turnbull government in 2013? Please provide the dates each Minister was responsible?
SQ16-001122	Written		Cameron, Doug	Rapid increase in VET FEE-HELP loans	At what point did you first brief the current government about the rapid increase in VET FEE-HELP loans?
SQ16-001123	Written		Cameron, Doug	Tracking and reporting of the VET FEE-HELP loan scheme	What reporting and monitoring systems does the department have in place to track and report on the VET FEE-HELP loan scheme? How often are reports generated? Who are they provided to?
SQ16-001124	Written		Cameron, Doug	Rapid increase in student numbers	When was one of the Ministers of this Government (going back to the Sep 2013 election) first briefed on the rapid increase in student numbers?
SQ16-001125	Written		Cameron, Doug	Courses based on government funding	Page 9 of the RIS talks about research showing providers are offering courses on the basis of government funding rather than student and industry demands. What research is this referring to? When was this research completed? Was this provided to the Minister? When was a Minister of this Government first briefed on the issue?
SQ16-001126	Written		Cameron, Doug	Setting loan caps	What evidence was used to allocate different types of qualifications to different loan limit categories of \$5,000, \$10,000 or \$15,000? These are very round numbers.

SQ16-001127	Written		Cameron, Doug	Setting loan caps for VET Student Loans	Was any other work done to establish the cost of delivery for courses in different parts of the country in order to adequately set caps for VET Student Loans? Who, if anyone, was consulted about costs of delivery and the setting of caps? Is there a risk that providers will simply offer courses that reflect the caps, not the actual cost of delivery? How will this be policed?
SQ16-001128	Spoken	116	O'Neill, Deborah	NCRIS	Senator O'NEILL: On what date will they know? Ms Zizi: Once the road map is provided to the government, after that point the funding will come on line. Senator O'NEILL: If you could take on notice to give us the outline of that timing, that would be helpful. Last time the funding issue was left unaddressed up until the last moment, Australia lost highly educated, talented people, who needed to ensure the continuity of their employment. Isn't that right? Ms Zizi: My understanding, unless you have a specific example, is that we were able to maintain the staff that were currently in the facilities. There is a high level of turnover. They are very sought after, particularly internationally, and so movement does take place and that happens at any time.
SQ16-001129	Written		Cameron, Doug	VET Student loan limits	Do the new \$5,000, \$10,000 and \$15,000 VET Student loan limits an annual limit amount an individual can loan to enrol in a particular qualification or does the limit apply to the qualification in its entirety regardless of length instruction or how long it takes a student to complete the qualification? Will the maximum limits be indexed from year to year, and if so, what indexation measure will be applied? What happens to loan limit if a student takes leave of absence?
SQ16-001130	Written		Cameron, Doug	Loan caps for business and management courses	Why have business and management courses been set at a cap of \$5,000 when few other courses are set at higher levels?

SQ16-001131	Spoken	117-118	O'Neill, Deborah	Education Investment Fund	<p>Senator O'NEILL: Could you tell me the balance of the Education Investment Fund? Dr Bruniges: I would have to take that on notice. I do not have that here.</p> <p>Senator O'NEILL: Just to be clear: the money which is indicated in the Future Fund as \$3.721 billion is no longer available for investment in research infrastructure? Dr Bruniges: I am happy to take that on notice once I sight the document. That is probably the best thing to do at this point. Senator O'NEILL: To what other purposes has the EIF been committed? Dr Bruniges: Again, it is related to the issue we have just raised with the Department of Finance. I can couple that with the previous question. Senator Birmingham: Decisions around the EIF were made, if my memory is correct, back in the 2014 budget and the balance was potentially allocated or transferred to the Asset Recycling Fund at that time. Given, again, that predates most of us at the table in terms of the portfolio, if you want to ask 2014 budget questions we will have to take them on notice and go back and look at it. Senator O'NEILL: Isn't it related to legislation that was defeated in the parliament? Senator Birmingham: Again, I will have to take that on notice and check. Senator O'NEILL: Under what authority, if there is any, or what instrument, has the money been committed to other uses? Bear in mind that this is a statutory fund. Senator Birmingham: Given the prior answers, we will take that on notice. Cont. pg 118</p> <p>Senator O'NEILL: Why does the EIF still appear the Future Fund documents if it is not, in fact, available? Senator Birmingham: We will take that on notice. Senator O'NEILL: Is it still there? Senator Birmingham: We will take that on notice.</p>
SQ16-001132	Written		Cameron, Doug	Subsidised VET FEE HELP	Has the government examined the operation of subsidised VET FEE HELP at all? What role, if any, will subsidised VET FEE HELP have going forward?
SQ16-001133	Written		Cameron, Doug	Courses exempt from caps	How many courses do you expect will apply to be exempt from the caps? How will the Department assess whether an exemption should be granted?
SQ16-001134	Written		Cameron, Doug	Acceptable level of profit	In the case of a for-profit provider, how much will the department deem to be an acceptable level of profit to be taken into account when assessing exemptions to the caps?

SQ16-001135	Written		Cameron, Doug	Completion rate for online courses	What is the completion rate for online courses? How many are online? Can you provide the 50 most common online courses?
SQ16-001136	Written		Cameron, Doug	Users of VET FEE-HELP loans	Can you tell the Committee which are the ten providers who have been the most prolific users of VET FEE-HELP loans? Rank all providers by loan use? For every VET FEE-HELP provider please provide data for the last three years on: - Each qualification offered - Number of students in each qualification - Total VET FEE-HELP loans for each qualification - Completion rates for each qualification - Fees for each qualification - Whether each qualification was subsidised by a state government, and by how much - Year to year growth rates in student numbers, loans, qualifications and fees Please also indicate if each provider is public or private, including whether they are private not-for-profit (industry associations etc.) or private for-profit. Please rank private providers by size.
SQ16-001137	Written		Cameron, Doug	Adult Migrant English Program	What is the nature, purpose and target group of the two proposed Adult English Migrant Program streams?

SQ16-001138	Spoken	121	Cameron, Doug	VET FEE-HELP (IPART table)	<p>Senator CAMERON: Dr Banerjee, can you provide an analysis of how you came to understand that the IPART table was an appropriate table to use and the methodology that underpins the IPART table that you looked at? What was the methodology that you looked at—I want to see that—and the average tuition fee? I would like to know how you analysed the average tuition fees in the context of poor or lower-income students could afford the courses? Could you provide your reasoning for both of those—how you analysed the veracity of the IPART table and how you analysed the veracity of the average tuition fee to come up with these figures? Dr Banerjee: Yes. We can do that. I mentioned previously that the New South Wales IPART information was one data source. We drew on other data sources as well. I just used that as a typical data source. Senator CAMERON: I am happy for you to take on notice to provide all of the information that was used to come up with the \$5,000, \$10,000 and \$15,000 loan caps. I want to know the databases that you used, the underpinning analysis that was done, how you analysed that and how you came to these figures—all the information you have that brought you to the figures of \$5,000, \$10,000 and \$15,000. I want an idea of how this was worked out. Dr Banerjee: The methodology behind it? Senator CAMERON: Yes. Dr Banerjee: We are happy to provide that on notice.</p>
SQ16-001139	Written		Cameron, Doug	Adult Migrant English Program - separate streams	<p>What is the different between “pre-employment” and “social English”? Does this splitting of the AMEP into two separate streams reflect the intention to fundamentally change the Program and its aims? How will this split affect Program coherence? What is the long-term objective here?</p>
SQ16-001140	Spoken	128	Cameron, Doug	Apprentice Employment Network	<p>Senator CAMERON: Was Mr Dean Luciani the chair of the Apprentice Employment Network at the time that ARAG was convened? Ms Hewlett: Mr Luciani was CEO and secretary of Westvic Staffing Solutions at the time. Senator CAMERON: Yes, and what is the relationship with that to the Apprentice Employment Network? Ms Hewlett: I will have to take that on notice. Senator CAMERON: You do not know? Ms Hewlett: No. Senator CAMERON: You do not know whether Mr Luciani had any relationship with the AEN? Did the department check? Ms Hewlett: I would have to take that on notice.</p>

SQ16-001141	Spoken	122	Cameron, Doug	HITS (IT system)	Senator CAMERON: A sort of email. This is going to be interesting. It is late at night. Why don't you just provide me with details of how you correspond with this sort of email HITS and let me know what the acronym stands for so I can understand how you are corresponding? Ms Quagliata: We will do that.
SQ16-001142	Spoken	123	Cameron, Doug	VET FEE-HELP (quality outcomes)	Senator CAMERON: So, Dr Banerjee, similar to what I have asked earlier about the loan caps, could you provide me with the details of the methodology that you used to ensure that these did not affect quality. You can take it on notice, if you like. Dr Banerjee: Yes, we will. The previous question went to a specific methodology for getting into some numbers—which is a methodology. Senator CAMERON: That is right. Dr Banerjee: This one is more of a broader analysis, as the minister went through, of how prices have gone in the system or what the observed behaviour has been, particularly over the last couple of years; and an assurance that the reasonable cost of provision that was used in setting the loan caps was at a sufficiently high level that quality will be protected. That is more of an assessment than a methodology, but I am happy to take the question on notice. Senator CAMERON: Please provide that methodology as well as the analysis that you have done determining the quality outcomes. Dr Banerjee: We will take that on notice.
SQ16-001143	Spoken	124	Cameron, Doug	Adult Migrant English Program	Ms Lynch-Magor: Social English is part of the new Adult Migrant English Program's business model that is currently being tendered for. It is a new service offering, where we are able to offer a stream of English language education which focuses on social English for clients who may not be seeking to enter the workforce. Senator CAMERON: Where do these descriptions come from—'pre-employment' and 'social'? Was this a departmental issue? Ms Lynch-Magor: I might have to take that on notice. Senator CAMERON: Really? You do not know where it came from? Ms Lynch-Magor: I have not been part of the development of the new business model per se. It is not something that I have come across in my understanding of the business model, but I can certainly take it on notice.
SQ16-001144	Spoken	125	Cameron, Doug	Adult Migrant English Program	Senator CAMERON: Can you tell me briefly why you decoupled the program from its social goals? Ms Lynch-Magor: I do not believe we have decoupled program from its social goals. Senator CAMERON: Can you then on notice point to where the social goals are included? Ms Lynch-Magor: Yes. The fundamental tenets of the program remain the same, but we will take it on notice.

SQ16-001145	Spoken	126	Cameron, Doug	Adult Migrant English Program	Senator CAMERON: On notice, can you provide the rationale for different class sizes and teacher qualifications in the two streams? Ms Lynch-Magor: Yes.
SQ16-001146	Spoken	128	Cameron, Doug	Apprenticeships Reform Advisory Group	Senator CAMERON: Was the department aware that one of the members of ARAG was the chair of the AEN at the time it was allotted \$6.82 million? Ms Hewlett: We would need to take that on notice.
SQ16-001148	Spoken	129	Cameron, Doug	Apprenticeships Reform Advisory Group	Senator Birmingham: And would there have been any relationship to any member, or any consultation with any member of the Apprenticeships Reform Advisory Group? Senator CAMERON: Did Dean Luciani advise of any conflict of interest when he was involved in this? Ms Hewlett: It would be standard practice to take that information from all members of a committee of this nature, but I do not have that information with me here. Senator CAMERON: Can you take on notice whether he advised of any conflict of interest? Ms Hewlett: Yes.
SQ16-001149	Spoken	131	Cameron, Doug	Apprenticeships Reform Advisory Group	Senator CAMERON: Could you provide me all file notes, all correspondence between the department and ARAG and these three groups that finally won millions of dollars worth of public funding? Can that be done? Dr Banerjee: Yes.
SQ16-001150	Spoken	131	Cameron, Doug	Apprenticeships Reform Advisory Group	Senator CAMERON: Oh! So this was Minister Hartsuyker. So they approach Minister Hartsuyker, Minister Hartsuyker then put them through the process to ARAG, ARAG then presents them back to the minister and the minister provides millions of dollars to them. Is that the process? This is outrageous. Ms Hewlett: I will take that on notice.
SQ16-001151	Spoken	132	Cameron, Doug	Apprenticeships Reform Advisory Group	Senator CAMERON: Can you provide all the correspondence, file notes and minutes from that group, to outline how they assessed and how they went through that process. Senator Birmingham: We will take that on notice. Senator CAMERON: Why would you need to take it on notice? Senator Birmingham: Because I do not think anybody has such information at the table right now. Senator CAMERON: Is it available? Senator Birmingham: We will take it on notice, and make available what can be made available. Senator CAMERON: So you will make available what can be made available—that is good. Who approached the MBA to present? Dr Banerjee: We understand it was the chair of the advisory group, but we would need

					to double check that.
SQ16-001152	Spoken	133	Cameron, Doug	Meeting with North-East Vocational College	Senator CAMERON: Minister, you met with the North-East Vocational College, but you said it was not about the program. When did you meet with the North East Vocational College? Senator Birmingham: I think in response to one of your questions on notice I said I had met various times with all of the recipients. I would have to take on notice when I met with the North East Vocational College, but in the first half of 2015, at a guess. Senator CAMERON: On notice can you provide what the purpose of the meeting was. Senator Birmingham: It was a site visit. I was invited to go and visit their training facility. When I was the assistant minister responsible for vocational education and training I visited many, many training facilities.
SQ16-001153	Spoken	135	Cameron, Doug	Apprenticeships Reform Advisory Group	Dr Banerjee: The original advisory group had a particular focus on traditional trades. Senator CAMERON: Minister, we have just about run out of time. I indicate to you that I think this whole thing stinks. I reckon there are lots of questions to be answered on this. I would really like all my questions on notice to be answered. There will be further questions. This is going to go a lot further. This absolutely stinks. There was exactly the same amount of money provided to three groups. It was exactly the same amount of money—no differentiation. How did that happen, Dr Banerjee? How did you decide that? CHAIR: It being 11 o'clock— Senator CAMERON: Take it on notice.
SQ16-001154	Written		Cameron, Doug	VET FEE-HELP repayment rates	What are the VET FEE-HELP repayment rates at the provider level?

SQ16-001155	Written		Cameron, Doug	VET FEE-HELP – transition arrangements - 'grandfathered' students	In relation to the proposed VET Student Loans bill changes: (a) Please provide the number of students that are undertaking Diploma and Advanced Diploma as part-time study. (b) Please provide the average duration required to complete part time study for Diplomas and Advanced Diplomas on the eligible and ineligible course lists. (c) How many 'grandfathered' students do you expect will still be studying on 1 January 2018? What will happen to those students after 1 January 2018? Could they incur an out-of-pocket fee because they have to move from the VET FEE-HELP to VET Student Loans scheme from the start of 2018? (d) How many students will end up with out-of-pocket costs at the end of 2018 as a result of the proposed transition arrangements under the VET Student Loans bills? (e) How many students do you expect will be studying at providers that will not be approved under the new scheme? What will happen to those students after 1 January 2018? Will students in this position be eligible for VET FEE-HELP for all of their course units up to 31 December 2017? Will this apply to units started, or completed? (f) In the Regulatory Impact Statement you give three transition examples on page 23. How many people will be in Jessica's position? How many in Adeline's? How many in Jose's? (g) Have you done any modelling on how many students would have been impacted if this change had occurred in the past e.g. last year? What did it show?
SQ16-001156	Written		Cameron, Doug	VET FEE-HELP low course completion rates	Page 9 of the Regulatory Impact Statement for the VET Student Loans Bill 2016 talks about low course completion rates under VET FEE-HELP. Did you brief a Minister of this Government about that problem? When did that first occur? When did the Department first identify the falling completion rates?
SQ16-001157	Written		Cameron, Doug	VET FEE-HELP completion rates	What is the completion rate for students who undertook a course funded via VET FEE-HELP in 2016?

SQ16-001159	Spoken	106	O'Neill, Deborah	Higher Education Reform expert panel - Terms of reference	Senator Birmingham: I made sure that it was an expert panel who I thought had the right mix of knowledge about higher education policy and policy settings and that they could provide robust advice and thoughts to me. I am quite confident that they have a wide appreciation of the different views in the sector. Senator O'NEILL: Are there terms of reference for their engagement? Senator Birmingham: Yes. Senator O'NEILL: Can these be tabled or made public? Senator Birmingham: I do not see why not. Indeed they have been already.
SQ16-001160	Written		Collins, Jacinta	Child care model - overall cost neutral approach	In relation to Senator Birmingham's comments that the Government could "take some of the costs off the childcare model so we come up with an overall neutral approach" (The Guardian, 19 October 2016): (a) How much would have to be saved to make the approach neutral? (b) Has the Department modelled or scoped in any way, any possible changes to the child care changes before the Parliament? (c) What possible savings have been modelled? (d) When was that work done? (e) Who asked for that work to be done? Or did it originate from the Department? (f) Has that work been provided to anyone? Anyone on the crossbench? Anyone external to the Minister and the Department – e.g. in the sector? Who? On what dates? (g) If they went ahead, would the proposed savings require any changes to legislation? (h) What changes have been made to the child care policy since it was first announced by Scott Morrison? How much has each saved?
SQ16-001161	Written		Collins, Jacinta	Family Tax Benefit Savings	Will the Senate need to pass the Family Tax Benefit Savings before the Child Care Bill will be progressed in the Parliament? If the Government is unsuccessful in getting Family Tax Benefit through the Senate, will the child care changes be delayed or put on hold indefinitely?

SQ16-001162	Written		Collins, Jacinta	Family Day Care compliance	In relation to Family Day Care: (a) How many reports of possible fraud in FDC has the Department received in 2014, 2015 and 2016? (b) How many came from the public? From state governments? From other sources? (c) How many of those were investigated in each year? (d) If some were not investigated, why not? (e) How long do investigations take, on average? What is the longest running investigation? (f) How many complaints or investigations were referred to the AFP in each year? How many were undertaken by the Department? (g) How many investigations have resulted in convictions? (h) Has any money been recovered? How much? (i) How many instances of child swapping have been uncovered? (j) Do FDC educators need insurance? Do all of them have it? How do you know they do?
SQ16-001163	Written		Collins, Jacinta	Family Day Care compliance states' issues	Have any state ministers written to the minister or the department about Family Day Care compliance or co-operation issues? When?
SQ16-001164	Written		Collins, Jacinta	Family Day Care compliance states' resourcing	Have any states raised matters of Family Day Care compliance resourcing with the Department or the Minister? When did this occur
SQ16-001165	Written		Collins, Jacinta	Family Day Care compliance	In relation to Family Day Care compliance: (a) What is the annual budget of the FDC compliance team? How much has it been in each of the last three years? (b) How many investigators are there in the Family Day Care compliance team? Where is each member of the team based? Are they all working full time and at work at the moment? Are any on stress leave or other long-term leave? (c) In the last three years, have there been any reports of possible fraud that have not been followed up by the compliance team? Have any not been followed up because of resource constraints? (d) Have any FDC services had their CCB registration cancelled in the last year? How many? Why? Provide a list of all cancellations and dates. (e) How many FDC services have has their CCB registration cancelled in each of the last three years? Why was each one cancelled?

SQ16-001166	Written		Collins, Jacinta	Proposed new IT system	In relation to the proposed new IT system: (a) Has the Department undertaken a risk assessment for the new IT system? When? (b) What development risks have been identified? (c) What progress has been made on the business case for the IT system – is it up to the second pass stage yet? (d) What processes will have to happen before the system can be built and tested? (e) Are any consultants involved at all? What is their role? Who are they? (f) Has IMB been involved in any way in work towards the new system? In the design work, planning or tendering process for the new IT system? (g) What are the minimum timelines for developing the system for implementation? (h) When does the Department need a final decision from government in order to be ready for implementation from mid-2018? (i) Do you need legislation through the parliament before you can progress work? Is the fact the bill has not passed the Parliament holding progress up at all? (j) Has the Minister been briefed on the minimum timeframes required for the IF system to be operational on time? When was he briefed? (k) Did IT preparedness have anything to do with the decision to delay the start date for the child care package? (l) How long will providers need to test the system before it can go live? Will a side-by-side trial with the existing system be undertaken before the move to the new system?
SQ16-001167	Written		Collins, Jacinta	Sector consultation	In relation to sector consultation: (a) Are any sector peak groups recognised by the Department? What annual funding is provided by the Department to support peak group functions? Which organisations is it provided to? (b) Have any peak groups been recognised by the Department in the last 10 years? Which groups were they and what funding was provided in each year to support their peak function?
SQ16-001168	Written		Collins, Jacinta	Nannies trial	In line with Question on Notice No. SQ16-000087 from Feb 2015, please provide a breakdown by family income of those families participating in the nanny trial, who have a nanny in their house?
SQ16-001169	Written		Collins, Jacinta	Child Care Subsidy Communications Campaign funding	Provide detail of any funding committed under the Child Care Subsidy Communications Campaign?
SQ16-001170	Written		Collins, Jacinta	Transition to Work programme	How many families and children will have access to the Transition to Work program in 2018-19? How will this compare to the numbers accessing JETCCFA in 2017-18?

SQ16-001172	Written		Carr, Kim	ACARA - Discretionary Grants	In relation to all discretionary grants in the Department of Education & Training, and portfolio agencies, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding.
SQ16-001173	Written		Carr, Kim	AITSL - Discretionary Grants	In relation to all discretionary grants in the Department of Education & Training, and portfolio agencies, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding.
SQ16-001174	Written		Carr, Kim	AIATSIS - Discretionary Grants	In relation to all discretionary grants in the Department of Education & Training, and portfolio agencies, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding.
SQ16-001175	Written		Carr, Kim	ARC - Discretionary Grants	In relation to all discretionary grants in the Department of Education & Training, and portfolio agencies, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding.
SQ16-001176	Written		Carr, Kim	ASQA - Discretionary Grants	In relation to all discretionary grants in the Department of Education & Training, and portfolio agencies, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding.

SQ16-001177	Written		Carr, Kim	TEQSA - Discretionary Grants	In relation to all discretionary grants in the Department of Education & Training, and portfolio agencies, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding.
SQ16-001178	Written		Cameron, Doug	AMEP - streams	1. Why has the Department decoupled the Program's employment from its social goals? 2. Can you confirm that: a. English language classes conducted within the Pre-Employment Stream have a maximum class size of 20 students and require a teacher to hold specialist TESOL qualifications? b. English language classes conducted within the Social English Stream have a maximum class size of 25 students and do not require a teacher to hold specialist TESOL qualifications, or even general teaching qualifications? 3. What is the rationale for the different class sizes and teacher qualifications requirements in these two streams? 4. What is the evidence base on which the Department has determined that learning English in the social English stream is "less rigorous" and therefore the "qualifications required can be less rigorous" 5. What ongoing monitoring and reporting processes is the government establishing to assure the public of the quality and effectiveness of the AMEP English language tuition entitlement for newly arrived refugee and migrants under the new contact arrangements? 6. The new contract requires that social English stream teachers be enrolled in TESOL teacher training courses. What provision will be made to ensure that these trainee teachers are actually attending and making progress in such a course? What provision has been made to ensure that these TESOL training courses meet quality standards? 7. The new requirements say that the social English stream will focus on "conversation". How does the Department envisage a class of 25 students who can't speak English conversing with one English speaker?

SQ16-001179	Spoken	105	O'Neill, Deborah	Alternative savings	Senator O'NEILL: I want to ask if the minister has sought advice on alternative savings through changes to regulation? Senator Birmingham: We will not go into the type of advice that I might have sought. But, as I said, the document that was released at the budget is a public document that canvasses different things that could be contemplated as part of a reform agenda. Senator O'NEILL: Including saves through regulation? Senator Birmingham: I will have to take that on notice and check the document. Do you have something particular in mind? Senator O'NEILL: I am probably just like people in the sector, wondering what is going on—looking for some clarity and hoping that you might listen.
SQ16-001180	Written		Dodson, Patrick	Proposed VET Student Loans Scheme	Can the Department outline the effect the proposed VET Student Loans Scheme will have on: a) Diploma of Primary Health Care in Aboriginal and Torres Strait Islander Health b) Diploma of Primary Health Care Practice in Aboriginal and Torres Strait Islander Health c) Diploma of Nursing d) How will these changes work towards reaching workforce parity with the growing Aboriginal and Torres Strait Islander population? e) Has the department consulted with the Aboriginal and Torres Strait Islander Health workforce sector? f) Has the department made any considerations about amending the proposed \$10,000 cap for Aboriginal and Torres Strait Islander students? g) Is the department aware of the increase in out of pocket expenses? h) Does the department anticipate that this will negatively impact on the enrolments of Aboriginal and Torres Strait islander students in these diplomas?
SQ16-001181	Written		Kakoschke-Moore, Skye	Ministerial Advisory Council and Stakeholder Reference Group	When the 'Jobs for Families' childcare reforms were developed, I understand the Department of Education met with a Ministerial Advisory Council and a Stakeholder Reference Group. Can the Department of Education provide the committee with a list of those who were invited to participate in those groups?
SQ16-001182	Spoken		O'Neill, Deborah	Peer-reviewed publications	Senator O'NEILL: Okay, so the viewpoint papers are really opinion papers rather than research papers. Ms Hart: They are based on the authors' or the researchers' expertise in a particular area. Senator O'NEILL: But they are not peer-reviewed publications. Ms Hart: I would not be able to answer that, because I do not know whether or not they were. Senator O'NEILL: If you could take it on notice, that would be helpful. I go back to the book. Correct me if I am wrong, but we have now clarified that this is a book that is compiled by Mr Lomborg.

