



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 Tasmania
- 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 Tasmania 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

The University of Tasmania (UTAS) is committed to continuing its long tradition of excellence in the creation, preservation, communication and application of knowledge, and to scholarship that is global in scope, distinctive in its specialisations and that reflects our Tasmanian character. The University will provide leadership within its community, thereby contributing to the cultural, economic and social development of Tasmania.

What the University is doing at present

The University remains a highly regarded tertiary institution across national and international benchmarks. UTAS supports, enhances and rewards excellence in teaching. It has been commended for its commitment to assuring quality teaching and learning as well as for the suite of activities designed to support student access, participation and transition.

UTAS is truly an international university working out of Tasmania. While it maintains a strongly Tasmanian identity, its programs and research are genuinely international in vision and standards. Formal links with universities outside Australia bear witness to the University of Tasmania's international standing and reputation. The University now has many links, partnerships and associations in Asia, as well as North and South America, the UK and Europe.

The University offers a flexible learning and teaching environment across its three campuses in Tasmania. As the students of today combine study with work and family commitments, this approach gives students more choice about where, how and when they learn and gives them more control over their learning. Flexible approaches also cater for different learning styles, facilitate workplace learning, professional practice and other off-campus experiences, and they encourage independent and lifelong learning.

UTAS has developed a national profile for its teaching in specialist areas, having established its capacity for teaching Nursing through an innovative 2 year fast-track program being delivered to some 400 EFTSL of undergraduate students in Sydney.

Research is an integral part of UTAS, contributing to its identity and sense of purpose. UTAS aspires to be one of the top 10 research universities in Australia. The research focus is on developing and building new research institutes, and in successfully attracting collaborative and infrastructure funding from State and Federal Governments, industry and philanthropic organisations. Highlights include:

- o Menzies Research Institute with \$150m of infrastructure funding committed in the last 5 years
- o Institute for Marine and Antarctic Studies (IMAS) – \$45m in EIF support, plus State Government funding of \$36m over the next 10 years. UTAS also received Diversity & Structural Adjustment (DASA) funding of \$3.43m to establish the Australian National Network in Marine Science
- o Centre for Ore Deposit Exploration Studies (CODES) – ARC Centre of excellence funding of \$9.5m (to December 2013)
- o Australian Centre for Research in Separation Science (ACROSS) – funding in 2008 of \$4.6m, with \$1.95m coming in the form of 13 highly competitive grants from the ARC.

UTAS has successfully implemented a program of collaboration and structural reform through funding received from the Collaboration & Structural Reform (CASR) and DASA programs. Some of the recent strategic initiatives include:

- o Project Unity – University of Tasmania and Australian Maritime College Integration, \$5.355m
- o Renewing the Region – establishing the Institute of Regional Development (at Cradle Coast), \$1m
- o Amalgamation of the Australian School of Fine Furniture with UTAS, \$1.3m (+ \$2m in CDP funding)

- Unlocking Talent – establishing a new model for regional campus governance, \$2m.

In line with its Plans over the last decade, UTAS has grown from 10,000 EFTSL in 2000 to over 15,000 EFTSL in 2009. UTAS is fully committed to the Australian Government's participation agenda and is already planning to continue its growth trajectory over the next 10-15 years. Current indications are that UTAS will need to grow to over 20,000 EFTSL by 2020, including almost 14,000 EFTSL of Operating Grant students.

UTAS has had a successful long-term focus on improving the graduate profile within Tasmania, increasing the proportion of Tasmanians aged 15-64 with a bachelor degree or higher from 11.5% in 2000 to 16.6% in 2008. Another area of significant growth for UTAS has been in non-research postgraduate study, where domestic load has increased from 313 EFTSL in 2000 to 1,010 EFTSL in 2009.

UTAS has a commitment to ensuring access to higher education for all Tasmanians in all regions, and its Cradle Coast Campus has grown from 185 EFTSL in 2000 to 430 EFTSL in 2009. There has also been considerable growth in the number of Tasmanians from the north-west region who undertake study with UTAS – from 1,327 enrolments in 2000 to 1,909 in 2009.

Strong growth has been achieved in onshore International student load, increasing from 679 EFTSL in 2000 to 2,200 in 2009. UTAS will need to continue to perform well in attracting international students, with growth to around 4,900 EFTSL planned by 2020.

As the State's only university, UTAS makes its responsibilities towards the Tasmanian community a high priority and works with local and national providers to improve health, education and public policy. The University of Tasmania's partnership with the Tasmanian State Government fosters growth, and is a unique collaboration that has become a model for other states in Australia.

What the University aspires to be

UTAS Vision

The University of Tasmania will be ranked amongst the top echelon of research-led universities in Australia. The University will be a world leader in its specialist, thematic areas and will be recognised for its contribution to state and national development. UTAS will be characterised by its high-quality academic community, its unique island setting and its distinctive student experience.

UTAS Strategic Plan – EDGE

The University's Strategic Plan, EDGE, is based on four key elements – Excellence, Distinctiveness, Growth and Engagement. UTAS' aspirations are reflected through the EDGE elements. These key elements are outlined in the EDGE Plan, available at <http://www.utas.edu.au/universitycouncil/edge2.pdf>.

Institutional Goals

The six Institutional Goals, listed below, arise from the four cornerstone aspirations of the EDGE agenda. They are whole-of-institution goals, which encapsulate the pursuit of institutional excellence and distinctiveness, sustainable growth and meaningful engagement.

1. To be ranked in the top 10 Australian universities in terms of research performance.
2. To be ranked in the top 10 Australian universities in terms of teaching and learning performance.
3. To be ranked within the top 250 of the Shanghai Jiao Tong Academic Ranking of World Universities.
4. To increase the proportion of graduates in the Tasmanian workforce to at least the national average.
5. To achieve annual enrolment targets and to grow to approximately 15,000 EFTSL, ensuring a robust financial base with which to support UTAS' academic strategic objectives. [This goal is to be updated shortly – UTAS has already achieved its 15,000 EFTSL target; the new target will be to achieve at least 20,000 EFTSL by 2020].

6. To maintain financial viability and achieve annual and longer-term budgetary targets.

Goals 1, 2 and 6 are short-term goals; with strong performance against a range of indicators, UTAS is already meeting, or is close to achieving these goals, and will continue to strive to maintain this level of performance. Goals 3 - 5 are medium- to long-term goals, to be achieved within the next five to ten years.

The University's plans for supporting its aspirations

The EDGE Priorities encapsulate the University's commitment to providing quality academic programs to meet the needs of Tasmanians, building on research strengths and identifying new areas of excellence, and strengthening partnerships while deepening the level of engagement with communities. These priorities are underpinned by imperatives to foster a vibrant, high-performance culture and to align all the University's resources and systems to support its strategic ambitions (documented in the EDGE Plan).

The University has identified a number of key activities and strategic developments which will be critical to it successfully achieving its EDGE aspirations -

1. Increasing participation

UTAS is committed to continuing its agenda of structural reform to support greater participation, change to campus locations, and collaborative ventures with other education providers to increase access to higher education opportunities.

A major problem in rural and regional areas is the lack of family history of higher education participation, and it is important that we find new ways of encouraging these aspirations in regional communities.

Support for the ongoing development of quality teachers and mentors is critical to the delivery of secondary education and in developing, encouraging and supporting higher education aspirations in regional communities.

There are significant social and economic reasons to provide greater access to higher education for regional communities; and to allow students to maintain their connection with their communities even if they live away from home to study. This can be achieved through providing better transitional pathways to higher education and by actively seeking to provide opportunities for community connections throughout undergraduate degree programs. Community connections can be encouraged by ensuring students who have practicum, clinical or work placements as part of their study are given the opportunity to undertake these in their home community; by incorporating more work- and project-based learning into a broader range of awards so that students have the opportunity to undertake these tasks in regional and rural areas; and by developing more programs that focus on the generic skills required in regional communities. This, in turn, would support the retention of graduating students within the community.

UTAS has a range of programs already in place to support increased participation –

- a. Cradle Coast Campus – as noted previously, the campus has grown from 185 EFTSL in 2000 to 430 EFTSL in 2009; it has also been the focus for a number of CASR- and DASA-supported initiatives to strengthen the development of higher education in the region.
- b. Claremont College initiative – this project was initiated from concerns that students in the catchment area for Claremont College were qualifying for, and participating in, higher education at a much lower level than students in other Year 11/12 government colleges in the state; other challenges included Claremont College having the highest Educational Needs Index of any college in the State, and almost half of the College's students being in receipt of support benefits. The outcome of the initiative has seen

- over 60 students from this college now enrolling at UTAS each year, when 5 years ago there was only a handful, demonstrating what can be done to change a culture.
- c. UTAS-College program – this is an initiative developed by UTAS on a pilot basis, which provides a model for regional communities facing problems in higher education participation (particularly those with low SES areas) and graduate skills shortages. It addresses a number of key elements of the UTAS strategic agenda, including
 - o Improving higher education participation, particularly for regional/low SES students
 - o Embedding ongoing professional development for teachers and creating an environment to support cross-sectoral collaboration
 - o Creating regional networks to encourage higher education aspirations and to provide a supportive transition to university, including the capacity to undertake initial years of a university degree in regional communities.
 - d. Links with the Tasmanian Government's Tasmania Tomorrow program – Tasmanian Academy and Tasmanian Polytechnic, providing pathways from Years 11/12 to university.
 - e. Postgraduate participation – UTAS regards the need to increase Tasmania's postgraduate profile to the national average as a key element of its overall strategies to improve higher education participation. Establishing a base of professionally trained staff in key sectors, such as teaching and health, but also more broadly, is a key part of the cultural change necessary to support higher education participation in the broad community and also in business, industry and government. One of the core problems is the lack of role models with this specialist training within the Tasmanian community.

2. Promoting research excellence

UTAS has initiated an overhaul of its Graduate Higher Degree training, and have in 2009 achieved the highest completion rate in 10 years. UTAS will continue a rigorous monitoring of progress and improved supervision practice to ensure that students complete in < 4 years. All students are now required to take generic training as part of their PhD program (the newly instituted Graduate Certificate). *Viva voce* examinations will be introduced for all PhD students from 2010. The vigorous recruitment campaign will include elite studentships with a significant top up over the APA rate.

UTAS plans to develop new research institutes in areas of strength. For example the University is exploring a new multidisciplinary institute for studying the impacts of climate change and evaluating potential mitigation strategies; also proposed is a cross-disciplinary institute in the Faculty of Arts which will build on the existing Institute: the Tasmanian Institute for Law Enforcement Studies (TILES).

The University has established the Research Office Commercialisation Unit (ROCU) and has signed a contract with UniQuest (the highly successful commercial arm of UQ) with a view to enhancing the exploitation of its intellectual property, and generating higher levels of Category 2 and 3 funding. UTAS has begun implementing a rigorous policy of charging overheads on Category 3 funding and Category 2 funding where appropriate. The aim is to generate income to support the indirect costs of Category 2 and 3 research income.

UTAS will meet the national research quality agenda through improved internal processes and targeted internal grants.

3. Teaching and research collaborations

UTAS continues to develop collaborative networks for teaching and research. From a teaching perspective, Health Sciences has been a particular area of growth and development. Strong collaborations have been established with Tasmanian health providers and with a number of New South Wales health providers – St Vincents & Mater

Health Sydney and Sydney South West Area Health Service. UTAS also has a strong focus on interdisciplinary training in the health area, providing a range of career pathways and transitions for health graduates. A Bachelor of Paramedicine is currently under development with the Ambulance Service of New South Wales, and a postgraduate program in Physiotherapy is being developed in conjunction with the University of South Australia and the Tasmanian Department of Health & Human Services.

UTAS has long recognised the considerable benefits of strong research collaboration and is committed to an ongoing investment in national and international research networks, particularly in areas of distinctiveness such as Antarctic and marine science (including aquaculture and fisheries), ore deposits, separation science, astrophysics and agricultural research.

4. Improving infrastructure

Over the past 3 years UTAS has developed a Master Plan for the ongoing development of all of its campuses – building high tech, environmentally sustainable, cost effective, accessible and highly utilised infrastructure. Much of this planning involves better opportunities to focus research activities and place them in appropriate environments – the successful EIF bid for IMAS is a good example.

The Master Plan recognises that much of UTAS infrastructure is not ‘fit for purpose’ – teaching and learning trends have evolved dramatically over the past decade, with a greater emphasis on group and self-paced study; research environments have also developed with cross-disciplinary and collegiate teams replacing traditional faculty ‘silo’ structures. UTAS buildings do not reflect these changes – in fact limited construction work since 1980 has resulted in 85% of buildings on the Sandy Bay campus having reached the end of their design life. New buildings need to be developed over time to better accommodate changes in teaching, learning and research.

A significant focus over the next 10 years will be on developing more flexible and sustainable infrastructure to support our innovative new programs in inter-disciplinary teaching and learning and research. This may involve moving at least part of our major campus infrastructure into CBD areas in both Hobart and Launceston. In Launceston, high quality developments at Inveresk have proven very successful with 15% of Launceston students now based at Inveresk. Similarly in Hobart, a number of developments (eg new Nursing program and expansion of other Health Science activities, Conservatorium of Music, postgraduate Law program) have seen almost 25% of Hobart students now being based in the CBD.

UTAS Council has a particular focus on improving utilisation rates and developing more sustainable buildings. CBD locations are more accessible to the public, business, industry and government. National Broadband Network developments in Tasmania and the State Government plan for a “wireless waterfront” make CBD sites ideal for the University’s research activity. It will also enhance the experience for other research partners, education clients, and other commercial entities by providing a home that is appropriately designed as a modern university. There is also potential to collaborate with the Tasmanian Academy and Tasmanian Polytechnic developments.

Funding of strategic infrastructure developments will be negotiated on a project basis, with sources including UTAS capital funds, Commonwealth capital funding programs (eg EIF, CDP), State Government, other educational institutions, corporate partners, private investors and philanthropic organisations. UTAS has been highly successful in attracting funding from a range of partners to support major infrastructure projects, with the \$150m in funding to support the Menzies Research Institute being a prime example.

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.

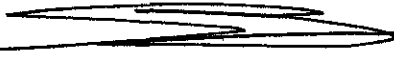
The University agrees to work with the Department of Innovation on developing the framework for the CRN program.

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 Tasmania**

Signature

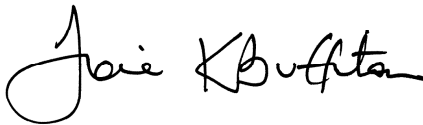


Professor Daryl Le Grew
Vice-Chancellor & President

Name and position

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

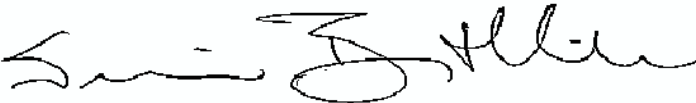
Signature



Fiona Buffinton
Group Manager,
Higher Education Group

Name and position

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



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

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

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

Enhanced Research Funding System

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

Reformed university research system that:

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

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

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

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