



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

Interim Agreement for Mission-Based Compacts

Between:

- Edith Cowan University
- The Australian Government

For the period:

1 January 2010 - 31 December 2010

SECTION ONE

Preamble

Compacts

In 2010, the Australian Government and Edith Cowan University 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.

University mission

What the University is doing at present

Edith Cowan University (ECU) is a large public university, serving communities in Western Australia and international students from more than 80 countries. ECU has two metropolitan campuses in Perth (Joondalup and Mount Lawley) and is the largest provider of regional Higher Education in Western Australia, serving the South West Region from a campus in Bunbury.

ECU offers innovative and practical higher education courses in eight of the 11 Broad Fields of Education, in a wide range of disciplines including: Business; Creative and Performing Arts; Education; Engineering; Environmental Science; Hospitality and Tourism; Information Technology; Law; Nursing and Allied Health; and Psychology.

ECU is building its researcher workforce and research higher degree student enrolments and is attracting a growing range of research partners working in areas of high social, economic, environmental and cultural impact. Areas of research activity include: Business and Society; Communications and Creative Arts; Education; Engineering and Information and Communications Technology; Environment and Sustainability; Health and Wellness; Security, Law and Justice; and Society and Community.

ECU's strategic direction, negotiated within the University and approved by its governing Council, is articulated in the key document "*Engaging Minds; Engaging Communities. Towards 2020*".

ECU's mission is: *To further develop valued citizens for the benefit of Western Australia and beyond, through teaching and research inspired by engagement and partnerships.*

ECU's vision is: *For our staff, students and graduates to be highly regarded as ethical and self-reliant contributors to more prosperous, inclusive and sustainable communities.*

ECU values: *Integrity, Respect, Rational Inquiry and Personal Excellence.*

Underpinning the Mission, Vision and Values are ECU's four Strategic Priorities:

- Engaging and serving our communities;
- Providing programs to meet the needs of our communities, in a supportive and stimulating learning environment;
- Developing research focus, depth and impact; and
- Building organisational sustainability.

As a point of distinctiveness, ECU has identified University-Community engagement as a key strategic priority. ECU intends to thoroughly and effectively embed engagement into its core functions of teaching, learning and research. The University will continue to enhance and expand its mutually beneficial engagement activities with the communities it was established to serve.

ECU's strategic direction is strongly aligned with the Australian Government's higher education reform objectives. Social inclusivity is embedded in ECU's Vision, Mission and Values and contributing to the development of the nation's human capital is inherent in the focus on enabling ECU students to reach their potential.

What the University aspires to be

Within the context of ECU's strategic direction, in the short to medium-term ECU intends to grow its student load, increase participation and access for low Socio-Economic Status (SES) students and develop curricula to better meet the needs of an expanded and diverse student body.

ECU's commitments to expand access to, and support participation in, higher education, will continue to be supported through the learning precincts established in collaboration with secondary schools and the TAFE sector at its campuses. Alternative entry pathway options will be further extended and partnerships and alliances with high schools will be expanded.

ECU has taken the position that "research is everybody's business". Whilst not every staff member will be able to be research-active, they will be expected to pursue scholarly enquiry with respect to their academic activities and to develop and present enquiry-led curricula informed by research as well as professional practice. ECU will enhance the appreciation of research as fundamental to academic endeavour and as a major focus of its engagement with government, industry, business and community.

ECU's short to medium-term aspirations are wholly consistent with the Australian Government agenda for change. ECU is well placed to contribute towards Australia's goals for improved educational attainment and the widening of participation in higher education.

ECU is committed to strengthening community relations in order to contribute more broadly to the Australian Government's social inclusion agenda, through, for example, the training of teachers, social workers and healthcare professionals and by undertaking research relevant to the needs of contemporary Australian communities.

The University's plans for supporting its aspirations

Building on existing strengths and capabilities, ECU has identified a range of initiatives for 2010 and 2011 designed to:

- Improve infrastructure and support services in order to widen student participation and support student retention;
- Facilitate growth in student numbers;
- More effectively target course offerings to meet student demand and respond to labour market needs;
- Strengthen the professional practice elements of awards, resulting in graduates who are "profession-ready"; and
- Build and support ECU's research strengths through further concentration and collaboration.

The resourcing of these initiatives is expected to be supported through increased enrolments, efficiency gains through re-prioritisation and refinement of administrative processes, and opportunities for additional funding through a range of Commonwealth programs.

Some of the key developments in support of ECU's aspirations are detailed below.

1. ENGAGEMENT WITH COMMUNITIES

ECU will become the "university of choice" for its catchment areas, through focused relationship-development with schools and communities in ECU's regions. ECU will leverage its current successes and deepen its outreach with local schools and communities in order to build the aspirations of school students and their communities.

This provision of Teaching and Research for local communities will be strengthened through selected partnerships regionally, nationally and internationally.

2. SOCIAL INCLUSION

ECU's commitment to social inclusion and particularly students from low-SES backgrounds is embedded in the University's planning. The Council-approved *ECU Annual Goals for 2010* include actions aimed at improving participation, retention and success of low-SES, and other equity groups:

- Developing a rolling "ECU comes to your community" program to promote higher education in low-SES and rural communities.
- Growing student load by developing closer community links and partnerships to increase low-SES participation.
- Implementing programs to provide volunteering opportunities, support civic engagement and improve work experience opportunities for our students.
- Embedding explicit generic and employability skills into the ECU curricula.
- Building research collaborations with schools, business, industry, the professions, government agencies and the community, and in particular with communities from low-SES backgrounds.

ECU has an established framework for monitoring and reporting performance against its existing KPIs, including for low-SES and other equity groups. Once the Commonwealth has completed work on the indicators, measures and targets to be used, ECU will refine its KPI framework accordingly.

3. CURRICULA WHICH ENABLE STUDENT SUCCESS

ECU is reviewing its curricula to address the needs of a more diverse and expanded student cohort with a clear career-orientation. The focus of the reinvigorated curricula will be on increased support for student success while at university and on entering the labour market, and embedding these changes within all courses at ECU.

The key elements of this significant structural change are:

- Increased flexibility around entry and exit points into higher education, recognising the changed study needs of students and work environments;
- A focus on embedding employability skills and readiness for the professions through practice in all programs, in order to align closely with the needs of industry and the professions; and
- A strengthened teaching-research nexus to ensure ECU programs are informed by the latest research, continue to be contemporary and relevant and foster the development of the next generation of researchers.

ECU's Academic Board and Senior Leadership Team will establish a framework to monitor the progress and success of these reforms. The framework will include

performance indicators such as retention rates, graduate employment rates and course satisfaction scores.

4. NEW COURSES AND PROGRAMS

ECU will strengthen the University's existing academic profile and plans to introduce new courses in areas of demand in, for example Teacher Education, Engineering, Health, and Design.

Building on its strong community-engagement ethos, ECU will further develop its teaching programs in Teacher Education, Community Law and Allied Health and its research activities in community-oriented health and wellness (through the Vario Institute) in order to increase its capacity to support Australian Government initiatives in education, health and social justice.

Progress and success will be measured by increased student load and performance indicators such as graduate employment rates and course satisfaction scores.

5. INTERACTIONS WITH THE VET SECTOR

Consistent with the University's strategic direction and the Australian Government's reform agenda, ECU will continue to explore and expand opportunities for improved collaboration with the VET sector. This is expected to result in significant structural reform and associated benefits to students.

ECU's interactions with the VET sector are predominantly through the co-located West Coast Institute of Training in Joondalup and the South West Regional College of TAFE in Bunbury, and by means of joint initiatives with Central TAFE and Polytechnic West. ECU offers its own VET programs through the Western Australian Academy of Performing Arts at the Mount Lawley campus.

Progress and success will be measured by increased student load and increased commencing enrolments through TAFE articulation pathways and new agreements with TAFE colleges, including reverse articulation arrangements.

6. ORGANISATIONAL SUSTAINABILITY

ECU has commenced work on a series of projects which collectively will result in significant structural and cultural change. The expected benefits include: redirection of resources to teaching and research; improved services to students and staff; greater administrative effectiveness; and more robust corporate data capture and reporting. The three most important projects are listed below.

6.1 The *Operational Excellence Program* will: deliver more cost effective University-wide administrative processes and organisational structures relating to finance, research administration, services to students, and administration of international activities; drive significant cultural change across the University; and return significant recurrent resources to the core areas of teaching, student support and research.

The proportion of expenditure on administration is expected to decrease. The program will also deliver improved service delivery, accountability and cost effectiveness across these administration activities.

- 6.2 The Sustainable Communities Action Plan** will: integrate sustainability principles in the curricula and in research; monitor the environmental and social impacts of service delivery; and nurture sustainable interaction with the wider community. The Action Plan also includes strategies to reduce further ECU's environmental footprint in terms of energy use, water use, materials, waste, biodiversity, transport and strategies to improve the health and overall well-being of members of the ECU community.

The Action Plan sets targets for a range of indicators in order to measure progress and success.

- 6.3 The Enterprise Data Warehouse** will: enhance the capacity of ECU to use data for decision-making, business performance monitoring and improvement, and planning purposes.

Success of the implemented system will be measured by greater analysis capabilities and wide take-up and use of a system regarded as a robust tool for planning and decision-making.

7. CAMPUS INVESTMENTS

ECU's is currently completing a review of its campus master-plans, which will articulate key principles to drive developments at ECU campuses. A number of key infrastructure projects are planned, including:

- 7.1 The phased re-development of the Mount Lawley Campus** will transform teaching, learning and research through: greater opportunities for formal and informal learning and research; creation of an interactive and welcoming environment for students, staff and the broader community; and an improved student experience to support success.

Developments include new student accommodation, a creative and performing arts precinct and a student-centred learning and amenities precinct, connecting ECU to its community and showcasing the cutting-edge creative, visual and performing arts work of the Western Australian Academy of Performing Arts and the School of Communication and Arts.

In addition to the above, ECU may seek future Commonwealth support for a renewal program to upgrade teaching and learning space to meet contemporary needs.

- 7.2 A substantial building program at the Joondalup Campus.** ECU's presence in Perth's northern outer-metropolitan corridor, one of Australia's fastest growing areas, reflects its continuing commitment to provide education opportunities for a rapidly expanding region which includes many 'first generation' families with no history of higher education participation.

ECU's longer-term growth strategy will continue to be strongly linked to the provision of higher education opportunities to the rapidly growing and diverse communities in outer-metropolitan areas to the north of Perth.

Current developments include the Computing, Engineering and Technology Building.

Developments for which future Commonwealth support maybe sought include:

- Expansion of the Sports and Fitness Centre;
- Expansion of Student Accommodation;

- Renewal of research support facilities;
- A University Hall; and
- An additional General Purpose Building.

7.3 Continued capacity-building for the South West Campus. ECU is committed to sustainable delivery of higher education opportunities to regional communities of Western Australia through its South West Campus. Work will continue to upgrade facilities to maintain a full-featured campus environment and a complete university experience for those studying at the South West Campus. The Campus will be further developed to improve professional connections with the co-located Manea Senior College, South West Regional College of TAFE, two teaching hospitals and the Rural Clinical School.

The sustainability of provision of higher education opportunities to the South West Region in the mid to long-term is dependent on adequate support from the Australian Government.

Improved campus facilities will be reflected in improved performance on a number of indicators including increased student load, progress rates, retention rates, completion rates, further study rates, AUSSE indicators and the results of ECU student satisfaction surveys.

8. RESEARCH

Critical to developing ECU's research capacity are issues of workforce, student recruitment and Engagement. ECU has identified eight major areas of research activity that align with its teaching and learning programs, these serve as the foci for research higher degree student programs, and within which areas of research intensity are fostered through the operations of research groups and centres. The key elements to articulating and developing ECU's research agenda are described in the *ECU Research and Research Training Functional Plan* and are outlined below:

8.1 Research Goals, Strategies and Evaluation. The University's broad research goals are:

- To build research enterprise and generate enhanced research outcomes in selected areas of excellence, particularly those with the potential for high social, economic, environmental and cultural impact; and
- To provide high-quality research training that produces graduates with valued knowledge and skills and which lead to high rates of research higher degree completions.

The strategies that will be applied in addressing these goals broadly include:

- Identify areas of strength and opportunity within a nationally competitive environment;
- Build areas of concentration, depth and sustainability; and
- Increase research collaboration within and external to the University.

Key performance indicators for Research are defined in the *ECU Research and Research Training Functional Plan* and are reviewed annually.

8.2 Securing a Future Research Workforce. The University's strategies to secure its future research workforce include:

- To identify and implement appropriate and effective models of research organisational development, characteristics of research culture and

workforce development practices to increase performance through attraction, retention, and development;

- Focussed professional development programs to support research grant application preparation, publications, new research methodologies, and trialling the application of the web-based Future Research Leaders program; and
- An Early Career Research Grant scheme to support the University's researcher development strategy.

8.3 Recruitment and Support of Research Students. The University's goal is to identify and implement strategies to increase the HDR student load supported through:

- Funding to expand, supplement and enhance internal and external scholarship opportunities for students; and
- The establishment of an International Research group to leverage existing international partnerships and attract high quality international HDR students in strategic areas.

Funding to support research training activities including:

- Employment of consultants to support students improve their research and writing skills; and
- Support funding for research-student infrastructure, travel and conference attendance.

8.4 Increasing Research Collaborations. In addition to the long-standing support provided through the ECU-Industry Collaboration Scheme, the University's other strategies to increase research collaboration with industry and end-users include:

- Raising awareness of research and commercialisation opportunities with ECU through promotion, publication and sponsorship;
- Establishment of an IP Assignment and Revenue-sharing Policy aimed at expanding ECU's Research Commercialisation portfolio and developing a world's best practice approach to commercialisation;
- Support for ARC Linkage grant applications and University funded Visiting Fellowships;
- Revision of the ECU-Industry Collaboration Scheme to align with the ARC's revised guidelines on international partnerships; and
- High level visits to overseas universities by senior executives.

SECTION TWO

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

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 **Edith Cowan University**

Signature

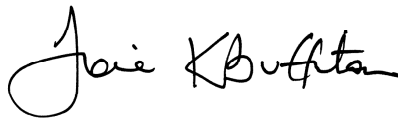


Professor Kerry O. Cox
Vice-Chancellor

Name and position

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

Signature



Fiona Buffinton
Group Manager,
Higher Education Group

Name and position

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

Signature



Jessie Borthwick
Head of Division
Research Division

Name and position

Summary of budget initiatives

Initiative	Description	Funding 2009-10 to 2012-13 \$m
Funding to support the low SES participation targets <ul style="list-style-type: none"> ▪ Partnerships ▪ Student loading 	<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"> ▪ Partnerships activities ▪ Student loading <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>	108 325
Demand driven entitlement system for domestic higher education students	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.	491
Higher Education Loan Program (HELP) repayment reduction for education and nursing	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.	83
Increase in the maximum annual student contribution amount for education and nursing	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.	33
Indexation	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.	578
Sustainable Research Excellence in Universities	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.	512
Joint Research Engagement	Replaces the Institutional Grants Scheme to encourage and support engagement with the end users of research.	-
Collaborative Research Networks	Networks to encourage institutions, particularly those in regional Australia, to form partnerships with universities with already established research strengths,	52

	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
Savings measures		
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		
	Improved targeting of income support New student scholarships Australian Postgraduate Awards stipend increase				
Student income support	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				
	Sustainable Research Excellence (incremental increase to 2013)				
Research initiatives	Joint Research Engagement				
		Collaborative Research Networks			

Enhanced Research Funding System

<p>Collaboration</p> <p><i>Collaborative Research Networks program</i></p> <p><i>Co-operative Research Centres</i></p> <p><i>Infrastructure collaboration</i></p>	<p>Participation</p> <p><i>Increased Aust. Postgraduate Awards</i></p> <p><i>Super science fellowships and other Aust. Research Council fellowships</i></p> <p><i>Research Training Scheme</i></p>
<p>Engagement</p> <p><i>Joint Research Engagement</i></p> <p><i>Co-operative Research Centres</i></p> <p><i>ARC Linkage program</i></p>	<p>Excellence</p> <p><i>Sustainable Research Excellence</i></p> <p><i>Excellence in Research for Australia</i></p> <p><i>Improved indexing of Block Grants</i></p>

Reformed university research system that:

- Drives Excellence
- Builds Sustainability
- Provides transparency
- Improves performance
- Promotes collaboration & responsiveness
- Engages internationally
- Promotes innovation

Compacts with universities will provide a framework for the Government's reform agenda

*Dual system of core funding:
Existing formula-based Research Block Grants and
Competitive Research Grants (ARC, NHMRC etc)*

<i>Infrastructure funding programs</i>	<i>National Collaborative Research Infrastructure Strategy</i>	<i>Education Investment Fund - SuperScience Package</i>
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