



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

Interim Agreement for Mission-Based Compacts

Between:

- The University of New England
- The Australian Government

For the period:

1 January 2010 - 31 December 2010

SECTION ONE

Preamble

Compacts

In 2010, the Australian Government and The University of New England 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

UNE's current contribution and position within Australia's higher education system

Founded in 1938 as a College of the University of Sydney, UNE became fully independent in 1954. A year later the University commenced teaching in distance education mode and over the years became a market leader in innovative distance education provision.

UNE's core mission is the achievement of "significant regional to global impact"¹ by servicing a range of communities - regional, national and international - through the pursuit of excellence in teaching and research. UNE provides accessible, quality higher education for communities in rural, regional and metropolitan Australia through responsive, flexible course delivery and addresses research issues for the betterment of those communities and their social and natural environment.

In successive strategic plans UNE has re-affirmed its intention to be a strong research-informed, teaching and learning university.

UNE's Strengths and Distinctiveness

Flexible Education: UNE is committed to the development of quality distance education pedagogies, the synergy between distance and on-campus learning, provision of blended modes of study, alternative admission pathways and enabling courses, and the provision of services in regional communities through Access Centres. These represent fundamental strengths and are key components of UNE's educational market position.

Student Experience: UNE is committed to providing highly focused support for student learning. For on-campus students this includes modern facilities such as the Learning Commons and helpful academic skills and mentoring support. The same academic support is provided for distance students through a sophisticated web interface with a student-centred portal. Structured development of academic skills and targeted intervention and mentoring are provided both at the School level and through central service units of the University. These services are supplemented by a traditional and supportive on-campus residential system, which is especially relevant because more than 80% of UNE commencing bachelors on-campus students are required to leave home to attend university.

UNE's distinctive niche in the Sector is the dual provision of an attractive, supportive and affordable learning experience for on-campus students who leave home to attend university, together with pioneering distance education that opens higher education to mature age, regional and remote students. In addition UNE has a long history of research and research-active lecturers with a commitment to teaching quality that is demonstrated in sector AGS student satisfaction.

Regional Engagement: UNE is committed to serving rural, regional, remote students and communities. Much of UNE's research effort is focused on areas that support the economic and social development of regional communities, with practical outcomes that have a real impact. Knowledge creation is carried through to knowledge transfer with a variety of extension programs and other outreach activities that make the products of research advances available to practitioners. UNE has assisted rural communities to remain viable and vibrant as students remain in-situ in their local community while studying by distance; and 56% of graduates whose home address was from UNE's core region return there to work.

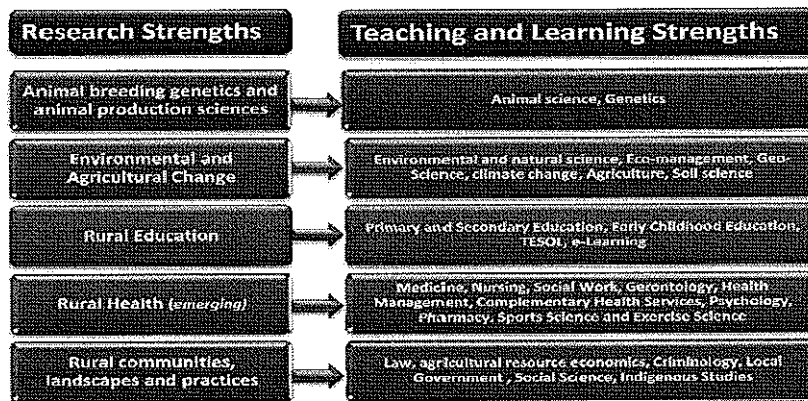
¹ UNIVERSITY of NEW ENGLAND – Strategic Plan 2007-2010: Achieving Regional and Global Impact, 2006, UNE http://www.une.edu.au/2006-strategic-plan/UNE_Strategic_Plan_2007-2010.pdf

Collaboration: UNE has a strong history of collaboration in teaching and research, both cross-discipline and with external organisations, private and public, across the globe. Collaboration is pursued in selected niche areas with partners chosen to provide complementary strengths relevant to the project.

Social Inclusion: UNE was first established to provide access to rural and remote Australians, and the commencement of distance education in 1955 opened access to a university education to a whole new group of students who had not had the opportunity to go to university as school leavers. UNE pioneered, and continues to provide flexible entry for mature age students and alternative entry for school leavers, and these admission pathways have broken the barriers of educational and socio-economic disadvantage, as well as distance, for many rural students. Social inclusion outcomes are much higher than the national average, including mature age access for distance education students.

Teaching and Learning quality: UNE consistently achieves highly on indicators of national teaching and learning performance. Its results in the Course Experience Questionnaire (CEQ), the Learning and Teaching Performance Fund (LTPF) and the citations awarded by the Australian Learning and Teaching Council compare favourably on both national and regional comparator indices. UNE consistently ranks highly in the Good Universities Guide, with a five-star rating for students' 'educational experience'. UNE has received the top rating for Australian universities for 'overall satisfaction' or its equivalent in the Guide for nine of the ten years from 2000 to 2009 – an achievement unmatched by any other university. Graduates' rating of teaching quality also gives UNE a five-star rating for this criterion of excellence.

Research: At UNE research is valued for the sake of innovation, knowledge creation and transmission, and for the positive impact on the relevance and quality of teaching. The following table illustrates this relationship. The UNE Academic Board recently endorsed a positioning statement on research-informed teaching, which will serve to further enhance this relationship.



UNE priority research areas are based on traditional research strengths, continued CRC participation, integrated collaboration with internationally recognised research institutes based on campus, regional needs and institutional capacity. UNE is motivated by innovation, dissemination of knowledge, and the generation of impact from new knowledge for relevant stakeholder groups. New priorities extend traditional strengths and connections to address cross-disciplinary areas and new connections.

International Engagement: UNE extends its experience in regional communities in Australia to rural and remote communities in other countries. UNE is working collaboratively with organisations such as the World Health Organisation and AusAID to assist with building capacity in international rural and regional communities, such as Vietnam, Thailand, Bhutan, Uganda and Zimbabwe.

UNE aspirations and plans for supporting its aspirations

UNE intentions for the short to medium term are expressed in the following five aspiration statements and the plans for supporting them are shown in the table under each. These are consistent with current strategic planning directions, and extend these to address Commonwealth aspirations. It is noted that UNE will be developing a new Strategic Plan during 2010 and this implies that these may change.

A university that makes a difference to education and employment outcomes for its region and by extension to regional communities nationally and internationally

Action and Purpose		Planning Information	
<p>Rural and regional clinical training facilities</p> <p><i>UNE trains rural medical practitioners, nurses and allied health professionals, and must provide clinical training in rural and regional settings</i></p>			
<p>Purpose:</p> <ul style="list-style-type: none"> ▶ Rural General Practice; nursing and allied health clinical experience and teaching ▶ Regional engagement & community sustainability ▶ Retention of health practitioners ▶ Role model to potential low SES students <p>Support for UNE & Commonwealth aspirations:</p> <ul style="list-style-type: none"> ▶ Part of current UNE strategic planning ▶ Commonwealth ambitions for higher education ▶ UNE sustainability by attracting and retaining students in areas of high demand 	<p>Targets</p>		<p>Resources</p> <p>Commonwealth: Funding and grants where appropriate</p> <p>UNE: seed funding allocated in 2009</p> <p>Other: Collaborations, with health providers, practitioners and private sources</p>
	2010	Funding secured for 1 centre	
	2011	First centre built and funding secured for 2nd centre	
	2012	Second centre built and funding secured for 3 rd centre	
<p>Enhance the physical presence and role of Access Centres</p> <p><i>UNE operates 11 Access Centres in the Core Region, many of them using space at TAFE campuses</i></p>			
<p>Purpose:</p> <ul style="list-style-type: none"> ▶ Enhanced levels of activity and physical presence to raise the profile of higher education in rural centres ▶ Support low SES and Indigenous recruitment ▶ Regional engagement & community sustainability ▶ Conduit for school & community liaison <p>Support for UNE & Commonwealth aspirations:</p> <ul style="list-style-type: none"> ▶ Extends a UNE strategic direction ▶ Commonwealth Higher education attainment targets ▶ Address rural disadvantage ▶ Contributes to UNE sustainability by attracting and retaining increased student numbers 	<p>Targets</p>		<p>Resources</p> <p>Commonwealth: Funding and grants where appropriate</p> <p>UNE: Additional staff and running costs</p> <p>Other: In kind support from New England Institute of TAFE and other VET providers</p>
	2010	Enhancement of role of 3 key access centres	
	2011	Funding secured to enhance physical presence at 5 centres	
	2012	Building works commenced at 5 centres	
<p>Work with regional employers to enhance contribution to skilled workforce</p> <p><i>UNE has made a commitment to the Region to survey skills (as part of the Vision New England process) and develop links between education and careers in partnership with VET/TAFE and Schools; then address gaps in education provision</i></p>			
<p>Purpose:</p> <ul style="list-style-type: none"> ▶ Identify future employment and workplace skills ▶ Address gaps in education/skills provision ▶ Inform students of careers and required skills ▶ Increase UNE WorkReady participation ▶ Enhance graduate employment outcomes <p>Support for UNE & Commonwealth aspirations:</p> <ul style="list-style-type: none"> ▶ Extends a UNE strategic direction ▶ Higher education attainment targets ▶ Address rural disadvantage together with partners ▶ Contributes to UNE sustainability by enhancing relevance and attractiveness of UNE qualifications 	<p>Targets</p>		<p>Resources</p> <p>UNE: Strategic funds; staff and running costs</p> <p>Other: In kind support from regional employers and collaborators</p>
	2010	Employer survey conducted; course and qualifications list produced.	
	2011	Qualification and skills gap analysis completed new and amended courses identified	
	2012	<i>Education and Careers</i> published; WorkReady increased by 60%	

A university that provides enhanced access for potential students of all social and economic groups

Action and Purpose

Planning Information

Educational initiatives with regional schools and VET

UNE has active schools and Aboriginal community liaison and research capability in childhood educational development and can rapidly make a positive impact on student participation and attainment by engaging with schools and communities in its core region

Purpose: > Build aspirations for higher education > Increase low SES year 12 completion and higher education access > Increase Indigenous students year 12 completion and higher education > Improve access to UNE through VET Pathways > Professional development offerings for teachers Support for UNE & Commonwealth aspirations: > Higher education attainment targets > School attainment targets (in partnership) > Indigenous attainment targets (in partnership) > Low SES attainment targets > UNE sustainability by attracting more students	Progress indicators		Resources
	2010	Planning completed Engagement partnerships in place Resources secured	Commonwealth: HEPPP Partnerships funding; Indigenous Support Program funds UNE: strategic funds allocation Other:
	2011	Activities undertaken as planned Evidence of engagement	
	2012	Applications and enrolments increased by Indigenous students and low SES persons	

A university that provides a highly engaged educational experience for its students and staff

Action and Purpose	Planning Information		
Upgrade capital infrastructure <i>UNE has a new Master Plan that is specifically designed to enhance academic engagement and incorporate socially and environmentally sustainable practices into the built environment and core ICT infrastructure. The most immediate requirements include upgrades to student residences; and building works to support new courses that are in demand by rural and regional students; both will depend on Commonwealth funding support.</i>			
Purpose: > Enhanced engagement for students and staff > Develop and embed a sense of accessibility and socially sustainable design > Practice and demonstrate commitment to environmentally sustainable practices > Specialist teaching space for new courses > Revitalise the UNE student residences to attract and retain regional students who leave home > Significantly increase network and server capacity to support expansion of digital learning Support for UNE & Commonwealth aspirations: > A sustainable UNE (a continuing direction) > Engaged students and staff > Social inclusion attainment	Monitoring process		Resources
	2010	As per UNE Capital Management Plan	Commonwealth: Funding and grants where appropriate UNE: Rolled in capital funds Other:
	2011	As per UNE Capital Management Plan	
	2012	As per UNE Capital Management Plan	
Revitalise the electronic learning and teaching and student support <i>UNE already uses a modern learning management system and online delivery and learning support, and UNE's graduates consistently report high levels satisfaction; a new project is in the advanced planning stage to take learning and teaching at UNE to a new state of the art.</i>			
Purpose: > More effective delivery online > Increased retention and completion rates > Attractive and accessible online learning style that is optimal for regional and remote students > Effective, state of the art teaching pedagogies Support for UNE & Commonwealth aspirations: > A sustainable UNE – meeting market expectations > Engaged students and staff > Social inclusion attainment	Monitoring process		Resources
	2010	Major projects started	Commonwealth: Funding and grants where appropriate UNE: Strategic funds Other: Outside funding support (eg DEHub)
	2011	Milestone reports	
	2012	Milestone reports	

A university that continues to deliver on the creation and dissemination of new knowledge through innovative research and productive collaborations

Action and Purpose		Planning Information	
<p>A major participant in Cooperative Research Centres</p> <p><i>UNE is an essential participant in six CRCs, three of which are headquartered at UNE (Poultry, Beef and Sheep) and two (Poultry and Sheep) won national innovation awards in 2009.</i></p>			
<p>Develop industry, government, university and community partnerships</p> <p><i>UNE has a long-standing and successful partnership with Industry and Investment NSW in animal production genetics; recently established two more with the same partner in agricultural primary industries and rural greenhouse research; and is forming a major research collaboration in sustainable agriculture and the environment.</i></p>			
<p>Purpose:</p> <ul style="list-style-type: none"> ‣ Research that is relevant to rural industries ‣ New knowledge in areas of UNE strength <p>Support for UNE & Commonwealth aspirations:</p> <ul style="list-style-type: none"> ‣ A sustainable UNE – long-term research directions ‣ Research with partners & collaborations ‣ World class research 	<p>Success parameters</p>		<p>Resources</p> <p>Commonwealth: CRC funding; EIF sustainability round bid</p> <p>UNE: UNE funding and in-kind provision</p> <p>Other: Industry and other funds</p>
	2010	Continued active participation in CRCs	
	2011	Support for new sustainable agriculture proposal	
	2012	Impact measures	
<p>Build strengths in regional and rural education and health</p> <p><i>UNE has developed and implemented a nationally significant classroom literacy and numeracy program, and has a strong group of Education academics. UNE will focus the majority of its education research onto issues relating to the educational attainment of rural and remote young people.</i></p> <p><i>Rural health is a designated area for building research strength at UNE with particular emphasis on research that enhances health and health services provision in rural and regional communities</i></p>			
<p>Purpose:</p> <ul style="list-style-type: none"> ‣ Research that is relevant to rural, regional and remote communities and rural sustainability <p>Support for UNE & Commonwealth aspirations:</p> <ul style="list-style-type: none"> ‣ Sustainable UNE – research relevant to the region ‣ Responsive to social needs of the community ‣ Regional sustainability 	<p>Success parameters</p>		<p>Resources</p> <p>Commonwealth: Competitive grants (projects) and Commonwealth block funding</p> <p>UNE: Strategic seed funding</p> <p>Other: Industry and other funds</p>
	2010	Funding/support sought for significant new projects	
	2011	Funding obtained; projects commenced	
	2012	Early milestone reports	
<p>Research staff and students</p> <p><i>UNE schools are targeting recruitment of research active individuals in areas of strength/ emerging strength</i></p> <p><i>Research student scholarships and postdoctoral fellowships in strategic areas are linked with research funding applications</i></p>			
<p>Purpose:</p> <ul style="list-style-type: none"> ‣ Research staff expertise in strategic areas ‣ Research student numbers in strategic areas ‣ HDR research is well supported by external funding <p>Support for UNE & Commonwealth aspirations:</p> <ul style="list-style-type: none"> ‣ Sustainable UNE – research staff succession ‣ Increased higher degree research student numbers ‣ World class research 	<p>Success parameters</p>		<p>Resources</p> <p>Commonwealth: Competitive grants (projects) and Commonwealth block funding</p> <p>UNE: Strategic seed funding</p> <p>Other: Industry and other funds</p>
	2010	Increases in research active staff and higher degree research students in areas relevant to UNE's mission	
	2011		
2012			

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

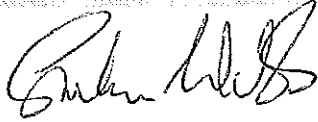
The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance. 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 the **University of New England**



Professor Graham Webb
Acting 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**



Anne Baly
Head of Division
Research Division

Signature

Name and position

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, relevant to their mission and profile.	52
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

	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		
	Sustainable Research Excellence (incremental increase to 2013)		
Research initiatives	Joint Research Engagement		
	Collaborative Research Networks		

Enhanced Research Funding System

Collaboration <i>Collaborative Research Networks program</i> <i>Co-operative Research Centres</i> <i>Infrastructure collaboration</i>	Participation <i>Increased Aust. Postgraduate Awards</i> <i>Super science fellowships and other Aust. Research Council fellowships</i> <i>Research Training Scheme</i>
Engagement <i>Joint Research Engagement</i> <i>Co-operative Research Centres</i> <i>ARC Linkage program</i>	Excellence <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)

Infrastructure funding programs	National Collaborative Research Infrastructure Strategy	Education Investment Fund - SuperScience Package
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Reformed university research system that:

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