



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 Technology Sydney
- 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 Technology Sydney 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

UTS is one of Australia's leading universities of technology, with a distinctive mission and model of learning, strong research performance and a reputation for leadership in engagement with industry and the professions.

The **UTS Model** of learning is distinctive, having three interrelated features:

1. An integrated exposure to professional practice through dynamic and multifaceted modes of practice-oriented education
2. Professional practice situated in a global workplace, with international mobility and international and cultural engagement as centre piece
3. Learning which is research inspired and integrated, providing academic rigour with cutting edge technology to equip graduates for life-long learning

UTS programs have a strong mixture of theory and practice, leading to high quality industry relevant education. UTS has performed highly on a wide range of learning and teaching metrics for many years, being one of the few universities to be ranked in the highest bands across all four discipline clusters of the Learning and Teaching Performance Fund in recent years. As a result, UTS has strong demand for its undergraduate and postgraduate programs across all of its academic profile. UTS consistently has more undergraduate first preferences to available offers in the fields offered than any other university in NSW.

Our major contribution to the Government's higher education agenda is through providing highly skilled graduates who are in high demand in the key professions for Australia's future. Also, UTS actively supports the Government's social inclusion agenda. UTS has a high proportion of NESB students, who are often the first in their family to attend university and require additional support. UTS has for many years had proactive pathway program for all forms of disadvantaged groups, with increasing LowSES enrolments over recent years.

Research performance has improved significantly over the last decade and is now strong. UTS performs very strongly in peer reviewed arenas, reflecting the high quality of its research. UTS performs at the highest levels nationally and internationally in selected areas of strength (for example, creative industries, IT, optical physics, health economics and management and commerce), which are matched to its teaching profile. It also produces research of high impact, relevant to its university of technology positioning. Collaboration is a feature of research at UTS, where we work actively to link into national and international research networks and with industry.

UTS has a strong international focus, with a broad based approach to internationalisation. The University welcomes a diverse range of international students, as well as actively engaging in international exchange. Over the last decade UTS has sent more domestic students on international full semesters abroad than any other Australian university. UTS has a wide range of relationships with international

universities and has established a network of strong partnerships. This is now being built into a series of strategic partnerships with leading universities of technology.

UTS is highly engaged with its communities. The main strategic focus is on industry and the professions, with a strong reputation for relevance, research with impact and being a genuine and highly valued partner. UTS also engages the community more widely, through activities like the Ultimo educational precinct and UTS Shopfront, which has been recognised by AUQA as best practice in engagement with community organisations.

UTS has performed strongly financially over the last decade and is in a sound overall operating position. However, UTS is constrained by a lack of land and infrastructure resources, being one of the most disadvantaged in capacity to support future needs. The University has embarked on a major campus redevelopment to address the infrastructure quality and future needs, but these constraints remain the greatest threat to UTS in a fully deregulated market. Given the current financial returns from different forms of student load and the current level of Commonwealth Supported Load, UTS needs to expand its fee paying load by about 2,000 EFTSL to be financially sustainable. Expansion of total load beyond this is not feasible with current available land and infrastructure resources and the prevailing revenue mix.

What the University aspires to be

The UTS Strategic Plan 2009-2018 (<http://www.uts.edu.au/about/mission.html>) outlines the University's aspirations to build on its success to date:

Our vision: To be a world-leading university of technology.

Our purpose: To advance knowledge and learning to progress the professions, industry and communities of the world.

Our values: To guide our performance and our interactions with each other, with students, our partners and the wider community, our values in action are: Discover, Engage, Empower, Deliver and Sustain.

To build our reputation during 2009 – 2013 our Strategic Plan emphasises that we will:

1. Strengthen the standing of the UTS Model of global practice-oriented learning
2. Increase the scale, quality and impact of research in our discipline fields
3. Enhance our strong, inclusive university environment through state-of-the-art learning, research and social spaces, infrastructure and highly responsive services
4. Build the capabilities of our people and processes to sustain and improve performance into our third decade and beyond

To become a world leading university of technology, the key strengths which UTS will enhance are;

- a) its university of technology character,
- b) being a genuine, high performing teaching and research university,
- c) its distinctive educational positioning through the **UTS Model** of learning and
- d) its strong and proactive connections with industry and the professions.

The University will continue to strengthen the distinctive capability of the UTS Model of learning through a process of continual curriculum renewal, as well as consideration of

new areas of activity relevant to its profile. Two areas identified for strategic repositioning of offerings are in the creative industries and health.

UTS has significant strengths in the creative industries and recently strengthened offering through new innovative degrees in sound and photography and situated media. Further options are being considered. UTS is also actively evaluating the expansion of its profile into selected areas of health, which would complement our significant node of research excellence in infectious diseases and our teaching strengths in nursing and midwifery and biomedical science.

To be a high performing teaching and research university, UTS needs to continue to improve its depth and level of research outcomes. UTS recognises that the level of performance needs to match the University's high standing in teaching and learning. UTS has set a benchmark of all major disciplinary areas in its technology university profile meeting minimum research and teaching and learning performance outcomes, with selected areas of research strength being of national and international significance.

A key strategy is also developing high quality research students so as to provide human capital for research and industry workforces, including UTS. Over the last decade the University has focused on increasing quality, completions and support for research students, with strong progress made; for example completions have increased steadily, more than doubling over a 10 year period. This focus will continue, but with an increased emphasis on significantly increasing load over the medium term, particularly international load given the current constraints on RTS funding. Our targeted load for 2012 is 985, comprising 745 domestic and 240 international.

UTS already has strong special admissions programs and support mechanisms for LowSES and other disadvantaged students and intends to continue with these commitments. Additional funding has been directed to student equity from the increases in HECS levels over recent years. It is difficult to attract significant numbers of LowSES students to UTS, given our location and limited student accommodation. UTS has initiated a strategic review of LowSES recruitment and support to identify what other strategies might be put in place. As priorities and new initiatives arising from this review will be considered during 2010, UTS is not able to specifically indicate these for this interim agreement.

The current land and financial constraints faced by UTS mean that it is not well positioned to meet the Government's expanded participation agenda beyond the current level. Our existing over enrolment is already causing stress. The current facilities enhancement program (see next section) means that unless the basic economics of our operation are changed through either an improved base level of CSP funding or EIF support of our capital needs, that UTS needs to have more fee-paying load. UTS does not have the current capacity to expand both Commonwealth Supported and fee-paying load. Nevertheless, UTS has current projects being considered by EIF which do indicate options for expanding load in the SET areas. These options are feasible because of the reduced borrowing costs that significant EIF support for these projects would provide, thus changing the economic balance of the student mix.

The University's plans for supporting its aspirations

Over the last 4 years UTS has; 1) reviewed its academic profile to ensure that it has the right mix of disciplines and educational offerings to succeed in the 21st century, which

included comprehensive market research on student demand and expectations, 2) reviewed its academic structure to ensure that it has the best organisational arrangements to support its activities, 3) reviewed its student load and staff projections and associated infrastructure and space needs, and 4) conducted a comprehensive analysis of innovation in formal and informal learning spaces and pedagogy. The outcomes have informed our revitalised strategic plan and have been modelled in our new Campus Master Plan and Long Term Finance Plan to inform the resources needed to realise the University's vision.

Investing in our campus and facilities

UTS has a comprehensive Campus Master Plan to guide future development, which is focused on providing a modern, world class integrated City campus, instead of a set of disconnected buildings. At the heart of this will be a strengthened student experience and a re-engineered teaching and learning environment with a stronger emphasis on collaborative and interactive learning. It will also align with, and invite in, our local community, and strengthen the educational, cultural and creative precinct which UTS lies at the heart of and is actively leading its further development.

The Campus Master Plan leverages our exciting city spaces, with a vision to develop a campus that creatively blends a variety of learning spaces with state-of-the-art amenities and facilities to significantly strengthen the overall student experience. The expanded facilities will provide greatly enhanced formal and informal learning spaces for students and increased research facilities. The Campus Master Plan also includes a substantial expansion of student housing; which is important not just from a socioeconomic / affordability issue but a safety issue.

To meet our current requirements, and to have the capacity to take additional load, we need to spend \$900 million over the next five years. We need government to partner with us to support this capital development.

UTS has been working for six years to find a solution for our Kuring-gai (Lindfield) campus. Set between Macquarie University and Australian Catholic University campuses, and with minimal public transport and other facilities in comparison, this campus is not currently strongly placed to compete in a deregulated environment post 2012. UTS is exploring options for the future of this campus.

Investing in research

The UTS Strategic Plan states that UTS will achieve our purpose and vision by being internationally renowned for research which is at the cutting edge of creativity and technology and through a reputation for internationally recognized research that contributes to economic and social development.

To further support the development of selected areas of research strength of national and international significance, Council approved in 2008 a multiyear Research Investment Strategy with dynamic review and renewal cycles. Additional funding of \$40m over five years has been approved to date, with the main focus being on building capacity and standing in 6 Strategic Investment Areas with the potential to be of international significance, as well as additional funding to other designated UTS research strengths to become recognized nationally for their research excellence.

There are currently 28 research strengths at UTS which have been classified under six broad areas or themes (one being cross-theme). 6 of these have been designated as Strategic Investment Areas (* in table over page), with plans to expand this to 10 areas of international strength as opportunities emerge and resources are available.

<p style="text-align: center;">Science and Technology</p> <p>Forensic Science Nanoscale Technology Intelligent Mechatronic Systems* Quantum Computation & Intelligent Systems* Innovation in IT Services and Applications Human Centred Technology Design Real-time Information Networks</p>	<p style="text-align: center;">Creative and civil societies</p> <p>Law Research Contemporary Design Practice Cosmopolitan Civil Societies Research in Learning and Change Transforming Cultures Strengthening Indigenous Communities China Research* Creative Practices and Cultural Economy</p>
<p style="text-align: center;">Health</p> <p>Health Economics Research and Evaluation Health Technologies Health Services and Practice Biotechnology of Infectious Diseases* Sustainability</p>	<p style="text-align: center;">Business</p> <p>Corporate Governance Management & Organisation Studies Quantitative Finance Research Study of Choice* (Quantum Computation & Intelligent Systems)</p>
<p style="text-align: center;">Sustainable Futures</p> <p>Built Infrastructure Plant Functional Biology and Climate Change Cluster* Environmental Sustainability Technology in Water and Wastewater*</p>	

* Denotes the current 6 Strategic Investment Areas

UTS also has in place a longer term initiative to raise the base level of research performance by incorporating research targets in the Annual Plans for Faculties and other Academic Units against which performance is assessed and reported.

Investing in teaching and learning

The Campus Master Plan provides for substantial investment in improved teaching and learning facilities. Additional funding has also been directed to improvement projects for better technology support, strengthening of the UTS Model of Learning and communication competencies. These are interrelated initiatives. Two major examples of this are:

- UTS' IT and Engineering is the national leader in practice oriented education, meeting the professional needs of the future. UTS wishes to create a flagship IT and engineering education program for Australia, provided we can address the challenge of constricted, outdated building infrastructure that does not facilitate cutting edge collaborative, multidisciplinary practice oriented learning. A new purpose build building, which will be a showcase of technology and innovation for Sydney, is planned, but its realisation requires capital assistance.

- UTS wishes to co-locate and build its strengths in Arts and Social Sciences, potentially including teacher education on the City Campus. UTS plans a major upgrade of UTS Building 10, which will support major new research areas and first-class learning facilities to support UTS' plans for expansion and development.

Monitoring progress in meeting aspirations and measuring success

The University's Planning and Improvement Framework provides an integrated approach for implementing the Strategic Plan throughout the University. The framework is moving to a multiyear focus, a streamlined approach to planning, and an improved reporting and monitoring processes.

The University has a strong business intelligence function and performance tracking and reporting systems. UTS produces a comprehensive Annual Performance Report, which also includes qualitative assessments and performance against KPIs. The UTS KPI Framework comprises a scorecard of 21 university wide KPIs spanning 5 performance domains (UTS reputation; Learning and teaching; Research performance and standing; University environment and engagement; Organisational sustainability and capability). The KPI scorecard reports trend and current performance data for each KPI, against annual targets and progress towards longer term aspirations. A key initiative over the medium term is to strengthen the performance reporting through focused international benchmarking and development of multiyear targets.

A Workplace Productivity Programme Grant awarded in 2007 is enabling a major overhaul of the UTS key performance indicator reporting environment, including an integrated suite of online dashboards and scorecards supported by a data warehouse. Elements of this enabling technology are going live during 2009.

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

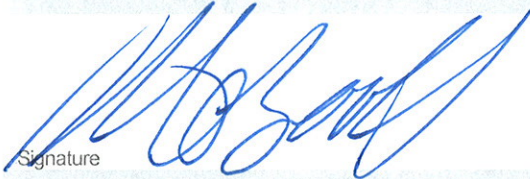
The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance.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

Signature 

Professor Peter Booth
Acting Vice-Chancellor

Name and position

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

Signature 

Fiona Buffinton
Group Manager,
Higher Education Group

Name and position

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

Signature 

Jessie Borthwick
Head of Division
Research Division

Signature

Name and position

Summary of budget initiatives

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

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

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

Enhanced Research Funding System

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

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**