



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 Queensland
- 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 Queensland](#) 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

Our mission at The University of Queensland is to enable our students and staff to positively influence the society in which they live by creating a *learning* and *discovery* environment in which they can develop and fulfil their aspirations, that rewards excellence, openness and innovation and encourages widespread *engagement* with our State, national and international communities.

What the University is doing at present

The University of Queensland is committed to the provision of a high-quality learning experience that is underpinned by world-class research programs, staff and facilities. We welcome and support the broad thrust of the Government's policy objectives for Australian higher education, particularly its focus on quality, its ambition for broader access and greater participation, the proposed changes to performance funding for research and the recognition of the limitations placed upon the sector due to under-funding over the past decade.

We are developing greater vertical integration and flexibility in our educational programs and focussing on strengthening our links with the community through engagement and innovative collaborative and co-location arrangements. We are developing learning spaces of the highest quality and building a critical mass of expertise and advanced facilities in the Ipswich and Gatton regions. We are reaching out to schools and communities, particularly in those regions, to raise aspirations and support students who face barriers in achieving higher education qualifications.

Central planks of UQ's strategy have included our focus on collaborative partnerships and engagement with industry, and the creation of large research institutes that have allowed us to develop a critical mass of expertise and an uncompromising focus on research of the highest quality. The Institute for Molecular Bioscience, the Sustainable Minerals Institute, the Queensland Brain Institute, the Australian Institute for Bioengineering and Nanotechnology, the Diamantina Institute for Cancer, Immunology and Metabolic Medicine, and the Institute for Social Science Research have each become recognised as world-leading centres of excellence within their fields.

Key Statistics

		2008	2009 (prelim.)
Student load (EFTSL)	Total	29,803	31,949
	Undergraduate	23,462	25,185
	Postgraduate	6,340	6,764
Student load by funding type (EFTSL)	Commonwealth Supported C'work	19,795	21,146
	Commonwealth Research Training	1,727	1,593
	Domestic Full Fee	1,833	1,732
	International Full Fee	6,098	7,108
	Other	349	370
Student load by campus	St Lucia	27,767	29,776
	Ipswich	1,118	1,177
	Gatton	917	996
Staff FTE	Total	5,814	6,126
	Academic: Teaching and research	1,437	1,345
	Academic: Research only	905	1,090
	Academic: Teaching-focussed and other	66	180
	Professional: Research only	509	554
	Professional: Other	2,898	2,958
Research Performance		2007	2008
	Research income (\$'000)	243,787	283,030
	DIISR publication points	3,582	3,260
	Research higher degree student awards	516	598

What the University aspires to be

The University of Queensland aims to achieve the highest levels of excellence in all aspects of learning and teaching, and to be internationally recognised for quality in all forms of research and research training. To help achieve these goals we will develop and sustain mutually supportive relationships with our alumni, the wider community, industry, commerce and government.

UQ strives to deliver a distinctive student experience. The UQ Advantage describes an enriched learning experience made possible by the University's diversity, research reputation and capacity, international links, and strong links with industry and the professions.

UQ will position itself at the forefront of global higher education and research by attracting and retaining high quality students and staff from around the world and by embedding internationalisation as an integral part of the University's activities. The University recognises the importance of strong, strategic partnerships with a focussed number of international partners.

Access and aspiration

UQ recognises that the requirements of the Australian workforce are changing. The community is looking for more flexible learning models to provide alternative pathways into new professions and to support the less linear career development paths that are increasingly becoming the norm.

- UQ is actively reviewing its course offerings with a view to improving the provision of alternative pathways into professions and careers where clear demand exists in the Australian workforce. Further, it is looking to support flexible and ongoing learning and skills development through the development of an integrated suite of professional education programs.
- UQ is will be developing a university college that will offer associate degree programs that articulate with UQ undergraduate degree programs. The college will provide opportunities for improving access to higher education by offering a range of study options and upgrading pathways for school and non-school leavers. It will also offer bridging programs and tertiary preparation courses for students new to university study.

The UQ College will seek to provide flexible course offerings, thereby increasing the accessibility of the programs to students. The college will be located on the UQ Ipswich campus, ensuring that its students will benefit from being part of the University environment, and it will look to expand into the agricultural disciplines focussed at Gatton. UQ is also working with TAFE institutes to develop direct articulation arrangements.

- Vocational programs are currently offered at the UQ Gatton campus through the Gatton Vocational Education Centre (G-VEC). The University is looking to extend its support for vocational qualifications within the agricultural sector and further develop skills training programs and vocational qualification offerings alongside its bachelor programs.

A number of University-wide initiatives are also underway that aim very specifically at improving access to our offerings while ensuring the quality of the UQ experience. We are running targeted programs of support for students and engagement with schools and the wider community in an effort to encourage more young people to aspire to higher education qualifications. This is particularly relevant in Queensland where the proportion of school-leavers applying for university education has been declining.

- The UQ-link scheme provides special entry and support arrangements for students from a low-income background who have experienced educational disadvantage as a result of financial hardship. The University has restructured the UQ-link scholarships from a single-year model to one that provides support throughout the student's degree (up to four years), and we will triple the number of scholarships awarded commencing in 2010.

- The Wotif Young Achievers Program is a new UQ initiative for 2010 designed to encourage the tertiary aspirations of young students who may not otherwise have considered University study. Philanthropic funding has been leveraged to support a program for year 11 and year 12 students attending a State high school in the Moreton and Darling Downs Regions. Students in the program will receive wide ranging support, including financial assistance, on-campus experiences, career advice and, once they have completed year 12, a guaranteed place at UQ with scholarship support.
- UQ has also reviewed and expanded its academic scholarship program. While retaining a strong focus on quality, the program explicitly reserves funds to support high-achieving students from groups that have been traditionally under-represented in Australian higher education.
- The University is supporting and encouraging the aspirations of young people through greater vertical integration of education and training opportunities at the Ipswich campus. This has been enabled, in part, through collaboration with the Queensland Government, which will relocate the Bremer State High School adjacent to the UQ Ipswich campus. Discussions are underway regarding ways in which UQ and Bremer SHS can fully capitalise on the co-location.

Discovery and innovation

UQ firmly believes that a strong culture of excellence in research and innovation is vital to the long-term future of this country, and that a strong teaching and learning environment relies upon a vibrant and comprehensive research profile. Our efforts are focussed on achieving excellence in research and scholarship and in making a significant contribution to intellectual, cultural, social, and economic life at national and international levels.

UQ's structure is made distinctive by the six large research institutes that have been established over the past decade. This approach has enabled us to concentrate our resources strategically and build critical mass in key priority areas, and the strategy will continue with the establishment of the new Global Change Institute. This structure enables the sharpening of key research strengths through cross-disciplinary collaborations with researchers within the seven faculties and with leading research institutes nationally and internationally. The interactions between the faculties and the institutes enrich research led teaching and learning as a distinctive strength of UQ.

Another feature of UQ's research and research training environment is our increasing focus on engagement with industry and businesses. UQ researchers have been and will continue to be actively working with external stakeholders to ensure the relevance of our research and to maximise its economic, environmental and societal benefits.

Looking forward, the University recognises that world-class research will be best supported by new models of collaboration that are distinguished by closer cross-cutting partnerships, the consolidation of resources, more flexible and efficient models for sharing infrastructure, closer links with industry and strong educational aspirations. The Queensland Alliance for Agriculture and Food Innovation (QAAFI), currently in advanced planning stages, provides a very good example of what is possible in this area. QAAFI will be an agricultural research institute within UQ incorporating staff from both UQ and Queensland Primary Industries and Fisheries (QPIF). A substantial portion of QAAFI activity will be located at the Gatton campus.

UQ has been the leader in building national commercialisation capacity. Our performance benchmarks globally in the top 10% of university commercialisation. Our commercialisation companies, UniQuest, IMBcom and JKTech have built unrivalled reputations amongst Australian universities, employing at least one in every five people working to commercialise research by Australian public agencies. UniQuest recently signed its seventh deal to translate research by a non-UQ entity (the University of Tasmania) and the University is now taking the laboratory-to-market nexus a step further with the acquisition of the i.lab incubator from the Queensland Government.

Delivering opportunities for the Southeast Queensland Western corridor

The University's forward plans include continued development at the Ipswich campus to provide high-quality learning programs and teaching and research facilities for the growing Western corridor region of Southeast Queensland. UQ Ipswich has a strong focus on community engagement and established relationships with the Ipswich City Council, local schools and community. The Queensland Government's Disability Services Centre for Excellence in Behaviour Support has been established on campus and is growing into a significant location for research and training in disability support. The UQ Boilerhouse Community Engagement Centre supports and facilitates partnerships between the UQ Ipswich campus and the broader community and plays an important role in raising aspirations.

UQ will also be increasing the range of courses on offer at its Gatton campus over the coming years, building on our offerings at the undergraduate, higher degree and vocational level. We are moving our Veterinary Science School to the campus from 2010. Construction of purpose-built facilities, supported by Commonwealth funding, is on track.

Further, a high-level review of the University's organisational structure and academic program offerings in science, agriculture and natural resources is currently underway. It is our intention at Gatton to develop a broader focus for the agricultural science programs, from laboratory to production, and to increase the pathways for science-oriented students to move into the food production, natural resource management and wildlife and nature conservation industries.

Recent and continuing initiatives by UQ are also strengthening the Gatton campus's position as a centre of research excellence, particularly in the animal sciences. Tangible evidence of this is found in the completed construction of the \$33M Centre for Advanced Animal Science (CAAS) in collaboration with Queensland Primary Industries and Fisheries (QPIF), the relocation of other QPIF research facilities such as dairy and piggery and relevant staff to the Gatton campus, and the relocation of veterinary sciences research and clinical facilities.

Supporting the health workforce

UQ is committed to delivering high quality education and training for the health sector. UQ has recently affirmed the development of the Ipswich campus as a health sciences precinct, taking medical and allied health training and services to an area of rapid population growth. The first intake of students into the Ipswich cohort of the UQ Medicine/Surgery Degree commenced in 2009. Demand for the Nursing and Midwifery programs continues to grow strongly and other health-related programs are developing, including Physician Assistants and Dietetics programs.

A key aspect to the future direction of the UQ Ipswich campus will be to continue the integration of clinical services and education with health care. UQ has established four clinics at Ipswich (cardio-respiratory, diabetic, UQ Work Service and Whiplash Research), which are accessed by the community, and additional space has been allocated to the development of an exercise physiology clinic and a psychology clinic.

The University will operate two of the recently announced GP Super Clinics in South-East Queensland (South Brisbane and Logan, Ipswich) and make a leading contribution to a third. (Redcliffe). The Super Clinics will deliver integrated health care to the community, while enabling UQ to provide students with greater access to inter-professional community-based clinical learning opportunities.

The University's plans for supporting its aspirations

Demand for Commonwealth-supported undergraduate and professional-entry postgraduate coursework places at UQ has increased significantly in 2009 and 2010. These circumstances provide the University with an opportunity to expand numbers in support of the Government's ambitions for greater participation, though that capacity will be limited in 2010 and 2011 by the conditions of the current Commonwealth Grant Scheme (CGS) agreement.

The University will continue to respond to the Australian workforce's demand for alternative entry points and more flexible pathways towards professional qualifications.

UQ's ongoing commitment to increasing low-SES participation rates will be pursued through the dual strategy of the new Wotif Young Achievers Program and increased support for the UQ-Link program. In both instances, the University is working closely with State high schools in an effort to build aspirations and support students across the transition to university.

UQ is committed to a broad-based teaching and learning portfolio and we recognise the importance of sustaining some low-demand courses in areas of national interest and enduring merit. The University has already taken action to help ensure the sustainability of language teaching by leading the development of a languages consortium in South-east Queensland.

We will support our learning programs with high-quality learning environments that encourage peer-to-peer interaction. We have recently made significant investments in new teaching and learning spaces, including the Advanced Concept Teaching Space (ACTS) lecture theatre within the \$53 million Sir Llew Edwards Building on the St Lucia campus. This facility has received international attention as a benchmark of best practice. Our future plan looks for opportunities to provide more of these world-class facilities at each campus. We will also continue our active research program in the development and evaluation of new learning spaces in higher education.

The University of Queensland's aspirations for world class research are based on our first class infrastructure, capabilities and internationally competitive researchers. In 2008/2009, UQ was successful in three major capital projects winning support from the Education Investment Funds. Our leading position has been further strengthened by six facilities funded under the National Collaborative Research Infrastructure Scheme (NCRIS) and Superscience infrastructure in recently years. We will continue to develop the world-class infrastructure and extend our collaborations with regional universities through a hubs and spokes model. Regional universities will be able to share UQ's state-of-the art facilities and world class expertises through this model, which will be further enhanced by the new Collaborative Research Network (CRN) funding.

We will foster outstanding performance from higher degree researchers by providing integrated support through the UQ Graduate School and by creating opportunities for translational skills development, industry engagement and commercialisation.

UQ is committed to a rolling strategic planning and performance monitoring framework that incorporates a hierarchy of planning outcomes. The University's Strategic Plan provides the overall direction. It is underpinned by a set of inter-dependent documents and review processes that are designed to describe the practical initiatives that will be implemented in support of the strategic objectives and monitor the institution's progress towards their achievement.

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

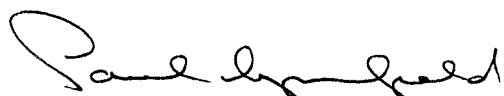
The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance.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

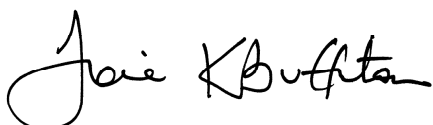
This interim agreement covers the period from 1 January 2010 to 31 December 2010. It may be amended, if agreed in writing by all the parties

Signed on behalf of The University of Queensland



Professor Paul Greenfield, AO
Vice-Chancellor

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



Fiona Buffinton
Group Manager,
Higher Education Group

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



Jessie Borthwick
Head of Division
Research Division

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		
Student income support	Improved targeting of income support New student scholarships Australian Postgraduate Awards stipend increase				
	Independence age reduced to 24 years	Independence age reduced to 23 years	Independence age reduced to 22 years		
		Personal Income Threshold increased to \$400 per fortnight		Income support for all Masters by Coursework programs	
Structural adjustment funding	Structural Adjustment Funding				
Higher Education Loan Program	Higher Education Loan Program reforms: Reduction in HELP repayments for nursing and teaching; increase to student contribution for nursing and teaching; removal of OS-HELP loan fee				
Education Investment Fund	Rounds 1, 2 & 3 and Sustainability Round				
Research initiatives	Sustainable Research Excellence (incremental increase to 2013)				
	Joint Research Engagement				
		Collaborative Research Networks			

Enhanced Research Funding System

