



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

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# Interim Agreement for Mission-Based Compacts

Between:

- The Australian National University
- The Australian Government

For the period:

1 January 2010 - 31 December 2010



THE AUSTRALIAN NATIONAL UNIVERSITY

# SECTION ONE

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## Preamble

### Compacts

In 2010, the Australian Government and The Australian National University (ANU) will agree a mission-based compact commencing in 2011. Compacts will be agreements between universities and the Australian Government detailing public funding commitments and reciprocal institutional commitments. They will support universities to pursue their distinctive missions and to contribute to the Australian Government's aspirations for the higher education sector as whole.

This 2009 Interim Agreement is a transitional arrangement, pending finalisation of the first compact in 2010.

Compacts and Interim Agreements will be based on mutual respect, trust and shared goals to improve students' educational experiences and outcomes and to build research capacity and international competitiveness. As noted by the Prime Minister, compacts herald a new era for the operation and funding of Australian higher education. They will play a key role in implementing the Australian Government's reforms and in ensuring improved outcomes from increased Australian Government investment in higher education. Compacts will be underpinned by information and data provided through the Interim Agreement discussions and by other means in order to support the programs and priorities of the Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research.

The Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research will also look to discuss underpinning activities which might inform mission-based compacts, including those supported through the Education Investment Fund and other programs. This will enable a comprehensive analysis of the University's activities in order to drive a reformed university system that promotes excellence, sustainability, transparency, performance, collaboration, international engagement and innovation.

Compacts will facilitate:

- a focus on excellence within the mission of each university irrespective of its distinctive strategic direction;
- transparency in decision making with respect to compact agreements and provision of public funding being open to external scrutiny, and based on a fair application of consistent rules;
- accountability for outcomes, with universities and the Australian Government sharing responsibility to report publicly on performance against clear and measurable goals; and
- a strengthened funding and accountability framework, supported by appropriate and reasonable reporting requirements.

The Australian Government's ambitions for higher education and innovation

The Australian Government's vision for the higher education sector is set out in *Transforming Australia's Higher Education System*. Higher education is central to achieving the key objectives for the nation's future, including:

- **A stronger Australia** – boosting Australia's share of high skilled jobs and productivity growth will require a highly skilled workforce that can rapidly adapt to meet future challenges; and
- **A fairer Australia** – all Australians will benefit from widespread equitable access to a diverse tertiary education sector that allows each individual to develop and reach their potential. Society as a whole will benefit from the widespread application of cutting-edge research.

In supporting these objectives, the Australian Government's ambitions for higher education include:

- producing graduates with the knowledge, skills and understandings for full participation in society and the economy;
- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so;
- providing students with a stimulating and rewarding higher education experience;
- playing a pivotal role in the national research and innovation system through generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- being amongst the leading OECD countries in terms of participation and performance.

The higher education system also plays a crucial role in supporting innovation. The Australian Government's policy statement, *Powering Ideas - An Innovation Agenda for the 21st Century* outlines its aspirations for innovation over the next decade which include:

- progressively increasing the number of research groups performing at world-class levels, as measured by international performance benchmarks;
- progressively addressing the gap in funding for indirect costs related to Australian competitive grants;
- promoting collaboration by encouraging universities to organise themselves into hubs and spokes and to pursue opportunities to undertake industry-driven research more vigorously;
- helping smaller and regional universities develop their research capacity by teaming up with other institutions; and
- significantly increasing the number of students completing higher degrees by research over the next decade.

### Principles

The principles under which Australian Government funding for higher education is provided are:

- opportunity for all, especially for those students from groups under-represented in higher education;
- access to university based on merit;
- world-class teaching and learning that advances the international standing of Australian education;

- world class research and research training that advances knowledge, critical thinking and Australia's international standing;
- responsiveness to the economic and social needs of the community, region, state, nation and the international community;
- a sustainable higher-education sector; and
- academic freedom and institutional autonomy.

Australian Government support for higher education

The Australian Government announced a 10-year reform agenda for higher education and research in *Transforming Australia's Higher Education System*. An outline of the new initiatives announced as part of that package is included at Attachment A.

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# University mission

The Australian National University (ANU) is an education-intensive research institute of international distinction. As Australia's national university, ANU sets the standard in research, education and community engagement on issues of national and international importance.

## What the University is doing at present

The distinguishing culture of ANU is one where the notion of discovery pervades all that we do. ANU undertakes research of the highest quality in fields of knowledge of general importance, and of particular importance to Australia. The chief characteristics of research at ANU are its focus, concentration and quality. ANU research blends interdisciplinary understanding with respect for the traditional values, rigour and methods of each discipline.

Researchers at ANU advance the frontiers of knowledge through daring and careful efforts judged by intellectual leaders and other stakeholders to be among the very best in the world. They work within international communities of scholars to provide explanations of, and answers to, the most important problems facing Australia and the world at large. The University is a globally-networked research institution and a founding member of the International Alliance of Research Universities (IARU), an alliance of 10 of the world's leading research universities - ETH Zurich, National University of Singapore, Peking University, University of California, Berkeley, University of Cambridge, University of Oxford, University of Copenhagen, University of Tokyo and Yale University – which share a similar vision and commitment to the education of future leaders.

As such a high proportion of our resources are directed towards maintaining research and research training of exceptional quality, our research concentration leads to a unique environment among Australian universities. Our academic profile is not driven by what, in the end, are 'profitable' student study choices and patterns – our profile is driven by what are important issues, topics and disciplines on which to conduct research – strategically and in the long-term national interest. This form of 'learning' feeds our educational programs; our students are educated in a unique research-intensive environment by researchers amongst the world's leaders in their fields.

Developing individual talents to the fullest extent possible through the quality of the learning experience is our highest educational priority. Education at ANU offers students an experience unlike that at any other Australian university. Within traditional fields and disciplines, our distinctive profile comprises: talented students; a small undergraduate base; a high proportion of graduate students; a pervasive research culture with 81% of ANU academic staff holding a PhD compared to the sector average of 60%; and activities concentrated on one campus where a high proportion of our students live in University accommodation. The University is a leader in quality teaching and learning as indicated by a 2008 CEQ good teaching rating of 65% compared to the sector average of 54%, and an overall ANU student satisfaction rating of 84% compared to the sector average of 70%. Nearly 30% of ANU graduates go on to further full-time study compared to the sector average of 17%.

The organisation of ANU across seven integrated Colleges – Arts and Social Sciences; Asia and the Pacific; Business and Economics; Engineering and Computer Science;

Law; Medicine, Biology and the Environment; and Physical and Mathematical Sciences - ensures that educational programs are linked to research directions. Colleges monitor their resources and performance within their disciplinary context and allocate funds strategically to the best performing and most promising people and programs, while taking responsibility for recruiting the best talent and developing their skills. Detailed strategic planning is the responsibility of each College. Their plans are consistent with the broader University objectives and values set out in *ANU by 2010*, include specific targets relevant to the areas within the College, include timetables for evaluation of areas within the College, and identify the disposition of resources that will be used to support the best activities in selected priority areas.

With the multi-disciplinary capacity created by the Colleges, ANU advances knowledge through community engagement by enhancing understanding of Australia – its economy, society, culture and environment – and its position in the region and the world. As the Commonwealth's university in the nation's capital, ANU plays a leading role in the public policy community by exploring the important problems and issues that confront the nation, the region and the world, and working to provide solutions through evidence-based policy analysis and informing the public through leading open discussion of those issues. The University is also committed to training the next generation of policymakers to analyse complex issues. A special Vice-Chancellor's course for degree credit has been implemented for latter year students from any part of ANU to explore a series of complex issues and to make connections between economic, historical, social, legal, scientific, engineering, and environmental dimensions of complex problems. Students are selected annually to participate in the Vice-Chancellor's course from each College on the basis of outstanding results and interest in and commitment to working in policy areas. In 2010 the course ('Unravelling Complexity') will examine the linked themes of 'collapse' and 'resilience'. Case studies will include global financial crises, the collapse of empires, contemporary 'failing' states, pandemics, engineering and network failures and the moral and legal dimensions of these issues.

### What the University aspires to be

The University will have no area where national and international distinction is not achieved or where there are few prospects of achieving that distinction. We will continue to build the distinctive identity of ANU through our discipline mix, our size and student mix, our status as the national university, our international partnerships, and our location in the national capital. We aim to lead within our chosen disciplines through the preservation and renewal of core knowledge, to address complex problems, to foster future generations of researchers, and to benefit the community through the application of expertise. We will sustain the availability of student learning opportunities and associated scholarship in fields of national importance, especially in the sciences and languages. The University will continue to create an intellectual climate for undergraduate and postgraduate education that inspires students as they acquire essential skills - discovery, analysis, synthesis and debate – and will provide a greater number of disadvantaged students with access to the ANU education experience.

ANU will contribute actively to the Government's 40/20 attainment targets through its National Access Alliances Strategy, involving 'hubs and spokes' collaborations with the University of South Australia (UniSA), Charles Darwin University (CDU), the University of Southern Queensland (USQ), and the University of Canberra (UC), and the ANU Regional Partnerships Program of outreach to disadvantaged school communities in central and southern NSW. These initiatives will increase the higher education readiness

of students from low SES backgrounds and increase the access and success of Indigenous students. An aspirational target for Indigenous education has been established through the ANU Reconciliation Action Plan, whereby the goal is to attract and support at least 2.5% Indigenous full-time or part-time students (undergraduate and graduate) in all areas of study by 2016.

Given its strong graduate character and research-intensive nature, ANU will strategically focus on expanding the participation and inclusion of disadvantaged students in postgraduate coursework and research training places, noting that students from low SES backgrounds comprise less than 10% of postgraduate students nationally. As the sector expands and diversifies, there will be a growing imperative to ensure that people from low SES backgrounds, and other under-represented groups, are afforded every opportunity and encouragement to pursue their studies at the highest levels. ANU has a target, based on present academic staff numbers, to increase the number of Higher Degree by Research (HDR) students from 2,350 in 2008 to 3,000 by 2013, while increasing the proportion of international HDR students from 27% to 40% over the same period. Postgraduate coursework load has increased from 1,720 in 2005 to 2,480 in 2009 and ANU intends to increase this EFTSL figure to a target of 3,000 by 2015. Graduate education at ANU will be distinguished by a flexible award framework. It will build off the success of the Graduate Studies Select program, where students define their learning needs and create their own program options, and incorporate multidisciplinary “Big Ideas” or “Capstone” courses that provide an opportunity for students to capture different elements of their studies into a major essay or project.

ANU researchers will continue to engage with government, business and the broader community to inform and inspire, and use their intellectual capital to produce wider benefits to the community. They will increase the University’s impact on public policy. ANU will remain engaged distinctively with the civic and commercial life of Canberra and Australia, and will strengthen its special relationships with the other national institutions and the diplomatic corps in Canberra. ANU will also sustain and grow its contribution to the national innovation agenda by increasing research collaboration with other Australian universities and with leading international universities. We will foster future generations of researchers by seeking additional Research Training Scheme (RTS) places from the Australian Government and increasing the number of HDR completions, while strengthening collaborative research networks and mobility opportunities for HDR students.

### The University’s plans for supporting its aspirations

ANU will review and update its strategic plan in 2010. Our refreshed plan will be based on what we stand for and what we will be by 2015. It will be about people, values and aspirations, written to influence all that we do. *ANU by 2015* will capture a reinvigorated relationship for the University with the Commonwealth, one that harnesses the expertise of ANU as a strategic endowment for the nation. ANU is already working with the Prime Minister and Australian Government officials to enhance the education and research capacity of the Australian Public Service by establishing a National Public Policy Institute modelled on the Kennedy School at Harvard, setting up a new National Security College, and forming a Centre for China in the World.

New infrastructure aligned to the University’s capital management strategy will be developed for some of these initiatives, while building work continues on the Sciences Transformation Project, the redevelopment of the John Curtin School of Medical

Research, new student accommodation, and other areas of campus renewal. The University currently has 30% of its student body living on campus, with a long-term strategy of growing this capacity to 50% to provide a richer university community experience to more of our students. Funding for world-class teaching and research infrastructure and facilities will also be sought from the Education Investment Fund (EIF) to support national priority projects in the sciences and engineering, the social sciences, and Asia-Pacific studies.

ANU plans to continue to enhance the quality of its research performance and strengthen its research capabilities. We will participate fully in the Excellence in Research for Australia (ERA) initiative, commit to the implementation of transparent costing of research under the Sustainable Research Excellence (SRE) initiative, and participate actively in the Collaborative Research Networks (CRN) program. ANU's compact with the nation is to deliver internationally benchmarked, high quality research and education for the benefit of Australia and for nations with which we have interests in common. We recognise that, to do this, ANU must be able to show hard evidence of its research eminence, and must be positioned to marshal its resources to support its strategic research directions. We have thus developed a research quality assessment process that will lead to a distribution of research funding that is explicitly linked to the quality of research performance of the academic staff employed by the University. This process allows international peers to assess the quality of ANU's research using internationally referenced criteria as a benchmark of research quality. An on-line system has been implemented through which the best works of ANU researchers can be independently assessed in a consistent and ordered manner by international experts in their field. The first round of assessments is currently underway and the ANU research quality assessment will be completed in 2010.

The University is also taking a broader, internationally-benchmarked approach to the student experience by looking both at the quality of teaching and learning and the richness of opportunities available to students outside the classroom. ANU has recently established an Education Quality and Standards Committee which provides advice to the University Education Committee and the academic Colleges on strategies for setting, measuring, evaluating and improving quality and standards in education at ANU. International peer review of teaching and learning is central to the evaluation of the quality of teaching and learning at ANU and the University has established an International Benchmarking Framework to guide this process. The University is also seeking to improve the quality of teaching and learning through improved student feedback processes, with new student evaluation of teaching and learning support questionnaires to be introduced in 2010.

At the same time, the University is seeking to enrich the intellectual, cultural and social experience of students by improving the quality and range of learning experiences available to students outside the classroom. A Student Development Committee will be established in 2010 as was recommended in the 2009 review of student residences. The new committee will oversight all aspects of the ANU student experience and student engagement, both undergraduate and postgraduate. Measures to enrich the student experience will include: the re-invigoration of the student halls of residence to ensure that these enhance the experience of all students (both residential and non-residential); expanding the newly established Learning Communities program; expanding the range of internships available to students; providing greater academic and social support for first year undergraduate students; and increasing the entrance pathways to the University so that access to its educational programs is available to a greater diversity of students.

The ANU National Access Alliances Strategy and our 'hubs and spokes' collaborations with UniSA, CDU, USQ, and UC will be consolidated in 2010. This process of structural adjustment will change access to tertiary education opportunities and develop distinctive and sustainable teaching and research roles in the new higher education environment. The Alliances will provide a greater number of students with access to the ANU education experience without compromising our undergraduate load strategy, provide pathways into postgraduate and PhD opportunities, expand access to ANU for low SES and Indigenous students, and contribute to the Government's attainment targets.

ANU will make submissions to the Structural Adjustment Fund (SAF) with Alliance partners for the development of new joint degree structures. These interconnected programs across institutions will support transition of learners into and through the tertiary education system, and across disciplines. They will be responsive to employers' changing skill needs and build from the complementary strengths of the Alliance partners in selected areas – science, health, engineering, environmental sustainability, languages, business services, Indigenous studies and teacher education. The ANU National Access Alliances will also offer the Government an alternative policy option for addressing the higher education needs of regional and rural Australia. They will make university more accessible for rural students, and support innovative and flexible models of educational delivery in and with regional communities. Because our Alliance partners all have strong education faculties and education programs that service wide areas of the country, ANU is working with them to develop a suite of quality teacher training initiatives, particularly in areas of science and the humanities where teacher supply is thin (eg, chemistry and Asian languages).

The ANU Regional Partnerships Program is a key strategy for the University to fulfil its mission in its surrounding regions and to improve the educational opportunities and aspirations of young Australians in regional and rural communities across central and southern NSW. The University has established the program of visiting student ambassadors in the towns of Young, Goulburn, Bega, Pambula and Eden. We will use Government funding received through the Partnerships element of the new Higher Education Participation and Partnerships Program (HEPPP) to extend the initiative in 2010-11 to the communities of Gundagai, Tumut, Cooma, Narooma, Moruya and Batemans Bay to complete the regional circle around the ANU. In 2010, ANU will also pilot a Homework Centres project with two Canberra high schools with relatively high numbers of Indigenous and low SES enrolments. These activities will be coordinated with UC and the ACT Department of Education and Training to ensure maximum coverage of the ACT and surrounding region by the two universities.

## SECTION TWO

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### Teaching and Learning

The Commonwealth Grant Scheme funding agreement of December 2009 will remain in effect throughout the period of this Interim Agreement. Where eligible, other funding for 2010 will be delivered through a range of new and existing Australian Government teaching and learning programs.

The University and the Department of Education, Employment and Workplace Relations agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop a framework for performance funding, including appropriate teaching and learning performance indicators, which will be used to set targets for performance funding in the 2011 compact.

No funding is contingent on the teaching and learning component of this Interim Agreement.

# SECTION THREE

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## Research and Research Training

Funding under the Higher Education Support Act 2003

In 2010, the Department of Innovation, Industry, Science and Research (Department of Innovation) will provide the University with funding from a suite of research block grant programs including the Research Training Scheme (RTS), Australian Postgraduate Awards (APA), International Postgraduate Research Scholarships (IPRS), Research Infrastructure Block Grants (RIBG) and Joint Research Engagement (JRE). These grants form the basis of this agreement. The Department of Innovation will also look to discuss how research collaboration, participation, engagement and excellence, supported by a broader range of the portfolio's programs, might inform mission-based compacts – see Attachment B.

The University and the Department of Innovation agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop performance indicators and targets to be used within the 2011 compact.

As part of this agreement, the Department may identify priority areas of research which align with the University's strengths and mission.

### Sustainable Research Excellence in Australia (SRE)

The Department of Innovation has established the Sustainable Research Excellence in Universities (SRE) program, which supports excellence and contributes to a more sustainable University research sector, by ensuring that adequate funding is available to allow competitive grants for research to be effectively utilised.

The program will have three funding components:

- a Base component whereby 20 per cent of the funding provided will be allocated on the basis of the existing Research Infrastructure Block Grants (RIBG) formula, i.e. on the basis of the relative success of the institutions in attracting competitive research funds as calculated from schemes in the Australia Competitive Grants Register;
- A Threshold One funding component whereby up to 13 per cent of available SRE funding in any one year will be available to those universities participating in Transparent Costing and the Excellence in Research for Australia (ERA) initiative; and
- A Threshold Two component whereby 67 per cent of available SRE funding in any one year will be available for those universities participating in Transparent Costing and ERA and who meet specified performance targets.

The University acknowledges that its participation in SRE will be governed by this agreement and by processes administered by the Department of Innovation as part of this agreement. The University acknowledges that participation in both Transparent Costing and ERA is a prerequisite for receipt of funding under the Threshold 1 and Threshold 2 elements of SRE.

The University commits in this Agreement to working cooperatively with the Department of Innovation to finalise its Transparent Costing and ERA participation status based on the SRE framework set out in the SRE Guidance Paper, Transparent Costing Specification, SRE Conditions of Grant and any other related documents or processes published by DIISR.

## Collaborative Research Networks program

The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance. Funding will be made available to successful universities from 1 January 2011. CRN funding and the research activity it will support are therefore outside the scope of this Interim Agreement, but will be addressed in the compacts to be negotiated with universities in 2010.

The University agrees to work with the Department of Innovation on developing the framework for the CRN program.

# Interim Agreement

This interim agreement covers the period from 1 January 2010 to 31 December 2010. It may be amended, if agreed in writing by all the parties

Signed on behalf of **The Australian National University**



Professor Ian Chubb AC  
Vice-Chancellor

Signature

Name and position

Signed on behalf of the **Department of Education, Employment and Workplace Relations**

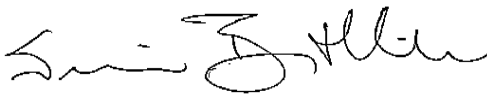


Fiona Buffinton  
Group Manager,  
Higher Education Group

Signature

Name and position

Signed on behalf of the **Department of Innovation, Industry, Science and Research**



**Jessie Borthwick**  
**Head of Division**  
**Research Division**

Signature

Name and position

Summary of budget initiatives

Initiative	Description	Funding 2009-10 to 2012-13 \$m
<p>Funding to support the low SES participation targets</p> <ul style="list-style-type: none"> <li>▪ Partnerships</li> <li>▪ Student loading</li> </ul>	<p>In 2010 funding to support the low SES participation targets will be about 2 per cent of teaching and learning grants, and will increase to about 3 per cent in 2011. By 2012, equity funding will be broadly in line with the recommendation of the Bradley Review to increase it to 4 per cent of teaching and learning grants.</p> <ul style="list-style-type: none"> <li>▪ Partnerships activities</li> <li>▪ Student loading</li> </ul> <p>The funding will support the government's ambition to increase higher education enrolments of students from a low socio economic background to 20 per cent by 2020. This includes \$394 million new funds, plus existing Equity Support Program funding.</p>	<p>108</p> <p>325</p>
<p>Demand driven entitlement system for domestic higher education students</p>	<p>Public funding will be provided for each undergraduate student eligible for a university place. Universities will continue to set their own entry standards, including entry requirements such as pre-requisite subjects, and make strategic decisions about course provision and their ultimate size.</p>	<p>491</p>
<p>Higher Education Loan Program (HELP) repayment reduction for education and nursing</p>	<p>Repayments for the Higher Education Loan Program (HELP) for eligible education and nursing graduates will be reduced if they work in a teaching or nursing profession. This proposal is aimed at addressing the skills shortages in both professions.</p>	<p>83</p>
<p>Increase in the maximum annual student contribution amount for education and nursing</p>	<p>The maximum annual student contribution amount for education and nursing will be increased, providing a direct increase in revenue to institutions offering these vital courses.</p>	<p>33</p>
<p>Indexation</p>	<p>Revised indexation for higher education funding will be introduced from 2012, with transitional arrangements for teaching and learning in 2011. The increase in indexation will provide funding security and certainty for institutions to support improved student-to-staff ratios and greater student engagement.</p>	<p>578</p>
<p>Sustainable Research Excellence in Universities</p>	<p>Increase in funding for the indirect costs of research, currently funded through the Research Infrastructure Block Grants (RIBGs). This will ensure resources are allocated rationally and used efficiently.</p>	<p>512</p>
<p>Joint Research Engagement</p>	<p>Replaces the Institutional Grants Scheme to encourage and support engagement with the end users of research.</p>	<p>-</p>
<p>Collaborative Research Networks</p>	<p>Networks to encourage institutions, particularly those in regional Australia, to form partnerships with universities with already established research strengths,</p>	<p>52</p>

	relevant to their mission and profile.	
Excellence in Research for Australia (ERA)	Funding will be provided for establishment of a framework for Excellence in Research for Australia (ERA).	36
Education Investment Fund	Australia's tertiary education and research sectors will benefit from a capital injection from the Education Investment Fund (EIF).	2,985
National body for regulation and quality assurance	The national agency will be established from 2010 to underpin a robust quality assurance framework for Australian higher education, and to drive improved standards of teaching and learning for students.	57
Performance funding	From 2012, new performance funding will reward institutions that meet agreed targets in key areas such as improving the quality of teaching and learning and the outcomes for students from low socio economic backgrounds.	206
New arrangements for student income support	Provides comprehensive changes to the student income support system to remove the financial barriers to the participation of students from low socio economic backgrounds and Indigenous students. This supports the Government's ambition to increase higher education enrolments of students from a low socio economic background to 20 per cent by 2020.	-
Postgraduate Research Student Support	Raises the stipend in the Australian Postgraduate Award to \$22,500 from 2010.	52
Removal of the OS-HELP loan fee	The loan fee on OS-HELP Loans will be removed in 2010. This will encourage Australian students to study overseas during their higher education courses, enhancing their student experience and learning outcomes.	17
Structural Adjustment Fund	Funding will be provided to support significant structural change across the sector, which could include the creation of new models of higher education institutions and collaborations between higher education and vocational education and training providers.  Total funding of \$400m includes \$64 million from the existing Diversity and Structural Adjustment Fund, and \$200 million for the capital components of structural adjustment to be funded from the EIF.	402
<b>Savings measures</b>		
Learning and Teaching Performance Fund	This program will be discontinued. Performance funding will provide incentives for institutions to improve learning and teaching quality.	-324
Workplace Productivity Program	This program will be discontinued.	-78

PACKAGE ELEMENTS	2010	2011	2012	2013	2014 and beyond
	Transition period		New student centred funding system		
Student entitlement funding	Transition to student centred funding model		Student centred funding model		
Increased indexation		Conditional funding (equivalent to improved indexation on T&L grants)	Increased indexation of teaching and learning and research HESA grants		
Performance funding			New performance funding of 2.5% of current teaching and learning grants		
Quality and regulatory framework	Tertiary Education Quality and Standards Agency				
Funding to support low SES participation	2% of T&L funding in 2010	3% of T&L funding in 2011	4% T&L funding from 2012 onwards		
Student income support	Improved targeting of income support New student scholarships Australian Postgraduate Awards stipend increase				
	Independence age reduced to 24 years	Independence age reduced to 23 years	Independence age reduced to 22 years		
		Personal Income Threshold increased to \$400 per fortnight	Income support for all Masters by Coursework programs		
Structural adjustment funding	Structural Adjustment Funding				
Higher Education Loan Program	Higher Education Loan Program reforms: Reduction in HELP repayments for nursing and teaching; increase to student contribution for nursing and teaching; removal of OS-HELP loan fee				
Education Investment Fund	Rounds 1, 2 & 3 and Sustainability Round				
Research initiatives	Sustainable Research Excellence (incremental increase to 2013)				
	Joint Research Engagement				
		Collaborative Research Networks			

## Enhanced Research Funding System

