



# Australian Government

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## Funding Agreement

between the

**COMMONWEALTH OF AUSTRALIA**

as represented by the

**Minister for Education**

and

**University of Southern Queensland**

regarding funding

**under the *Higher Education Support Act 2003* in respect of the  
2021, 2022 and 2023 grant years**

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## Parties and Recitals

**THIS AGREEMENT** is made on the date on which it is executed by the Commonwealth of Australia

### BETWEEN

**THE COMMONWEALTH OF AUSTRALIA** represented by the Minister for Education ('the Commonwealth')  
[ABN 12 862 898 150]

AND

**University of Southern Queensland, West Street TOOWOOMBA QLD 4350** ('Provider')  
[ABN 40 234 732 081]

### RECITALS

- A. The Provider meets the requirements of paragraph 30-1(1)(a) of HESA.
- B. This funding agreement meets the requirements under subsection 30-25(1) of HESA in respect of the 2021, 2022 and 2023 grant years.
- C. Entering into this agreement is a requirement under subparagraph 30-1(1)(a)(ii) of HESA for a Commonwealth Grant to be payable to the Provider under Part 2-2 of HESA.
- D. Subject to subsections 30-25(2A) and 30-25(2B) of HESA, this funding agreement specifies conditions to which the Commonwealth Grant is subject that are additional to the conditions that apply to the Commonwealth Grant under Division 36 of HESA.
- E. This agreement complements the mission-based compact between both parties setting out how the Provider's mission aligns with the Commonwealth of Australia's goals for higher education.
- F. This agreement also gives the Provider an overview of other Commonwealth funding provided under HESA and relevant legislative instruments. This overview is for information only and is set out in the 'Background and Description of Commonwealth Funding' section that follows.
- G. Under section 36-65 of HESA, the Provider must comply with this funding agreement.

### BACKGROUND AND DESCRIPTION OF COMMONWEALTH FUNDING

The Commonwealth of Australia will provide funding under the three broad streams below, as administered by the Department of Education (Department), subject to relevant HESA provisions, the conditions of this agreement, and the conditions of any grants provided under each funding stream, which provide the essential building blocks to support world-class teaching and research effort in line with this shared goal. The Provider agrees to use this funding as intended to drive quality higher education and research in the public interest.

#### 1. Teaching base grants

In accordance with Division 33 of HESA and as set out in Part A of this agreement, the Provider will receive a total basic grant amount (TBGA) in Commonwealth Grant Scheme funding, which is an amount up to the sum of the Provider's:

- maximum basic grant amount (MBGA) for higher education courses
  - may include funding for the Provider to partner with a Regional University Centre (RUC). This funding component is to be used to support the objectives of the RUC.
  - provides a flexible funding envelope within which funding can be moved between disciplines (excluding medicine) and course levels (sub-bachelor, bachelor and postgraduate).
- MBGA for designated higher education courses (currently only courses of study in medicine)

- any funding the Provider receives for demand driven higher education courses, calculated in accordance with section 33-5 of HESA and on the basis of the new funding cluster rates commencing on 1 January 2021.

The Provider may also receive other loading amounts as specified in paragraph 33-1(1)(b) of HESA, and worked out in accordance with the *Commonwealth Grant Scheme Guidelines 2020*. The amount of Transition Fund Loading payable to the Provider for the relevant Grant Years will be calculated in accordance with the formula in the *Commonwealth Grant Scheme Guidelines 2020*.

## 2. Research base grants

The Research Block Grants are calculated in accordance with Part 2-3 (Other grants) and 2-4 (Commonwealth scholarships) of HESA and comprise two components:

- The Research Training Program (RTP), which supports the training of students undertaking Research Doctorate and Research Masters courses, as set out in the *Commonwealth Scholarships Guidelines (Research) 2017*.
- The Research Support Program (RSP), which provides a flexible funding stream to assist eligible providers with the systemic costs of university research, as set out in the *Other Grants Guidelines (Research) 2017*.

Grants for the relevant program will be allocated to eligible providers in accordance with the *Commonwealth Scholarships Guidelines (Research) 2017* and *Other Grants Guidelines (Research) 2017*. Grant conditions are set out in the Guidelines. Unspent RTP or RSP grant year amounts will be automatically rolled over into the following grant year, unless specified by the Secretary, with the exception of unspent 2021 RSP grant amounts, which the Department has approved to be rolled over into the 2022 grant year. Further, if a Provider spends RSP grant amounts on RTP scholarships, the conditions set out in *Commonwealth Scholarships Guidelines (Research) 2017* apply to these scholarships.

## 3. Engagement base grants

There are three grants available to eligible providers under this funding stream that have been established as programs under the *Higher Education Support (Other Grants) Guidelines 2022*:

- The National Priorities and Industry Linkage Fund (NPILF) which supports the vital functions of engagement with industry, development of industry-relevant course material, optimisation of the course mix for local economies, and provision of work-integrated learning opportunities for students.
- The Indigenous, Regional and Low Socio-Economic Status Attainment Fund (IRLSAF) which supports initiatives to improve access and participation for groups in the population with lower participation and attainment rates, including Indigenous persons, students from low socio-economic backgrounds, and those from regional areas and remote areas. Refer to Appendix 2 for further details.
- The National Institutes Program which provides funding to eligible providers to support national institutes.

Conditions applying to the relevant program are set out in the *Higher Education Support (Other Grants) Guidelines 2022* and the conditions of grant (if any) made by the Minister. Grants under the relevant program will be made to eligible providers under the *Higher Education Support (Other Grants) Guidelines 2022*.

In 2021, eligible providers may also receive grants under Part 2-3 (Other grants) of HESA in relation to the Tertiary Access Payment (TAP). The TAP provides a one-off, non-indexed, means-tested payment to school-leavers from outer regional or remote areas who relocate more than 90 mins to undertake full-time, higher-level tertiary education (Certificate IV or above). Conditions applying to grants for the TAP are set out in the conditions of grant made by the Minister.

The Provider may also receive other grants for ad hoc programs or projects under Part 2-3 (Other grants) of HESA and/or the *Higher Education Support (Other Grants) Guidelines 2022*. Conditions applying to these grants are set out in the *Higher Education Support (Other Grants) Guidelines 2022* and/or the conditions of grant (if any) made by the Minister.

*Indicative maximum funding amounts*

Indicative maximum funding amounts for each of these funding streams are shown in the following table. The table does not include amounts for any ad hoc grants made under Part 2-3 (Other grants) of HESA and/or the *Higher Education Support (Other Grants) Guidelines 2022*. The amounts in the table are included for reference only and are not intended to pre-empt or otherwise affect the making of any grant under, or in accordance with, HESA, the *Commonwealth Grant Scheme Guidelines 2020*, the *Higher Education Support (Other Grants) Guidelines 2022*, the *Other Grants Guidelines (Research) 2017* or the *Commonwealth Scholarships Guidelines (Research) 2017*. The amount of funding the Provider actually receives will be calculated based on HESA and the relevant legislative instrument.

**Table 1: Summary of indicative maximum funding amounts**

Funding	2021	2022	2023
<b>1. Teaching</b>			
Higher education courses (MBGA funding envelope, including an amount contingent on meeting performance-based funding requirements)	\$133,658,454	\$129,598,996	\$131,065,412
<i>Additional amounts for RUCs (included in the Provider's MBGA for higher education courses shown above)</i>	\$938,009	\$844,593	\$874,079
<i>Additional amounts for Equity Places (included in the Provider's MBGA for higher education courses shown above)</i>	N/A	N/A	\$36,704
MBGA for designated higher education courses (medicine)	\$0	\$0	\$0
Any funding for demand driven higher education courses (amounts to be paid based on actual student enrolments)	\$1,844,589	\$1,645,860	Will be paid on actuals*
Loading amounts (including Transition Fund Loading)	\$8,741,362	\$6,910,851	\$3,593,949
<b>2. Research</b>			
Research Training Program	\$6,030,159	\$7,807,530	\$8,665,604
Research Support Program	\$9,431,967	\$4,439,353	\$4,496,694
<b>3. Engagement</b>			
NPILF	\$4,750,000	\$4,792,750	\$4,960,496
IRLSAF**	\$12,701,780	\$12,955,713	\$13,604,658
Tertiary Access Payment	\$1,133,000***	N/A	N/A
<b>Total</b>	<b>\$178,291,311</b>	<b>\$168,151,053</b>	<b>\$166,386,813</b>

**\*Demand driven higher education courses funding note:** The initial demand driven higher education courses advance payment will be based on the University's equivalent full-time student load estimate provided to the Department in 2022. This advance payment will be revised based on estimates received from the University. The demand driven advance will be reconciled against data verified by the provider and cleared by the Department.

**\*\*The National Priorities Pool Program and Regional Partnerships Projects Pool Programs** are subject to competitive grants processes and are therefore not included in the IRLSAF total.

**\*\*\* The TAP grant funds (2021 only)**

- (a) In 2021, grant funds for scholarships to students of \$1,030,000 for 206 scholarships
- (b) In 2021, grant funds for TAP program administration of \$103,000 to undertake promotion, administration and reporting activities.
- (c) From 2022, all TAP program administration is conducted by Services Australia

## **NOW IT IS AGREED** as follows:

### **PART A: Commonwealth Grant Scheme funding**

#### *Commonwealth Grant Scheme funding amount and payment arrangements*

1. The Commonwealth will pay to the Provider the CGS funding amount for the 2021, 2022 and 2023 grant years, calculated in accordance with Division 33 of HESA.
2. The Commonwealth will notify the Provider before the start of the relevant Grant Year covered by this agreement about the CGS advances in respect of amounts expected to become payable to the Provider for the relevant Grant Years under subsection 164-10(1) of HESA for:
  - 2.1. higher education courses;
  - 2.2. designated higher education courses; and
  - 2.3. demand driven higher education courses.
3. Amounts payable as CGS advances may be adjusted throughout the relevant Grant Year based on information provided to the Commonwealth by the Provider.
4. CGS advances made in respect of a Grant Year will be reconciled with CGS funding payable to the Provider for the relevant year. This reconciliation will occur when actual student enrolment data for the Grant Year is finalised and provided to the Commonwealth. If the amount of an advance paid to the Provider exceeds the amount that becomes payable to the Provider, the Commonwealth will seek recovery of the overpaid amount from the Provider under subsection 164-10(1A) of HESA.
5. To ensure the Provider is able to keep operating and employing staff in the aftermath of the COVID-19 pandemic, the Commonwealth has created the Higher Education Continuity Guarantee (HECG) as a program under the *Higher Education Support (Other Grants) Guidelines 2022*. The Commonwealth will provide grants to eligible providers under the HECG for the Grant Years 2021, 2022 and 2023. The HECG has colloquially been referred to as the 'CGS funding guarantee' for the relevant Grant Years.

#### *Estimates of Commonwealth supported places*

6. The Provider must provide accurate and timely estimates of Commonwealth supported places, including the number of grandfathered students and non-grandfathered students expected to study in Commonwealth supported places, for the current year and future years, as required by the Commonwealth.

#### *Provision of other data*

7. The Provider must provide data relating to revised transparency arrangements as requested, including in relation to admissions processes and the cost of teaching and scholarship. This includes providing the data in the form and at the times required by the Commonwealth to support the national admissions platform.

### **Section One: Higher education courses**

#### *Maximum basic grant amount for higher education courses*

8. The maximum basic grant amounts for higher education courses, specified for the purposes of paragraph 30-27(1)(a) of HESA, for the Grant Years covered by this agreement, are set out in Table 1a of Appendix 1. Appendix 1 also contains additional conditions in relation to the maximum basic grant amount for higher education courses with which the Provider must comply.

*Trading Commonwealth supported places with another provider*

9. The Provider may trade Commonwealth supported places for its higher education courses with another Provider, subject to the transaction being cost neutral and receiving approval from the Commonwealth.
10. If a trade occurs, both providers must notify the Commonwealth in writing by 31 March of the year for which the trade applies and in advance of the census date for the traded places.
11. Both providers must demonstrate arrangements are in place to take into account the number of places required in the pipeline of enrolments beyond the transfer to ensure students can complete their courses.
12. If approved by the Commonwealth, each Provider's funding agreement will be updated to reflect the trade (including to make changes to each Provider's MBGA for higher education courses). The trade will not be effective until the required changes are made to each Provider's funding agreement.



**PART B: Other conditions and requirements***Clinical placements and practicums*

13. For a course that is accredited under section 49 of the National Law, the Provider must ensure that each student enrolled in the course has access to clinical placements in accordance with the approved accreditation standard for the profession.
14. For a course that provides a pathway to professional certification or registration, where that certification or registration requires the completion of a clinical or practicum placement (for example in initial teacher education, engineering, social work) the Provider must ensure that each student enrolled in that course has access to clinical placements or practicums in accordance with the relevant professional accreditation standards.

*New campuses and campus closures*

15. The Provider must obtain the Commonwealth's prior written approval if the Provider proposes to enrol Commonwealth supported students in a course of study that is, or is to be undertaken, primarily at an educational facility, other than one of the Provider's campuses listed below in [Table 2](#) or approved educational facilities listed below in [Table 3](#).
16. Similarly, if the Provider proposes to close a campus or approved educational facility where Commonwealth supported students are enrolled, the Provider must obtain the Commonwealth's prior written approval.

**Table 2: Provider's campuses**

Name of campus	
Ipswich	Toowoomba
Springfield	

**Table 3: Approved educational facility**

Name of educational facility
N/A

*Closures of courses*

17. Before closing any of the following types of undergraduate and postgraduate courses of study in which Commonwealth supported students have been enrolled for more than two years (including a major within a course of study), the Provider must consult the Commonwealth and obtain the Commonwealth's approval for the closure of the course:
  - 17.1. courses that prepare students for entry to any occupation that is experiencing a Skills Shortage;
  - 17.2. courses the closure of which would be likely to create a Skills Shortage in an occupation because the Provider is the sole or dominant provider of the national skill base for that occupation;
  - 17.3. specialised courses directed at the regional economy, the closure of which is likely, in the Commonwealth's opinion, to create serious detriment to the skills base of a regional economy;
  - 17.4. courses in areas of priority under the Job-ready Graduates package, for example in science, engineering, computing, allied health, education and languages; and
  - 17.5. courses listed in [Table 1c](#) of Appendix 1 in which students are enrolled in Commonwealth supported places.
18. In making a decision to approve a course closure under clause 17, the Commonwealth will:
  - 18.1. seek to reach a mutually agreeable arrangement with the Provider regarding the course closure;
  - 18.2. have regard to student demand for the course, the financial viability of the course, the justification provided for a proposed course closure by the Provider and other relevant factors;

- 18.3. assist the Provider to explore options to retain the course, including through cooperation with another provider or the movement of Commonwealth supported places to another provider (where applicable); and
- 18.4. not unreasonably withhold approval for a course closure so as to place an unreasonable financial burden on the Provider or place the Provider in a financially unviable position in regard to the Provider's overall financial status.

*Applicable law and jurisdiction*

19. The laws of the Australian Capital Territory apply to the interpretation of this agreement.
20. The parties agree to submit to the non-exclusive jurisdiction of the courts of the Australian Capital Territory and any courts which have jurisdiction to hear appeals from any of these courts in respect to any dispute under this agreement.

*Entire agreement, variation and severance*

21. This agreement and the HESA record the entire agreement between the parties in relation to its subject matter. Any previous agreement covering the relevant Grant Years is terminated and replaced by this agreement on the date this agreement is made.
22. Except for action the Commonwealth is expressly authorised or required to take elsewhere in this agreement or HESA, no variation of this agreement is binding unless it is agreed in writing and signed by the parties.
23. If a court or tribunal says any provision of this agreement has no effect or interprets a provision to reduce an obligation or right, this does not invalidate, or restrict the operation of, any other provision.

*Notices*

24. A party giving notice under this agreement must do so in writing or by Electronic Communication:
  - 24.1. if given by the Provider, marked for the attention of the First Assistant Secretary of the Higher Education Division of the Department of Education or other person as notified in writing by the Commonwealth to the Provider; or
  - 24.2. if given by the Commonwealth, marked for the attention of the Vice-Chancellor or other person as notified in writing by the Provider to the Commonwealth;

and must be hand delivered or sent by pre-paid post or Electronic Communication to the address specified in this clause.

The address for notices to the Commonwealth is:

First Assistant Secretary  
Higher Education Division  
Department of Education  
50 Marcus Clarke Street  
GPO Box 9880  
CANBERRA ACT 2601  
Email: [cgs@education.gov.au](mailto:cgs@education.gov.au)

The address for notices to the Provider is:

West Street  
TOOWOOMBA QLD 4350  
[vc@usq.edu.au](mailto:vc@usq.edu.au)

25. A notice given under clause 24 is taken to be received:
- 25.1. if hand delivered, on delivery;
  - 25.2. if sent by pre-paid post, 6 business days after the date of posting; or
  - 25.3. if sent by Electronic Communication, at the time that would be the time of receipt under section 14A of the *Electronic Transactions Act 1999*.

*Interpretation*

26. In this agreement including Attachment A and appendices, unless the contrary intention appears:

**'ABN'** has the same meaning as in section 41 of the *A New Tax System (Australian Business Number) Act 1999*;

**'CGS'** means Commonwealth Grant Scheme;

**'Closing a Course'** or **'Closure'** means the cessation of intake of students to a course by the University without its immediate replacement by a Course that leads to the same occupation or provides a similar specialised skill and includes any suspension of intake of students for more than one consecutive academic year.

**'Commonwealth Grant'** is the grant payable to the Provider under Part 2-2 (Commonwealth Grant Scheme) of HESA;

**'course of study'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'demand driven higher education course'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'designated higher education course'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'EFTSL'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'Electronic Communication'** has the same meaning as in subsection 5(1) of the *Electronic Transactions Act 1999*;

**'Equity Places'** refers to funding allocated to the provider for the purpose of increasing the number of persons from under-represented backgrounds undertaking courses of study in areas of skills shortage;

**'funding clusters'** has the same meaning as set out in subclause 1(1) of Schedule 1 of HESA;

**'Grant Year'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'higher education course'** has the same meaning as in clause 1 of Schedule 1 of HESA;

**'HESA'** means the *Higher Education Support Act 2003*;

**'Indigenous person'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'maximum basic grant amount'** or **'MBGA'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'National Law'** means (a) for a state or territory other than Western Australia – the Health Practitioner Regulation National Law as set out in the Schedule to the *Health Practitioner Regulation National Law Act 2009 (Qld)* as it applies (with or without modification) as a law of the State or Territory; and (b) for Western Australia – the legislation enacted by the *Health Regulation National Law (WA) Act 2010* that corresponds to the Health Practitioner Regulation National Law;

**'number of Commonwealth supported places'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'National Priority Places'** are a one-off allocation of places in commencing courses in 2021 and expire in 2024;

**'regional area'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'remote area'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA;

**'total basic grant amount'** has the same meaning as in subclause 1(1) of Schedule 1 of HESA.

27. In this agreement, unless the contrary intention appears:

- 27.1. words in the singular include the plural and vice versa;
- 27.2. clause headings or words in bold format are inserted for convenience only, and have no effect in limiting or extending the language of provisions;
- 27.3. all references to dollars are to Australian dollars;
- 27.4. unless stated otherwise, a reference to legislation is to legislation of the Commonwealth, as amended from time to time;
- 27.5. an uncertainty or ambiguity in the meaning of a provision of this agreement will not be interpreted against a party just because that party prepared that provision;
- 27.6. where a word or phrase is given a defined meaning, any other part of speech or grammatical form of that word or phrase has a corresponding meaning; and
- 27.7. where a word or phrase is not specifically defined in this agreement and the word or phrase occurs in the *Higher Education Support Act 2003*, the word or phrase will have the same meaning as in that Act.

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

Damian Coburn

Eric Bennett

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Full name (please print)

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Witness (please print)

Acting First Assistant Secretary, Higher Education

Policy Officer

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Position

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Position or profession of witness (please print)

of the Department of Education as delegate of  
the Minister for Education.

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Signature

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Signature

28 September 2023

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Date

SIGNED for and on behalf of

In the presence of:

University of Southern Queensland  
by

Professor Geraldine Mackenzie

Toni Bryon

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Full name (please print)

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Witness (please print)

Vice-Chancellor

Executive Assistant to VC

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Position

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Position or profession of witness (please print)

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Signature

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Signature

**Table 1a. MBGA for 2021-23 grant years for higher education courses**

	Base MBGA	Equity Places	National Priority Places	Innovative Places	Short Courses	Total MBGA
<b>2021</b>	\$130,174,704	N/A	\$0	\$0	\$3,483,750	\$133,658,454
<b>2022</b>	\$129,598,996	N/A	\$0	\$0	\$0	\$129,598,996
<b>2023</b>	\$131,028,708	\$36,704	\$0	\$0	\$0	\$131,065,412

**Maximum basic grant amount for higher education courses**

1. The maximum basic grant amount for higher education courses is calculated by:
  - 1.1. applying indexation consistent with the methodology set out in Part 5-6 of HESA; and
  - 1.2. applying the growth factors in the following table for each of the Provider's campuses.

Campus	Remoteness	2021 Factor	2022 Factor	2023 Factor
Springfield	High metro	0.91%	1.61%	2.12%
Ipswich	High metro	0.91%	1.61%	2.12%
Toowoomba	Regional	1.28%	2.26%	2.98%

2. The maximum basic grant amount for higher education courses for a year also includes the following amounts that are contingent on meeting performance-based funding requirements in each year:
  - In 2021, performance-based funding is \$1,238,332
  - In 2022, performance-based funding is \$2,471,299
  - In 2023, performance-based funding is \$3,663,580
3. If the provider does not meet the performance-based funding requirements, the Provider's MBGA for a year can be adjusted to remove the performance-based funding amount specified above.
4. The maximum basic grant amount for higher education courses includes funding for short courses. The provider must only use this funding to deliver the approved short courses shown in Table 1b.
5. The Provider may continue to deliver short courses in 2022 with unutilised short course funding provided in 2021. The maximum amount of short course funding the Provider may deliver in 2021 and 2022 combined is 85 per cent of the amount specified for 2021 in Table 1a, or \$2,961,188. Any remaining short course funding will be reconciled in 2023.
6. Subject to the requirements of the *Higher Education Standards Framework (Threshold Standards) 2021*, the Provider commits to grant credit for units of study undertaken as part of any undergraduate certificate listed in Table 1b if those units may also contribute to a different higher education award that a student enrolls in subsequent to completing the undergraduate certificate, including but not limited to those set out in Table 1b.

**Table 1b. Approved short courses**

<b>Course type</b>	<b>Course name</b>	<b>Course(s) the short course can articulate to</b>
Undergraduate Certificate	Undergraduate Certificate of Child and Family Studies	Bachelor of Education (Primary) Bachelor of Human Services
Undergraduate Certificate	Undergraduate Certificate of Computing / Information Technology	Bachelor of Information Technology Diploma of Science
Undergraduate Certificate	Undergraduate Certificate of Engineering Fundamentals	Diploma of University Studies Associate Degree of Engineering
Undergraduate Certificate	Undergraduate Certificate of Information Systems	Bachelor of Information Technology Diploma of Science
Undergraduate Certificate	Undergraduate Certificate of Information Technology Business Analysis	Bachelor of Information Technology Diploma of Science
Undergraduate Certificate	Undergraduate Certificate of Information Technology Management	Bachelor of Information Technology Diploma of Science
Undergraduate Certificate	Undergraduate Certificate of Information Technology Team Management	Bachelor of Information Technology Diploma of Science
Undergraduate Certificate	Undergraduate Certificate of Psychology	Diploma of University Studies; or Bachelor of Psychology (Honours) Bachelor of Science (Psychology) Bachelor of Science (Psychology Extended)
Undergraduate Certificate	Undergraduate Certificate of Spatial Science Fundamentals	Diploma of University Studies Associate Degree of Spatial Science
Undergraduate Certificate	Undergraduate Certificate of STEM Foundations	Diploma of University Studies
Undergraduate Certificate	Undergraduate Certificate of Teaching (Early Childhood Education)	Bachelor of Education (Early Childhood) Diploma of University Studies
Undergraduate Certificate	Undergraduate Certificate of Teaching (Primary)	Bachelor of Education (Primary) Diploma of University Studies

Course type	Course name	Course(s) the short course can articulate to
Undergraduate Certificate	Undergraduate Certificate of Teaching (Secondary)	Bachelor of Education (Secondary) Diploma of University Studies
Graduate Certificate	Graduate Certificate of Agricultural Futures	
Graduate Certificate	Graduate Certificate of Education (Guidance and Counselling)	
Graduate Certificate	Graduate Certificate of Education (Special Education)	
Graduate Certificate	Graduate Certificate of Education (TESOL)	
Graduate Certificate	Graduate Certificate of Health Clinical Education	

7. The MBGA for higher education courses includes funding for Equity Places as specified in Table 1a.
8. The Provider must use \$36,704 of the funding allocation for Equity Places in 2023 as specified in Table 1a to deliver the approved course in funding cluster 1 (item 1 in the table in section 30-15 of the *Higher Education Support Act 2003*) shown in Table 1c below.
9. While funding is being allocated to providers within a funding envelope, there is a clear and unambiguous expectation that courses will be delivered as closely as possible in line with indicative funding parameters and that all Equity Places will be filled by people from educational disadvantaged groups (including students from low SES backgrounds, students from inner regional, outer regional, remote and very remote areas, students who are first in family to study at university, First Nations students, and students with a disability).
10. The Provider must comply with all reporting requirements for Equity Places as communicated by the Department.

**Table 1c. Funding Cluster 1 Approved Courses**

Course Type	Course Name
Bachelor Degree	Bachelor of Social Work (External)

11. The MBGA for higher education courses includes funding for bachelor places, and enabling places in relation to Geraldton Universities Centre only, allocated as a result of the Provider's partnership with the Regional University Centre/s (RUC) in Table 1d and must only be used for students enrolled online and supported by the RUC.



**Table 1d. Allocated RUC places (EFTSL)**

<b>RUC Name</b>	<b>2021 Places</b>	<b>2022 Places</b>	<b>2023 Places</b>
Geraldton Universities Centre	46.7	71.95	71.95
Goondiwindi SILO	11.6	16.4	16.4
Pilbara Universities Centre	2.9	0	0
Country Universities Centre Regional Study Hub Group (12)	37.8	0	0
<b>Total EFTSL</b>	<b>99</b>	<b>88.35</b>	<b>88.35</b>

**Indigenous, Regional and Low Socio-Economic Status Attainment Fund**

1. In 2021, the Indigenous, Regional and Low Socio-Economic Status Attainment Fund (IRLSAF) consists of five components:
  - a) Higher Education Participation and Partnerships Program (HEPPP);
  - b) National Priorities Pool Program;
  - c) Regional Partnerships Project Pool Program;
  - d) Regional Loading Program (RLP); and
  - e) Enabling Loading Program (ELP)

**IRLSAF funding**

2. Grant amounts for the HEPPP, RLP and ELP in 2021-2023 are calculated using the method specified for the relevant component in Part 2 of the *Higher Education Support (Other Grants) Guidelines 2022* (see paragraph 41-30(a) of the Act) and are estimated in Table 2 below.
  - HEPPP funding for eligible providers is calculated using the formula specified at section 12 of Division 1 of Part 2 of the *Higher Education Support (Other Grants) Guidelines 2022*.
  - The National Priorities Pool Program and Regional Partnerships Project Pool Program are subject to a competitive grants processes and any funding under these programs will be granted separately.
  - RLP funding for eligible providers is calculated using the formula specified at section 27 of Division 4 of Part 2 of the *Higher Education Support (Other Grants) Guidelines 2022*.
  - ELP funding for eligible providers is calculated using the formula specified at section 33 of Division 5 of Part 2 of the *Higher Education Support (Other Grants) Guidelines 2022*.

**Table 2: HEPPP, RLP and ELP funding**

Program	2021	2022	2023
HEPPP	\$5,002,396	\$5,182,361	\$5,555,186
RLP	\$5,147,963	\$5,199,025	\$5,385,738
ELP	\$2,551,421	\$2,574,327	\$2,663,734

**Allocation of places for the purposes of the ELP**

3. For the purposes of paragraph 33(1)(b) of Division 5 of Part 2 of the *Higher Education Support (Other Grants) Guidelines 2022*, the number of places the provider has been allocated to deliver enabling courses is 738.9 for each year in 2021, 2022 and 2023. The provider may continue to enrol students in an enabling course of study above this allocation using their MBGA for higher education courses.
4. The amount of enabling loading is as specified in subsection 31(2) of the *Higher Education Support (Other Grants) Guidelines 2022* indexed in accordance with section 32 of those Guidelines.

### **HEPPP reporting requirements**

3. Universities are required to submit HEPPP reports and financial acquittals annually in the form and time specified by the Minister or Minister's delegate. Refinements to reporting templates and requirements are transitioning the HEPPP to a best practice approach for consistent data and reports. This is in context of the Student Equity in Higher Education Evaluation Framework
4. Following amendments to the *Higher Education Support Act 2003*, universities' unspent HEPPP funds will automatically rollover into a subsequent calendar year. Universities must continue to identify the amount carried forward as part of the annual HEPPP report for the relevant year.