



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

Interim Agreement for Mission-Based Compacts

Between:

- Southern Cross University
- The Australian Government

For the period:

1 January 2010 - 31 December 2010

SECTION ONE

Preamble

Compacts

In 2010, the Australian Government and Southern Cross 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

Southern Cross University's (SCU) position within Australia's higher education system needs to be considered in context: its establishment in 1994 means it is one of Australia's newest universities. SCU is also one of the few universities firmly based in regional Australia, with campuses in Lismore and Coffs Harbour and an expanding presence in the southern Gold Coast and Tweed Heads. The opening of the Gold Coast campus in 2010 will mean SCU is a two-state university and its connections with Queensland will continue to grow.

SCU expansion at the Gold Coast and Tweed Heads directly impacts on the Australian Government's ambitions for higher education by providing a physical campus in one of Australia's fastest growing population areas traditionally under-served by higher education providers. The campus will enable SCU to deliver courses for professions in demand including Health, Education, Law, Business and Tourism.

The University's student cohort is distinctive. Around 60% are from a regional background and 22.36% are from a low SES background. The proportion of Indigenous students is 2.1%, with the University having 8.47% of Indigenous higher education students in New South Wales. Almost 40% of students study part-time and around one third of total enrolments study externally. One of the key rationales for introducing the three session teaching calendar in 2009 is to give students more flexibility in their study arrangements.

SCU is the only university that provides a campus presence across its entire regional footprint. Through the Equity High School Outreach Program and other activities, SCU plays an important role in working with high schools and students to demystify university and to overcome the real or perceived barriers to tertiary studies. A recent independent review of SCU's Equity programs is aimed at better aligning them with the Government's new approach to social inclusion.

The University recognises that it needs to support its strong access and participation rates with improved teaching and learning outcomes, including in areas such as retention, employment outcomes, and the quality of the learning experience. Current initiatives aimed at improving teaching and learning include:

- Through the Converged Delivery project SCU is pursuing an approach to the delivery of its course materials that will provide students with the choice of a range of learning approaches and collapses the divisions between external and internal enrolments. Partially in support of this initiative SCU is currently undertaking an independent review of its Information Technology capacity, management and governance.
- A First Year @ SCU project has been established that draws upon both domestic and international research and initiatives. It is aimed at the diverse aspects of the student experience including transitional experiences and first year pedagogy.
- The new Course and Unit review processes now encourages reflection on teaching and learning, through reflective templates and the provision of performance and evaluative data, thereby providing regular evidence of teaching effectiveness.
- A range of other projects include a Promoting Excellence Initiative (to increase the number of staff engaged in scholarship of teaching and ALTC processes); a Visiting Scholar program; a Teaching and Learning Festival; a Peer Review of Teaching Project; a comprehensive Embedding Graduates Attributes Project; and planning for a more integrated professional development program.
- Intensive curriculum renewal is also underway in some courses for example nursing and the Allied Health framework.

SCU recognises that this focus on enhancement and renewal needs to be sustained. As a younger, smaller and growing university there are significant opportunities to build the teaching and research performance of staff so that the University's outcomes are improved in line with the sector. The initial focus of the Strategic Workforce planning process was the nine Academic Schools and Colleges and this process is now being implemented on a University-wide basis. There are already some positive developments (for example the proportion of SCU academic staff with higher degree qualifications rose significantly between 2007 and 2008).

Through 2009 SCU has experienced good growth (SCU is currently 6.3% over-enrolled). The new teaching calendar has resulted in a pleasing growth in enrolments in the third session. Demand for courses at the Gold Coast and Tweed Heads is strong.

Research has been undergoing changes to reflect the changing external environment, including structural changes within the Division of Research. SCU is involved in five of the twelve submissions going to the next round of the 12th CRC selection, including being the lead institution for the Future Fuels CRC.

A new Research Centres Policy was introduced in mid-2009 and is being progressively implemented. The aim is to improve the productivity of SCU researchers by increasing success in winning grants, improving the quantity and quality of research outputs and improving HDR completions. It is anticipated that decisions about the entities seeking Special Research Centre and Research Centre status will be finalised by the end of 2009; those seeking Research Cluster status will be finalised in early 2010.

SCU has particular strengths in agricultural and environmental research (such as plant genetics, geosciences, phytochemistry, coastal biogeochemistry and marine sciences). Other strengths include tourism, sport and leisure, and aged services. Emerging areas include children and young people, health and well-being (including psychology) and Indigenous well-being (healing and trauma).

In terms of infrastructure the most significant activity is at the new campus. Construction of the Foundation Building at the southern Gold Coast campus site, close to the New South Wales-Queensland border, is nearing completion. It will open to students in February 2010. Planning is underway for the construction of the second building (which, subject to funding, is anticipated to open in 2012).

Following the recent \$5 million CDP allocation, there will be a substantial enhancement of the teaching and research facilities at the Coffs Harbour campus. This follows major recent capital works at the Lismore campus including a new Student Centre, clinical laboratories, a new Geoscience Centre and refurbishment of the gymnasium and swimming pool.

There is a strong culture of regional and community engagement: constructive regional engagement is one of the five objectives in the Strategic Plan. For example, SCU has active MOUs in place with a range of local bodies as well as the nine local government authorities from across our regional footprint, from Coffs Harbour City Council to Gold Coast City Council. The University has strong connections (as preferred provider) with the North Coast Area Health Service and is working closely with them on strategic workforce planning issues.

Throughout 2009 and following an independent *Review of the management and structures which support international operations* and the 2008 AUQA Audit Report, the University has been consolidating the management of its international operations to ensure a more cohesive cross-university approach as well as Faculty-level good practice initiatives.

What the University aspires to be

The University's commitment to regional Australia, in particular the existing campuses at Lismore and Coffs Harbour will continue to be a priority. SCU's aspirations for the short to medium term are closely connected to supporting the success and growth of its southern Gold Coast and Tweed Heads presence. Proactive engagement and outreach activities with schools, TAFEs and other organisations in New South Wales and Queensland will be a feature across the University.

In the medium term (10 years) SCU, with government support, aims to have around 10,000 students at its southern Gold Coast campus, with a physical capacity of five buildings on the campus site. Capital developments at this campus will remain the top infrastructure priority over the next five years. The Gold Coast campus will support the viability of SCU's other regional campuses as well as the Government's participation and attainment targets.

Currently, 18% of 25 – 34 year olds in the Gold Coast have a bachelor degree, a significant short-fall given the Government's target of 40% by 2025. The physical presence of a university campus is a critical element in raising educational aspirations and participation rates, particularly for low SES students and those who are the first in their family to study at university. It is SCU's experience is that these students often require increased access to academic support services.

As demonstrated by the recent and planned capital works programs at Lismore and Coffs Harbour, the commitment to the Gold Coast does not come at the expense of the existing campuses. The University aspires for each of the three campuses to have an academic and research profile that balances the provision of larger, regionally important courses such as Business, Education and Nursing across all campuses with smaller, niche disciplines concentrated at one campus. The campus characteristics have started to reflect this aspiration.

For example, Coffs Harbour hosts psychology and the University is in the process of purchasing UNE's half share of the National Marine Science Centre, Lismore has environmental science and the visual and performing arts and the Gold Coast and Tweed Heads will feature postgraduate business and allied health specialities. It is recognised that more work is needed to develop the research profile at Coffs Harbour and the Gold Coast and Tweed Heads.

SCU has a responsibility to deliver graduates in professions in high demand in regional Australia. Data is being assembled on the demand for current courses and market information is being gathered on demand for areas not included in the current portfolio. While the allied health area has been identified as one growth priority other areas being considered include engineering, the built environment, urban planning, ageing and climate studies. SCU notes that its profile in Science, Engineering and Technology courses is substantially lower than both the benchmark group and the sector. While replicating the expensive facilities needed for certain disciplines (for example engineering) is not an achievable goal it may be possible to provide flexible solutions to students who wish to study in these areas.

Maintaining a student-centred approach will continue to be a priority. Supporting the regions' higher education needs involves both maintaining the physical campus locations and supporting access and flexibility through best practice in converged delivery. A planned outcome of the Converged Delivery Project is for the student experience to become far less dependent upon location.

The University will continue to recognise the importance of strong relationships with the vocational education and training sector, particularly through partnerships with the two TAFE institutes across the regional footprint - Gold Coast and North Coast Institutes of TAFE. The partnerships with TAFE include developing formal articulation pathways from TAFE to University, shared use of facilities and closer cooperation aimed at raising participation.

In terms of regional engagement, the Regional Futures Institute (RFI) is an important mechanism by which SCU is broadening its engagement in a practical way with the regional communities it serves. The RFI's aim is to foster innovative, interdisciplinary research on key economic and social developments of regional Australia, particularly how they impact on the many micro and small businesses operating in regional areas.

Sustainability is an integral element of SCU's aspirations and builds on the appointment of an Environmental Sustainability Officer and participation in the NSW Department of Environment and Climate Change's Sustainability Advantage Program (in both the higher education and regional clusters). A Sustainability plan is being prepared and will be released in 2010. SCU has also agreed to a sustainability clause as part of current Enterprise Bargaining negotiations, one of the first of its kind among Australian universities.

SCU's aspirations for research include active participation in the Collaborative Research Networks program. During the next decade SCU aspires to be the leader in three world-class Research Centres, which is likely to include plant genetics and geosciences. SCU also wants to develop a strong presence in five other areas undertaking internationally and nationally significant research. A feature of SCU's research strengths will be the continued focus on agricultural and environmental research. Research students will primarily study in one of the identified areas of recognised research excellence in a rich research training environment.

The University's plans for supporting its aspirations

The Gold Coast campus and its location in a high population growth area is critical for supporting the University's longer term sustainability. While SCU's campuses in Lismore and Coffs Harbour are located in reasonably thriving regional areas, the higher costs of regional higher education delivery mean it is difficult to support these campuses and new delivery modes without the cost efficiencies generated by a growing metropolitan-based campus.

Nevertheless, the University's capacity to support its plans for the Gold Coast and Tweed Heads, and by extension the other campuses, will be seriously constrained without substantial Australian Government support. The University will explore options for Government support, including structural adjustment funding. If the Government's national participation and attainment targets are to be realised, it is critical that the focus is on supporting structural initiatives that actively enhance the capacity of universities to deliver in areas with existing low rates of provision.

With the development of the new campus it is timely for SCU to undertake a relevance, coherence and structural review of its academic portfolio. The University will also consider the relevance of its course structures in light of the Bologna and proposed ASEAN frameworks and any changes to the AQF. An integral component of a review of SCU's academic portfolio is to consider the optimal deployment of its human and physical resources for teaching, research and engagement as well as the impact of converged delivery and the necessary Information Technology requirements.

Any introduction of new activities, the removal of others and changes to course structure will require support through the non-capital structural adjustment funding. SCU will seek Government support to facilitate changes to campus characteristics generated through this major academic renewal process.

SCU's Outreach programs are an important mechanism by which young people's aspirations for higher education are raised. In this respect SCU has a dual role: to raise aspirations for university study that results in enrolments at SCU and to raise aspirations for university study at other (usually metropolitan) institutions. This dual Outreach role should be acknowledged with funding and without disadvantage through the performance indicators.

As already discussed, SCU is interested in engaging in Collaborative Research Networks program particularly as a means to support emerging areas of research strength.

SCU has also embarked on a process of identifying different universities for the purposes of benchmarking and developing targets across the three areas of teaching and learning performance; research performance; and for administration and cross-institutional purposes. This process is not just about identifying 'like' institutions to benchmark against; it's about developing well-founded 'stretch' targets for SCU to aspire to. At this stage there has been no formal approach to any institution. SCU seeks the Departments' assistance in having access to the data from the relevant universities as part of a more active benchmarking process particularly leading to the negotiation of future compacts.

The University will monitor and measure progress through:

- The Strategic Plan. The current Strategic Plan expires in 2010 and a process has commenced to develop the new Plan. There has been initial consultation with senior university staff and more extensive consultation will be undertaken in early 2010.

Measures of success will include the following areas:

- Domestic student growth, thereby directly contributing to reducing the participation and attainment gaps. Significant growth is planned for the Gold Coast and Tweed Heads; potential increases at Lismore and Coffs Harbour will be more measured.
- On-shore international student growth.
- Improved retention and success rates for all students. Given the starting points in the 2009 IAF portfolio: (i) retention and success rates for low SES and Indigenous students should at least reflect the sector average; (ii) retention and success rates for regional students should set the best practice for the sector.
- Improved full-time employment outcomes for students.
- Improved learning experiences for students as measured through CEQ responses and this improvement to be sustained.
- Research publication rate per FTE.
- Improved research income across identified areas of research strength and emerging areas of research strength.
- Converged delivery available across the majority of undergraduate units.
- Research HDR students to study in identified areas of research strength.
- Effectiveness of the Outreach programs to high school students through proportion of enrolments at university (SCU or other institution).
- Increased proportion of SCU academic staff with a higher degree in line with the sector.
- Increased proportion of younger academic staff compared to overall age profile without compromising the level of qualifications.
- Continued improvement in HDR completions.
- Continued improvement in Indigenous HDR completions.
- Growing and ensuring the appropriate balance between government and non-government revenue streams.

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

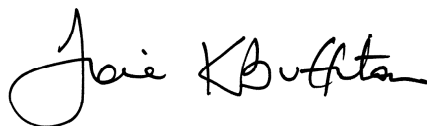
Signed on behalf of **Southern Cross University**



Signature

Professor Peter Lee
Vice-Chancellor

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



Signature

Name and position

Fiona Buffinton
Group Manager,
Higher Education Group

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



Signature

Name and position

Jessie Borthwick
Head of Division
Research Division

ATTACHMENT A

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 	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. <ul style="list-style-type: none"> ▪ Partnerships activities ▪ Student loading 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.	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

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

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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Reformed university research system that:

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

