

Commonwealth of Australia
Higher Education Support Act 2003
OTHER GRANTS GUIDELINES (EDUCATION) 2010

I, JULIA GILLARD, Minister for Education, make these Other Grants Guidelines (Education) 2010 under section 238-10 of the *Higher Education Support Act 2003*.

Dated 22nd April 2010.

signed

JULIA GILLARD
Minister for Education

1 CITATION

These Guidelines may be cited as the Other Grants Guidelines (Education) 2010.

2 AUTHORITY

These Guidelines are made under section 238-10 of the *Higher Education Support Act 2003* for the purposes of Part 2-3 of the Act.

3 DATE OF EFFECT

These Guidelines take effect on the day after the day on which they are registered on the Federal Register of Legislative Instruments.

4 REVOCATION

The Other Grants Guidelines (Education) 2008, dated 11 November 2008 and all subsequent amendments are revoked.

5 TRANSITIONAL ARRANGEMENTS

(1) The revocation of the Other Grants Guidelines (Education) 2008, dated 11 November 2008, does not affect the validity of a payment or decision made under those guidelines.

(2) A decision made under those guidelines is taken to continue to have effect as if it were made under these Guidelines.

COMMONWEALTH OF AUSTRALIA

Higher Education Support Act 2003

OTHER GRANTS GUIDELINES (EDUCATION) 2010

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CHAPTER I INTRODUCTION

i.i Purpose

The purpose of these Guidelines is to provide for Other Grants under Part 2-3 of the *Higher Education Support Act 2003* (the Act).

i.ii Interpretation

The terms within the Other Grants Guidelines (Education) 2010 have the same meaning as in the Act.

The following terms are defined specifically for these Guidelines:

<i>access</i>	In respect of the programs in Chapter 1, access means commencing domestic students in higher education. The access rate for a particular group of students is that group's percentage share of all commencing domestic higher education students.
<i>the Act</i>	means the <i>Higher Education Support Act 2003</i>
<i>AMC Institute</i>	has the same meaning as in the <i>Maritime Legislation Amendment Act 2007</i>
<i>domestic student</i>	means a student with a permanent home address in Australia who is: a) an Australian citizen; b) a New Zealand citizen; c) a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative; or d) a student with an Australian permanent visa.
<i>the Department or DEEWR</i>	means the Commonwealth Department of Education, Employment and Workplace Relations
<i>HESDC</i>	means Higher Education Student Data Collection
<i>ISP</i>	<i>means</i> Indigenous Support Program
<i>Minister</i>	means the Minister for Education

<i>participation</i>	In respect of Chapter 1, participation means total domestic undergraduate student enrolments. The indicator used to measure participation is the total number of domestic undergraduate students.
<i>Permanent home address</i>	refers to the address of the home where the student has come from, not a temporary semester or term address.
<i>provider</i>	means a Table A provider
<i>retention</i>	<p>In respect of Chapter 1, the indicator used to measure retention is the Apparent Retention Ratio (ARR).</p> <p>The ARR is the ratio between the retention rate for a particular sub-group of domestic undergraduate students and retention rate of all other domestic undergraduates.</p> <p>Retention rate means the number of domestic undergraduate students who re-enrol at a higher education <i>provider</i> in a given year, as a proportion of all domestic undergraduate students enrolled in the previous year, less those who completed their qualification. It does not count as retained those students who deferred study or transferred successfully to another institution.</p>
<i>people or student from a - low socio-economic (SES) background</i>	refers to people or domestic undergraduate students who are, on the basis of the low SES indicator as set out in subsection 1.60.1, from a low SES background.
<i>success</i>	<p>In respect of Chapter 1, the indicator used to measure success is the Student Success Ratio (SSR).</p> <p>The SSR is the ratio between the student success rate for a particular sub-group of domestic undergraduate students and the student success rate of all other domestic undergraduate students.</p> <p>The student success rate means the proportion of units passed within a year compared with the total units enrolled.</p> <p>The success indicator refers to the ratio of the SSR for a particular sub-group of students from low socio-economic backgrounds to the SSR for all other students.</p>

undergraduate In respect of Chapter 1, undergraduate students are those students who are enrolled and are studying for approved undergraduate qualifications at eligible higher education *providers*. Approved undergraduate qualifications include Bachelor Degree, Associate Degree, Advanced Diploma, Associate Diploma and Diploma courses of study. Enabling courses do not qualify.

i.iii Freedom of Information

The *Freedom of Information Act 1982* (FOI Act) extends, as far as possible, the right of the Australian community to access information in the possession of the Government of the Commonwealth, subject to certain exceptions and exemptions necessary for the protection of the essential public interests and the private and business affairs of those of whom the information is collected.

All documents held or created by the Department in relation to the Other Grants Guidelines (Education) 2010 are subject to the FOI Act. Unless a document falls under an exemption provision, it will be made available to the general public if requested under the FOI Act.

All Freedom of Information (FOI) requests are to be referred immediately to the FOI Team Leader in the Administrative Law Branch, Legal, Investigations and Procurement (LIP) Group, in the National Office of the Department. Decisions regarding requests for access will be made by the authorised decision maker in accordance with the provisions of the FOI Act.

It is very important that FOI requests are forwarded immediately upon receipt to the Administrative Law Branch in the Department, as there are strict statutory timelines that apply to FOI requests.

An overview of the Department's FOI policy is available at:
<http://www.deewr.gov.au/Department/Pages/FreedomofInformation.aspx>

i.iv Privacy

Under subsection 19-60(1) of the Act, providers that obtain personal information for the purposes of section 36-22 or Chapter 3 or 4 of the Act are required to comply with the information privacy principles (IPPs) set out in section 14 of the *Privacy Act 1988* (Privacy Act).

Providers are also required by subsection 19-60(2) of the Act to have a procedure under which a student enrolled with the provider may apply for and receive a copy of personal information that the provider holds in relation to that student.

A copy of the IPPs may be found on the Privacy Commissioner's website at:
<http://www.privacy.gov.au/>.

Providers should be aware that failure to comply with the IPPs or any other provision of the Privacy Act relating to personal information may be referred to the Privacy Commissioner for investigation.

CHAPTER 1 GRANTS TO PROMOTE EQUALITY OF OPPORTUNITY IN HIGHER EDUCATION

INTRODUCTION

1.1 Purpose

- 1.1.1 The purpose of this chapter is to specify programs in accordance with subsection 41-15(1) of the Act for the purpose of promoting equality of opportunity in higher education in accordance with item 1 of the table in subsection 41-10(1) of the Act, and to specify matters listed in subsection 41-15(2) of the Act.

1.5 Description of programs in this chapter

- 1.5.1 Programs in this chapter aim to assist with overcoming barriers to *access and participation* by domestic undergraduate students in higher education, in particular, those students who are Indigenous, who come from a low-SES background, or who have a disability.

1.10 Eligible *providers*

- 1.10.1 In accordance with item 1 of the table in subsection 41-10(1) of the Act, *providers* are eligible to receive grants under the equity programs specified in this chapter subject to any extra conditions of eligibility specified under this chapter.
- 1.10.5 Applications from consortia will be considered. However, the Department may require that:
- (a) the consortia appoint a lead member which is authorised to deal on behalf of all members of the consortia; and
 - (b) consortia members subsequently execute statutory declarations stating that the lead member has the authority to bind other members.

INDIGENOUS SUPPORT PROGRAM

1.15 Program description and objectives

- 1.15.1 The Indigenous Support Program provides funding to eligible higher education providers and aims to assist eligible higher education providers to meet the special needs of Indigenous Australian students and to advance the goals of the National Aboriginal and Torres Strait Islander Education Policy.
- 1.15.5 Grants under the Indigenous Support Program assist with Indigenous support activities.

1.20 Extra conditions of eligibility

- 1.20.1 To be eligible to receive Indigenous Support Program grants in any one year, Table A providers must satisfy DEEWR that they meet all of the following criteria:
- (a) the provider has implemented strategies for improving *access, participation, retention* and *success* of Indigenous Australian students;
 - (b) the provider has demonstrated increased participation of Indigenous people in the provider's decision-making processes; and
 - (c) the provider has an Indigenous employment strategy.

1.25 Total program funds and indexation

- 1.25.1 The total amount to be allocated under the Indigenous Support Program in any calendar year will be calculated by indexing the previous calendar year's Indigenous Support Program grants total using the method set out in Part 5-6 of the Act.
- 1.25.5 Grants under the Indigenous Support Program are in respect of a calendar year.

1.30 Payment to higher education providers

- 1.30.1 In accordance with section 164-5 of the Act, grant amounts will be paid in such a way as the Minister determines, and at such times as the Secretary determines.

1.35 Conditions of grant

- 1.35.1 In addition to compliance with the quality and accountability requirements stipulated under subsection 41-25(a) (ii) of the Act, which includes compliance with the financial reporting obligations under section 19-10 of the Act, the following conditions of grant apply.
- 1.35.5 Higher education providers who receive grants under the Indigenous Support Program in respect of a year are required to provide DEEWR in the following year with a report on initiatives funded under the Program. This report must include
- (a) details of expenditure of ISP funds, including:
 - (i) the proportion of ISP funding provided to the Indigenous Education Support Centre;
 - (ii) the proportion of ISP funding provided to individual facilities within the university; and
 - (iii) the proportion of ISP funding allocated to staff salaries, on-costs and operating costs; and

- (b) providers must make a written request of the Department for carrying forward unspent ISP funds, specifying the project or program to which the funds will be applied, and demonstrate consistency with the provisions in section 1.15 of these Guidelines; and
 - (c) details of all additional funding provided to the recipient to support the recipient's Indigenous activities (for example, in kind support; financial support); including funding provided by the higher education provider and all additional funding provided by sources other than the higher education provider. This report must exclude funding received under any other DEEWR Indigenous specific funding programs already reported on separately (for example the Indigenous Tutorial Assistance Scheme or the Away-From-Base Program).
- 1.35.10 Higher education providers who receive grants under the Indigenous Support Program in respect of a year must provide DEEWR, in the following year, with a report on the expenditure of the grant amount. The expenditure report must be included in the Indigenous Education Statement in the format prescribed in the Institutional Assessment Framework Information Collection Instructions and submitted to DEEWR by 31 May each year.

HIGHER EDUCATION PARTICIPATION AND PARTNERSHIPS PROGRAM

1.40 Program objectives and structure

- 1.40.1 The Higher Education Participation and Partnerships Program (HEPPP) provides funding to *providers* to undertake activities and implement strategies that improve access to undergraduate courses for people from low SES backgrounds and improve their retention and completion rates. The HEPPP aims to encourage and assist *providers* to meet the Commonwealth Government's ambition that, by 2020, 20 per cent of domestic undergraduate students must be from low SES backgrounds.
- 1.40.5 The HEPPP has two components:
- (a) Component A – the “Participation Component”
(see sections 1.55 to 1.65.1), and
 - (b) Component B – the “Partnership Component”
(see sections 1.70 to 1.85.25).

1.45 Total HEPPP funds

- 1.45.1 The total amount of funds available for allocation under the HEPPP in any given year is referred to as the “**Allocation**”.

1.45.5 For the years specified below, the Allocation will be as follows:

2010: \$56,396,818
2011: \$111,515,652
2012: \$168,420,623
2013: \$168,582,634

Note: these Allocation amounts are subject to indexation adjustment using the method of indexation set out in Part 5-6, Division 198 of the *Act*. Funding is also subject to Parliamentary approval, where indexation may be varied accordingly.

1.45.10 The total funds available for the Participation and Partnership Components in any given year shall be as specified in this section, less any payments made under paragraph 1.50.1 (a) or (b) for the year:

2010: Participation: \$42,297,613; Partnership: \$14,099,204
2011: Participation: \$83,636,739; Partnership: \$27,878,913
2012: Participation: \$126,315,468; Partnership: \$42,105,156
2013: Participation: \$126,436,975; Partnership: \$42,145,658

1.50 Distribution of HEPPP funds

1.50.1 In each calendar year, the Allocation will be available for:

- (a) meeting existing grant commitments consistent with program objectives outlined in these Guidelines;
- (b) meeting, but not extending, existing grant commitments made under the previous Higher Education Equity Support Program;
- (c) grants in response to proposals invited by the *Minister*;
- (d) distribution to eligible *providers* under the formula and terms and conditions set out in sections 1.55 to 1.65.1 of these Guidelines for Component A (the Participation Component); and
- (e) distribution to eligible *providers* under the formula and terms and conditions set out in sections 1.70 to 1.80.35 of these Guidelines for Component B (the Partnership Component).

1.50.5 *Providers* may use Participation funding to supplement Partnership activities.

- 1.50.10 Funds are to be spent on initiatives which target current and prospective domestic undergraduate students from low SES backgrounds, following the priorities for the two components of the Program set out in sections 1.55 and 1.70 of these Guidelines as appropriate. *Providers* should tailor their programs to address the specific disadvantage, as appropriate, to the demographics of their low SES student population and applicants.
- 1.50.15 Funds may not be spent on infrastructure, which includes all buildings, fixtures, roads, pathways and modifications thereof. Funds may not be used for general facilities and services and transport vehicles that are not principally for the benefit of students from low SES backgrounds.
- 1.50.20 Grants**
- 1.50.25 Grants will be subject to the *Minister's* approval (under section 41-20 of the Act), and the *Minister's* determination in writing of:
- (a) the amount of the grant (under paragraph 41-30(b) of the Act); and
 - (b) any conditions on which the grant is made (under subparagraph 41-25(b)(i) of the Act), in addition to the condition specified in subparagraph 41-25(b)(ii) of the Act.
- 1.50.30 Funding for grants may be made in relation to the total cost of a project or on a yearly basis, reviewed annually.
- 1.50.35 Funding for grants made under the HEPPP will be distributed each calendar year.
- 1.55 Component A – Participation objectives**
- 1.55.1 The objective of the Participation Component of the HEPPP is to increase the participation of current and prospective domestic students from low SES backgrounds in accredited undergraduate qualifications at *providers*.
- 1.55.5 Under this Component, *providers* receive funds based on their respective share of the indicator of domestic undergraduate students from low SES backgrounds.

1.60 Formula for distribution of Component A – Participation funds

1.60.1 For this Component, the indicator of domestic undergraduate students from low SES backgrounds at a *provider* is derived using the following formula:

$$\begin{array}{l} \mathbf{C} \\ \text{(Indicator of} \\ \text{undergraduates} \\ \text{from low SES} \\ \text{backgrounds)} \end{array} = (2 \times \mathbf{A} + \mathbf{B}) / 3$$

Where:

- A** is the total number of domestic undergraduate students enrolled at a *provider* who have home addresses in the lowest quartile of the SEIFA Education and Occupation Index based on the measure of low SES as determined by the Minister.
- B** is the number of domestic undergraduate students who meet relevant income support payment criteria in relation to the following payment types: (currently) Dependent Youth Allowance (full-time students) ABSTUDY (Living Allowance), Austudy; Pensioner Education Supplement; ABSTUDY Pensioner Education Supplement; and ABSTUDY Away from base assistance.

1.60.5 The measure of low SES in Component A and the mix of eligible payments listed in Component B in subsection 1.60.1 may be changed at the discretion of the Minister.

1.60.10. In any given year, the amount of funds specified for Participation funding under subsection 1.45.10, for that year, shall be available for distribution to eligible *providers* using the following formula:

$$\text{Funding} = (\mathbf{C} / \mathbf{D}) \times \mathbf{E}$$

- Where:
- C** is the indicator of domestic undergraduate students from low SES backgrounds enrolled at an eligible higher education provider as calculated in accordance with subsection 1.60.1.
- D** is the total of the indicators of domestic undergraduate students from low SES backgrounds, calculated in accordance with subsection 1.60.1, enrolled over all eligible providers.
- E** is the Participation funding in that year

1.65 Conditions of funding

1.65.1 Examples of acceptable Participation activities that an eligible *provider* may undertake include, but are not limited, to the following:

- (a) developing and implementing appropriate support services and programs for domestic undergraduate students from low SES backgrounds enrolled or seeking enrolment, such as, but not limited to:
 - (i) inclusive entry processes;
 - (ii) transition programs to support cultural and geographical issues of inclusion;
 - (iii) academic preparation;
 - (iv) modifications to teaching delivery and learning methods to better meet the needs of students from a low SES background;
 - (v) mentoring, peer support, tutoring and continued academic support;
 - (vi) education programs for parents of low SES students, particularly those with children who are first in their families to access higher education; and
 - (vii) monitoring of student progress.
- (b) administering application and selection processes for Commonwealth Scholarships in accordance with the Commonwealth Scholarships Guidelines;
- (c) continuing to offer institutional equity scholarships targeted at low SES students;
- (d) undertaking research and monitoring the impact and effectiveness of activities aimed at improving the participation of current and prospective domestic undergraduate students from low SES backgrounds in higher education, and
- (e) developing and implementing partnership activities for the purpose of encouraging the aspirations and building the capacity of people from low SES backgrounds to access higher education

1.70 Component B – Partnership objectives

1.70.1 The objectives of the Partnership Component of the HEPPP are to increase the total number of people from low SES backgrounds who access and participate in higher education through effective outreach and related activities with appropriate stakeholders including, but not limited to, schools, State/Territory Governments, VET providers and community groups. Partnership activities for prospective domestic undergraduate students from low SES backgrounds may:

- (a) assist in improving the understanding and awareness of higher education as a viable post-school option;

- (b) assist in pre-tertiary achievement, either at school or via an alternative pathway, to enable consideration for access to higher education;
- (c) encourage an increase in the proportion of such people who apply for attendance at a *provider*; and
- (d) support such people in linking with higher education *providers*.

1.70.5 Partnership activities undertaken by the *provider* are intended to:

- (a) support collaboration between providers to ensure a coordinated approach to identifying and engaging with appropriate stakeholders including, but not limited to, schools, State/Territory Governments, VET providers and community groups to encourage the participation of prospective domestic undergraduate students from low SES backgrounds in higher education; and
- (b) concentrate resources to most effectively target low SES communities where aspirations to enter higher education are low and where matriculation to universities is poor.

1.75 Formula for distribution of Component B – Partnership funds

1.75.1 The amount of funds specified for Partnership funding for a year in section 1.45.10, less any payments made under section 1.50.1 (a) or (b) for that year, shall be available for distribution to eligible *providers* on the following basis:

- (a) For the year 2010 funds available shall be allocated in equal shares to eligible *providers* based on the following formula:

$$\begin{array}{l} \mathbf{F} \\ \text{Funding} \\ \text{allocated to} \\ \text{each } \textit{provider} \end{array} = (\mathbf{G} / \mathbf{H})$$

Where: **G** is the total funds available
 H is the number of eligible providers

- (b) For the year 2011, eligible *providers* will receive the same base amount as was allocated in 2010 with the remainder of funds available to be distributed through a competitive grants process (outlined in sections 1.50.20 to 1.50.35).
- (c) For the year 2012, eligible *providers* will receive a base amount of \$250,000 with the remainder of funds available to be distributed through a competitive grants process (outlined in sections 1.50.20 to 1.50.35).

- (d) For the year 2013 eligible *providers* will receive the same base amount as was allocated in 2012 (\$250,000) with the remainder of funds available to be distributed through a competitive grants process (outlined in sections 1.50.20 to 1.50.35).
- 1.75.5 From 2011 to 2013, Partnership funds not distributed in accordance with section 1.75.1 will be distributed through a competitive grant process to be determined by the Department. Proposals from individual providers and consortiums, in a form specified by the Department, will be accepted in 2010 and in following years.
- 1.80 Conditions of funding**
 - 1.80.1 To receive funding, Partnership programs must meet the Component B (Partnership Component) objectives outlined at section 1.70.1 and the principles outlined at section 1.80.5.
 - 1.80.5 *Providers* will need to demonstrate in their proposals capacity and commitment to undertake Partnership activities that reflect the following principles:
 - (a) **Collaboration.** Collaboration by *providers* with other key stakeholders at the local, regional and/or State/Territory levels which may include, but is not limited to, school staff, community groups, other universities and the VET sector, is encouraged. This includes collaboration in program design and implementation, and in terms of engaging student communities through programs, rather than targeting individuals. *Providers* should ensure that activities complement other existing similar programs and activities being undertaken in the same region. Where *provider* Partnership activities occur within the same region, competition is discouraged.
 - (b) **Early intervention and continuing engagement.** The program of activities should focus on the long-term process of building awareness, aspiration and achievement by engaging with people from a low SES background early in their pre-tertiary education years. Programs are to be targeted and age appropriate.
 - (c) **Awareness.** *Providers* are to ensure that programs promote awareness of, and either provide pathways to, or information on, accessing higher education.
 - (d) **Integrated and multi-layered.** *Providers* are to ensure that duplication of effort does not occur. Partnership activities are to be complementary to other programs and activities already being undertaken. Partnership activities also need to be targeted toward the specific needs of prospective domestic undergraduate students from a low SES background.

- (e) **Participation focus.** Partnership activities, strategies and messages from *providers* are to promote the benefits of and encourage participation in higher education, generally. They are not to be directed at promoting the benefits of a single *provider*.
 - (f) **Evidence based.** *Providers* will be required, as part of their Partnership programs, to provide an 'evidence base' for proposed programs. This will need to include intended program outcomes, methods for achieving these outcomes, and associated measures for tracking outcomes. For experimental and pilot projects, *providers* will need to demonstrate how the program will achieve the objectives outlined at section 1.70.1 and the principles outlined at section 1.80.5.
- 1.80.10 Taking budgetary constraints into consideration, priority for approval will be given to proposals which the Minister considers best fulfil the objectives of the Partnership Component (outlined at section 1.70.1).
- 1.80.15 The Minister may, as he or she deems appropriate, attach conditions, benchmarks and reporting requirements to approved proposals which he or she determines best fulfil the objectives of the Partnerships Component
- 1.85 HEPPP reporting**
- 1.85.1 *Providers* will be required to assist the Department in the evaluation of the HEPPP.
- 1.85.5 *Providers* are to report to the Department by 31 March 2011 on outcomes achieved in the 2010 calendar year in relation to Component A and Component B activities. The report must be in a format to be specified by the Department and will form part of the eligibility for payment from 2011 to 2013.
- 1.85.10 As part of assessing outcomes, *providers* will be required to demonstrate the progression of domestic undergraduate students from a low SES background, by year, in terms of participation, retention and success.
- 1.85.15 For Component A, *providers* will be required to report on program activities undertaken, including engagement and support strategies and alternative pathways to university for students, consistent with the objectives at section 1.55.1 and the activities mentioned in subsection 1.65.1.
- 1.85.20 For Component B for 2010-13, in relation to the base amount of funding set out in subsection 1.75.1, *providers* will be required to:
- (a) explain how the Partnership activities undertaken link with their institution's mission statement and strategic plan;
 - (b) provide an outline of their institution's Partnership strategy and any MOU/agreements entered into with stakeholders such as schools, VET providers, community groups, state and territory governments, or industry;

- (c) outline the key Partnership activities undertaken indicating:
 - (i) number, type and geographic location of schools or other institutions involved;
 - (ii) number of students who participated and, where possible, their age and/or year level for school attendees; and
 - (iii) activities directed towards other target groups.
 - (d) provide any information indicating how Partnership activities meet the objectives of the Partnerships Component outlined at section 1.70.1.
- 1.85.25 For Component B for 2011-2013, in relation to the submission-based funding allocation, reporting requirements will be set out as part of the relevant competitive grant process.

HIGHER EDUCATION DISABILITY SUPPORT PROGRAM

1.90 Program description

- 1.90.1 The Higher Education Disability Support Program consists of three components:
- (a) Additional Support for Students with Disabilities;
 - (b) Australian Disability Clearinghouse on Education and Training; and
 - (c) Performance-based Disability Support funding.

1.95 Total program funds and indexation

- 1.95.1 The total grants amount available for the Higher Education Disability Support Program in 2009 will be \$6.102 million (the “**2009 DSP Grants Total**”). The total amount available under the Higher Education Disability Support Program in any subsequent year will be calculated by indexing the 2009 DSP Grants Total in accordance with Part 5-6 of the Act.
- 1.95.5 Grants made under the Higher Education Disability Support Program are in respect of a calendar year.

1.100 Additional support for students with Disabilities

1.100.1 Objectives

- 1.100.1.1 The objectives of the Additional Support for Students with Disabilities component of the Higher Education Disability Support Program are to:
- (a) provide funding support to eligible higher education providers to assist with high costs incurred in providing educational support and/or equipment to domestic students with a disability with high cost needs; and

- (b) encourage efficient and effective use of equipment and resources to support students with a disability.

1.100.5 Description of component

- 1.100.5.1 Funds are provided to eligible higher education providers to assist them to meet the costs of providing support to students with a disability with high cost needs.
- 1.100.5.5 The amount of grant paid to each higher education provider will be determined by adding together the proportion of the amount claimed that is payable, minus the threshold for eligible expenditure.
- 1.100.5.10 Grants will be allocated annually on application by the higher education provider using a claim form which is available from DEEWR. Completed claim forms must be signed off as a true and accurate record at senior level within the higher education provider.
- 1.100.5.15 Eligible higher education providers may claim for expenditure incurred for domestic students who are enrolled with the higher education provider, who have been assessed by the higher education provider as having a disability and who have received educational support related to that disability. Higher education providers may not claim for the costs of infrastructure, salaries or other costs relating to the ongoing operation of general disability support services or for the provision of personal care for students with a disability.
- 1.100.5.20 For educational support, a proportion of costs over the minimum threshold level per student will be calculated and paid. The threshold level and the proportion of costs to be reimbursed above the threshold level will be determined after all claims have been received and analysed. The threshold will be no less than \$500 per year but may be higher than \$500.
- 1.100.5.25 For equipment items a proportion of actual cost will be paid. The proportion will be determined after all claims have been received and analysed.

1.100.10 Extra conditions of grant

- 1.100.10.1 Before providing an educational support service or equipment item to a student, higher education providers must obtain evidence of the student's disability and support needs and must undertake a needs assessment process, in accordance with the higher education provider's usual procedures.
- 1.100.10.5 Higher education providers must maintain records of the evidence and assessment process, including details of the medical, specialist or other advice obtained in verifying disability and support needs.
- 1.100.10.10 Higher education providers must publish their eligibility assessment procedures in a format that is readily available and accessible to people with a disability.

1.105 Australian Disability Clearinghouse on Education and Training

1.105.1 Objectives

- 1.105.1.1 The objective of the Australian Disability Clearinghouse on Education and Training (ADCET) component of the Higher Education Disability Support Program is to facilitate equitable access to education and training for people with a disability.

1.105.5 Description of component

- 1.105.5.1 The Australian Disability Clearinghouse on Education and Training is a website that provides information and other resources designed to promote inclusive teaching and learning practices for people with a disability.
- 1.105.5.5 Funds will be provided to the higher education provider hosting the Australian Disability Clearinghouse on Education and Training as determined by the Minister.

1.110 Performance-Based Disability Support funding

1.110.1 Objectives

- 1.110.1.1 The objective of the Performance-based Disability Support funding component of the Higher Education Disability Support Program is to encourage higher education providers to implement strategies to attract and support domestic students with a disability.

1.110.5 Description of component

- 1.110.5.1 The Performance-based component of funding comprises that amount of funding which remains after allocations for the Additional Support for Students with Disabilities component, the Regional Disability Liaison Officer component, and the Australian Disability Clearinghouse on Education and Training component have been made to eligible providers. Remaining funds will be distributed according to the funding formula:

$$\text{Grant} = (A / B) \times C$$

- Where:
- | | |
|----------|---|
| A | is the number of domestic students with a disability enrolled at the higher education provider multiplied by the <i>retention</i> and <i>success</i> ratios for this group. |
| B | is the total number of domestic students with a disability enrolled at all eligible higher education providers, multiplied by the <i>retention</i> and <i>success</i> ratios. |
| C | is the total funding pool for the Higher Education Disability Support Program less the |

amount allocated to the Additional Support for Students with Disabilities and the Australian Disability Clearinghouse on Education and Training components.

1.110.10 Extra conditions of grant

1.110.10.1 In addition to compliance with the quality and accountability requirements stipulated under subparagraph 41-25 (a) (ii) of the Act, which includes compliance with the financial reporting obligations under section 19-10 of the Act, the following conditions of grant apply.

1.110.10.5 Grant funds must be spent on disability strategies as outlined in subsection 1.110.1.1.

1.110.10.10 Grant funds must not be spent on:

- (a) Infrastructure, which includes all buildings, fixtures, roads, pathways and modifications thereof and generic facilities and services that are integral to the provision of education for all students; and
- (b) The provision of personal care for students with a disability, which includes assistance provided by a paid or unpaid carer to ensure that basic activities of daily living and self-care such as eating, dressing, toileting and mobilising are accomplished. The provision of personal care also includes providing assistance with medications and treatments.

CHAPTER 2 GRANTS TO ENHANCE LEARNING AND TEACHING IN HIGHER EDUCATION

LEARNING AND TEACHING PERFORMANCE FUND (LTPF)

2.1 Purpose

- 2.1.1 The purpose of this chapter is to establish the LTPF as a program for the purposes of subsection 41-15(1) of the Act for the purpose of enhancing learning and teaching in higher education in accordance with item 3 of the table in subsection 41-10(1) of the Act, and to specify the matters listed in subsection 41-15(2) of the Act.

2.5 Program objectives

- 2.5.1 The objective of the LTPF is to reward those higher education providers for excellence and improvement in learning and teaching.

2.10 Eligibility

- 2.10.1 The higher education providers specified in item 3 of section 41-10 of the Act are eligible for funding under the LTPF.

2.15 Amount spent on the program in a particular year

- 2.15.1 Funding for the LTPF is provided under Part 2-3 of the Higher Education Support Act 2003. Subject to parliamentary disallowance under Section 41-50 of the Act, the level of funding provided is \$74.436 million in 2009. The allocations for 2010 and any later year will be indexed in accordance with Part 5-6 of the Act, as in force from time to time.

2.20 Allocation process

- 2.20.1 Each year providers will be notified of the process to be applied for working out the distribution of the LTPF in the following year. The process will be established on an annual basis.

2.25 Payment to higher education providers

- 2.25.1 In accordance with section 164-5 of the Act, amounts will be paid in such a way as the Minister determines, and at such times as the Secretary determines.

CHAPTER 3 GRANTS TO SUPPORT NATIONAL INSTITUTES

NATIONAL INSTITUTES PROGRAM

3.1 Purpose

- 3.1.1 The purpose of this chapter is to specify the national institutes which may be supported by grants under item 4 of the table in subsection 41-10(1) of the Act.

3.5 National Institutes

- 3.5.1 The following national institutes are specified under item 4 of the table in subsection 41-10(1) of the Act (the Other Grants):

- (a) The Australian National University;
- (b) the AMC institute at the University of Tasmania; and
- (c) Batchelor Institute of Indigenous Tertiary Education.

CHAPTER 4 GRANTS TO SUPPORT THE CAPITAL DEVELOPMENT PROJECTS OF HIGHER EDUCATION PROVIDERS

CAPITAL DEVELOPMENT POOL PROGRAM

4.1 Purpose

- 4.1.1 The purpose of these guidelines is to specify the Capital Development Pool (CDP) program as a program for the purposes of Part 2-3 of the Act.

4.5 Program objectives

- 4.5.1 Grants under the CDP program are to support capital development projects of eligible higher education providers, as specified in item 5 of the table in section 41-10(1) of the Act. The focus of the program is to encourage:
- (i) Development of, or on, new campuses in suburban growth corridors and regional centres. Priority will be given to projects which support greater collaboration:
 - Between higher education providers;
 - Between higher education providers and vocational and technical education providers; or
 - Between higher education providers, other organisations and the private sector;
 - (ii) Capital developments that:
 - Assist higher education providers to establish or expand provision of courses identified by the government as discipline areas of national importance;
 - (iii) Information and communications technology infrastructure projects which improve the cost-effectiveness and quality of educational delivery, for example:
 - By improving the efficiency of the higher education provider's infrastructure, or
 - By providing access to education and research networks;
 - (iv) The building or major refurbishment of capital infrastructure for student amenities;
 - (v) The rebuilding or restoration of campus facilities in circumstances which are, in the view of the Minister special and extraordinary; and
 - (vi) Capital developments which the Minister considers are priorities for particular higher education providers.

CHAPTER 5 GRANTS TO ASSIST WITH THE COST OF HIGHER EDUCATION PROVIDERS' SUPERANNUATION LIABILITIES

HIGHER EDUCATION SUPERANNUATION PROGRAM

5.1 Purpose

5.1.1 The purpose of these guidelines is to specify:

- (a) in accordance with subsection 41-15(1) of the Act the Higher Education Superannuation Program (the "**Program**") as a program under which grants can be paid for the purpose of assisting with the cost of Table A providers' superannuation liabilities as specified in item 6 of the table in subsection 41-10(1) of the Act; and
- (b) under subsection 41-15(2) of the Act, some other matters relevant to the Program.

5.10 Program objectives

5.10.1 The objective of the Higher Education Superannuation Program is to provide Commonwealth assistance to Table A providers to meet certain superannuation expenses.

5.10.2 The Commonwealth meets expenses incurred by Table A providers that have staff who are members in relevant superannuation schemes.

5.15 Allocation of grants

5.15.1 Grants made under the Program may cover:

- (a) supplementation of ongoing expenses; and/or
- (b) paying out determined liabilities.

5.15.2 The Minister may approve Administrative Information for Providers which sets out the procedures by which providers apply for funds and by which the funds are allocated. This document may be obtained through the Department's web site www.deewr.gov.au.

5.20 Grant approval

5.20.1 Grants will be approved by the Minister under section 41-20 of the Act.

5.25 Grant amounts

5.25.1 The Program grant amounts will be determined in writing by the Minister under paragraph 41-30(b) of the Act.

5.30 Conditions that apply to grants

- 5.30.1 The Minister may determine conditions that apply to grants under subparagraph 41-25(b)(i) of the Act.

5.35 Extra conditions of eligibility for grants

- 5.35.1 To receive a grant for superannuation liabilities under the program, a provider must have staff who are members of one of the following emerging cost schemes:

- New South Wales State Superannuation Fund
- New South Wales State Authorities Superannuation Scheme
- New South Wales State Public Service Superannuation Fund
- 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

5.40 Indexation

- 5.40.1 The total amount allocated to the program shall be indexed in accordance with Division 198 of Part 5-6 of the Act, as in force from time to time.

CHAPTER 6 GRANTS TO ASSIST WITH THE COST OF PROVIDING THE PRACTICAL COMPONENT OF TEACHER EDUCATION

IMPROVING THE PRACTICAL COMPONENT OF TEACHER EDUCATION GRANTS

6.1 Purpose

- 6.1.1 The purpose of this chapter is to specify Improving the Practical Component of Teacher Education ("IPCTE") as a program from which grants to assist with the cost of providing the professional experience component of teacher education may be paid, in accordance with item 8A of the table in subsection 41-15(1) of the Act, and to specify some of the matters listed in paragraphs 41-15(2)(a) to (g) of the Act.

6.5 Program objectives

- 6.5.1 The objective of the IPCTE Program is to provide additional funding to higher education providers:
- (i) to supplement costs associated with provision of the professional experience component for students undertaking pre-service teacher education courses where courses in pre-service teacher education are structured to offer:
 - (a) minimum of 80 days of professional experience to all three or four year education degree students;
 - (b) a minimum of 60 days of professional experience to all students undertaking two year courses;
 - (c) a minimum of 45 days of professional experience to all students undertaking one year courses; and
 - (ii) where higher education providers implement processes to assure and improve the quality of the practical component of pre-service teacher education courses.

6.10 Total program funds and allocation

- 6.10.1 The Allocation available to eligible higher education providers under this program is \$77 million for the period 2008-2011. This amounts will be indexed in accordance with Part 5-6 of the Act.

6.15 Provision of grants

Grants will be made available to eligible higher education providers specified in paragraph 6.20 that implement processes to assure and improve the quality of the practical component of pre-service teacher education courses and that fall into one or more of the following four categories:

- (a) where pre-service teacher education courses are structured to offer a minimum of 80 days of professional experience to all three or four year education degree students, a minimum of 60 days of professional experience to all students undertaking two year courses and a minimum 45 days of professional experience to all students undertaking one year courses;
- (b) where higher education providers can demonstrate that students commencing their studies in 2008 will undertake, over the full period of their course, in the case of a three or four year education degree course, a minimum of 80 days of professional experience, in the case of two year courses, a minimum of 60 days of professional experience, and in the case of one year courses a minimum of 45 days of professional experience, provided that the higher education providers can demonstrate that they would be able to implement over the period of the grant, processes to assure and improve the quality of the practical component of their pre-service teacher education courses;
- (c) where higher education providers demonstrate that they are able to increase the number of professional experience days from 2008 for students who commenced a pre-service teacher education course prior to 2008, on a proportional basis which then brings the course in-line with the minimum requirements of, in the case of a three or four year education degree course, a minimum of 80 days of professional experience and in the case of two year courses, a minimum of 60 days of professional experience, and in the case of one year courses a minimum of 45 days of professional experience provided that the higher education providers can demonstrate that they would be able to implement over the period of the grant, processes to assure and improve the quality of the practical component of their pre-service teacher education courses;
- (d) In 2008 only, for projects undertaken by higher education providers, in partnership with educational and other organisations which offer educational experiences, to improve the quality of professional experience components of pre-service teacher education courses.

Note: Graduate Diploma courses which require full time students to undertake in excess of a full-time load over a twelve month period are considered a one year course. (For example, a one year Graduate Diploma course may require full time students to undertake a 1.25 load over a twelve month period).

- 6.15.1 For the purposes of paragraph 6.15, students enrolled in double degrees where one degree is for a pre-service teacher education course, shall be considered to be undertaking a two year course and must undertake a minimum of 60 days of professional experience.
- 6.15.5 Eligible higher education providers will be issued with *Conditions of Grant* associated with the funding under this program.

- 6.15.10 Higher education providers must certify, on an annual basis, that their courses in pre-service teacher education meet the requirements of these Guidelines and that they have undertaken quality assurance and enhancement of the practical component of their pre-service teacher education courses in respect of:
- (a) partnerships and relationships with schools and other professional placement settings; and
 - (b) the student experiences while on placement and the connections between school and campus based study.
- Higher education providers must also ensure that the quality assurance and enhancement of the practical component of their pre-service teacher education courses also, as appropriate, address the following matters:
- (a) its management and organisation;
 - (b) support for students undertaking placements in rural and remote Australia, indigenous communities or difficult to staff schools;
 - (c) flexibility and support for students undertaking placements who have family, carer or employment commitments; and
 - (d) consultation with State and Territory Governments and the non-government school sectors to align pre-service teacher education programs (including professional experience) with workforce planning needs.
- 6.15.15 Eligible higher education providers should contribute to the development of the new graduate professional standards and have a plan ready for implementation of those standards when they are put in place.
- 6.15.20 All IPCTE grants will be subject to the Minister's approval under section 41-20 of the Act, and the Minister's determination in writing of:
- (a) The amount of the grant under paragraph 41-30(b) of the Act; and
 - (b) The conditions of the grant under subparagraph 41-25(b)(i) of the Act.

6.20 Organisations that are eligible for IPCTE Grants

- 6.20.1 All Table A providers, all Table B providers and the following higher education providers are eligible for IPCTE grants:
- (i) Avondale College
 - (ii) Tabor College
 - (iii) Christian Heritage College.

- 6.20.5 Any amendments that are made to reduce the requirements of any version of these Guidelines, including the requirements in respect of the minimum number of days of professional experience specified in paragraph 8A.15, whether pre-dating the current version or not, are not intended to allow higher education providers that did not meet the requirements of these Guidelines before the amendments were made to apply for funding under these Guidelines, as amended.

CHAPTER 7 GRANTS TO SUPPORT DIVERSITY AND STRUCTURAL REFORM

7.1 Purpose

7.1.1 The purpose of this chapter is to specify the:

7.1.2

- (a) Diversity and Structural Adjustment Fund [the "**Diversity Fund**"] as a program, beginning in 2008, from which grants to support diversity and structural reform in higher education may be paid; and
- (b) Clinical Outreach Program, beginning in 2009 and ending in 2013, from which grants to support clinical training for dentistry students at James Cook University may be paid;

in accordance with item 9A of the table in subsection 41-15(1) of the Act, and to specify some of the matters listed in paragraphs 41-15(2)(a) to (f) of the Act.

DIVERSITY AND STRUCTURAL ADJUSTMENT FUND

7.5 Program objective

7.5.1 The objective of the Diversity Fund is to promote structural reform by eligible higher education providers that supports greater specialisation among providers, more diversity in the higher education sector and better responsiveness to labour markets operating in the local or national interest.

7.10 Total program funds and allocation

7.10.1 In this chapter, the total amount of funds available for allocation under the Diversity Fund in any particular year is referred to as the "**Allocation**", calculated in accordance with paragraph 9.10.5.

7.10.5 The Allocation will be \$49,991,000 in each of the calendar years 2008, 2009, 2010 and 2011, plus:

- (a) some or all of the Allocation for the immediately preceding year that was not used in that year, subject to the Act and any relevant approvals of the Minister and the Prime Minister; and
- (b) indexation calculated in accordance with the method set out in Part 5-6 of the Act.

7.15 Allocation of grants

7.15.1 In each year the Allocation will be available for:

- (a) meeting existing funding commitments made under the Diversity Fund for the year;
- (b) meeting existing funding commitments made under the Collaboration and Structural Reform Fund;

- (c) grants in response to proposals invited by DEEWR; and
- (d) grants in response to proposals outside the submission-based rounds referred to in subparagraph 9.15.1(c).

7.15.5 Grants will be made only in response to proposals that are consistent with the objectives of the program and address the program's priorities.

7.15.10 Grants may be made in respect of a project or in respect of a year.

7.15.15 Grants will be subject to the Minister's approval (under section 41-20 of the Act), and the Minister's determination in writing of:

- (c) the amount of the grant (under paragraph 41-30(b) of the Act); and
- (d) any conditions on which the grant is made (under subparagraph 41-25(b)(i) of the Act), in addition to the condition specified in subparagraph 41-25(b)(ii) of the Act.

7.20 Organisations that are eligible for grants under the Diversity Fund

7.20.1 Table A providers, and Table B providers that are universities.

7.20.2 The following bodies corporate are eligible only for the purposes of meeting existing commitments made to them under the Collaboration and Structural Reform Fund:

- (i) The General Sir John Monash Foundation;
- (ii) Australian Power Institute Ltd;
- (iii) International Water Centre Pty Ltd; and
- (iv) the Australian Association of Graduate Employers Ltd.

7.25 Application process

7.25.1 Applications must be submitted on the specified application form.

CLINICAL OUTREACH PROGRAM

7.30 Program objective

7.30.1 The objective of the Clinical Outreach Program is to provide infrastructure and resources for the clinical training of James Cook University's dentistry students in remote localities, to be determined by James Cook University. This will assist James Cook University to offer diverse clinical training for students as part of its establishment of the first Dental School in tropical Australia.

7.35 Eligibility

7.35.1 James Cook University is eligible to receive a grant under the Clinical Outreach Program.

7.45 Total program funds and allocation

7.45.1 The total allocation available for approval will be \$2,000,000 in 2009 and that amount will be indexed in accordance with the method set out in Part 5-6 of the Act for each of the years 2010, 2011, 2012 and 2013.

7.50 Allocation of grant

7.50.1 Grants will be made in respect of a year.

7.50.2 Grants will be subject to the Minister's:

- (a) approval under section 41-20 of the Act;
- (b) determination in writing of the grant amount under section 41-30 of the Act; and
- (c) determination in writing of any conditions on which the grant is made (under subparagraph 41-25(b)(i) of the Act), in addition to the condition specified in subparagraph 41-25(b)(ii) of the Act.

CHAPTER 8 GRANTS FOR ACTIVITIES THAT:

(a) ASSURE AND ENHANCE THE QUALITY OF AUSTRALIA'S HIGHER EDUCATION SECTOR

8.1 Purpose

8.1.1 This chapter specifies bodies corporate eligible for grants, in accordance with item 11(a) of the table in subsection 41-10(1) of the Act.

8.5 Bodies corporate eligible for grants

8.5.1 The following bodies corporate are eligible for grants under this Item:

- (a) The Australian Institute for Learning and Teaching in Higher Education (ALTC);
- (b) The Australian Universities Quality Agency (AUQA);
- (c) Graduate Careers Australia (GCA);
- (d) The Australian Council for Educational Research Limited (ACER);
- (e) Universities Australia (UA); and
- (f) The Organisation for Economic, Co-operation and Development (OECD).

8.5.5 The Minister will determine the conditions of grants to the ALTC, AUQA, GCA, ACER, UA and the OECD by Ministerial determination under s41-25(b)(i) of the Act.

8.10 Programs under which grants are to be paid

8.10.1 The Australian Learning and Teaching Council (ALTC) Program.

8.10.5 In 2009, subject to appropriation, \$28.017 million will be provided for the ALTC Program.

8.10.10 The amount to be provided for the ALTC Program in 2010 and any later year specified in subsection 41-45(1) of the Act will be the amount specified in paragraph 11.10.5 for 2009, indexed using the method set out in Part 5-6 of the Act.

(b) SUPPORT OPEN ACCESS TO HIGHER EDUCATION ACROSS AUSTRALIA

8.15 Purpose

8.15.1 The purpose of this chapter is to specify:

- (a) The Open Learning Initiative as a program from which grants for activities that support open access to higher education across Australia may be paid, in accordance with subsection 41-15(1) of the Act;
- (b) Some of the matters listed in paragraphs 41-15(2)(a) to (f) of the Act;

- (c) The bodies corporate that are eligible for grants referred to in subparagraph 8.20.1 and
- (d) The method(s) by which grant amounts will be determined.

8.20 Bodies corporate which are eligible for a grant

- 8.20.1 Open Universities Australia Pty Limited [ABN 97 053 431 888] ("Open Universities Australia") is an eligible body corporate for the purposes of item 11(c) of the table in subsection 41-10(1) of the Act.

8.25 Method by which the amount of grant is to be determined

- 8.25.1 The amount of a grant to Open Universities Australia in respect of the calendar year 2006 and any later year is calculated in the following way:

Grant payable = (A plus B) or C, whichever is the lower amount.

Where:

A = base grant amount, as specified in paragraph 8.25.2, subject to indexation under paragraph 8.30;

B = additional units grant amount, as specified in paragraph 8.25.2, subject to indexation under paragraph 8.30; and

C = \$257,000, subject to indexation under paragraph 8.30.

- 8.25.2 The base grant amount and additional units grant amount vary according to the number of Open University Australia units for which a FEE-HELP debt was incurred in the year according to the following table:

Number of Open Universities Australia units for which a FEE-HELP debt was incurred	Base grant amount (for a grant in respect of 2006)	Additional units grant amount (for a grant in respect of 2006) (Applies to the number of units above the threshold for which a FEE-HELP debt was incurred)
0 - 5,999	\$98,908	\$12.36 for each unit above 5,000
6,000 and 6,999	\$111,273	\$6.18 for each unit above 6,000
7,000 or more	\$117,455	\$2.48 for each unit above 7,000

8.30 Indexation of components of grant

- 8.30.1 The amounts represented by A, B and C in subparagraph 11.70.1 will be indexed each year after 2006 in accordance with the method of indexation set out Part 5-6 of the Act.

CHAPTER 9 GRANTS TO ASSIST WITH TRANSITIONAL COSTS OF CHANGES TO MAXIMUM STUDENT CONTRIBUTION AMOUNTS

9.1 Purpose

9.1.1 The purpose of this chapter is to specify:

- (a) in accordance with subsection 41-15(1) of the Act, the Transitional Costs Program as a program under which grants can be paid for the purpose of assisting with the transitional costs of changes to maximum student contribution amounts as specified in item 12 of the table in subsection 41-10(1) of the Act; and
- (b) under subsection 41-15(2) of the Act, some other matters relevant to the Transitional Costs Program.

9.5 Program objectives

9.5.1 The objective of the Transitional Costs Program is to assist higher education providers with the transitional costs of the decrease in the Commonwealth contribution amount for accounting, administration, economics and commerce units of study that are undertaken by students who are *pre-2008 students*.

9.10 Eligibility

9.10.1 A higher education provider is eligible for a grant under the Transitional Costs Program for a year, if the year is 2008, 2009, 2010, 2011 or 2012 and the provider has:

- (a) an allocation of Commonwealth supported places for that year; and
- (b) students, who are classified as pre-2008 students, are enrolled in units of study in accounting, administration, economics or commerce for that year.

9.10.5 Pre-2008 students are those students to whom Item 7 of Schedule 7 of the *Higher Education Legislation Amendment (2007 Budget Measures) Act 2007* applies.

9.15 Grant amounts

For 2008

9.15.1 The Transitional Costs Program grant amount that may be determined for an eligible higher education provider for 2008 will be calculated in accordance with the following formula:

A times B

where:

- A** is the estimated EFTSL of *pre-2008 students* to be enrolled in that year, as determined by the Department upon consultation with the relevant provider.
- B** is \$1,083

For 2009 to 2012

- 9.15.5 The Transitional Costs Program grant for an eligible higher education provider that may be determined for a year being 2009, 2010, 2011 or 2012 will be calculated in accordance with the following formula:

(A times B) plus (C times D)

where:

- A** is the estimated EFTSL of *pre-2008 students* to be enrolled in that year, as determined by the Department upon consultation with the relevant provider.
- B** is \$1,083, indexed from 2009 in accordance with the method set out in Part 5-6 of the Act.
- C** is the difference between the 'actual EFTSL' and estimated EFTSL for the preceding year and which may be negative.
- D** is the value of B for the preceding year.

9.15.10 'Actual EFTSL' is the total pre-2008 EFTSL enrolled in units of study in accounting, administration, economics or commerce for a year as verified by the provider through the student data collection required under subsection 19-70(1) of the Act and accepted by the Department for publication in annual Higher Education Student Statistics.