

Universities Accord (Student Support and Other Measures) Bill 2024

Questions on notices to witnesses

MR ANDREW NORTON

1. Your submission states that the legislation does not provide a secure or satisfactory legal basis for the Commonwealth Prac Payments. What are the implications of this and the uncertainty it creates for the payment?
2. In your opening statement, you state: *“The lower-of CPI or WPI indexation formula leaves student loan scheme debtors vulnerable to a period in which CPI and WPI are both high.”* Can you please elaborate on why confidence in the HELP loans scheme is so important particularly for disadvantaged students or students suffering facing major cost-of-living pressures? What is the impact of high HELP indexation and skyrocketing student debt on domestic university enrolments since 1 July 2022?
3. In your opening statement you state: *“The FEE-FREE Uni Ready places cut university preparatory course funding for many disciplines, especially science, which may have negative effects on university capacity to provide preparatory courses.”* Please provide more detail about the concerns you have raised in this respect including in relation to the study of science.

ANSWERS IN THE FOLLOWING PAGES

Question 1

Your submission states that the legislation does not provide a secure or satisfactory legal basis for the Commonwealth Prac Payments. What are the implications of this and the uncertainty it creates for the payment?

Answer

The *Universities Accord (Student Support and Other Measures) Bill 2024* does not establish the Commonwealth Prac Payment. Instead, it gives the minister for higher education the power to give grants to higher education providers to assist students 'undertaking mandatory practicums' (Schedule 4).

The practicum payment power joins a list of other purposes for which the minister can give grants to higher education providers. This list appears in section 41-10 of the *Higher Education Support Act 2003* under the general title of 'Other grants' (grants other than the Commonwealth Grant Scheme). Some 'Other grants' powers are routinely used – for example grants for equity students and research students. Other powers are used only on an ad hoc basis – for example grants for capital projects and 'structural adjustment'.

The Other grants list of powers creates no obligation on the government to create or maintain a program authorised by the list. The enabling loading is currently funded using a section 41-10 power. The minister will not allocate any money for enabling programs in 2025 if this bill passes, because enabling courses will be replaced by the FEE-FREE Uni Ready courses.

While the current minister is committed to the Commonwealth Prac Payment a future minister may not share that enthusiasm – or under pressure to deliver savings from the Education portfolio may decide to abolish the program, or restrict student eligibility, or cut the payment amount.

Putting the Commonwealth Prac Payment into the *Higher Education Support Act 2003* would mean that decisions to abolish or restrict the payment would need to be approved by the Parliament. This would give students much greater confidence that the program would still exist when the time came for their 'mandatory practicum'.

Question 2

In your opening statement, you state: “The lower-of CPI or WPI indexation formula leaves student loan scheme debtors vulnerable to a period in which CPI and WPI are both high.” Can you please elaborate on why confidence in the HELP loans scheme is so important particularly for disadvantaged students or students suffering facing major cost-of-living pressures? What is the impact of high HELP indexation and skyrocketing student debt on domestic university enrolments since 1 July 2022?

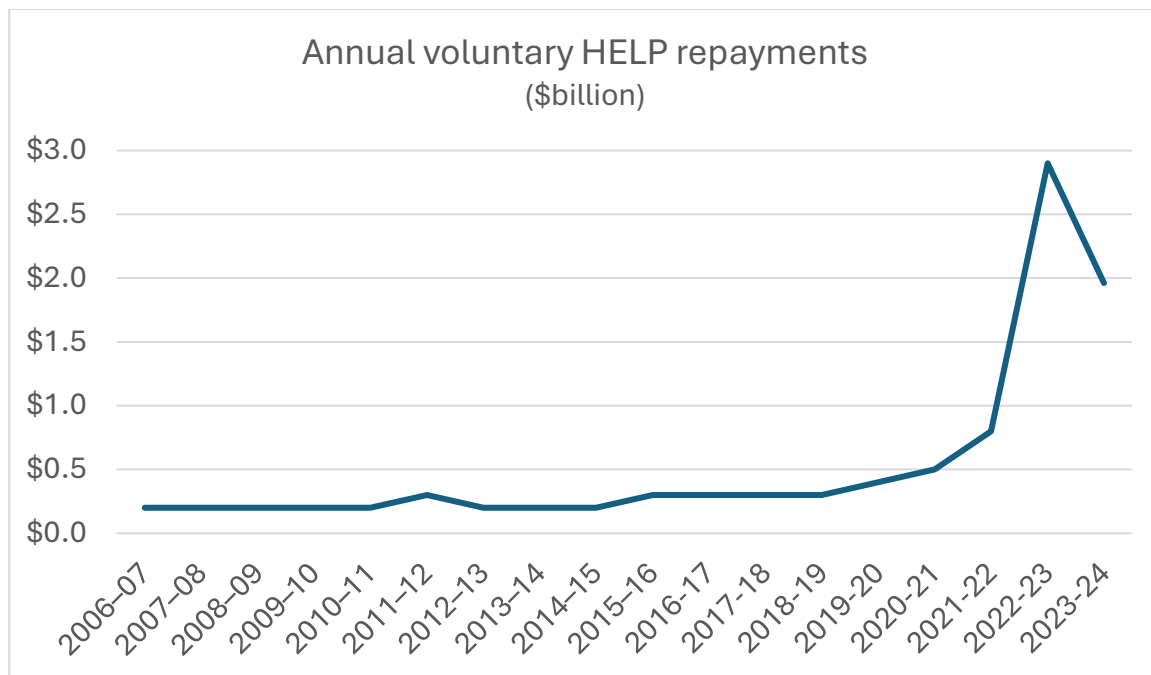
Answer

The cost-of-living impact of HELP indexation can be delayed until the late stages of HELP debt repayment. Indexation adds to the total amount to be repaid and extends the time it will take to repay in full through compulsory HELP repayments. But recent developments have seen some HELP debtors outlay significant amounts of money to reduce their debts, with significant short to medium-term effects on their finances.

These developments are indexation above the long-term average in 2022, 2023 and 2024 and APRA's 2022 decision on how banks report debt-to-income ratios. While banks vary in their exact lending practices, HELP debts can affect a debtor's mortgage borrowing capacity.

As Figure 1 shows, voluntary repayments in the year to 1 June 2023 totalled \$2.9 billion, more than triple the amount in the year to 1 June 2022. Widespread media publicity alerting HELP debtors to the 7.1% indexation rate, along with some debtors reducing their balance for mortgage purposes, triggered a major change in behaviour. In the year to 1 June 2024, voluntary repayments fell back to just under \$2 billion – still a large amount, especially as many debtors had already paid of all their debt the year before, indexation was lower than in 2023, and the lower still (for 2024) WPI alternative announcement a few weeks before 1 June 2024.

Figure 1: Voluntary HELP repayments, 2006-07 to 2023-24

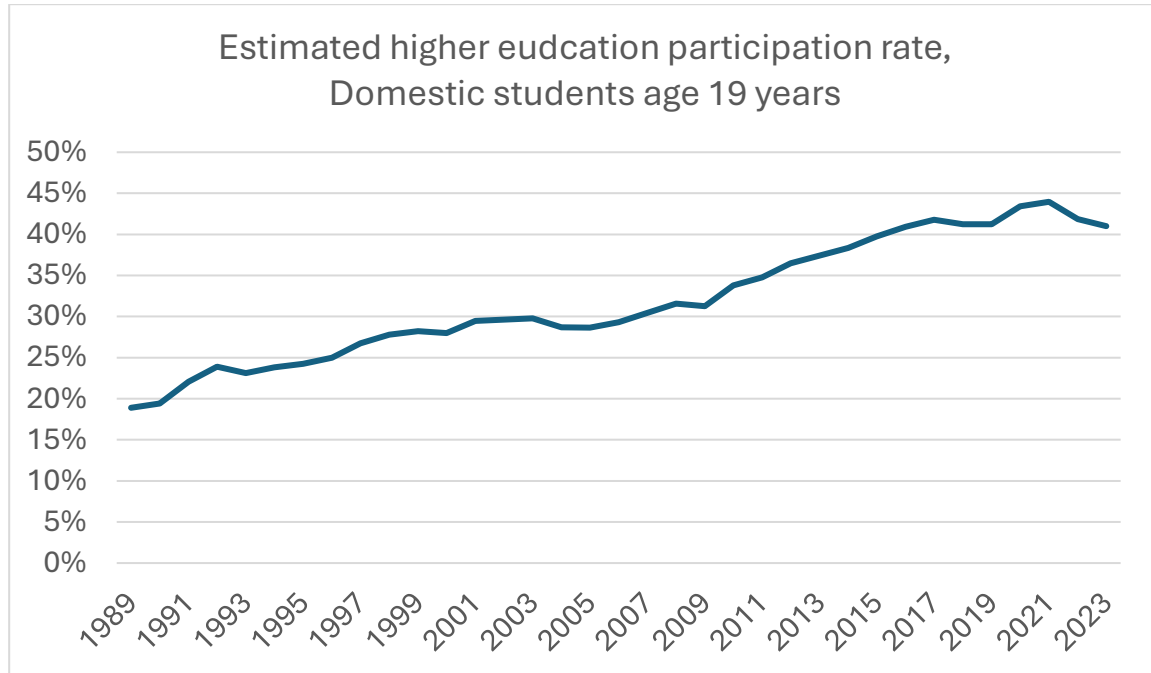


Source: ATO, HELP Statistics 2023-24

The impact of HELP indexation on decisions to go to university are much more speculative than for voluntary repayments. Since HECS began in 1989 critics of charging for education have argued that it will deter prospective students. Surveys sometimes identify concerns about the cost of study (living expenses as well as fees) or raise the issue of 'debt aversion'. Unlike Figure 1, higher education enrolment and participation rates do not show dramatic negative behaviour changes that correspond to the timing of adverse HELP-related financial

events: changes in student contributions (1997, 2005, 2021), spikes in indexation (early 1990s, 2001-2003, 2022-2024) or unfavourable to debtors changes in HELP repayment thresholds (1997-98, 2018-19, 2019-20). Despite some fluctuations, higher education participation rates have increased over time (Figure 2). Since 2016 the age 19 participation rate has fluctuated in the 41-44% range, with a spike in the COVID years probably due to work or travel gap years becoming impractical.

Figure 2: Higher education participation rates 1989-2023

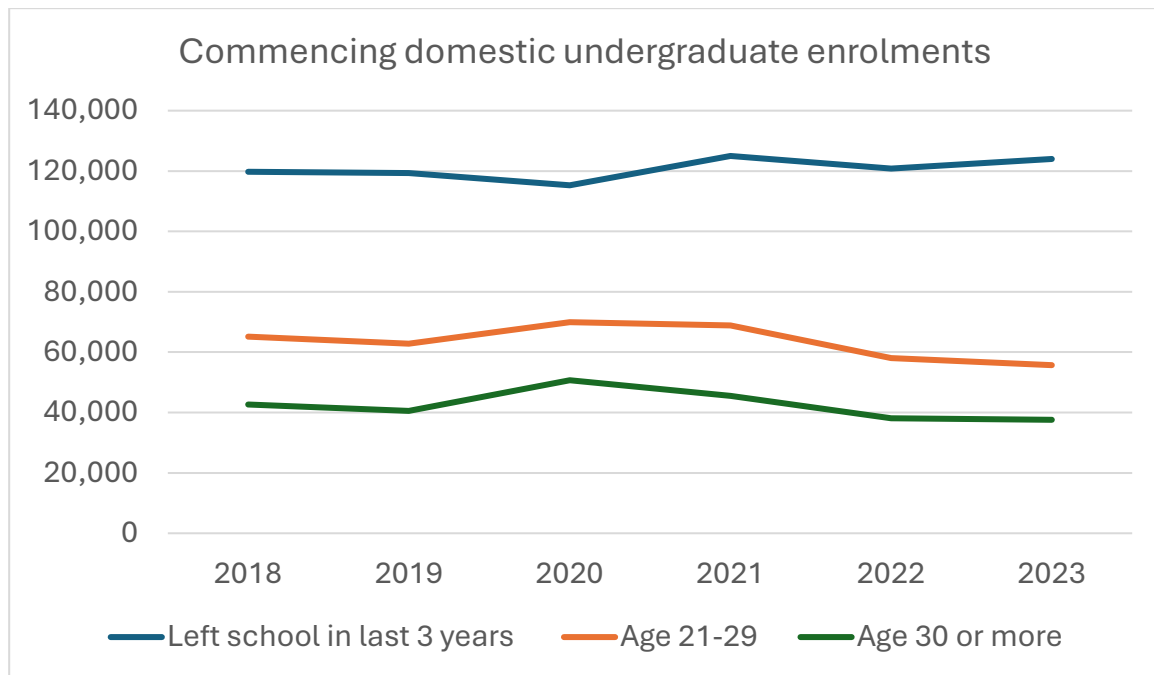


Sources: Department of Education enrolment data, ABS population data less onshore international students aged 19. 2023 figure reported separately by the Department of Education using the same methodology.
Note: Due to data limitations these figures are only estimates.

For this recent indexation spike we have 2023 enrolment data, but this is only moderately relevant. While the 3.9% indexation on 1 June 2022 turned indexation into an issue, it did not become a major issue until the months leading up to the 7.1% indexation on 1 June 2023. Most 2023 students had enrolled prior to that time. Since 2021 the Department of Education has not published any applications data at all, depriving us of a critical data resource. In the 2010s, the Department used to make at least preliminary applications data available by the middle of the year. We should have 2024 applications figures but we do not.

For what it is worth, Figure 3 shows that mature age but not school leaver commencing undergraduate enrolments decreased between 2022 and 2023, but also that there are longer-standing issues in the mature age market. Their spike in the COVID years suggests one cause – that they are more sensitive to labour market ups and downs than school leavers. Increased school leaver participation in the 2010s (Figure 2) has also translated into fewer older students. A larger share of people than previously complete their higher education by their early 20s, leaving a smaller market of potential mature age students.

Figure 3: Commencing domestic undergraduate enrolments 2018-2023



Sources: School leavers – Department of Education, Key findings from the 2023 higher education statistics; Other ages: Selected student statistics, table 1.2, various years

For people who want to work in occupations for which a degree is required, or have a high intrinsic interest in university study, the financial signals are not likely to have a major impact on their education decisions. Few people change their life plans to avoid a HELP debt – although of course they would rather owe less.

The function of a loan scheme like HELP is to help people achieve their educational and career goals, doing so in a way that balances managing their personal financial risks and the government’s fiscal position. All parts of the system – the original fees charged, the indexation arrangements, and the repayment system – need to work together in a coherent way to achieve these objectives.

The system has been undermined in recent years by some undergraduates accumulating excessive debts due to Job-ready Graduates, by the APRA decision which mischaracterises the nature of income contingent loans, and by the spike in indexation. These developments have created real policy and political problems. This bill only deals with the last of these problems, and in sub-optimal way – as my submission argued, CPI or 4%, whichever is lower, would limit the potential for debts to increase substantially during long periods of high CPI that would, inevitably, flow through to high WPI.

Question 3

In your opening statement you state: “The FEE-FREE Uni Ready places cut university preparatory course funding for many disciplines, especially science, which may have negative effects on university capacity to provide preparatory courses.” Please provide more detail about the concerns you have raised in this respect including in relation to the study of science.

Answer:

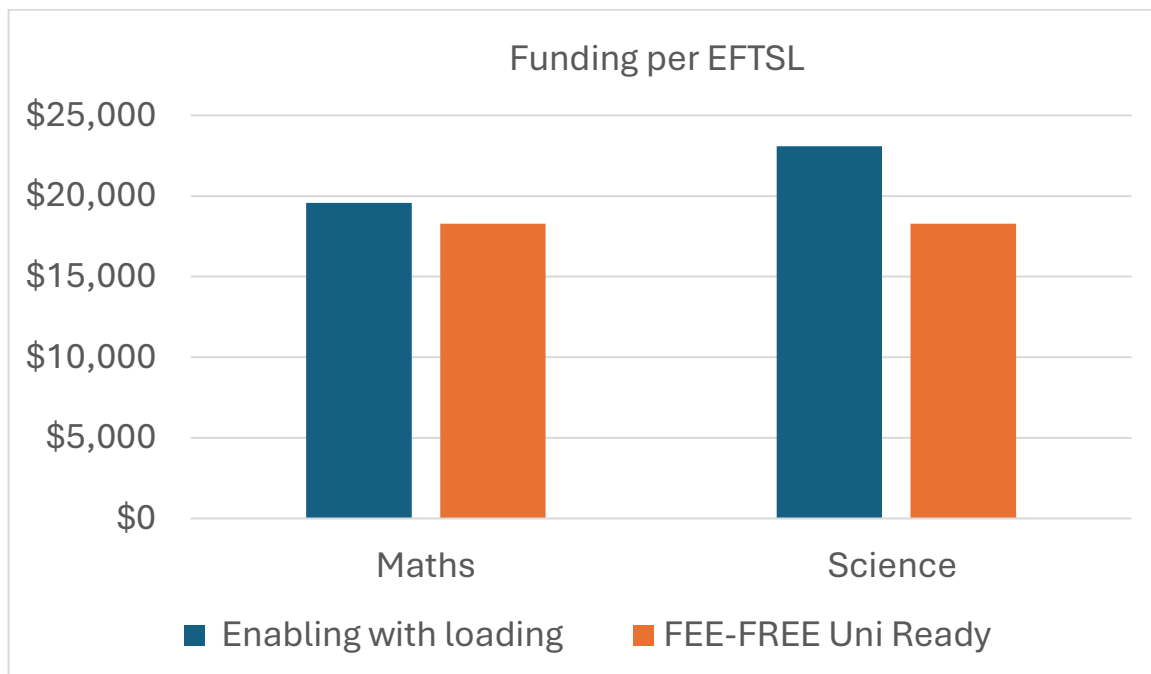
My concerns relate to a reduction in the funding rate for science and maths.

The FEE-FREE Uni Ready places would be funded at a standard rate, regardless of discipline. For 2025 this would be \$18,278 for a full-time equivalent place (EFTSL). Enabling places, by contrast, are funded at the relevant discipline-based Commonwealth contribution plus a flat enabling loading, each also on an EFTSL basis.

As my submission to this inquiry noted, the FEE-FREE Uni Ready this leads to significantly higher per EFTSL funding for disciplines with low Commonwealth contributions. In enabling courses, this is mainly general education subjects, and subjects related to communications and language.

For subjects with high Commonwealth contributions, the FEE-FREE Uni Ready program will lead to less funding per place. In the case of maths, in 2025 the funding reduction would be \$1,293 and for science \$4,808 (see also Figure 4). Each of these fields is about 15% of all enabling EFTSL delivered in 2023, so 30% in total. I am attaching a spreadsheet that sets out the detail.

Figure 4: Funding comparison for maths and science, enabling versus FEE-FREE Uni Ready



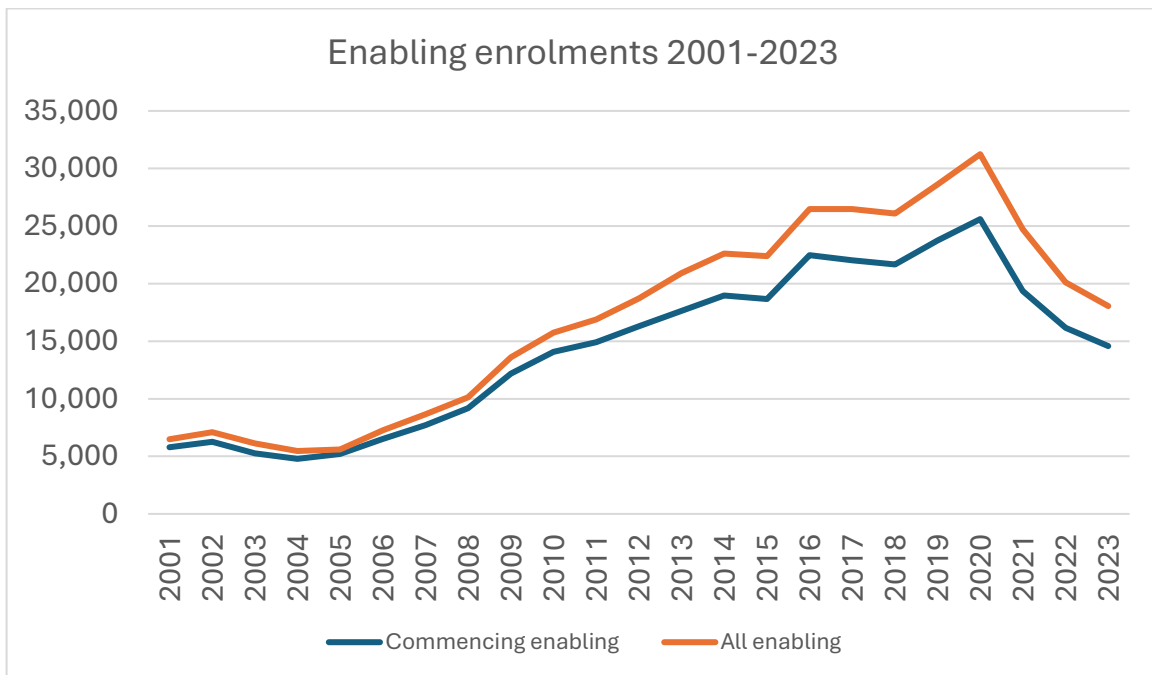
Sources: The bill and Department of Education, Funding clusters and indexed rates

General education subjects, and subjects related to communications and language, are currently delivered in enabling program despite a very low funding rate – although it is not clear what mix of demand-side and

supply-side factors explain a major decline in enabling enrolments (Figure 5). Unfavourable funding rates do not necessarily mean that maths and science places will not be delivered as part of the FEE-FREE Uni Ready policy but make offering these disciplines less financially attractive than under current policies.

My submission suggests a compromise, of allowing enabling courses to exist in parallel with the FEE-FREE Uni Ready places. The enabling courses would be more tailored to the needs of students and/or specific courses, while the FEE-FREE Uni Ready courses would be more generic preparatory courses.

Figure 5: Trends in enabling enrolments, 2001-2023



Source: Department of Education, Latest data from Selected student statistics, tables 1.2 & 2.2

Worksheet

[Enabling funding](#)

2023 enrolment data shows that most (52.6%) enabling EFTSL would have lower funding under the FEE-FREE Uni Ready program. This is primarily due to science and maths, with teaching-related enabling courses also affected.

However, due to FEE-FREE Uni Ready courses more than tripling the funding of funding cluster 1 courses the sector overall would on 2023 EFTSL increase revenue by \$38.9 million. On average there are 2.3 enabling enrolments per EFTSL. This will be due to enabling courses often being short (e.g. one semester) and part-time students.

[Enrol by uni](#)

[Enabling ages](#)

A collapse in enabling enrolments has been driven by fewer mature age students. As a result, enabling courses have a much younger age profile in 2023 than 2020.

[2016 list of enabling](#)

This list of enabling courses from a 2016 report is likely out-of-date but is helpful in showing the range of course lengths.

[Enabling with subjects](#)

This more recent but limited list of enabling courses gives more detail on entry requirements and course content.

Domestic enabling places (full-time equivalent) 2023

Field of education	EFTSL	Share of all enabling	2025 funding under existing enabling policy				FEE-FREE Uni Ready 2025 rate	FEE-FREE Uni Ready gain/loss for uni with enabling loading	Total funding Commonwealth contribution + enabling loading	FEE-FREE Uni Ready 2025 rate	Total FEE-FREE Uni Ready income	Aggregate gain/loss with FEE-FREE Uni Ready
			Commonwealth contribution rate	Enabling loading rate	Total rate with enabling							
Mathematical Sciences	1,204	15.2%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$23,563,484	\$18,278	\$22,006,712	-\$1,556,772	
Physics and Astronomy	78	1.0%	\$19,041	\$4,045	\$23,086	\$18,278	-\$4,808	\$1,800,708	\$18,278	\$1,425,684	-\$375,024	
Chemical Sciences	122	1.5%	\$19,041	\$4,045	\$23,086	\$18,278	-\$4,808	\$2,816,492	\$18,278	\$2,229,916	-\$586,576	
Biological Sciences	716	9.1%	\$19,041	\$4,045	\$23,086	\$18,278	-\$4,808	\$16,529,576	\$18,278	\$13,087,048	-\$3,442,528	
Other Natural and Physical Sciences	274	3.5%	\$19,041	\$4,045	\$23,086	\$18,278	-\$4,808	\$6,325,564	\$18,278	\$5,008,172	-\$1,317,392	
Computer Science	13	0.2%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$254,423	\$18,278	\$237,614	-\$16,809	
Information Systems	24	0.3%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$469,704	\$18,278	\$438,672	-\$31,032	
Other Information Technology	144	1.8%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$2,818,224	\$18,278	\$2,632,032	-\$186,192	
Other Engineering and Related Technologies	3	0.0%	\$19,041	\$4,045	\$23,086	\$18,278	-\$4,808	\$69,258	\$18,278	\$54,834	-\$14,424	
Architecture and Urban Environment	5	0.1%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$97,855	\$18,278	\$91,390	-\$6,465	
Medical Studies	3	0.0%	\$31,641	\$4,045	\$35,686	\$18,278	-\$17,408	\$107,058	\$18,278	\$54,834	-\$52,224	
Nursing	3	0.0%	\$19,041	\$4,045	\$23,086	\$18,278	-\$4,808	\$69,258	\$18,278	\$54,834	-\$14,424	
Veterinary Studies	2	0.0%	\$31,641	\$4,045	\$35,686	\$18,278	-\$17,408	\$71,372	\$18,278	\$36,556	-\$34,816	
Public Health	13	0.2%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$254,423	\$18,278	\$237,614	-\$16,809	
Other Health	26	0.3%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$508,846	\$18,278	\$475,228	-\$33,618	
Teacher Education	29	0.4%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$567,559	\$18,278	\$530,062	-\$37,497	
Curriculum and Education Studies	47	0.6%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$919,837	\$18,278	\$859,066	-\$60,771	
Other Education	931	11.8%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$18,220,601	\$18,278	\$17,016,818	-\$1,203,783	
Accounting	3	0.0%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$15,993	\$18,278	\$54,834	\$38,841	
Business and Management	152	1.9%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$810,312	\$18,278	\$2,778,256	\$1,967,944	
Sales and Marketing	1	0.0%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$5,331	\$18,278	\$18,278	\$12,947	
Tourism	0	0.0%										
Office Studies	46	0.6%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$245,226	\$18,278	\$840,788	\$595,562	
Banking, Finance and Related Fields	0	0.0%										
Other Management and Commerce	5	0.1%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$26,655	\$18,278	\$91,390	\$64,735	
Political Science and Policy Studies	7	0.1%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$37,317	\$18,278	\$127,946	\$90,629	
Studies in Human Society	557	7.0%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$2,969,367	\$18,278	\$10,180,846	\$7,211,479	
Human Welfare Studies and Services	17	0.2%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$90,627	\$18,278	\$310,726	\$220,099	
Behavioural Science	61	0.8%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$325,191	\$18,278	\$1,114,958	\$789,767	
Law	14	0.2%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$74,634	\$18,278	\$255,892	\$181,258	
Justice and Law Enforcement	63	0.8%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$335,853	\$18,278	\$1,151,514	\$815,661	
Librarianship, Information Management and Curatorial Studies	10	0.1%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$53,310	\$18,278	\$182,780	\$129,470	
Language and Literature	486	6.1%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$9,511,506	\$18,278	\$8,883,108	-\$628,398	
Philosophy and Religious Studies	62	0.8%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$330,522	\$18,278	\$1,133,236	\$802,714	
Economics and Econometrics	10	0.1%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$53,310	\$18,278	\$182,780	\$129,470	
Sport and Recreation	0	0.0%										
Other Society and Culture	167	2.1%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$890,277	\$18,278	\$3,052,426	\$2,162,149	
Performing Arts	4	0.1%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$78,284	\$18,278	\$73,112	-\$5,172	
Visual Arts and Crafts	0	0.0%										
Graphic and Design Studies	24	0.3%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$469,704	\$18,278	\$438,672	-\$31,032	
Communication and Media Studies	1,243	15.7%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$6,626,433	\$18,278	\$22,719,554	\$16,093,121	
Other Creative Arts	6	0.1%	\$15,526	\$4,045	\$19,571	\$18,278	-\$1,293	\$117,426	\$18,278	\$109,668	-\$7,758	
Food and Hospitality	0	0.0%										
Personal Services	0	0.0%										
General Education Programmes	1,297	16.4%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947	\$6,914,307	\$18,278	\$23,706,566	\$16,792,259	
Social Skills Programmes	0	0.0%										
Employment Skills Programmes	0	0.0%										
Other Mixed Field Programmes	34	0.4%	\$1,286	\$4,045	\$5,331	\$18,278	\$12,947		\$181,254	\$621,452	\$440,198	
Total	7,911	100.0%						\$105,627,081		\$144,505,868	\$38,878,787	
EFTSL worse off with FEE-FREE Uni Ready	4,162	52.6%						Total funding Commonwealth contribution + enabling loading		Total FEE-FREE Uni Ready income	Aggregate gain/loss with FEE-FREE Uni Ready	
EFTSL better off with FEE-FREE Uni Ready	3,749	47.4%										

Sources:

For EFTSL, Table 4.5: <https://www.education.gov.au/higher-education-statistics/resources/2023-section-4-all-student-load>
 For 2025 funding rates: <https://www.education.gov.au/higher-education-loan-program/resources/2025-allocation-units-study-funding-clusters>
 Enabling loading: indexed 2024 rate

Note: The total EFTSL in the original report is 7,909. Due to rounding the sum of the discipline numbers is 7,911. This has been used for the purpose of calculations in this spreadsheet.
 Note: This is all EFTSL. It includes 241 non-CSP domestic enabling students. Narrow field of education data is not available on CSP/non-CSP basis.

2023 enabling enrolments & EFTSL

Institution	Enabling full-time equivalents	Enabling enrolments	Enrolments per EFTSL
Avondale University ^(b)	0	0	
Charles Sturt University	354	1,263	3.6
Macquarie University	54	84	1.6
Southern Cross University	293	776	2.6
The University of New England	143	443	3.1
The University of Newcastle	1145	2,736	2.4
The University of Sydney	0	0	
University of New South Wales	85	199	2.3
University of Technology Sydney	8	11	1.4
University of Wollongong	65	114	1.8
Western Sydney University	292	347	1.2
Non-University Higher Education Institutions	0	0	
Deakin University	0	0	
Federation University Australia	132	251	1.9
La Trobe University	47	182	3.9
Monash University	16	29	1.8
RMIT University	9	40	4.4
Swinburne University of Technology	0	0	
The University of Melbourne	9	31	3.4
University of Divinity	0	0	
Victoria University	78	115	1.5
Non-University Higher Education Institutions	0	0	
Bond University	12	21	1.8
CQUniversity	560	1,443	2.6
Griffith University	0	0	
James Cook University	100	383	3.8
Queensland University of Technology	0	0	
The University of Queensland	113	128	1.1
University of Southern Queensland	480	1,532	3.2
University of the Sunshine Coast	403	1,002	2.5
Non-University Higher Education Institutions	0	0	
Curtin University	873	1,719	2.0
Edith Cowan University	676	1,295	1.9
Murdoch University	316	612	1.9
The University of Notre Dame Australia	209	317	1.5
The University of Western Australia	29	48	1.7
Non-University Higher Education Institutions	0	0	
Flinders University	349	598	1.7
The University of Adelaide	59	96	1.6
Torrens University Australia	0	0	
University of South Australia	371	651	1.8
Private Universities (Table C) and Non-University Higher Education Institutions	0	0	
University of Tasmania	128	268	2.1
Batchelor Institute of Indigenous Tertiary Education	0	0	
Charles Darwin University	354	971	2.7
The Australian National University	0	0	
University of Canberra	124	283	2.3
Non-University Higher Education Institutions	0	0	
Australian Catholic University	0	0	
Non-University Higher Education Institutions	24	53	2.2
Total	7,909	18,041	2.3

Sources:

<https://www.education.gov.au/higher-education-statistics/resources/2023-section-2> table 2.2

<https://www.education.gov.au/higher-education-statistics/resources/2023-section-4> table 4.2

Table 2.2: All Domestic Students by Age Group and Broad Level of Course, Full Year 2023

Age Group	Postgraduate by Research	Postgraduate by Coursework	Bachelor	Sub-Bachelor	Enabling Courses	Non-award Courses /Microcredentials ^(a)	TOTAL
16 and under	0	0	np	683	653	np	4,093
17	0	5	33,606	2,818	2,353	1,144	39,926
18	< 5	14	102,010	6,029	3,234	np	111,406
19	< 5	178	107,352	4,873	1,912	np	114,395
20	32	1,987	101,618	3,470	1,293	105	108,505
21	270	7,294	80,509	2,703	961	126	91,863
22	774	13,008	57,154	2,193	809	151	74,089
23	1,358	15,284	36,338	1,903	692	144	55,719
24	1,767	14,147	25,262	1,611	576	128	43,491
25	2,055	12,559	19,127	1,500	478	133	35,852
26	2,088	10,903	15,135	1,279	384	108	29,897
27	1,885	10,034	12,730	1,149	383	132	26,313
28	1,653	9,215	11,272	1,135	323	133	23,731
29	1,485	8,707	9,697	974	308	134	21,305
30 to 39	12,155	70,419	66,195	7,857	2,234	1,168	160,028
40 to 49	7,592	43,400	31,346	4,591	978	677	88,584
50 to 59	4,499	17,581	10,733	2,645	376	316	36,150
60 and over	2,327	3,727	3,048	1,357	94	119	10,672
Not provided	0	0	< 5	0	0	np	8
TOTAL	39,945	238,462	723,535	48,770	18,041	7,274	1,076,027
Total 2022	41,724	235,967	750,248	48,149	20,130	6,539	1,102,757

Enabling age share	Bachelor age share
3.6%	
13.0%	4.64%
17.9%	14.10%
10.6%	14.84%
7.2%	14.04%
5.3%	11.13%
4.5%	7.90%
3.8%	5.02%
3.2%	3.49%
2.6%	2.64%
2.1%	2.09%
2.1%	1.76%
1.8%	1.56%
1.7%	1.34%
12.4%	9.15%
5.4%	4.33%
2.1%	1.48%
0.5%	0.42%
100.0%	100.00%

Enabling Courses 2020	Enabling age share 2020	Gain/loss since 2020	
256	0.8%	397	155.1%
2,719	8.7%	-366	-13.5%
4,571	14.6%	-1,337	-29.2%
3,048	9.7%	-1,136	-37.3%
2,280	7.3%	-987	-43.3%
1,995	6.4%	-1,034	-51.8%
1,676	5.4%	-867	-51.7%
1,430	4.6%	-738	-51.6%
1,204	3.8%	-628	-52.2%
1,071	3.4%	-593	-55.4%
924	3.0%	-540	-58.4%
810	2.6%	-427	-52.7%
778	2.5%	-455	-58.5%
710	2.3%	-402	-56.6%
4,734	15.1%	-2,500	-52.8%
2,066	6.6%	-1,088	-52.7%
776	2.5%	-400	-51.5%
244	0.8%	-150	-61.5%
	0.0%		
	0.0%		
31,292	100.0%	-13,251	-42.3%

20 years or less	52.4%	47.6%					41.1%
------------------	-------	-------	--	--	--	--	-------

Source: <https://www.education.gov.au/higher-education-statistics/resources/2023-section-2-all-students>

Enabling course list 2016

Institution	Program	Age requirements	Citizenship requirements	Eligible students	Minimum academic level	Courses accessed	Provider	Attendance mode(s)	Minimum time to complete full-time
Batchelor Institute of Indigenous Tertiary Education	Preparation for Tertiary Success Program	18+	AUS	ATSI	Yr. 10	NS	UNI	CLASS	6 months
Central Queensland University	Skills for Tertiary Education Preparatory Studies (STEPS)	18+	AUS NZ PR_HJIM	All	NS	SEL	UNI	CLASS ONLINE	4 months
Charles Darwin University	Tertiary Enabling Program (TEP)	18+	AUS NZ PR_HJIM	All	None	NS	UNI	CLASS ONLINE	8 months
	Preparation for Tertiary Success PTS	18+	AUS	ATSI	Yr. 10	SEL	UNI	CLASS	18 months
Curtin University	UniReady Enabling Program	20+	AUS NZ PR_HJIM	All	NS	SEL	UNI	CLASS ONLINE	5 weeks
	Enabling course (Science, Engineering & Health)	NS	AUS NZ PR_HJIM	All	TEST	SEL	COMB	CLASS	12 months
	Indigenous Tertiary enabling program (Centre for Aboriginal Studies)	17+	AUS	ATSI	Yr. 11	SEL	UNI	CLASS ONLINE	6 months
	(UniPrep) University Preparation Course	SL	NS	All	None	NS	UNI	CLASS ONLINE	9 weeks
Edith Cowan University	Indigenous University Orientation Course	18+	AUS	ATSI	Yr. 12	NS	UNI	CLASS ONLINE	12 months
Federation University Australia	Foundation access studies program (FAST)	18+	AUS	All	Yr. 10	SEL	UNI	CLASS	12 weeks
Flinders University	Newstep	NS	AUS NZ PR_HJIM	All	None	SEL	COMB	CLASS	7 months
Griffith University	GUPP - Griffith University Preparation Program	16+	AUS NZ PR_HJIM	All	Yr. 10	SEL	UNI	CLASS	26 weeks
James Cook University	Tertiary Access Course	18+	NS	All	TEST	NS	UNI	CLASS	6 months
La Trobe University	Tertiary Enabling Program (TEP)	18+	AUS NZ PR_HJIM	All	NS	SEL	UNI	CLASS	17 weeks
Monash University	Monash Access program	21+	AUS NZ PR_HJIM	All	NS	SEL	UNI	CLASS	6 months
	Indigenous Non-Award Pathway (INAP)	All	AUS	ATSI	Yr. 12	SEL	UNI	CLASS	12 months
	Indigenous Enabling Program (IEP)	All	AUS	ATSI	Yr. 12	SEL	UNI	CLASS	6 months
Murdoch University	OnTrack Program	NS	NS	All	None	ALL	UNI	CLASS	14 weeks
	OnTrack Sprint Program	NS	AUS NZ PR_HJIM	All	Yr. 12	SEL	UNI	CLASS	4 weeks
	K-Track Course	NS	AUS	ATSI	NS	SEL	UNI	CLASS ONLINE	14 weeks
Southern Cross University	Preparing for Success at SCU Program (PSP)	NS	DOM	All	TEST	SEL	ENT	CLASS ONLINE	12 weeks
University of Adelaide	University Preparatory Program UPP	17+	AUS NZ PR_HJIM	All	None	SEL	UNI	CLASS	12 months
	Wirtu Yaru University Preparatory program	17+	AUS	ATSI	TEST	NS	UNI	CLASS	12 months
University of Queensland	UQ College Tertiary Preparation Program (TPP) - 28 weeks;	19+	AUS	All	None	SEL	ENT	CLASS	28 weeks
The University of Western Australia	UWA Smart Start	18+	AUS NZ PR_HJIM	All	TEST	NS	UNI	CLASS	12 months
	Aboriginal Orientation Course	NS	AUS	ATSI	NS	NS	UNI	CLASS	12 months
University of Canberra	UC PREP	21+	AUS NZ PR_HJIM	All	None	SEL	COMB	CLASS	12 weeks
	UC-CONNECT	SL	NS	All	Yr. 12	SEL	UNI	CLASS	14 weeks
	ATSI Foundation Program	NS	AUS	ATSI	NS	NS	UNI	CLASS	6 months
University of New England	UNE Pathways Enabling Course PEC	NS	NS	All	None	SEL	UNI	ONLINE	6 months
	TRACKS	NS	AUS	ATSI	None	NS	UNI	CLASS ONLINE	6 months
University of New South Wales	University Preparation Program (UPP)	20+	AUS NZ PR_HJIM	All	None	SEL	UNI	CLASS	6 months
	UNSW Prep	17-19	AUS NZ PR_HJIM	DIS	Yr. 12	SEL	UNI	NS	12 months
	Indigenous Pre Program	All	AUS	ATSI	None	SEL	UNI	CLASS	4 weeks
The University of Newcastle Australia	Newstep	18-20	NS	All	None	SEL	UNI	CLASS	12 months
	Open Foundation	20+	AUS PR_HJIM	All	Yr. 10	SEL	UNI	CLASS ONLINE	12 months
	Yapug pathway program (Wollotuka Institute)	18+	AUS	ATSI	None	ALL	UNI	CLASS	12 months
University of South Australia	Foundation studies	18+	AUS NZ PR_HJIM	All	None	SEL	UNI	CLASS ONLINE	12 months
University of Southern Queensland	Tertiary Preparation Program TPP (Non Award)	18+	AUS NZ PR_HJIM	All	TEST	SEL	UNI	CLASS ONLINE	6 months
	Tertiary Preparation Program Intensive	Yr. 12	NS	All	Yr. 12	SEL	UNI	CLASS	12 weeks
	Indigenous Higher Education Pathways Program (IHEP)	NS	AUS	ATSI	NS	NS	UNI	ONLINE	6 months
University of Tasmania	University Preparation Program (UPP)	NS	NS	All	Yr. 10	NS	UNI	CLASS ONLINE	12 months
	Murina Pathway Program	18+	AUS	ATSI	NS	NS	UNI	NS	12 months
University of the Sunshine Coast	Tertiary Preparation Pathway (TPP)	17+	AUS NZ PR_HJIM	All	TEST	NS	UNI	CLASS	6 months
University of Western Sydney (now Western Sydney University)	Domestic University Foundation Studies	NS	AUS	All	NS	SEL	ENT	NS	4 months
University of Wollongong	STEP (Special Tertiary Entrance Program) to UOW	17+	AUS NZ PR_HJIM	All	Yr 12**	SEL	ENT	CLASS	28 weeks
The University of Notre Dame Australia	Foundation Year (Education, Nursing & Health Science)	PC	NS	All	None	NS	UNI	NS	12 months
	Tertiary Enabling Program	NS	NS	All	None	SEL	UNI	NS	6 months

NS =Not specified PC = Post-compulsory school-leaving age SL = school leaver
 SEL = selected courses
 ALL = All courses

Source: <https://www.acses.edu.au/publication/pathways-to-higher-education-the-efficacy-of-enabling-and-sub-bachelor-pathways-for-disadvantaged-students/>

Enabling program examples with subjects

University	Programs	Entry requirements*	Core subjects	Completion (core + elective/s)	Time to complete
CDU	Tertiary Enabling Program (TEP)	At least 18 years of age or completed Year 12; diagnostic test.	TEP021 Computing for Tertiary Study TEP022 Academic Language and Learning TEP023 Foundation Maths	3 core + 1 elective	1 semester full time or longer part time.
CQUni	Skills for Tertiary Education Preparatory Studies (STEPS)	At least 18 years of age in the academic year of enrolment; literacy, numeracy and computing diagnostic** tests; interview.	SKIL40025 Preparation Skills for University and LNGE40049 Essay Writing for University	1 core + minimum of at least 2 electives, including a writing subject	1 semester full time or longer part time.
CU	UniReady	Open access; must be past the compulsory school age as defined by the Western Australian School Education Act 1999 in the year of study; must reside in Australia for the duration of at least one UniReady unit.	PWRP0001 Fundamentals of Academic Writing COMS0002 Foundations of Communication	2 core + 2 electives	1 semester full time or longer part time.
ECU	University Preparation Course (UniPrep)	Entry requirements for this program can vary depending on circumstances. Whole of program entry requirement: Year 12 completion or equivalent. English competency requirement: *Year 12 General English grade C or better; *Special Tertiary Admissions Test; or* *Other tests, courses or programs defined on the English Proficiency Bands page.	UPU0001 Learning Skills UPU0002 Academic Writing UPU0006 Essential Mathematics	3 core + 1 elective	1 semester full time or longer part time.
FUA	Foundation Access Studies Program (FAST)	Literacy and numeracy entry tests (mature age students) and defined English and mathematics school achievement for recent school leavers.	ATSGC1369 Understanding University Learning FASTP1011 Introduction to Tertiary Studies FASTP1015 Academic Writing	3 core + 1 of 2 maths electives	1 semester full time or longer part time.
SCU	Preparing for Success Program (PSP)	Year 10 or equivalent and at least 18 years of age.	UNIP1001 Managing Your Study UNIP1002 Communicating at University UNIP1003 Applying Quantitative Concepts	3 core + 1 elective	1 semester full time or up to 1 year part time

From:

Report on Benchmarking of Enabling Programs across Australia to the National Association of Enabling Educators of Australia (NAEEA), [2023](#)