



## FACT SHEET INDEX

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# EDUCATION IN AUSTRALIA - opportunity through learning

Data from the OECD's *Education at a Glance 2015* report



**\$95 billion** in total expenditure

**6.8 million** students

An average of **\$13,900** per student



## Pre-Primary Education

**\$6.6 billion** in total expenditure  
 21% from public sources  
 79% from private sources  
 0.6 million students



## School Education

**\$55.2 billion** in total expenditure  
 81% from public sources  
 19% from private sources  
 3.6 million students



## Vocational Education & Training

**\$9.1 billion** in total expenditure  
 77% from public sources  
 23% from private sources  
 1.4 million students

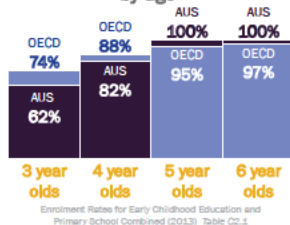


## Higher Education

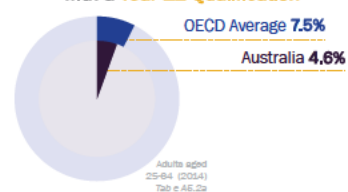
**\$24.1 billion** in total expenditure  
 38% from public sources  
 62% from private sources  
 1.1 million students

All funding sources and all enrolments for Early Childhood Education, Schooling, Vocational Education and Training and Higher Education (2012). Data from OECD collection, unpublished.

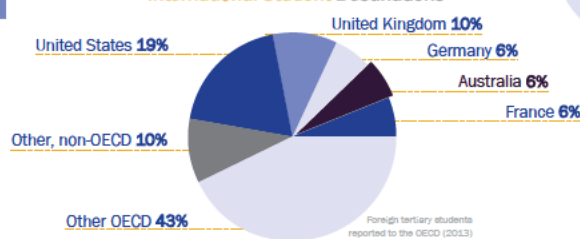
### Enrolment Rates of Young Children by age



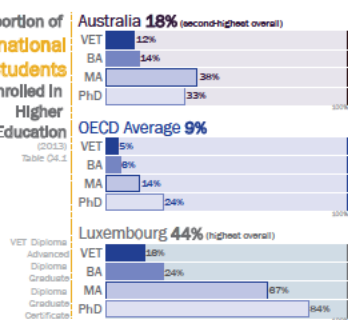
### Unemployment Rates for Adults with a Year 12 Qualification



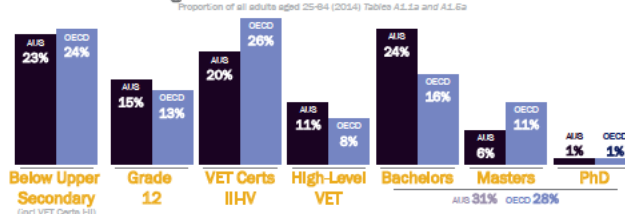
### International Student Destinations



### Proportion of International Students enrolled in Higher Education

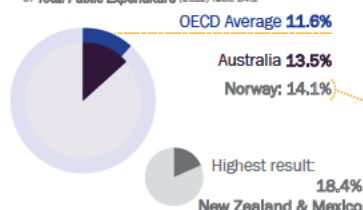


### Highest level of Educational Attainment



### Public Investment in Education

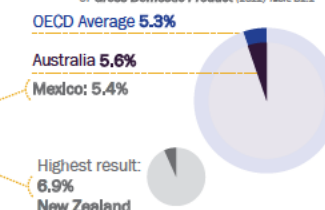
Education Expenditure (Primary to Tertiary) as a Proportion of Total Public Expenditure (2012) Table B4.1



Australia's mean results in PISA 2012 were above the OECD average across all literacy domains, outperforming Mexico and Norway and on par with New Zealand.

### Total Spending on Educational Institutions

Public and Private Expenditure (Primary to Tertiary) as a Proportion of Gross Domestic Product (2012) Table B2.1



"Similar levels of expenditure among countries can mask a variety of contrasting policy choices...  
 ...there is no simple relationship between overall spending on education and the level of student performance."

- OECD, *Education at a Glance 2015* -



## FACT SHEET

### Higher Education

Australia has a strong and diverse higher education system. Higher education providers are central to the system - these are organisations authorised by the Australian Government to confer higher education qualifications on individuals.

There are two broad types of higher education provider:

- universities – including public universities, private universities and Australian campuses of overseas universities
- non-university higher education providers (NUHEPs) – these are a mix of private or public entities (e.g. TAFEs), and may be for-profit or not-for-profit.

Regulation of higher education in Australia is governed by requirements of the *Higher Education Support Act 2003* (HESA), the *Tertiary Education Quality and Standards Agency (TEQSA) Act 2011* and the *Education Services for Overseas Students Act 2000*.

Higher education providers must be registered with TEQSA and comply with the Higher Education Standards (the Standards) which are a subordinate instrument under the TEQSA Act.

At present there are 169 higher education providers approved by TEQSA:

- 37 public Australian universities
- 3 private Australian universities
- 1 Australian University of Specialisation
- 2 Overseas Universities
- 126 non university higher education providers

One university (Torrens) is for-profit.

Of these, approximately 140 providers are approved under HESA as eligible to receive funding from the Commonwealth (Commonwealth supported places and/or HECS-HELP or FEE HELP).

The department manages policy and legislation regarding the regulation of higher education, and supports the Higher Education Standards Panel which advises both the Minister and TEQSA in relation to the Standards and other matters relating to higher education. The department also manages approval to use the word 'university' (and its derivatives) in registered business, company and Internet domain names.

### Students

In 2014, there were 1,373,230 students enrolled in higher education.

Last year, for the first time in Australia's history, domestic students reached over a million. Domestic students accounted for 74.7 per cent of all higher education enrolments.

- 70.8 per cent of students were studying full time
- 92 per cent of students were enrolled at public universities
- 952,280 were undergraduate students - of these, 906,319 were bachelor degree students, while the remaining 45,961 students were enrolled in associate degrees, advanced diplomas, diplomas and other undergraduate award courses.

The number of international students has been increasing after a few years of slower growth. In 2014, there were 347,560 international higher education students.



### Higher education attainment levels

Higher education attainment levels are at an all-time high:

- higher education attainment of people aged 25 to 34 years was 37.2 per cent in 2015 – up from 24 per cent per cent in 2001
- higher education attainment for women is much higher than for men (42.1 per cent in 2015, compared to 31.8 per cent for males)
- low SES domestic undergraduate participation in higher education was 17.5 per cent in 2014, up from a long term average of around 16 per cent
- Aboriginal and Torres Strait Islander students made up 1.5 per cent of all domestic higher education students in 2014. This has been increasing steadily over the past few years.

### Commonwealth expenditure

Since 2005, Commonwealth outlays on higher education teaching and learning has more than doubled – from \$5.7 billion in 2005 to \$13.3 billion in 2015.

Annual research funding has increased by 65 per cent from \$1.7 billion in 2005 to \$2.9 billion in 2015. This year the Commonwealth is providing:

- \$6.6 billion to subsidise tuition fees through the Commonwealth Grant Scheme (CGS)
- \$5.9 billion for HELP
- \$0.8 billion for other teaching and learning programmes, such as to improve the quality of teaching and learning, support participation of low SES people
- \$2.9 billion for research and research training (including the Australian Research Council).





## Higher Education Student information

### **Key facts**

The department publishes an annual suite of student information products and manages a range of public-facing communication channels, to inform students about higher education and loans under the Higher Education Loan Programme, or HELP loans.

These channels include the *Study Assist* website ([www.studyassist.gov.au](http://www.studyassist.gov.au)), a public inbox and a call centre. For each of the HELP loans (Commonwealth supported places and HECS-HELP, FEE-HELP, OS-HELP, SA-HELP, and VET FEE-HELP), annual editions are made to the relevant booklet, form and brochure.

The department also hosts information booths at tertiary skills and careers exhibitions and higher education open day events across Australia. Attending these events gives the department the opportunity to engage directly with prospective and current higher education students and their parents, carers and careers advisors.

### **Important dates**

- The 2016 tertiary skills and careers exhibitions are held between April and August.
- The 2016 university open days are held between May and September.



### Statistics

- Over the course of 2015, the call centre has received approximately 35,000 calls from the public, the *Study Assist* website has had 1.7 million users and under 2.5 million hits, and the email enquiries inbox has received just under 4000 queries since it was fully implemented in August 2015.
- In 2015, the department attended six tertiary skills and career exhibitions and 38 university open days. Feedback from those participating in these events has been used to inform the development of the 2016 programme of Higher Education communication activities.



## FACT SHEET

### International Education

International education is an integral part of the Australian education system. The sector operates in a highly competitive and globalised market; where overseas education providers are rapidly building their quality and global reputation.

The Government is committed to ensuring Australia's education system keeps up with growing international competition by working to create the right conditions for quality education and training to continue to thrive, grow and prosper in Australia.

In doing so, we work with international governments and organisations through our international network of counsellors based in key locations across the globe to ensure Australia is recognised as a world leader in education; and a partner of choice for international collaboration.

The latest enrolment data and the global forecasts are promising for the future of Australian international education. The number of internationally mobile students is predicted to almost double from more than 4 million in 2013<sup>1</sup> to more than 8 million by 2025<sup>2</sup>, much of it in the Asia-Pacific region. As one of the three most popular English speaking study destinations in the world, Australia is well placed to benefit from this growth in global mobility and continued demand for education courses offered in English.

In 2015, there were almost half a million international students studying in Australia, with over 190 nationalities represented. Export income generated by international education activity across all education sectors was nearly \$20 billion in 2015, making international education one of Australia's largest exports.

The economic contribution of international education is important to all states and territories and positively impacts on both metropolitan and rural communities. International education supports over 130,000 across the Australian economy.

Figure 1: The distribution of export income by state and territory (2014–15)



<sup>1</sup> (UNESCO, 2015)

<sup>2</sup> Altbach and Bassett, 2004

## Mobility

The Government has committed to advancing the sustainable development of Australia's world-class international education sector through a range of international scholarships, fellowships and grants.

The Endeavour Scholarships and Fellowships support two-way engagement between Australia and the rest of the world through opportunities for the most talented scholars and professionals to access learning and research opportunities and increase their international awareness. The Endeavour Mobility Grants support Australian tertiary students to immerse themselves in global study as part of their qualification. The programme includes a 10-year funding arrangement between the Australian Government and the Cheung Kong Group to support student exchange in Australia and Asia.

In addition, the New Colombo Plan is a signature initiative of the Government, initially supported by a commitment of \$100 million in new funding over five years in the 2014–15 Budget, with funding now ongoing. The New Colombo Plan aims to lift knowledge of the Indo-Pacific in Australia and strengthen people-to-people and institutional relationships by offering undergraduates new opportunities for prestigious scholarships and grants for study and internships in the region. The department has responsibility for the delivery of the scholarship and mobility components of the New Colombo Plan, whilst the Department of Foreign Affairs and Trade (DFAT) has responsibility for policy development and strategic planning.

## Quality Assurance and Legislative Framework

Australia has a well-established international education sector with over 1000 education providers delivering a high quality education to international students onshore. The Government values the important contribution international students make to society and is keen to ensure students' experiences are positive and meet their educational aspirations. For this reason, the Government has enshrined in legislation Australia's world leading consumer and welfare protections for international students under the *Education Services for Overseas Students Act 2000* (ESOS Act).

In order to deliver education and training to international students on a student visa, education providers must meet nationally consistent standards to be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

The department, the Tertiary Education Quality and Standards Agency (TEQSA) and the Australian Skills Quality Authority (ASQA) are vested with powers under the ESOS Act to make decisions in relation to which education institutions can be registered on CRICOS and the conditions those providers must meet for registration.

The department has general oversight of ESOS policy and is the registering authority for schools seeking to offer international education. ASQA and TEQSA are the registering authorities for vocational education and training providers and higher education providers, respectively.

The ESOS Act and its National Code of Practice for Providers of Education and Training to Overseas Students 2007 (National Code) are the key elements of Australia's legislative framework for international education.

The Government amended the ESOS Act in 2015 following extensive stakeholder consultations on streamlining regulation. The amendments retain Australia's unique student protections and achieve almost \$50 million for education providers each year by reducing duplicative reporting requirements and streamlining red tape.

Measures to reduce regulatory burden on institutions and provide students flexibility to manage their tuition payments commenced on 14 December 2015. Other changes to streamline registration arrangements and strengthen the role of TEQSA, ASQA and the Tuition Protection Service Director commence on 1 July 2016. The department is working closely with stakeholders during this transition period to guide them on the changes.





## Government-to-Government Engagement

The International Group is actively engaged with priority countries via government-to-government fora across education, training and research. The facilitation of international delegations interested in Australia's education system is also within the group's responsibility along with support for Ministerial overseas travel. The Group has the lead in coordinating the department's involvement with the OECD, UNESCO, ASEAN, APEC and other multilateral fora.

As part of our government-to-government work, we regularly hold Joint Working Group (JWG) meetings to agree further priorities and collaborative activities through MoUs and workplans.

## International Counsellors

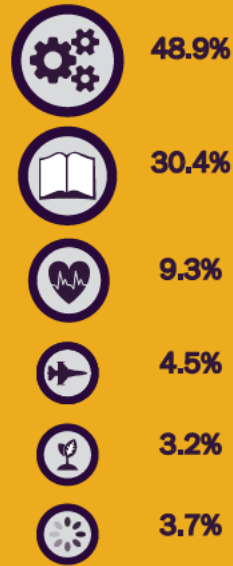
The department currently has 10 counsellors (A-based staff) and 25 locally engaged staff (LES) in 11 countries being China; India; Indonesia; Malaysia; Vietnam; Thailand, Japan; Korea; Brazil; USA and France (for the OECD and UNESCO). In the majority of positions, the Counsellors also cover the science and innovation matters on behalf of the Department of Industry, Innovation and Science (Industry) under an MoU. This also allows us to draw on their counsellor network in the USA and Belgium (for the EU).

Figure 2: Department of Education and Training's International Network



# RESEARCH AND INNOVATION STATISTICS

March 2016 Edition



## Research Investment



The Department of Education and Training will be investing

in Research in 2015-16,

over the next four years (2015-16 to 2018-19).

## Graduate Employment Outcomes



## National Collaborative Research Infrastructure Strategy



invested since 2004,

skilled technical and research staff.



In 2013, Australia contributed to and



In 2015, of Australian research assessed through ERA was rated as



In 2015, of national competitive grants funded research areas assessed at





# FACT SHEET

## Research

### National Innovation and Science Agenda

#### Key facts

- Investment in research consistently provides high economic and social returns.
- To this end, the Australian Government is investing \$11.2 billion in research over four years from 2015–16 in the Education and Training portfolio alone to support Australian researchers to discover and deliver outcomes that benefit the nation.
- The National Innovation and Science Agenda (NISA) is delivering a range of new initiatives to support research and research collaboration, incentivise innovation and entrepreneurship, reward risk taking, and promote science, maths and computing in schools.
- The NISA contains measures worth \$1.1 billion over four years and is focusing on four priority areas: culture and capital; collaboration; talent and skills; and Australian Government as an exemplar.
- The Education and Training portfolio will deliver the following five NISA initiatives:
  - Sharper incentives for engagement
  - Measuring impact and engagement in university research
  - Australian Research Council (ARC) Linkage Projects Scheme
  - Critical research infrastructure – National Collaborative Research Infrastructure Strategy (NCRIS)
  - Key elements of the Inspiring all Australians in digital literacy and STEM measure.
- The Government has released national science and research priorities and corresponding practical challenges to ensure that public research is addressing the most important questions for the nation.

#### Background

- The Government supports university research through a dual funding system. The system consists of competitive programmes, which award project-specific funding largely through merit-based peer-reviewed processes primarily through the two major research funding councils: The ARC and the National Health and Medical Research Council (NHMRC) and institutional block grant funding which supports research training and the systemic (non-project) costs of research within universities.
- \$1.8 billion will be provided in 2016 to eligible higher education institutions as block grants through a number of performance-based schemes. Research block grant schemes generally support the indirect costs associated with Australian competitive grant research, including support and technical personnel, equipment and infrastructure and the provision of research training, including direct support for students. High quality 'tools of the trade' and scholarship opportunities are important in attracting and retaining people to research careers.
- Through the Research Training Scheme (RTS), which supports the tuition costs of domestic students undertaking research doctorate and research masters degrees, universities will share in over \$690 million in 2016. The scheme supports the provision of quality research training provision in Australia, improve the responsiveness of higher education providers to the needs of their research students, encourage higher education providers to develop their own research training profiles, ensure the relevance of research degree programmes to labour market requirements and improve the efficiency and effectiveness of research training.



The Australian Postgraduate Awards scheme provide financial support to promising research students and provides an annual stipend to assist with general living costs. International Postgraduate Research Scholarships are available to international students from all countries (except New Zealand) and covers the costs of tuition fees and health cover for scholarship recipients and their dependants.

- The ARC's Future Fellowships also assist in attracting and retaining the research workforce by providing four year fellowships to outstanding mid-career researchers.
- Three of the NISA initiatives respond to recommendations made by the *Review of Research Policy and Funding Arrangements* (the Watt Review) on research block grant funding arrangements, ARC Linkage Projects, and assessment of impact and engagement:
  - Sharper incentives for engagement: This Government is driving greater research-industry collaboration through new research block grant funding arrangements for universities that reward industry and other end-user engagement, as well as research quality
  - Measuring impact and engagement in university research: To encourage universities to improve collaboration and focus on research that directly benefits for Australia, the Government will introduce a new national assessment of impact and engagement in university research. This new measure of university research performance will assess the economic, social and other benefits flowing from universities' research as well as their engagement with industry and other end users
  - ARC Linkage Projects Scheme: The Government will implement a rolling assessment of ARC Linkage applications and make it easier for SMEs to participate.

### Important dates

- The NISA was announced by the Prime Minister, the Hon Malcolm Turnbull MP, on 7 December 2015.
  - Changes to the research block grants will commence from 1 January 2017
  - Consultations on changes to the ARC's Linkage Projects scheme will take place over March and April 2016
  - The new research engagement and impact measure will be developed in 2016, and piloted in 2017, before full roll-out in 2018.
- On 7 July 2015, the then Minister for Education and Training, the Hon Christopher Pyne MP appointed Dr Ian Watt AO to conduct a review of research policy and funding arrangements (the review). The review report was released in November 2015.

### Statistics

- Australia's research output ranks seventh in the OECD, as assessed by most quality measures.<sup>1</sup> In 2015, despite having only 0.3 per cent of the world's population, Australia produced 3.8 per cent of the world's research. Furthermore, Australia produced 6.9 per cent of the top-cited research publications world-wide, an increase of 75 per cent over ten years. Australia received the tenth highest ranking for research and development (R&D), among 141 countries, in the Global Innovation Index 2015 Country Rankings.<sup>2</sup>
- The Excellence in Research for Australia (ERA) assessments show that the overall research quality continues to improve. In 2015, 89 per cent of all research undertaken by Australian universities was at or above world standard, when compared to international benchmarks, such as publications and citation rates. This has increased by 21 percentage points since 2010 where only 68 per cent of all research was at or above world standard.<sup>3</sup>

<sup>1</sup> Office of the Chief Economist, 2015, *Australian Innovation System Report 2015 Tables*.

<sup>2</sup> Dutta S, Lanvin B and Wunsch-Vincent S, 2015.

<sup>3</sup> Australian Research Council, 2015, *State of Australian University Research 2015-16: Volume 1 ERA National Report*.





- By contrast, Australia ranks last out of 26 OECD countries on the proportion of both large businesses and small to medium enterprises (SME) collaborating with higher education and public research institutions on innovation.<sup>4</sup>
- Similarly, Australia also ranks poorly in new-to-the-world innovation, ranking second last of 17 OECD countries on new-to-the-world innovation.<sup>5</sup> This is at least partly attributed to Australian businesses' preferences to adopt or modify existing innovations.<sup>6</sup> The performance in new-to-the-world innovation has worsened over time. Comparison of country shares of the total number of triadic patents sees Australia fall from 12th out of 34 OECD member countries in 2000 to 16th in 2013.<sup>7</sup>

### National Collaborative Research Infrastructure Strategy

- National Collaborative Research Infrastructure Strategy (NCRIS) brings together scarce resources under nationally significant collaborative projects and facilities to support Australian research. Through NCRIS, partnerships between the research sector, business, industry and governments have been established to ensure that Australian research continues to be competitive and rank highly on international scales.
- Since 2004, the Government has invested over \$2.8 billion to deliver state-of-the-art and world class research infrastructure to support research excellence. This funding has attracted more than \$1 billion in co-investment from state and territory governments, universities, research agencies and industry.
- NCRIS enables over 35,000 researchers to access world leading equipment and facilities. It consists of 27 projects delivered through 222 institutions employing well over 1700 highly skilled researchers and technical experts, researchers and facility managers.
- NCRIS also contributes to policy objectives in other portfolios, such as environmental monitoring, health, climate prediction, advanced manufacturing, new materials, mining and agriculture.
- NISA will provide \$1.5 billion over 10 years for the NCRIS programme. Building on the Government's commitment of \$150 million each year for 2015–16 and 2016–17, funding of \$153.5 million will be provided in 2017–18 and on an ongoing basis, indexed for inflation. The allocation of 2017 funding for NCRIS will follow completion of the 2016 National Research Infrastructure Roadmap, as it will identify future national research infrastructure priorities.

<sup>4</sup> Office of the Chief Economist, 2015, *Australian Innovation System Report 2015 Tables*.

<sup>5</sup> The OECD defines new-to-the-world innovation as when the firm is the first to introduce the innovation for all markets and industries. Source: OECD and Eurostat (2005), *Oslo Manual – Guidelines for Collecting and Interpreting Innovation Data*, OECD, Paris.

<sup>6</sup> DIISR, *Australian Innovation System Report*, 2011.

<sup>7</sup> Triadic patents are a set of patents taken at the European Patent Office (EPO), the Japanese Patent Office (JPO), and the US Patent and Trademark Office (USPTO) that share one or more priorities ((first filing to a patent office for a patent to protect an invention). Counting triadic patent families provides indicators for measuring innovation performance of countries. Source: OECD Science Technology and Industry Outlook various years. <http://stats.oecd.org/>.



## Higher Education – Fast Facts

### Investment in higher education and research

	Total <sup>(a)</sup>	CGS	HELP loans <sup>(b)</sup>	Other teaching	Research grants <sup>(c)</sup>	Other research <sup>(d)</sup>	ARC <sup>(e)</sup>
<b>2014 \$b (actual)</b>	15.3	6.3	5.5	0.806	1.746	0.046	0.890
<b>2015 \$b (actual)</b>	16.0	6.6	5.8	0.768	1.775	0.274	0.840
<b>2016 \$b (estimate)</b>	16.6	6.8	6.3	0.786	1.819	0.158	0.788

(a) Excludes NHMRC funding

(b) HELP loans comprise the cash to providers from Government, including discounts for upfront payments for eligible students in Commonwealth supported places. Students' upfront payments to providers are not included. Includes all HELP schemes except VET FEE-HELP.

(c) Research grants include Research Training Scheme, Research Support Programme, Research Training Support Programme, Research Infrastructure Block Grants, Sustainable Research Excellence, Joint Research Engagement (including JRE- Engineering Cadetships), Australian Postgraduate Awards, International Postgraduate Research Scholarships, and Higher Education Research Promotions.

(d) From 2014 other research includes the EIF (Research), National Collaborative Infrastructure Scheme (NCRIS), Collaborative Research Networks (CRN), Commonwealth - ANU Strategic Relationships

(e) Includes departmental and administered funding

**Educational Attainment:** In 2015, 37.2 per cent of 25-34 year olds had attained a bachelor level qualification or above, up from 24.0 per cent in 2001.

**Expansion of university places:** In 2014 there were 597,734 places funded at higher education providers, an increase of 127,530 places since 2009. Of these, 546,894 were undergraduate places.

**Number of students:** In 2014 there were 1.37 million domestic and international students studying in Higher Education. In 2009 there were 1.13 million (21% increase) and in 1989 when HECS was introduced there were 441,076 (211% increase).

**Commencing students** (students in their first year of study): The total number of commencing students increased by 5.8% to 569,064 in 2014 compared with 2013. Domestic commencements accounted for 71.6% of all commencements (407,522), an increase of 4.4% on 2013, while overseas commencements increased by 9.6% (161,542).

**Attrition rates** (percentage of students not progressing to the next academic year): Between 2005 and 2013, the national adjusted attrition rate for domestic commencing bachelor students declined from 15.04% to 14.79%. Attrition rates have increased since 2009 (12.48%) which were low immediately following the GFC.

**Completion rates** (percentage of students who had completed an award course): 73.6% of domestic bachelor students commencing at Table A universities completed a course within 9 years. Health courses have the highest completion rates (81.6%) and IT the lowest (63.3%). Low ATAR (50-59) students have a completion rate of 56.1% compared to those without an ATAR (69.3%) and high ATAR (95-100) students with a completion rate of 94.5%. Low SES students (68.9%) had a lower completion rate than medium (72.6%) and high SES students (77.7%). Type of attendance has a significant impact on completion with 49.2% of part-time students completing, compared to 78.8% of full-time students.

**Equity:** In 2014, 17.5 per cent of domestic undergraduate students were from a low SES background, up from 16.1 per cent in 2008. In 2014, 1.51 per cent of domestic undergraduate students were from an Indigenous background, up from 1.25 per cent in 2008.

**QLT:** In 2015, 69 per cent of graduates were in full-time employment four months after completing their course, up from 68 per cent in 2014. 94 per cent of graduates stated that overall they were satisfied with their course, which is unchanged from 2014. 80 per cent of students still studying were satisfied with the quality of their educational experience, also unchanged from 2014.



# FACT SHEET

## HERI Statistical Publications

### Upcoming data releases

The Economic and Market Analysis Branch is responsible for the collection and publication of the following data over the coming year:

#### April 2016

- *Completion Rates of Higher Education Students: Cohort Analysis, 2005–2014* – this report uses the higher education unique identifier to track all domestic bachelor students commencing at university to provide completion outcomes for different student cohorts.
- *Mobility of Domestic Higher Education Students: 2014 Cohort* – this report presents an analysis of the mobility of 2014 higher education students between regions based on their propensity to have a permanent home address in one region (either metropolitan, regional or remote) while studying in another region.

#### May 2016

- *Undergraduate Applications, Offers and Acceptances: February 2016* – this report shows early applications, offers and acceptances for undergraduate places in the first semester of the 2016 academic year for all Table A universities and Table B university, the University of Notre Dame Australia. They represent key indicators of the level of demand for university education and universities' responses.

#### June 2016

- *Selected Higher Education Statistics: 2015 Full Year Data* – shows enrolments, equivalent full time student load (unit of study data) and completions reported by all higher education providers.
- *Graduate Outcomes Survey – Longitudinal: 2016 National Report* – publishes employment and salaries outcomes for graduates from 35 universities approximately three years after course completion. Data is from a longitudinal survey of a graduate cohort first surveyed four months after course completion in the Australian Graduate Survey 2013.

#### July 2016

- *Australian Graduate Survey: 2015 National Reports* – this is the last of this series of publications showing graduate employment outcomes, salaries and course satisfaction from all universities and around 15 non-university higher education institutions (NUHEIs) four months after course completion.

#### September 2016

- *Higher Education Statistics: 2016 Staff Data* – shows the number and full-time equivalent (FTE) staff employed by Table A universities and Table B universities (Bond University, The University of Notre Dame Australia and University of Divinity) and Avondale College.
- *Graduate Outcomes Survey: 2016 National Report* – publishes employment and salaries outcomes of graduates from all universities and 40 NUHEIs four months after course completion.





**October 2016**

- *Employer Satisfaction Survey: 2016 National Report* – publishes information on levels of employer satisfaction with the generic, technical and work readiness skills of recent higher education graduates from all universities and 40 NUHEIs. Results are likely to be published at a relatively high level of aggregation, most likely at national level by broad field of education due to a limited number of survey responses.

**November 2016**

- *Selected Higher Education Statistics: 2016 Half Year Data* – shows enrolments and equivalent full time student load (unit of study data) reported by all higher education providers.
- *Undergraduate Applications, Offers and Acceptances: Final 2016* – this report shows the final number of applications, offers and acceptances for undergraduate places in the first semester of the 2016 academic year for all Table A universities and Table B university, the University of Notre Dame Australia. They represent key indicators of the level of demand for university education and universities' responses.

**January 2017**

- *Student Experience Survey: 2016 National Report* – publishes information on the satisfaction and study experience of current students from all universities and 40 NUHEIs.







## PROGRAMME DESCRIPTIONS INDEX

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## PROGRAMME 2.1 – COMMONWEALTH GRANT SCHEME

### Outcome 2

#### Description

Government funding for higher education teaching activities and resources is provided largely through the Commonwealth Grant Scheme (CGS).

Under the *Higher Education Support Act 2003* (HESA), the CGS provides funding to public universities and some private higher education providers in national priority areas; for the supply of Commonwealth supported places (CSP) each year, for which students pay a 'student contribution' towards the cost of their course.

Currently the majority of CGS funding is provided to public universities for students enrolling in bachelor degrees. These are funded on a demand-driven basis. CGS funding is also provided for a designated number of sub-bachelor and non-research postgraduate student places and a designated number of places in courses at private universities and non-university higher education providers.

#### Purpose

The objective of the CGS is to support people to obtain higher education qualifications which provide the skills that are needed in a more competitive and globalised world, and which will underpin Australia's future economic growth and prosperity.

The amount the Australian Government provides for each CSP (equivalent full time student load (EFTSL)) varies according to the funding cluster in which a unit of study is classified. By funding providers according to the discipline mix they actually deliver, at rates set out in legislation, the CGS ensures that all providers are funded for student places on the same, transparent basis.

In addition to the funding cluster rate, higher education providers may also receive regional loading, enabling loading, and/or medical student loading as part of the CGS funding.

#### Eligibility

Students may be eligible for a CSP if they are an Australian citizen, a New Zealand citizen residing in Australia for the duration of their study or a permanent visa holder residing in Australia for the duration of their study.



**Budget (at Additional estimates)**

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
6,700,055	6,580,620	6,418,479	6,547,356	6,753,780

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## PROGRAMME 2.2 – HIGHER EDUCATION SUPERANNUATION PROGRAMME

### Outcome 2

#### Description

Under the *Higher Education Support Act 2003* (HESA) the Higher Education Superannuation Programme (HESP) provides supplementary funding to eligible higher education providers to meet certain superannuation expenses incurred for staff who are members of old state government emerging cost superannuation schemes. These state-based emerging cost superannuation schemes have been closed to new members for some time but are still incurring liabilities for existing members. Approximately 1700 eligible staff are existing members yet to retire, with approximately 13,300 retirees. The largest number of members are located in New South Wales. The number of current members in these schemes are declining, but costs are expected to continue emerging for up to the next 70 years.

For universities in Victoria, Western Australia, South Australia and Tasmania, the Commonwealth pays 100 per cent of the supplementation amount and then recovers a proportion of the funding from these states under historical cost-share arrangements.

In mid-2015, superannuation supplementation payments resumed to universities in New South Wales after a gap of fourteen years. Payment arrangements for New South Wales universities are different to the arrangements for other states and are governed by the terms of a Memorandum of Understanding (MoU) signed by the Commonwealth and New South Wales Government in December 2014.

For universities in New South Wales, the Commonwealth pays 78 per cent of the cash requirements forecast by SAS Trustee Corporation (STC), otherwise known as State Super and the universities invoice the New South Wales government separately for the remaining 22 per cent. There is no need for recovery of cost share by the Commonwealth.

HESP is administered in accordance with the *Higher Education Support Act 2003 - Other Grants Guidelines* (Education) 2012.

#### Purpose

The programme provides supplementary funding to assist eligible higher education providers to meet superannuation expenses incurred for staff who are members of eligible state government emerging cost superannuation schemes which are largely unfunded.

#### Eligibility / Recipients

Only the higher education providers listed below are eligible to receive grants under this programme:

- Deakin University
- Monash University
- Swinburne University of Technology
- Federation University of Australia (formerly University of Ballarat)
- La Trobe University
- Victoria University
- The University of Melbourne
- Royal Melbourne Institute of Technology University



- Curtin University of Technology
- The Flinders University of South Australia
- University of South Australia
- Charles Darwin University
- Australian Catholic University
- The University of New South Wales
- University of Newcastle
- University of Technology, Sydney
- University of Western Sydney
- Charles Sturt University
- Edith Cowan University
- The University of Adelaide
- University of Tasmania
- University of Canberra
- The University of Sydney
- Macquarie University
- Southern Cross University
- University of New England
- University of Wollongong

The following superannuation schemes or funds are eligible funds under the programme:

- New South Wales State Superannuation Scheme
- New South Wales State Authorities Superannuation Scheme
- New South Wales State Authorities Non-Contributory Scheme
- Victorian State Superannuation Fund – Revised Scheme
- Victorian State Superannuation Fund – New Scheme
- Western Australian Government Employees Superannuation Scheme
- South Australian Superannuation Fund
- Tasmanian Retirement Benefits Fund
- Catholic Superannuation Fund
- Commonwealth Superannuation Scheme
- Public Sector Superannuation Scheme

Cost Sharing arrangements are in place with:

- Victoria
- Western Australia
- South Australia
- Tasmania
- New South Wales – governed by the terms of a Memorandum of Understanding signed in December 2014

Other arrangements:

- The Australian Capital Territory and the Northern Territory universities have a few employees which belong to the Commonwealth Superannuation Scheme (CSS) which is an eligible Superannuation scheme under HESP, but as it is a Commonwealth scheme no recoveries are required. The Australian National University (ANU) is not eligible for supplementation despite having employees in the eligible CSS scheme. The Commonwealth's liability for ANU employees was paid out in full prior to 1950.
- Queensland does not have any university employees in eligible schemes.
- UniSuper in a newer accumulation fund and is unrelated to the old state-based funds and is not eligible for supplementation.

## Evaluation

N/A





## Funding

Programme funding is determined by Section 41-45 of HESA.

### Budget (at Additional Estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
242,413	239,333	235,022	230,239	224,740

In the Additional Estimates (page 38) – Budgeted program expenses for HESP for 2015–16 are shown as \$242.413 million, which is different to the funding amounts paid to eligible universities which for 2015 was, \$187.4 million. The Additional Estimates figures represent the cost to the department as a result of movements in the provision for liability for Unfunded University Superannuation accounted for in the department's Balance Sheet. In its 2014–15 financial statements, the department reported that as at 30 June 2015, it had a liability of \$6.068 billion (2014 \$6.868 billion) for universities' unfunded superannuation liabilities.

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## PROGRAMME 2.3 – HIGHER EDUCATION SUPPORT

### Outcome 2

#### Description

The Higher Education Support Programme comprises a range of initiatives designed to improve higher education access and participation and ensure that the quality of Australia's higher education system is maintained and improved.

Some of the key sub-programmes are:

- Higher Education Participation and Partnerships Programme (HEPPP)
- Disability Support Programme (DSP)
- National Disability Coordination Officer (NDCO) Programme
- Promotion of Excellence in Learning and Teaching in Higher Education (PELTHE)
- Quality Indicators for Teaching and Learning (QILT)
- National Institutes funding
- Enhancing the Training of Mathematics and Science Teachers Programme
- Structural Adjustment Fund (SAF).

#### Purpose

**HEPPP** (currently around \$160 million per year) is the Government's signature programme for implementing higher education equity policy. HEPPP provides funding to support universities' efforts to increase participation and success of disadvantaged students.

**DSP** (around \$7 million per year) funds eligible public universities to attract students with disability and provides equipment and educational support that helps those students participate and succeed in higher education.

**NDCO** (around \$4 million per year) funds a network of officers operating in 31 regions around the country to improve transition from school to tertiary education and subsequent employment for students with disability.

**PELTHE** provides funding for initiatives (previously administered by the Office of Learning and Teaching – see below) to lift the quality of higher education learning and teaching.

**QILT** provides funding for the development of new indicators of institutional quality:

- The QILT surveys comprise the Student Experience Survey (SES), the Graduate Outcomes Survey (GOS) and the Employer Satisfaction Survey (ESS). The SES has been conducted since 2012 and measures the experience and satisfaction of current students. From 2016, the GOS, examining labour market outcomes of newly qualified higher education graduates and the ESS, assessing the generic skills, technical skills and work readiness of graduates, will be conducted across all universities.

**National Institutes funding** provides funding for a small number of specialist institutions with a nationally significant remit.



**Enhancing the Training of Mathematics and Science Teachers Programme** provides funding for five multi-institution projects to support collaboration on course design and delivery, combining content and pedagogy.

**SAF** (\$100 million over two years) will provide from 2016–17 assistance to universities, particularly those in regional areas, to transition to the new deregulated environment. The fund will include a \$60 million Market Adjustment Assistance component and a \$40 million Research Investment Assistance component funded through Investment in Higher Education Research (Programme 2.5).

### Eligibility

PELTHE — all Australian universities and around 10 non-university higher education providers are eligible to apply for funding.

Enhancing the Training of Mathematics and Science Teachers programme — all Australian universities and around 10 non-university higher education providers were eligible to apply for funding.

### Recipients

National Institutes funding is provided to the Australian National University (ANU), the Australian Maritime College (AMC) at the University of Tasmania, Batchelor Institute of Indigenous Tertiary Education (BIITE) and the Victorian College of the Arts (VCA) at the University of Melbourne.

PELTHE programme — recipients of the grants, fellowships and awards are academic and professional staff members at eligible institutions.

Enhancing the Training of Mathematics and Science Teachers programme — involves 25 higher education institutions as well as research organisations and state governments receiving \$12 million over three calendar years, 2014–2016.







### Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
509,868	439,858	442,401	437,098	456,298

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## PROGRAMME 2.4 – HIGHER EDUCATION LOAN PROGRAMME

### Outcome 2

#### Description

The Higher Education Loan Programme (HELP) provides access to income contingent loans so that students undertaking higher education and higher level (diploma and above) Vocational Education and Training (VET) courses can defer the costs of their study.

Repayment of the debt does not commence until an individual's HELP repayment income is at or above the minimum repayment threshold, which is \$54,126 for the 2015–16 income year. The amount repaid each year is a percentage of the individual's annual income; the current minimum repayment rate is 4 per cent increasing to 8 per cent for people with annual incomes over \$100,520. Repayments are made to the Australian Taxation Office through the taxation system.

HELP consists of five schemes:

- **HECS-HELP** for eligible Commonwealth supported higher education students to pay their student contribution amounts
- **FEE-HELP** for eligible fee-paying higher education students to pay all or part of their tuition fees
- **OS-HELP** for eligible Commonwealth supported higher education students who wish to undertake some of their Australian course of study overseas
- **SA-HELP** for eligible higher education students to pay their student services and amenities fee charged by their higher education provider
- **VET FEE-HELP** for eligible students to pay all or part of their tuition fees for VET accredited high-level (diploma and above) courses.

The FEE-HELP limit is a lifetime time for which eligible students under both FEE-HELP and VET FEE-HELP loan schemes are able to borrow up to for paying their tuition fees. In 2016, the FEE-HELP limit is \$99,389 for most courses and \$124,238 for medicine, dentistry and veterinary science courses. This amount is indexed each year.

Loan fees are applicable to FEE-HELP loans for undergraduate courses of study, at 25 per cent, and VET FEE-HELP loans for full fee-paying students at 20 per cent. The loan fee is not counted towards the FEE-HELP limit but is included in the outstanding HELP debt.

Outstanding HELP debts are indexed annually by the Consumer Price Index, while repayment thresholds are annually indexed by average weekly earnings.

#### Purpose

The programme contributes to the Australian Government's priority of supporting access and affordability for higher education, and ensuring Australians can access the education and training they need to support economic and social participation.

#### Eligibility

Eligibility for HELP is largely restricted to Australian citizens, permanent humanitarian visa holders and certain New Zealand Special Category Visa (NZ SCV) holders who meet specific NZ SCV residency requirements. However, the individual loan schemes also have more specific requirements for eligibility, e.g. VET FEE-HELP is restricted to certain courses (diploma and above), while OS-HELP loans are subject to pre- and post- course study requirements.



## Recipients

	2015–16
Number of Commonwealth supported equivalent full time study load (EFTSL) for which HECS-HELP loans are paid	522,700
Number of EFTSL for which FEE-HELP loans are paid	88,900
Number of OS-HELP loans to assist students to undertake some of their course overseas	14,400
Number of SA-HELP loans to assist students to pay their services and amenities fees	496,500
Number of EFTSL for which VET FEE-HELP loans are paid	225,900

Source: PAES 2015–16 (pg. 40)

## Funding

Note: Expenses includes fair value losses – financial instruments, personal benefits - direct and concessional loan discount.

## Recent changes

### Overseas debt recovery

On 15 October 2015, the Higher Education Support Act 2003 (HESA) was amended to enable the Government to recover HELP debts from Australians who move overseas, on the same income-contingent basis as would apply if they remain in Australia.

From 1 July 2017, debtors will be required to make repayments based on their Australian and foreign-sourced income, bringing repayment obligations for overseas residents into line with debtors who remain in Australia.

### Extension of HELP eligibility to certain NZ SCV holders

On 30 November 2015, the Higher Education Support Act 2003 (HESA) was amended to enable certain NZ SCV holder to access HELP from 1 January 2016.

This measure extends eligibility for all loans under the HELP scheme to NZ SCV holders who first entered Australia as a dependent minor aged under 18 years at least 10 years before applying for HELP; have been physically present in Australia for at least eight of the previous 10 years and 18 months out of the last two years at the time of application for HELP; and are otherwise eligible for the loan.

### Removal of upfront HECS-HELP payment discount and voluntary repayment bonus

On 11 December 2015, the Higher Education Support Act 2003 (HESA) was amended to remove the upfront payment discount and voluntary repayment bonus.

From 1 January 2017, the upfront HECS-HELP discount of 10 per cent and the voluntary HELP repayment bonus of five per cent, for payments of \$500 or more, will cease to be available.





## Funding

Programme Expenses (HELP is not reported on in fiscal balance terms)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
2,590,762	2,989,768	3,779,067	4,444,969	5,121,063

Note: Expenses includes fair value losses – financial instruments, personal benefits - direct and concessional loan discount.

Source: PAES 2015–16 (pg. 40)

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# PROGRAMME 2.5 – INVESTMENT IN HIGHER EDUCATION RESEARCH

## Outcome 2

### Description

Programme 2.5 consists of Research Block Grants (RBG) and the Research Investment Assistance (RIA) component of the Structural Adjustment Fund (SAF).

The RBGs are an integrated suite of programmes that support university research and research training. Approximately \$1.8 billion will be provided in 2015–16 to eligible higher education institutions as block grants for research and research training.

On 7 December 2015 the Australian Government released the National Innovation and Science Agenda which includes a measure introducing new funding arrangements for the RBGs, commencing 1 January 2017. The Government will consult with universities and other stakeholders on new programme guidelines in 2016.

The new measure is in response to the Review of Research Policy and Funding Arrangements led by Dr Ian Watt, which was released on 4 December 2015.

The measure replaces the six current schemes with two simpler streamlined programmes:

- Research Support Programme (RSP) will provide around \$885 million in 2017 to Australian universities as a flexible funding stream to support the systemic costs of research.
- Research Training Programme (RTP) will provide around \$948 million in 2017 to support the training of the next generation of researchers and innovators.

### Purpose

Australia operates a 'dual support system' for the public funding of research and research training in its higher education sector. The system comprises both competitive programs (for example ARC and NHMRC grants), where funding is distributed through merit-based, peer-determined processes; and RBG, which are allocated according to performance-based formula and are independent of funding for specific research projects, programs or fellowships.

The RBGs allocate research funding in ways that promote the pursuit of excellence, collaboration and diversity in research by universities, within a framework that improves the links between funding, national priorities, and the diverse research missions of Australia's universities.

RBGs are currently allocated to universities on a calendar year basis using program-specific formulae that reward the performance of institutions in attracting research income, in



disseminating research results (in mainly peer-reviewed research publications), and by accounting the student load and successful completion rates of higher degree by research students.

Currently, the RBG:

- support the indirect costs associated with conducting Australian competitive grant research through the Sustainable Research Excellence (SRE) initiative and the Research Infrastructure Block Grants (RIBG)
- provide flexibility for higher education providers to support their research strengths and facilitate collaborative research activities between universities, industry and end-users through the Joint Research Engagement (JRE) scheme
- provide living stipends and tuition fee support for research training through the Research Training Scheme (RTS), the Australian Postgraduate Awards (APA) and the International Postgraduate Research Scholarships (IPRS).

The new arrangements will ensure support for research excellence while increasing incentives for industry engagement. The new arrangements remove the collection of research publication counts as a measure for allocating RBG funding. Student load will also no longer be used to allocate grants.

## Eligibility

To be eligible to receive RBG funding, higher education providers must be listed on Table A and B of the *Higher Education Support Act 2003* (HESA).

## Recipients

- 42 higher education providers listed on Table A and B of HESA. These include 37 public universities, four private universities and the Batchelor Institute of Indigenous Tertiary Education (BIITE).
- Peak university bodies:
  - Universities Australia
  - The Group of Eight
  - Innovative Research Universities
  - Australian Technology Network of Universities
  - Regional Universities Network.

## Evaluation

Data from higher education providers is collected annually through the Higher Education Research Data Collection (HERDC) and made publicly available on the department's website. Over time this will enable the effectiveness of the changes to be introduced from 1 January 2017 to be monitored. The new arrangements provide incentives for universities to collaborate with industry and other end users.





## Budget (at Additional estimates) — Research Block Grants and Research Investment Adjustment Scheme

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)
1,829,943	1,764,887	1,916,898	1,899,038

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## PROGRAMME 2.6 – RESEARCH CAPACITY

### Outcome 2

Research advances our knowledge and drives our potential for innovation, as it shapes economic competitiveness and social changes.

The objectives of Programme 2.6 are to increase the production, use and awareness of research knowledge through:

- promoting a strong culture of collaboration and networking
- supporting research infrastructure
- raising awareness of the importance of research and promoting scholarship across all fields of study
- supporting the costs of operating and maintaining capabilities funded under the National Collaborative Research Infrastructure Strategy (NCRIS)
- supporting regional and less research intensive universities to increase their research capacity
- promoting the central role of research, science and technology in advancing the interests of Australia's social and economic wellbeing through the Higher Education Research Promotion Programme.

Under the Programme 2.6 the following sub-programmes are funded:

- NCRIS
- Collaborative Research Networks programme
- Australia Consensus
- Commonwealth ANU Strategic relationship
- Higher Education Research Promotion
- The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)

### Sub-programme: NCRIS

#### Description

Commenced under the Howard Government in 2005, NCRIS delivers world class research infrastructure facilities so that researchers can solve complex problems in a range of areas such as energy, environment, health, biology, digital data, and advanced manufacturing. NCRIS is the most efficient and strategic way to invest in national scale research infrastructure, driving collaboration to bring economic, environmental, health and social benefits for Australia.

NCRIS facilities also contribute to policy objectives in other portfolios, such as environmental monitoring, health, climate prediction, advanced manufacturing, new materials, mining and agriculture.

The NCRIS network currently supports national research infrastructure and provides services to over 35,000 researchers, both domestically and internationally, through 27 active projects delivered by 222 institutions employing well over 1700 highly skilled technical experts, researchers and facility managers. The existing NCRIS network will receive \$150 million for operational costs in 2016–17.

Ongoing operational funding for NCRIS was announced under the National Innovation and Science Agenda of \$150 million per annum. Funding will ensure the ongoing operations costs of major





national research infrastructure projects that are national, collaborative and networked across Australia.

### Purpose

NCRIS underpins Australia's research and innovation effort — it provides an estimated 75 per cent of the openly accessible research infrastructure in the fields of research its facilities covers.

### Eligibility

Funding in 2015–16 and 2016–17 is restricted to existing projects currently in the NCRIS network. The 2016 National Research Infrastructure Roadmap will reassess the national research infrastructure capabilities required to underpin Australia's research effort. This is likely to result in a change to the current NCRIS project profile from 1 July 2017.

### Evaluation

The performance of the NCRIS projects was independently evaluated by KPMG in 2014. They received a very positive assessment with the caveat the funding uncertainty and infrastructure renewal was very high risks. National Innovation and Science Agenda (NISA) had addressed both risks.

A review of the Australian Government investment in research infrastructure was undertaken through the 2015 Research Infrastructure Review led by Mr Philip Marcus Clark AO.

### Funding

Total Financial Impact \$ millions						
	2015-16	2016-17	2017-18	2018-19	2019-2020	Total
Total Impact on Fiscal Balance	150.0	150.0	153.5	157.3	161.2	772.0

### Budget (at Additional estimates)

2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)	2020-21 (\$'000)
150,000	153,450	157,286	161,200	165,200

## Sub-programme: Collaborative Research Networks programme

### Description

The Collaborative Research Networks (CRN) programme aims to build greater research and research training capacity in smaller, regional, and less research intensive universities in the higher education system.

### Purpose

The CRN programme was announced in the 2009–10 Budget. A total of \$81.1 million, from 2010 to 2016, has been allocated to fifteen smaller, regional and less research intensive universities to develop research capacity by partnering with other institutions. The programme funding will end in June 2016.



The CRN programme encourages less research-intensive, smaller and regional higher education institutions to develop their research capacity by teaming up with other institutions in areas of common research interest. These collaborations generate new knowledge (publications), generate new partnerships with other institutions (both private and public), develop career researchers (post-doctorates and fellowships) and train higher degree students.

### Eligibility

Less research intensive smaller and regional higher education institutions listed in Table A and Table B of the *Higher Education Support Act 2003* (HESA) which have an average Australian Competitive Grant income over 2007 and 2008 of less than \$2.5 million or less than \$12 million and are based 100 km or more from a state capital city.

### Recipients

- Australian Catholic University
- Batchelor Institute of Indigenous Tertiary Education
- Bond University
- Central Queensland University
- Charles Darwin University
- Charles Sturt University
- Edith Cowan University
- Federation University Australia
- Southern Cross University
- University of Canberra
- University of New England
- University of Notre Dame Australia
- University of Southern Queensland
- University of the Sunshine Coast
- Victoria University

### Evaluation

In 2014-15 a mid-term programme evaluation was undertaken by ACIL Allen to assess the effectiveness, efficiency and strategic policy alignment of the CRN programme. The report is publically available on the Department website.

### Funding

Total Financial Impact \$ millions					
	2015-16	2016-17	2017-18	2018-19	Total
Total Impact on Fiscal Balance	9.3	-	-	-	9.3

### Budget (at Additional estimates)

2015-16 (\$'000)	2016-17 (\$'000)	2017-18 (\$'000)	2018-19 (\$'000)	2019-20 (\$'000)
9,332	-	-	-	-



## Sub-programme: Australia Consensus

### Description

The Australia Consensus Programme was intended to provide \$4 million over four years from 2014–15 to fund projects that provide policy information and advice on smart, cost effective solutions to national and international challenges, using the methodology developed by the Copenhagen Consensus Center (CCC). The Government subsequently determined the programme was unlikely to enjoy success and that the funds could be better utilised elsewhere, cancelling the project in mid-2015.

The department has negotiated a funding agreement which will provide a one-off payment to the CCC for a total of \$640,000 to cover costs incurred in relation to the establishment of the Australia Consensus Centre (ACC) prior to the decision to cancel this project. This will be covered from the 2015-16 allocation. All remaining funds have been returned to the Budget.

### Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
1,000	-	-	-	-

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## Sub-programme: Commonwealth ANU Strategic relationship

### Description

The Commonwealth — Australian National University (ANU) strategic relationship was announced in 2010 and builds on the ANU's existing policy capability in the public service through the creation of several new public policy institutes at the ANU.

### Purpose

The Commonwealth-ANU strategic relationship aims to strengthen the links between the Australian Public Service (APS), academia and the broader community and ensure that the APS is well equipped to tackle future policy challenges through improved strategic leadership and enhanced, evidence-based public policy.



The Commonwealth-ANU strategic relationship has encompassed a range of initiatives, however, the National Security College is the only element still receiving Commonwealth funding.

The Australian Centre on China in the World project has annual financial reporting provisions until 31 December 2030.

### Eligibility

There is no application process.

### Recipients

The Australian National University.

### Evaluation

There is no planned evaluation of this initiative.

### Funding

Total Financial Impact \$ millions					
	2015-16	2016-17	2017-18	2018-19	Total
Total Impact on Fiscal Balance	0.5	0.5	0.5	-	1.5

### Budget (at Additional estimates)

2015-16 (\$'000)	2016-17 (\$'000)	2017-18 (\$'000)	2018-19 (\$'000)	2019-20 (\$'000)
500	500	500	-	-

## Special Appropriations: Higher Education Research Promotion

### Description

The Higher Education Research Promotion (HERP) scheme funded under the *Higher Education Support Act 2003* (HESA) supports activities to foster understanding of the importance of, and/or promote research and scholarship in, science, social science or humanities in Australia.

Under the HERP scheme the Australian Government provides ongoing funding to six not-for-profit research promotion organisations. Funding is provided to the four learned academies:

- Australian Academy of the Humanities (AAH)
- Australian Academy of Science (AAS)
- Australian Academy of the Social Sciences in Australia (ASSA)
- Australian Academy of Technology and Engineering (ATSE)

Funding is also provided to:

- the Australian Council of Learned Academies (ACOLA)
- the Australian and New Zealand Association for the Advancement of Science (ANZAAS)



## Purpose

Under HERP, the Australian Government provides ongoing funding to the learned academies, ACOLA and ANZAAS to support their administration and operational activities.

- The four learned academies have specific objectives under HERP to:
  - provide secretariat and other administrative support to enable the Learned Academies and their fellows to contribute advice and assistance on issues of national importance
  - conduct workshops, fora, symposia and similar events so that the learned academies and their fellows can engage on issues of national importance
  - manage the development and conduct of policy, education and other programs
  - support relationships with international communities including exchange programs and joint research programs.
- ACOLA is the forum through which the four learned academies work cooperatively and harness expert knowledge from multiple disciplinary perspectives in support of national objectives. The specific objectives for ACOLA are to:
  - support cooperation between the four learned academies
  - provide a common point of access to the learned academies for outside organisations and individuals
  - promote a unified national vision, helping to enhance interactions between learned academies without compromising their individual priorities or activities.
- HERP funding provides support for approximately 5 students from each Australian state and territory to attend the Youth ANZAAS annual forum. Up to 60 students in Years 10, 11 and 12 from Australian and New Zealand schools attend the Youth ANZAAS annual forum.

Under the HERP scheme the academies offer a focal point for their respective disciplines and are sources of advice for the Australian Government in their fields of expertise.

## Eligibility

As prescribed under Chapter 4 of the Other Grant Guidelines (Research) 2012 of HESA.

## Recipients

- Australian Academy of Science
- Australian Academy of Technology and Engineering
- Australian Academy of the Humanities
- Australian Council of Learned Academies
- Australian and New Zealand Association for the Advancement of Science

## Evaluation

An independent evaluation of Government funding to the learned academies was conducted in 2012. The evaluation found that no other commercial organisation could deliver similar results for the same financial investment.

## Funding

Total Financial Impact \$ millions					
	2015-16	2016-17	2017-18	2018-19	Total
Total Impact on Fiscal Balance	4,734	4,847	4,964	5,081	19,626



Higher Education Research Promotion	2015-16 *	2016-17	2017-18	2018-19
	Budget \$'000	Forward Estimate \$'000		
Australian Academy of Science	1,750	Annual allocations to be determined		
Australian Academy of Technology and Engineering	1,093			
Australian Academy of the Humanities	839			
Academy of Social Sciences of Australia	838			
Australian Council of Learned Academies	191			
ANZAAS - Grants-in-aid	23			
<b>TOTAL</b>	<b>4,734</b>	<b>4,847</b>	<b>4,964</b>	<b>5,081</b>

The 2015-16 PBS does not provide the breakdown of funding provided to each research promotion organisation.

Figures are subject to indexation.

Funding is administered on a calendar year basis as per individual Determinations.

\*Annual payment made in January 2016.

#### Budget (at Additional estimates)

2015-16 (\$'000)	2016-17 (\$'000)	2017-18 (\$'000)	2018-19 (\$'000)	2019-20 (\$'000)
4,733	4,837	4,948	5,057	5,183



## Sub-programme: AIATSIS

### Description

The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) is an independent statutory authority created by the *Australian Institute of Aboriginal and Torres Strait Islander Studies Act 1989* (the Act). AIATSIS is a world-renowned research, collections and publishing organisation. AIATSIS promotes knowledge and understanding of Aboriginal and Torres Strait Island cultures, traditions, languages and stories. AIATSIS and its national collections are critical to the preservation of Aboriginal and Torres Strait Islander peoples' knowledge and cultural materials, and Australia's heritage and international reputation.

### Purpose

AIATSIS role is to promote understanding of Australian Indigenous cultures through its national collection, leadership in research and collections and providing information and advice on heritage and culture.

On 30 November 2015, the AIATSIS Amendment Bill 2015 (the Bill) was passed by the House of Representatives and then passed by the Senate on 4 February 2016. The Bill will reform the AIATSIS Council appointment process and refocus AIATSIS' functions to better target resources and direct maximum effort to preserve its pre-eminent collection of Aboriginal and Torres Strait Islander culture and heritage

### Eligibility

There are no eligibility criteria.

### Recipients

AIATSIS

### Funding

The Australian Government funding of \$15 million provided for AIATSIS in 2015–16 comprises \$10 million in core funding plus a supplementary one-off amount of \$5 million for securing the future of the AIATSIS collection. This supplementary funding will strengthen the capacity of AIATSIS to manage and preserve its collection including specialist equipment and software to support the management, preservation and storage of, and access to, the collection.

Total Financial Impact \$ millions					
	2015-16	2016-17	2017-18	2018-19	Total
Total Impact on Fiscal Balance	14,935	9,836	9881	9,995	44,647





### Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
14,935	9,836	9,872	9,978	10,025

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## PROGRAMME 2.7 – INTERNATIONAL EDUCATION SUPPORT

### Outcome 2

International education is a vital part of Australia's prosperity as an export earner, skills provider and for globalised people-to-people links. The key deliverable to guide the work of international education will be the finalisation of Australian first ever National Strategy for international education. Programme 2.7 incorporates a number of programmes to achieve the objective of supporting the sustainable development of Australia's international education and research sector through:

- positioning Australia as a regional and world leader in education cooperation and research engagement
- developing and strengthening mutually beneficial government-to-government, institution-to-institution and people-to-people links and improving the openness and transparency of education systems to support student, academic, institutional labour market mobility
- delivering a range of international scholarships and fellowships to attract the best and brightest
- providing grants to support the outward mobility of Australian students
- enhancing the competitiveness of Australia's education providers and providing world-leading protections for international students through the *Education Services for Overseas Students Act 2000* and related legislative framework.

Under the Programme 2.7 the following programmes are funded:

- Endeavour Scholarships and Fellowships
- Endeavour Mobility Grants
- Australia Indonesia Centre
- Fulbright Contribution.

Additionally, under Programme 2.7 is the special account, Overseas Students Tuition Fund, which currently has a balance of about \$19 million contributed by providers of education to international students through collection of an annual levy payable by all providers

Total Financial Impact \$ millions	2015–16	2016–17	2017–18	2018–19	Total
International Education Support	53,696	49,703	46,832	43,707	193,938
Special Account-Overseas Students Tuition Fund	1,750	1,387	1,456	1,529	6,122

### Sub-programme: Endeavour Scholarships and Fellowships

#### Description

The Endeavour Scholarships and Fellowships is one of three Australian Government programmes under the Australia Awards umbrella and supports high-achieving international and Australian recipients in undertaking postgraduate and postdoctoral research, executive fellowships and Vocational Education and Training (VET) scholarships.





The programme typically offers up to 700 new scholarships and fellowships each year. Three-quarters of these are offered to citizens of other countries, with support ranging from short-term fellowships or research placements to full postgraduate degrees. Australians also receive support to undertake targeted research and professional development overseas.

## Purpose

The programme supports the internationalisation of the Australian higher education and research sectors and offers high-achieving individuals from overseas and Australia opportunities to increase their productivity and expertise in their field.

## Eligibility

To be eligible to receive an Endeavour scholarship or fellowship, applicants must:

- be aged 18 years or over at the commencement of their programme
- be a citizen and/or permanent resident of a participating country
- commence their proposed programme after 1 January 2016 and no later than 30 November 2016. Applicants who have already commenced or will commence their intended programme prior to 2016 are not eligible to apply
- provide all relevant supporting documentation
- not currently hold or have completed, after 1 January 2014, an Australian Government sponsored scholarship and/or fellowship (directly administered to recipients by the Australian Government)
- not apply for a category in which they have already completed an Endeavour scholarship or fellowship.

## Recipients

Since 2007, 4318 scholarships and fellowships have been awarded to citizens of other countries and 1234 to Australian citizens. The scholarships and fellowships offered to international recipients are to undertake an Australian Masters or PhD, short-term research towards an overseas Masters, PhD or postdoctoral research and also an Australian VET qualification.

## Funding

Total Financial Impact \$ millions	2015–16	2016–17	2017–18	2018–19	Total
Total Impact on Fiscal Balance	37.7	40.3	40.3	40.3	158.5





### Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
37.7	37.3	38.3	35.3	40.3

### Departmental Contacts

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International Mobility Branch  
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## Sub-programme: Endeavour Mobility Grants

### Description

Provides international student mobility grants to tertiary education providers to support the outward mobility of Australian students for short-terms and semester study.

### Purpose

To support Australian tertiary students to undertake part of their Australian course overseas through short-term study, practicums, clinical placements, internships, and volunteer projects. Strategic objectives are to:

- support undergraduate, postgraduate and vocational education and training students to study globally as part of their qualification, where the study is for academic credit or is otherwise a mandatory component of the student's course
- create opportunities for students to engage globally with other students, institutions and employers
- strengthen institutional capacity to collaborate and partner with overseas education providers.

Endeavour Mobility Grants complement the New Colombo Plan which supports undergraduate students to have a study and internship experience in the Indo-Pacific region.

### Eligibility

All Australian higher education providers (approved as an Australian higher education provider under the *Higher Education Support Act 2003*) and registered training organisations (registered by the Australian Skills Quality Authority or state regulator to deliver vocational education and training services) may apply for funding to support students to study overseas.





Funding is allocated to students through their institution. For an Australian student to be eligible they must:

- be an Australian citizen or Australian permanent resident
- be enrolled at an eligible higher education provider or registered training organisation for the duration of the project
- be undertaking an applicable qualification (Undergraduate, Postgraduate or VET).

## Recipients

Higher education providers and registered training organisations receive grant funding, which is then provided to students in the form of grants to enable their participation in an overseas study experience. In the 2016 funding round, funding was provided to 69 tertiary education institutions to support 2870 students.

## Funding

Total Financial Impact \$ millions	2015–16	2016–17	2017–18	2018–19	Total
Total Impact on Fiscal Balance	8.188	7.688	7.688	7.688	31.252

In addition, Cheung Kong Holdings contributes \$625,000 each round as part of a ten year agreement to support semester student exchange with selected Asian locations.

## Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
8,188	7,688	7,688	7,688	7,688

## Departmental Contact

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Branch Manager  
International Mobility Branch  
Tel: (02) 6240 0488





## Sub-programme: Australia-Indonesia Centre

### Description

The Australia-Indonesia Centre (the Centre) was announced by the former Prime Minister the Hon Tony Abbott MP during his first trip to Indonesia in 2013. The Centre aims to strengthen and deepen Australia-Indonesia business, government, education, research and community links. The Commonwealth provided \$15 million in funding across four years commencing in March 2014.

### Purpose

The Centre aims to increase understanding and cooperation between Australia and Indonesia as close neighbours and important strategic partners. It seeks to bolster the relationship between the two countries using education and collaborative research to expand and strengthen links between government, business, and academics in key areas such as education, science, health, energy, food and infrastructure.

The Centre's funding supports a variety of research activities aimed at addressing areas of mutual need in four research clusters - infrastructure, food and agriculture, energy and health and medicine. A further body of work for the Centre aims to change perceptions of both countries through cultural activities and attitudinal surveys.

### Eligibility

Not applicable – Prime Minister announcement in 2013.

### Recipients

Australia Indonesia Centre

### Funding

Total Financial Impact \$ millions	2015–16	2016–17	2017–18	2018–19	Total
Total Impact on Fiscal Balance	5.0	3.5	Nil	Nil	8.5

### Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
5.0	3.5	Nil	Nil	Nil





## Departmental Contact

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## Sub-programme: Fulbright Contribution

### Description

The programme provides scholarships for postgraduate, postdoctoral, professional and senior scholarship exchanges between Australia and the United States of America (the US).

### Purpose

The programme was established in 1949 under the agreement between Australia and the US for the Financing of Certain Education and Cultural Exchange Programmes (known as the Fulbright Treaty) to promote mutual understanding through educational and cultural exchange between the two countries.

The Australian-American Fulbright Commission (AAFC), which operates under the treaty, administers the programme. Core funding for the programme is provided by both Australia and the US and is supplemented by support from sponsors including companies, organisations and government agencies. Each year approximately 25 Australian scholars are supported to travel to the US and 20 US scholars are supported to travel to Australia.

### Eligibility

Fulbright scholarships are open to Australian and US postgraduate, postdoctoral, professional and senior scholars for between 3 and 10 months. Selection criteria are: high academic and professional merit; the feasibility and relevance of the applicant's proposal to both Australia and the US; the potential outcomes from the project; the applicant's diplomatic skills; and the applicant's ability to adapt to undertaking the project in the partner country.

### Recipients

More than 5000 scholarships have been awarded to postgraduate, postdoctoral, professional and senior scholars under the Fulbright scholarships program.

### Evaluation

The Fulbright contribution is part of the Fulbright treaty was reviewed in 1964 and also in 2003.

### Funding

Total Financial Impact \$ millions	2015–16	2016–17	2017–18	2018–19	Total
Total Impact on Fiscal Balance	0.976	0.748	0.748	0.748	3.262







### Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
0.976	0.748	0.748	0.748	0.767

### Departmental Contact

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## Sub-programme: Overseas Students Tuition Fund

### Description

The Overseas Students Tuition Fund (OSTF) is a special account managed by the Tuition Protection Service (TPS) Director (appointed by the Minister), which is used to provide assistance to international students who are affected when their education provider is unable to fully deliver their course of study. The OSTF is solely made up of contributions from industry through an annual TPS levy collection from all providers of education to international students.

The settings of the TPS levy are determined each year by the TPS Director after receiving advice on the settings from the TPS Advisory Board which is made up of a combination of government and education sector representatives appointed by the Minister.

The TPS provides assistance to international students on a student visa to ensure they are able to either:

- complete their studies in another course or with another education provider or
- receive a refund of their unspent tuition fees.

Funds from the OSTF are also used to provide assistance to students who have withdrawn from or not started their course and who are owed a refund by their provider. The OSTF also supports the operations of the TPS including costs associated with the operation of the TPS Advisory Board and activities associated with maintaining the operations of the TPS.

### Purpose

The TPS and the OSTF provide a world class consumer protection mechanism by ensuring international students' investment in their education in Australia is secure. By facilitating alternative placements, or as a last resort, paying a refund of their unspent tuition fees to displaced students, the TPS enhances Australia's reputation as a destination of choice for international students.

### Eligibility

All international students studying in Australia who are on a student visa are eligible to seek assistance from the TPS.

### Recipients

All international students studying in Australia who are on a student visa are eligible to seek assistance from the TPS.





## Funding

The OSTF is funded by industry through an annual TPS levy, paid by all providers of education to international students. The OSTF currently has a balance of almost \$19 million. It is anticipated that after the 2016 levy collection is completed (by 30 June 2016), the OSTF will have a balance approaching \$30 million. The TPS Advisory Board has recommended a reserves target of between \$25 million and \$30 million to ensure the availability of sufficient funds, should the international education sector experience a sudden and deep downturn in the market as happened between 2008 and 2011.

Based on the experience of the last three years, the annual expenditure in the table below is expected to be required to cover the costs of:

- providing assistance to students
- paying the costs of the TPS Advisory Board (including sitting fees and meeting costs)
- paying for the work of a contractor in delivering the TPS Administrator function.

However, future drawings on the fund in relation to provider closures are difficult to predict accurately.

The total reserves currently in the OSTF is \$18.9 million as at 29 February 2016.

Total Financial Impact \$ millions	2015–16	2016–17	2017–18	2018–19	Total
Total Impact on Fiscal Balance	1,750	1,387	1,456	1,529	6,122

Additional costs associated with the operation of the TPS are borne by the department. The department meets the costs of the TPS Director's remuneration package and expenses and the costs of providing a five member TPS operations team.

## Budget (at Additional estimates)

2015–16 (\$'000)	2016–17 (\$'000)	2017–18 (\$'000)	2018–19 (\$'000)	2019–20 (\$'000)
1,750	1,387	1,456	1,529	1,606

## Departmental Contact

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<b>Education Bill &amp; Category</b>	<b>Content</b>	<b>Minister &amp; Adviser</b>	<b>Status</b>	<b>Contacts</b>
<b>Australian National University Bill 2016 (Category A)</b>	This Bill would give effect to recommendations contained in the <i>Review of the Australian National University (ANU) Act 1991 and the governance arrangements of the ANU</i> .	Minister Birmingham  Adviser: Darren Brown	Drafting underway.	OPC: Claire Parkwell 6120 1400 Lauren Brennan 6120 1462 Policy: Julie Birmingham 6240 9677 Rochelle Lenane 6240 8787 Simon Bradley 6121 7103 Legal: Rob Mason 6240 8894 Rebecca James 6240 0995

Instrument	Content	Minister & Adviser	Status	Contacts
<b>Higher Education Support (Maximum Payments for Other Grants) Determination 2016</b>	<p>The Determination sets out the maximum total payments to be made under Part 2-3 of the <i>Higher Education Support Act 2003</i> for Other Grants for the 2016 to 2019 calendar years.</p>	<p>Minister Birmingham</p> <p>Adviser: Darren Brown</p>	<p>Instrument made on 30 December 2015 and registered on the FRL on 19 January 2016 (<a href="#">F2016L00054</a>). Tabled in the House and Senate on 2 February 2016. Last day for a disallowance motion to be moved in the House was 15 March 2016 and in the Senate is 11 May 2016.</p>	<p>Policy: Katerina Lawler 6240 9612 Jennifer Carle 6240 9398 Legal: Susan Dudley 6121 7988 Johanna Palenschus 6240 8419</p>

Instrument	Content	Minister & Adviser	Status	Contacts
<b>Higher Education Support List of Maximum Grant Amounts under Division 41 for 2016 (Education)</b>	The Determination sets out the maximum amount for each purpose of grant in section 41-10 of the <i>Higher Education Support Act 2003 for the 2016 calendar year</i> .	Minister Birmingham  Adviser: Darren Brown	Instrument made on 8 December 2015 and registered on the FRL on 19 January 2016 (F2016L00055). Tabled in the House and Senate on 2 February 2016. Last day for a disallowance motion to be moved in the House was 15 March 2016 and in the Senate is 11 May 2016.	Policy: Katerina Lawler 6240 9612 Jennifer Carle 6240 9398 Legal: Susan Dudley 6121 7988 Johanna Palenschus 6240 8419
<b>Higher Education Support (VET) Guideline 2015</b>	This instrument revokes and replaces the VET Guidelines 2015.	Minister Ryan  Adviser: Felicity Redfern	Instrument made by the Minister on 18 December 2015. Registered on the FRL on 24 December 2015 (F2015L02124). Tabled in the House and Senate on 2 February 2016. Last day for a disallowance motion to be moved in the House was 15 March 2016 and in the Senate is 11 May 2016.	Policy: Shelley Owen 6240 9946 Legal: Jevard Seck 6240 9292
<b>Higher Education Support Overseas Debtors Repayment Guidelines 2015</b>	The Guidelines will deal with matters concerning the obligation for HELP and Trade Support Loan debtors to make repayments if they are not resident in Australia for taxation purposes.	Minister Birmingham  Adviser: Darren Brown	Instrument being drafted.	Policy: Harold Lomas 6240 9604 Leonie Doyle 6240 8355 Legal: Jevard Seck 6240 9292 Rob Mason 6240 8894